

**THE ROLE OF PARENTAL INVOLVEMENT IN ENHANCING
STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS
OF WEST HARARGHE ZONE, OROMIA REGIONAL STATE**

MA Thesis

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**THE ROLE OF PARENTAL INVOLVEMENT IN ENHANCING THE
STUDENTS ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS
OF WEST HARARGE ZONE**

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DEDICATION

I dedicate this thesis manuscript to those who have given me the strength and courage to achieve my dreams in my life. They have encouraged me, tolerated me and given me their support as I pursued this lifelong aspiration. So, I dedicate this piece of work to my beloved family and husband who helped me to cope-up with all those challenges that I have faced.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born on September 12, 1985 E.C in Kersa Woreda, Water town, East Hararghe Zone of Oromia Regional State from her father Seyoum Demissie and her mother Meseret Ayele. She attended her elementary and secondary school education at Harar Menfesawi Elementary School and Harar Senior Secondary School. She then joined Haramaya University and got her first degree in Biology in 2001 E.C. The author has been working in Oromia Region, as teacher and school principal until she joined then School of Graduate studies at Haramaya University in 2012 to continue her studies for MA degree.

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ACRONYMS AND ABBREVIATIONS

ESDP	Education Sector Development Program
ETP	Education and Training Policy
KETMB	Kebele Education Training and Management Board
MoE	Ministry of Education
OECD	Organization for Economic Cooperation and Development
PISA	Programs for International Student Assessment
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International for Children Education Fund
USAID	United States Agency for International Development
WHZ	West Haraghe Zone
WHZEB	West Hararghe Zone Education Bureau

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FREZEWD SEYOUM

ABSTRACT

The purpose of this study was to investigate the role of parental involvement in enhancing their students' academic achievement in secondary schools of West Hararghe Zone, Oromia Regional State. Descriptive survey design was employed to conduct the study. Quota sampling, purposive sampling, stratified random sampling and available sampling techniques were used to select the sample populations. In order to collect data, the researcher used questionnaires, interviews, focus group discussion and document analysis. Questionnaire was distributed to 110 parents and 110 students. In addition, interviews were conducted with supervisors and 6 school principals whereas focus group discussion was conducted with 42 PTA members. To analyze the data, frequency, Pearson correlation, percentage, mean score and t-test were used. Finding of the study indicates that the involvement of parents in enhancing their students' academic achievements in most of secondary schools had been low in most cases, due to low status of involvement, the achievement made were not encouraging in most areas of involvement and no significant efforts were exerted to strengthen the capacity of parents. Lack of adequate training to the stake holders, the workload of school leaders and parents, non-participatory leadership style of school leaders, parents' education level, parents' economic status, attitudes of teachers and principals were the factors identified in secondary schools which affected student's academic achievement. The study also revealed that there is a positive relation between parental involvement and students' academic achievement. Although parent participants stated that they would attend parenting workshops on how to help their children with their school work, if organized by the Ministry of Education, such workshops are not organized. so, the school leaders should have to provide parents with workshop and training, motivate and encourage parents and community representative, provide the performance report to the parents and larger community, create programs for sharing experience to parents, make the school environment favorable for participation, make consistent follow up and reporting system to the status of implementation of education program and activities and also lead the education system in a proper way.

1. INTRODUCTION

This section deals with the background of the study in which the research goals, significance of the problem and related issues were raised. Besides, statement of the problem, that paved ways to the basic questions raised in the chapter were elaborated and justified. Furthermore, objectives of the study, significance of the study, delimitation of the study and operational definition of key terms were discussed.

1.1. Background of the study

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society (Bryan, 2005).

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 and Garland, 1997).

Parental involvement involves the active and willing participation of parents in a wide range of school-based and home-based activities which may be educational or non-educational and extends from supporting and upholding the school ethos to supervising children's homework (Desforges and Abouchar, 2003). Parental involvement is critically important since it impacts directly on a child's academic achievement (Jeynes, 2005).

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. Parental involvement over the past decade, indicates that regardless of family income or background, students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level

programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, adapt well to school and graduate to postsecondary education (Henderson & Map, 2002).

To this end, secondary schools need to get special attention to attain their defined roles and duties and become efficient. Secondary education has to be reformed so as to overcome the challenges of educating adolescents who are coming from many different economic, social and cultural background and having various interest (UNESCO, 2004).

Ethiopia is also a pertinent place to explore questions of community participation in schooling because it considers local-level participation in school operations to be an integral part of recent decentralization reforms and away to increase educational access and quality (Federal Democratic Republic of Ethiopia, 1998, 2002).

The ESDPI manual (MoE, 1998) and ETP of Ethiopia incorporate community participation as one of the strategies to be adopted. As stated in (ESDP-III, 2005) communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTA are active in raising the awareness of the general community on benefits of education and in encouraging parents to send their children to school so as to increase enrolment of the school age population and reduce dropout. Financial resources are raised and used for the purpose of basic equipment and materials, to hire and even to pay contract teachers.

The government takes the lion's share in formulating clear and specific strategies, which promotes the active participation of the concerned stakeholders (teachers, principals, local community, parents, etc.) in the education sector. The education policy prepared by MOE (1994), asserts that since education is a social phenomenon, an appropriate organizational structure need to be developed to enable all concerned bodies to contribute their respective shares for educational development.

Accordingly unless the role of parental involvements in secondary schools are identified and the real factors affecting it is minimized or handled in any way possible, it may become more serious, require more resources and commitment to improve students' academic achievement. Improving quality must be high on our agenda if we imagine enhancing the development of

our people by and large (Yoseph, 2006). Thus, the issue is serious and critical; therefore, assessing the role of involvement of parents for the student's academic achievement in the secondary schools of West Hararghe Zone was the main concern of this study.

1.2. Statement of the Problem

Involving parents effectively in schools is challenging. According to Mitchell (2008), some of the challenges arise because most school administrators and teachers do not work with parents as equal partners in decision-making, largely because of their negative attitude to parents. Some schools see involving parents as a waste of time or an extra burden. Back (2010a) examined teachers' attitudes and experiences and found that most teachers value the interaction with parents and consider them to be supporters. On the other hand, teachers also stress their own professionalism and deliberately try to keep a distance between themselves and the parents.

Parents also may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parents' level of education, for example, has a multifaceted impact on children's ability to learn in school. In one study, children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000). Parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help in the home or field - help that often comes at the expense of keeping children in school (Carron & Chau, 1996). Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities.

Literature review also seeks to point out that parental involvement in schools declines as students move to higher grades (Spera, 2005). Parents face difficulties in becoming involved at the secondary school level; these difficulties include not knowing what is required of them, the fact that the workload at this level requires more effort from them, and their own negative school experiences (Dixon, 2008). The education level of the parents could also impact on

their involvement. Parents with a low level of education find it particularly difficult to collaborate with schools, due to feelings of inadequacy about their own level of academic knowledge (Bæck, 2010b).

Usually, in secondary schools, parental expectations, academic socialization and guidance have more influence on students' learning, than the visibility of parents at school events or working on homework (Fan and Chen, 2001). Hill and Tyson (2009) state that academic socialization, expectations for achievement, valuing education, and discussions about future plans and goals are effective for students in middle and secondary school. This suggests that parental involvement in secondary schools should be structured differently from parental involvement in elementary schools (Chen and Gregory, 2010). Simon (2004) found that parents are more likely to be involved in their children's education in high school, if schools conduct activities that encourage them to be involved.

Since leadership is the cornerstone in building a culture that supports the involvement of parents in their children's education (Mapp, 2003), school practices to involve parents is crucial. School leaders may agree that parental involvement in schools is crucial; however, their practices in reality could conflict with their beliefs (Lloyd-Smith & Baron, 2010).

Many related studies have been carried out recently on the role of parental involvement. For example, Jerusalem (2012), Hafiz (2013), Tassew (2006), Adewumi (2012) and Aynalem Aboye (2012) are among them. Jerusalem study focused on examining the status of parental involvement in Ethiopia and her study result showed that most of parents have low participation in the educational issues of their children but the participation of educated and uneducated parent is not the same. Hafiz study focused on examining the relationship between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement in secondary schools and his study's result showed that there was a significant relationship between the level of parental involvement in their children's academic activities and the level of academic achievement of children.

Tassew study focused on examining children's educational completion rates and drop outs in the context of Ethiopian's national poverty reduction strategy and his study result shows that

increasing educational access for all has been broadly successful, children from poor/highly indebted families still face significant constraints because they have to contribute to household survival through paid and unpaid work. It is therefore imperative to increase efforts to improve the livelihood options of the poor, including greater income generation opportunities, particularly in rural areas and for women. However, such strategies need to be child-sensitive.

Adewumi study focused on examining role of parents on the academic performance of pupils in elementary schools and his result showed that students' academic achievement improves when parents act as a teacher, supporters, advocates and decision maker.

Aynalem study focused on the status of community participation in the management of school improvement and her study showed that no adequate trainings were provided to the key stakeholders; community representatives, principals and teachers, that is the participation of the community in most activities of planning, decision-making, monitoring and evaluation and school improvement activities, etc. was not high, rather below average. However, all studies were bounded to their own area of study scope. None of them dealt with the role of school leaders in improving parental involvement, what factors affect the parental involvement in the school, and what strategies could be in place to enhance parental involvement in secondary Schools. Here, the researcher's concern varies from the above mentioned studies.

Taking the significant contribution of community participation in school management, MoE has developed a guideline with specific role and responsibilities for the community. At the school level, the major share of the power and responsibilities of managing is given to the KETMB, and the school's PTA (MoE, 1994). These school governing bodies have been established in each schools, however, their progress and performance in carrying out their role and responsibilities remain inadequate (MoE, 2002).

PTAs are also involved in school management, preparing annual plans and follow-up disciplinary cases. Communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given level of education. However, PTAs and communities still need further capacity enhancement in order to enable them to carry out the quality of support that schools need to help them function as desired.

From my own work experience, since I have been the school principal and before that the most school challenge was the participation of parents as well as the local community in their student's educational issues. They have been affected by different school factors and their own factors like attitude, shortage of time, level of their student's achievement. This is also common to most of primary and secondary schools in wareda as well as zone, because the researcher has been sharing an experience with most of principals and school supervisors.

Therefore, the main intention of this study is, to assess the role of parental involvement in enhancing the student's academic achievement in Governmental secondary Schools of WHZ?

1.3. Research Questions

The study tried to address the role of parental involvement in enhancing the students' academic achievement in secondary schools, and in doing so, attempted to find answers for the following basic questions.

1. What is the status of parental involvement in enhancing the students' academic achievement in Governmental secondary Schools of WHZ?
2. How is the relationship between parental involvement and student achievement in Governmental secondary schools of WHZ
3. What are the major factors that affect the involvement of parents in their students' academic achievement in Governmental secondary Schools of WHZ?
4. What strategies could be in placed to enhance parental involvement in Governmental secondary Schools of WHZ?

1.4. Objectives of the Study

This study is aimed to assess the role of parental involvement in enhancing students' academic achievement in Governmental secondary Schools of west Hararghe zone.

1.4.1. General Objective

The general objectives of this study was to investigate the role of parental involvement in enhancing students' academic achievement in Governmental secondary Schools of west Hararghe zone.

1.4.2. Specific Objectives

The specific objectives of this study were to:

1. Examine the status of parental involvement in enhancing the students' academic achievement in secondary schools of West Hararghe Zone.
2. To describe the relationship between parental involvement and student achievement in secondary schools of West Hararge Zone.
3. Identify major factors that affect the involvement of parents in their students' academic achievement in secondary Schools of Western Hararghe Zone.
4. Suggest strategies that could enhance the involvement of parents in their students' academic achievement in secondary schools of West Hararghe Zone

1.5. Significance of the Study

The study may have the following significance Contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parent' own resources as well as the public expenditure and minimize educational wastages related to drop-outs and repetition rate of secondary schools. It will create awareness to parents on how their involvement and learning activities with their children affects their students' learning ability and enable them in the future to be more actively participate in their students' education.

Besides, it will be important to school community (principals, supervisors, teachers and students and other educational stakeholders to have good understanding of the benefit of parental involvement in the students' education. Moreover, it enables to develop school programs associated with school activities, decision and home work. It will have also great contribution to policy makers to design better education policy and improve educational planning divisions regarding the school-parent partnership. It can be helpful as a reference for future investigation for those who have intention to conduct further study in the area.

1.6. Delimitation of the Study

The study was confined to the western Hararghe zone, Oromia Regional state for the research to be manageable and submit as scheduled. The researcher conducted her research in 6 Woredas and 6 Government secondary schools that are found in these woredas due to geographical set up, infrastructure constraints, shortage of available money and time. It would be also good if the study covered a wide area in depth so as to arrive credible generalization and could covers the more problems that have greater impact on the academic score of children to have sound conclusion. However, the researcher delimited the scope of study to the role of parental involvement in enhancing the student's academic achievement in secondary schools of WHZ. School principals, PTA members, teachers, students' parents and students were participated in the study. Questionnaires, interview, focus group discussion and document analysis were used as data collection instruments. Finally, the researcher was used quota sampling, purposive sampling, stratified random sampling and available sampling techniques. The variables in the study were the role of parental involvement in enhancing students academic achievement (Independent variable) and students' academic achievement (dependent or output variable).

1.7. Limitation of the study

One of the major limitations encountered was lack of reference materials including related findings. for this the researcher selected from different places. The other major limitation was the unwillingness of some respondents to fill out and return back the questionnaires on time. for such problems researcher also giving awareness and make them to fill. Besides, the third limitation was some of school principals and supervisors were engaged in various meeting and it was not possible to get them easily for an interview. However, by going until their homes the researcher attempted to make the study as complete as possible. On the other hand, making focus group discussion with the PTA members was also the other challenge to the researcher. PTA members were overloaded by their own work though the researcher conducted a focus group discussion with them by using more effort and convincing them about the importance of the study.

1.8. Operational Definitions of Key Terms

Academic achievement:- is the academic success which is resulted from quality home learning environment, school learning environment and students' parental support and contribute for students' and parents motivation for learning.

Parent:- are the students families who have a responsibility to support, follow up, initiate the students and responsible for the well fare and education of students.

Parental involvement:- is the active and willing participation of student's parents in educational issues of the students at school and at home. In addition, it refers to the participation of parents in every facet of children's education and development from birth to adulthood, recognizing, parents are the primary influence in children's lives. It is a process through which parents meaningfully participated in the various educational activities of their children. It also refers to the engagement of parents in home-based and school-based activities aimed at enhancing children's school performance.

Parent Teacher Association:- is the voluntary organization whose members are drawn from the local community, parents and teachers have a responsibility to bring together parents and school in a particular way, usually for fund raising and other activities related to the welfare of the school and students.

Principal:- the school leaders who are responsible to communicate the importance of parental involvement and integrate professional development for school staff that includes working with parents, increasing cultural competencies, and increasing awareness of socio-economic differences. They are also the driving force in the creation of a parent- friendly school environment and create a system that is sensitive to time and other issues which parents face. They are the school leaders who convince teachers, students, and community members of the value of working together for the benefit of the school and the students' service.

Secondary school:- in this context an educational level which includes grade 9-10.

Teacher:- are the educational stakeholders who are responsible to teaching a quality education and practice an active parent- school communication to create an educated citizen who are skillful and knowledgeable in secondary schools.

2. REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate the role of parental involvement in enhancing students' academic achievement in Governmental Secondary Schools of West Hararghe Zone, oromia National Regional State. This chapter, therefore, deals with the views of different scholars on the parental involvement, the status of parental involvement, the relationship between parental involvement and student achievement, the major factors that affect the involvement of parents and major strategies could be in placed to enhance parental involvement.

2.1. Concepts of Parental Involvement

Parental involvement is defined as an activities that parents engage in at home and at school and positive attitudes parents have toward their child's education, school and teacher. As stated by Paulo's (2004), parental involvement is defined as, involving people in order to increase awareness, empower, build capacity ,or expand rights and duties may be an end in itself , but it may also function as an instrumental means for accomplishing specific task or a tool for others to ensure that they want is accomplished. In other word is the active participation of parents in real decision making.

Myeko (2000) sees parental involvement as a process through which parents meaningfully participate in the various educational activities of their children. The activities range from occasional. Nye *et al.* (2006) additionally view parental involvement as 'the effective engagement of a parent with their child outside of the school day in an activity which centers on enhancing academic performance'. Here emphasis is on out-of-school activities such as a trip to the zoo where the child is meant to go and learn something, or playing such games with the child at home as would improve the child's reading or mathematics. Holloway *et al.* (2008) also regard parental involvement as typically definable as the initiation of home-based behaviors like monitoring homework as well as school-based activities such as attending school events and communicating with teachers. The same authors also give prominence to the general degree of cognitive stimulation, among other things, provided in the home setting.

Pate and Andrews (2006) enlarge on the definitions given above by regarding parental involvement as having an awareness of and involvement in schoolwork, understanding of the interaction between parenting skills and pupils' success in schooling, and a commitment to consistent communication with educators about pupils' progress.

2.2. Dimension of Parental Involvement

According to Georgiou and Tourva, (2007) parental involvement includes five dimensions. These dimensions include: Parenting, assisting with homework, communicating with the school, volunteering time at the school, and participating in school dimension-making. Epstein et al. (2009) created definitions for each of the six categories.

1st assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families. examples of actions are workshops on parenting and child development at each age and grade level Parent education and other courses or training for parents (e.g. family literacy, university or training programs) Family support programs to assist families with health, nutrition, and parenting, including food co-ops, parent-to-parent , Home visiting programs or neighborhood meetings to help families understand schools and help schools understand families

2nd communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. examples of actions are Language translators to assist families as needed Regular schedule of useful notices, emails, phone calls, and other communications Clear information on all school policies, programs, reforms, assessments, and transitions Clear information about choosing schools and selecting courses, programs, and activities within schools.

3rd improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. Parent room or family centre for volunteer work, meetings, and resources for families. Annual survey to identify interests, talents, and availability of volunteers Encourage all families to attend as daytime and evening audiences for students' performances

4th involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions Information for families on required skills in all subjects at each grade Information on how to assist students with skills that they need to improve Summer learning modules or activities Family participation in helping students set academic goals each year and plan for higher education or work.

5th decision making refers to parent leaders and representatives making up councils and committees for the school. These councils and committees should have appositive impact on the culture of the school. Parents should have the opportunity to serve on various management and farcical plans of action.

6th collaborating with the community includes seeking resources and services from the large community for the benefit of the students (Epstein, 2009). According to Jeynes (2005) parental involvement is also includes two dimensions, school based involvement and home based involvement.

2.2.1. School-Based Involvement

Desforges and Abouchar, (2003) identify two types of school-based involvement, namely school communication (which involves contact between parents and school personnel aimed at sharing information that includes the child’s progress, establishing good relations between teachers and parents as well as discussing emergent problems) and school participation (which involves volunteering for school activities and attending school functions as well as participation in school governance.

Parents’ involvement in school-based activities is most likely to have a positive influence in the early years of schooling when children require additional support to adjust to a new learning environment and to develop a sense of belonging (Henderson & Mapp, 2002). As children get older, parental involvement in school-based activities may affect student outcomes indirectly through improved attendance and behavior (Kendal *et al.*, 2008).

Desforges and Abouchaar, (2003) confirm that studies show that parental involvement “acted out in the school confers little or no benefit on the individual child.” This finding is replicated

extensively in the research. However, this merits cautious interpretation. In-school manifestations of parental involvement cannot be completely unrelated to pupil achievement. There are side benefits such as the potential to help schools link better with the community, contributing to the openness and accountability of the schools and the parent getting pleasure, self-fulfillment and so forth from such involvement.

2.2.2. Home -Based Involvement

Home-based involvement, according to the literature referred to below, has greater positive impact than school-based involvement. Hoell *et al* (2006) identify two types of home-based involvement, namely home discussion (which is associated with discussing school related activities) and home supervision (which involves monitoring the child's out-of-school activities, inclusive of homework).

Evidence indicates that parental involvement in the form of at-home good parenting has a positive effect on children's achievement (Duckworth *et al.*, 2009). Parents can communicate their expectations and educational aspirations by, for example, discussing subject selection and choices, academic aspirations and post-school pathways. Such communication represents a style of parenting which is supportive of a child's academic progress, places value on learning, and models behaviors appropriate for achievement (Hoover-Dempsey & Sandler, 2005).

By simply reading to and talking with their children about school, films, and books, parents can contribute to children's learning outcomes (OECD, 2011). Therefore, the contribution of the home environment to educational outcomes lies not in how parents teach their children specific subjects or content, but how they guide and encourage their children in learning (Bakker & Dinesen, 2007).

2.3. The Role of parents in Enhancing Students Achievement

In a recent study conducted by Korkmaz (2007), teachers were asked what they believe the role of parents should be to enhance student achievement. First and for most teachers felt parents should love and respect their children. Next, parents should take responsibility for their children's education. Finally, parents should engage in relevant conversation with teachers at school. Parents should be provided professional knowledge in best practices and effective programs that are used at school.

Parents also play key role as educational stake holders. Parents' primary objective is the assurance that their children will receive a quality education which will enable the children to lead productive rewarding lives as adults in global society (USAID/ EQUIP2, 2006). Family involvement in schooling can benefit young children, teachers and families. Parents bring available quality to the educational experience of their children because they may better understand their children and can influence significantly student behaviors such as time management and study habits, eating practices and their personal safety and general welfare.

Parents as educational stakeholders provide additional resources for the school to assist with student achievement and to enhance a sense of community provide and commitment, which may be influential in the overall success of the school, for instance, parent involvement with their children's educational process through attending school functions, participating students to manage their social and academic time wisely, and modeling desirable behavior for their children represent available resource for schools across this nations. In addition, parents have the right and the responsibility to be involved in their children's educational process (Department for education and children's services, 1996). Legislation such as public 93-380 encourages and enhances parent involvement in their children's education (UNICEF, 2000).

Research also tells us that parent's involvement is one of the most sight factors contributing to child's success in school. When parents are involved in their children's education the level of student achievement increases, student attend school more regularly, complete more homework in consistent manner, and demonstrate more positive attitudes towards school. They also are more likely to complete high school. Parental involvement helps a child succeed in school and later in life. To ensure parents are informed about and involved in their children's

education, because parental involvement is one of the most significant factor in a Childs success, it is crucial that all schools set a goal in their improvement plans for increasing it (Tirusew, 2001).

2.3.1. Creating Conducive Home Environment to the Students Learning

The home learning environment is formative in a child's social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory (Campbell, 2008 & Kendall *et al.*, 2008). Parents can create a home environment suitable for learning by, among other things (OECD, 2011), designating an area to do homework, providing access to reading material, and assisting with the organization of homework and studies.

Stimulating home learning environment which consists of a variety of educational materials and positive reinforcement of the value of education by parents is integral to intellectual and social development in children of all ages (Sylva *et al.*, 2004 & Sammons *et al.*, 2008). In addition to making learning enjoyable and rewarding, a quality home learning environment contributes to the standards that children set for themselves and their aspirations for education (Jeynes, 2005). Home-based involvement also includes activities which do not take place in the home per se, such as taking children to events and places that foster academic achievement. These can include museums, libraries, galleries, talks and performances (Hill & Tyson, 2009).

Importantly, Programmers' for International Student Assessment (PISA) data indicates that parents do not need to invest a significant amount of time or acquire specialized knowledge in order to assist their children in learning. Instead, improved educational outcomes result from a genuine interest and active engagement from parents (OECD, 2011).

Kajinga (2005) says home environment plays a crucial role in early child literacy development. He mentions aspects of the home environment such as mother reading to child or making provision for reading materials or story-telling. In Sweden the number of books and reading material in a family was found to be a factor influencing the reading scores of pupils (Lesen, 2004) as cited in Krolak (2005). This suggests that children growing up in a literate home environment are at an advantage and are more likely to be successful throughout formal

schooling than their peers from non- or semi-literate home environments (Kajinga, 2005). Cognitive stimulation at home, for example engaging with a child in reading, using the computer, playing cards or board games, visiting the library and bookstore, or the museum or zoo can go a long way towards enhancing children's school achievement / performance.

2.3.2. Creating Supportive School Environment to the Students Learning

The role of parents in the school environment is very different to their role in the home, although the two complement each other. In the school, parents may participate in school activities (such as sporting events), be part of a committee, or attend meetings with their children's teachers (Hill & Taylor, 2004).

Some research suggests that a parent's involvement in school activities is positively associated with students' social and emotional adjustment (Henderson & Mapp, 2002; Westmoreland *et al.*, 2009), but there is limited evidence that attending school-based activities that are not directly connected to learning has an impact on student academic outcomes.

some research, as shown by Singh et al in Desforges and Abouchaar (2003), indicate that parental involvement in the school has little, if any, effect on pupil achievement, it is not entirely without significance. Whatever amount of school based parental involvement can go far as a conduit of information through which teachers and parents can work collaboratively to support children's education. The effect of this kind of school involvement can act as a necessary lubricant for at-home involvement (Desforges and Abouchaar, 2003).

Effective parental engagement practices change as children grow and develop. The early years of education provide opportunities for parents to learn about effective ways to converse with their children about learning and become comfortable talking with teachers and other staff about their children's academic and social development. For this reason, it is important that, from the beginning, parents feel comfortable participating in activities on school grounds, and consider the school as a partner in their children's learning.

2.3.3. Motivating Students for Learning

A quality home environment and parental support can contribute towards a student's motivation for academic achievement and learning, which can in turn increase interest in and satisfaction at school (Mansour & Martin, 2009).

Duckworth *et al.* (2009), for instance, found that children aged 9-13 whose homes offered a more stimulating learning environment (measured at age 8) had a higher intrinsic motivation for academic studies. Others have found that family practices, parenting styles, and parents' personal self-efficacy for helping a child to learn all contribute to motivation for learning.

According to Gonida and Urdan (2007), school students can be classified into one of five categories of perceived parental influence: desire to please family, felt obligation to repay family by achieving academically, perceptions of strong family support for academic achievement, desire to avoid emulating negative family role models, and perceptions that family exert little or no influence on academic motivation and performance.

Hoover-Dempsey and Sandler (2005,) refer to parental sense of efficacy for helping a child succeed at school as being 'a belief that personal actions will help the child learn'. The different kinds of motivation, including both intrinsic (i.e. learning for its own sake) and extrinsic (for example, relating to parental influence) suggest that strategies to enhance motivation need to differ from one family to another and even within families.

Discipline is readiness or ability to respect authority and observe conventional or established laws of an organization or it is order line, which enables people to live and work based on the rules and regulations of the organization (Adesina, 1990).

2.3.4. Improving the Students Discipline

To maintain discipline in school, the cooperation of the school and parent is therefore, highly needed. It is not the duty of the principal only. Parents, teachers, the school committees, and the community as a whole should be involved in the area of school work. Parental involvement plays particularly important role in helping to reduce negative behaviors in children with emotional and behavioral disorders (Hill & Tylor, 2004). When child literacy is addressed

through initiatives that also address parenting skills, children have been found to make improvements in both behaviors and academic performance (Terlitsky & Wilkins, 2014). Addressing both areas is particularly important given that children who have co morbid behavior and literacy problems also make significantly less academic progress over time than their peers with just one risk factor (for example, reading or behavior) or no risk factors (Kamps *et al.*, 2003).

When parents invest time in reading with their child's, literacy skills will likely improve, when parents consistently implement effective parenting practices, their child's behavior likewise should improve their abilities through hard work and persistence, resulting in desire to persevere rather than give up (Dweck, 2008). When parents actively engage in their children's education and communicate more frequently with teachers, teachers are likely to interact more positively with parents. These positive parent–teacher interactions provide the foundation for respectful and trusting family – school partnerships (Adams & Christenson, 2000).

2.4. Principal –parent partnerships

Principal is the key individual in creating successful parent-school partnerships. School leaders must convince teachers, students, and community members of the value of working together for the benefit of the school and the students serves (Epstein & Rodriguez-Jalsorn, 2004). Moreover, it takes ascertain kind of leader to create a successful, welcoming partnership with parents. Effective principals must also be willing and able to delegate power to stakeholder groups while simultaneously guiding the process (Seashore-Louis, 2009). Such a process of shared decision- making among teachers and parents may produce better decisions and create a sense of ownership and responsibility for the outcomes of those shared decisions parents are now being asked to contribute to educational decisions that were once left only to the professionals. Encouraging this democratic point of view has led to the voices of parents and non-professionals being heard in making decisions on school reform and gives parents a more powerful place in the educational establishment (Stelmach & Prestone, 2007).

To create parental partnerships that are grounded in democratic practice, the principal, must implement three processes (Henderson *et al.*, 2007); (a) allow parents to take part in decision-making by implementing workable mechanisms for all stakeholders to voice their opinions,

ideas ,and concerns. Topics such as budgeting, student safety, curriculum, and policy lend themselves well to parental input; (b) increase awareness of community norms and expectations; and (c) create strong links between families and community organizations and resources. Green and Walker (2007) also suggested a model of parental involvement in which the school leader is the key partner with parents. This model consists of three constructs. The first concerns ‘motivational believes, that is how and what they perceives as their responsibilities in relation to education. Parents make decisions based on how likely they think their involvements will be linked to positive outcomes. The principal should create parental roles that focus on active participation in school. It is not enough for principals to simply listen to parents’ input; rather, they must actively follow up on parents’ input. The next construct is general school invitations. The principal should require teachers to deliver specific invitations to parents. Teachers should be encouraged to communicate with parents about interventions, achievement, and home- based activities to enhance school learning. Hoover – Dempsey *et al.* (2007) also implied that child invitations are powerful. Receiving an invitation from their child to engage in an educational conservation can be a great way to increase parental involvement. The final construct is life context variables, that knowledge of parent’s strengths so that they may be provided with opportunities to participate when they feel most comfortable, in the places where they feel that can benefit the school in the most effective way (Hoover-Dempsey *et al.*, 2007).

2.5. The Role of Teachers in the Involvement of parents

Teachers should identify the best ways (for example, notes, e-mails, phone calls) and times to reach parents. In order to sustain the family- school relationships, teachers should provide continuous communications with parents throughout the school year. It is also important for teachers to ask parents what they can do to support an ongoing partnership. The continuous flow of information between parents and teachers provides a critical support system for the child’s academic and social performance (Epstein, 2001).

Many parents feel that they cannot assist their child at home because they do not know what to help them. It is important for teachers to share information about what children are learning in school and recommended specific ways that parents can support that learning at home

(Whetsel & Green, 2004). Teachers can make it easy for parents to request help by including a note with children's homework where parents indicate "yes" or "no" if their child needs more assistance on the topic or if they need more information to help their child with the assignment.

2.6. The Role of PTA in the Involvement of parents

Parent Teacher Association (PTA) is a formal group composed of parents, teachers and staff that intended to facilitate parental participation in school (Erin, 2006). The goal of all parent-teacher group is to support their school, encourage parent involvement, support teachers and organize family events. Apparent Teacher association is a body, made up of both parents and teachers alike who have responsibility to the teaching and well fare of the children under their care-be they are the parents or the teachers responsible for their well fare during school hours. The general goal of a PTA is to bring about an understanding between parents and the school at which their child or children – are bring fought.

PTA's are used as means of bring about dialogue between both parents and teachers in an informal atmosphere with the aim of uniting both and helping each to understand what the requirement are for the children in their care (Erin, 2006). Study made by (Short & Greer, 2002) shows, parent- teacher association are formed involving students, teachers and parents. Many activities are conducted through the association with a motive of engaging the parents in child's school activities. It is also a chance for the parents to meet the teachers and talk to them about their concerns and make queries regarding their school and their child. Often, suggestion made by parents is considered by the school authorities.

Most working parents are oblivious to activities at school. Their involvement with the academics and co-curricular activities of their children is very limited. Academicians believe that parents' involvement with the child is crucial to the Child's overall development. In order to ensure parents' involvement in their wards' academics many schools have PTA and student councils (Erin, 2006). Students benefit most out of PTAs since the associations become a promise of extended support both at home and at school. In many schools, developmental activities like seminars, lectures, competitions are organized as a part of the association activities.

2.7. Creating a Parent -Friendly School Environment

Under this the role of different educational stake holders were discussed. the role of school principal, the role of school staff, the role of students' parents and school PTA.

2.7.1. Role of Principal

The principal is the driving force in the creating of a parent- friendly school environment. The school leader needs to begin with a mindset with which focuses on a collaborative, democratic leadership style. To implement this leadership style, the principal should provide opportunities for ideas and opinions to be heard (Stelmach & Preston, 2007). Parents should be included in decisions that impact their child (Gordon & Seashore-Louis, 2009). Once an atmosphere of collaboration has been initiated, parents should see positive results from their involvement.

Principals must also create a system that is sensitive to time and other issues parents face. If schools truly want all parents to have the opportunity to be heard, meaningful schedule is a must .parents/teacher conferences should be scheduled creatively and flexibly (Shedli, 2004). This may mean that there are multiple opportunities for parents to attend school functions with provision made for transport, child-minding, and food (Payne, 2006). Principals should be aware of the unique needs of their parental groups and seek out schools and community opportunities to meet those needs (Henderson et al., 2007).

Finally, principals must first communicate the importance of parental involvement and integrate professional development for school staff that includes working with parents, increasing cultural competencies, and increasing awareness of so-so-economic differences (Howard, 2007; Payne, 2006). Teachers must be convinced of the necessity of parental involvement and provided direction and later follow –up concerning the implementation of a parental partnership model. Staff members need to be on board before a model can be implemented successfully.

2.7.2. Role of School Staff

Once staff understands the importance and benefits of parental involvement, it is time to set some guidelines for working with parents in an effective manner. Teachers should take time to

learn about the cultures and traditions of the families represented in their classrooms and are prepared to respect and honor religious and cultural practices (Matuszny *et al.*, 2007). Parents should be engaged in conversations early and often about their and the school in general. There should be no secrets kept from parents about their own child. To be most effective, communication must be two –way. It should be proactive and positive more often than reactive and negative (Howard, 2007). Once teachers and support staff are ready to foster a welcoming community, and then the parents themselves must be the target of communication efforts regarding their roles in their children’s education.

Teachers must make time for every parent, even those who historically have had little contact with the school (Vanvelsor & Orozco, 2007). Teachers should issue personal invitations to parents through personal notes home, emails or telephone calls. During parent conferences, teachers and support staff need to create relaxed, comfortable environments and convey their genuine commitment to an equal partnership (Henderson *et al.*, 2007). Staff should be encouraged to create a system by which they may assist parents to help their children with homework (Ingram *et al.*, 2007). Having teacher-parent home work guide may be a step in the right direction. Once established, communication should be proactive, focus on positives, and occur frequently, openly, purposefully, and respectfully (Matuszny *et al.*, 2007 & Reynolds, 2010).

2.7.3. Role of Parents

What can parents do to be involved with their child’s education? There are many ways parents can complete the partnership. These involvement activities range from the home level to the building level (Eptein, 1997). At home, parents can promote high achievement and set educational goals with their child (Patel & Stevens, 2010). They can stimulate their child’s cognition through experience, dialogue, and educational materials. Parents can encourage out-of school learning (Hoover-Dempsey *et al.*, 2007). Taking museums, zoos, or other educational destinations can be fun for the whole family.

It is important for parents to be aware of their child’s progress and to communicate with school personnel often. In these communication efforts, parents should be supportive, yet not

demanding (Payne, 2006) Sharing expertise with their child's teacher is another excellent involvement opportunity for parents (Howard, 2007). Parents should also plan to occasionally visit their child's classroom.

Volunteering at school level to help with school activities is also a way to be supportive of the school. Being a part of the decision –making at the school about educational topics is an important role of the parent (Matuszny *et al.*, 2007). The school leader must create and promote a menu of opportunities that are inclusive, transparent, and welcoming of all parents (Payne, 2006) Opportunities to be involved should be articulated in orientations, newsletter, kindergarten registration packets, school literature, we-sites, and through conversations with all parents. While parents should receive communication from the school, they should be expected to return communication back to the school (Matuszny *et al.*, 2007; Reynolds, 2010).

When parents take time to contribute input, they should expect to see action. They should expect to be kept informed about the topic until its conclusion. When serving on committees and other decision- making groups, parents' input should be genuinely acknowledged (Leithwood *et al.*, 1999). The principal should model effective communication effort and expect staff members' adopt transparent and equitable practices when working with parents.

2.8. Factors that Affect Parental Involvement for the Students' Academic Achievement

There are different factors which affect parental involvement for their students' academic achievement. These were lack of resources, attitude of Principals and teachers, attitudes of Parents, Shortage of time on the Community Representative.

2.8.1. Lack of Resources

Lack of resources of various kinds impact negatively in large measure on parental involvement. Intellectual resources are a major factor regarding parental involvement. Siririka (2007) mentions that parents with more education will provide a home atmosphere that is more conducive to learning than parents with lower levels of education. They are likely to help their children in many ways with their learning. This is corroborated by Kohl *et al.* (2000) who state

that a poor or limited personal education might leave the parent lacking in vision, confidence or competence in supporting their own child. They further state that parental education is positively related to parent-school contact. The more educated the parent, the greater is their involvement in their children's education.

Many studies have shown that parental education plays a significant role in the amount of parental involvement (Tavoni & Losh, 2002). In addition, findings suggest that the higher education level of parents the more likely one will have academic success (Send fur et al 2005). Regardless of the parents' education level the more involved parents are in their child's schooling, the better students perform academically and reaches a higher level of achievement in high school (Bakker *et al.*, 2007).

Lack of material resources also impacts negatively on parental involvement. Magara (2005) in Siririka (2007) comments in respect of the Ugandan situation to the effect that some parents are so poor that they cannot provide essential facilities for their children. Such parents are associated with poor provision of scholastic materials which compromises their participation in their children's education. Magara (2005) in Siririka (2007) also refer to lack of reading materials. Materially deprived families have neither access nor capacity to buy such materials. This compromises parental involvement.

One of the biggest barriers to parent involvement is time. Working parents might not have time to spend in the school, go on field trips and help teachers with their various duties; even parents who don't work might have other time commitments that prevent them from becoming actively involved in the school. Other parents might not want to set aside time to go to the school to help because staying involved in your child's education is crucial way to help him be successful in the classroom. It's essential to get involved in other ways help your child with his homework , read to your child, listen to him read to you and ask him what he's been doing in the classroom, suggests the New York University child study center (Ipatennco, 2007) has taught, writing, health and nutrition.

Magara (2005) and Parhar (2006) all mention parents' lack of time as an impediment regarding parental involvement. Zoppi (2006) also affirms that economic challenges adversely affect

parent's ability to be meaningfully involved in their children's education since it may be necessary for such parents to hold more than one job.

2.8.2. The Attitude of Principals and Teachers

Sometimes teachers and principals, knowingly or unknowingly, discourage community participation, (Kandasumy & Lia, 2004). Supporting this, UNESCO (2002) also notes that principals and teachers, sometimes refuse to encourage the school board and association members to actively participate for they fear that these community groups would get over all control the pedagogical matter with which they have no mastery.

Besides, the school principals, in particular, sometimes hesitate that the community may want to have control over school management, and because of this fear h/she consciously limits the degree of participation (Narayan, 1995). Moreover, principals and teachers may perceive that the school board and association members often have few decision making skills and because of this perception, they degrade the capacities of the community representative to participate on the management of schools (UNESCO, 2002) so, principal and teachers should have a healthy attitude on the capacities and participation of community representatives.

The attitudes of teachers also impact both positively and negatively on parental involvement. Lemmer and Van Wyk (2004) affirm that the attitudes of schools towards active parental involvement are frequently ambiguous. While the official rhetoric claims that the home-school relationship should be collaborative, equal and reflect an even distribution of power, this is often absent in the schools.

According to Parhar (2006), teacher ideology plays a fundamental role in excluding parental involvement in schools. Bartolome and Trueba (2000) in Parhar (2006) argue that deficit ideologies that are still held by teachers today continue to have harmful effects on teacher-parent relations. The deficit theory holds that minority parents fail to be involved in schools because they are deprived of cultural and social advantages necessary for involvement (De Marrais and LeCompte, 1995). In other words, they are not cultured into the system for them to be able to competently participate in their children's education. Teachers may reinforce practices of exclusion in relation to uneducated and socio-economically disadvantaged parents.

There are teachers who genuinely fear that parents in the school or classroom may undermine their professionalism. These teachers fear that parents' view may clash with theirs (Parhar, 2006). Whether these fears are misguided or not is immaterial. What is important is that they are real and that they severely compromise parental involvement.

2.8.3. The Attitudes of Parents

There are also parents who simply believe that the responsibility for education belongs to the school (Williams, 2002) in Siririka (2007). This finding is replicated by Delgado-Gaitan (2004) in Zoppi (2006) who reveals that Latino parents have a high level of respect for teachers and treat them as professionals who should be left alone to do their job. Such parents often feel interference with school activities would be counter-productive. Viewing teachers as the experts, these parents feel uncomfortable questioning educators. Writing on experiences in South Africa, Phendla (2004) confirms that some parents think educators know all. They do not realize that education is a team effort.

2.8.4. Lack of Clear, Defined Roles, Responsibilities to School Committees

The school management committees cannot participate effectively and efficiently if their roles and responsibilities are not clearly defined (Rietbegen, 1996). That is, when their roles and responsibilities are not clearly set out, they may not know where, when, how and why to participate, and this may result in poor level of information transfer, the school management committees should be well informed about their roles and responsibilities so that they be fit in the position required.

2.8.5. Lack of Training and Shortage of Time on the Community Representative

The representative of community, who work in different school committees, may not get the necessary training or orientation, and this contributes to their lack of skills to participate in the management. Besides, the shortage or inappropriateness of the time arrangement for committee meeting influence the level of participation (Gaynor, 1998; Copper & Ulrich, 1996) so school should pay attention to these factors so that the level of participation can be enhanced.

3. RESEARCH DESIGN AND METHODOLOGY

This part of study presents the research methodology utilized to assess the role of parental involvement in enhancing students' academic achievement in secondary schools of West Hararghe Zone. The setting of the study, sample population and sampling techniques, instruments and procedures of data collection and administration as well as methods of data analysis are presented

3.1. Description of Research site

The study was conducted in Oromia region, Western Hararghe Zone. Oromia is one of the largest region in Ethiopia and contains 18 administrative zones. West Hararghe is one of the 18 zones of oromia region with estimated total population of 1,787, 086 and with estimated area of 17,552.23 square kilometers. This zone is divided in to 16 weredas and two administrative towns. The divisions of weredas are based on their geographical location for the purpose of administration. Coffee and chat are the back bone of farmer's in-come as cash crops with significant agricultural and pastoral areas supporting of livelihood of the majority of the population. West Hararghe zone education office statistics shows that there are 34 secondary schools and 12 preparatory schools and above 620 primary schools (WHZEO)

3.2. Research Design

The major concern of this study, as has been cited earlier, is to investigate the issue related to the involvement of parents in their students' academic achievement. The study was based on the data gathered from selected secondary schools in Western Hararghe zone. Owing to the number of variables to be studied, and the complexity of the subject matter to be studied, the researcher has used a descriptive survey design for carrying out this study. The descriptive survey design is important to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes and values (Mugenda & Mugenda, 2003). Descriptive Surveys are used to explain/explore the existence of two or more variables at a given point and they are useful where the study involves population which is too large for direct observation.

So, the descriptive research design which uses both qualitative and quantitative methods was employed in this study. Descriptive survey research design is characterized by disciplined investigation, which requires knowledge, independence and careful implementation.

3.3. Sources of Data

The researcher used both primary and secondary data to get adequate information about the involvement of parents for their students' academic achievement at selected Western Hararghe Secondary Schools.

3.3.1. Primary Sources of Data

In order to get adequate information about the involvement of parents, the primary source of data used are school principals, teachers, students, parents and PTA through questionnaire, interview and focus group discussion.

3.3.2. Secondary Sources of Data

The secondary sources of data was documents of schools, like, parents school attendance, school committees plan and implementation reports, teachers' parent involvement reports, grade 9th students' roster and other files.

3.4. Population, Sample Size and Sampling Techniques

The study was carried out in Western Hararghe Zone. The population and sample schools were determined on the basis of the year 2007G.C annual statistical report of students and their parents in Western Hararghe Zone Secondary schools. The researcher took grade 9 because to make research manageable, to save time and other resources. In addition to that, grade 10 students take school leaving examination and leave the schools. So that the researcher did not get available data from grade 10 students. In West Hararghe Zone there are about 16 woredas and 2 administration cities and in these woredas there are 34 Government secondary schools staffed by 1042 teachers and 34 school principals. Since the scope of the research area and the number of population is very wide and large in number, in order to manage the research, the researcher selected 6 woredas: Habro, Gemechis, Boke, Odabultum, Darolabu, and Doba

woredas and 6 schools which are found in this woredas: Wachu, Mechara, Odabultum, Hadas, Berkume gemechis and Boke tiko secondary schools. The researcher also selected 6 principals, 110 students, 110 students' parents, 42 PTA and 6 supervisors.

The researcher also used different sampling techniques to select the number of respondents for the research, among these to select the sample of schools quota sampling technique, for students stratified random sampling, to select principals, PTA, and supervisors available sampling and to select students parents purposive sampling was used. Gay and Airasian (2003) define available sampling as one which involves selecting a sample based on small numbers. The total population is 2037 and the sample is 274.

Table 1. Description of Sample and Population

Sample schools	Respondents														
	Parents			Students			Principals			PTA members			supervisors		
	TP	S	%	TP	S	%	TP	S	%	TP	S	%	TP	S	%
Wachu	160	19	12	200	20	10	1	1	100	7	7	10	1	1	100
Gemechis	160	19	12	200	20	10	1	1	100	7	7	10	1	1	100
Boke	155	18	12	180	18	10	1	1	100	7	7	10	1	1	100
Mechara	190	23	12	125	25	10	1	1	100	7	7	10	1	1	100
Odabultum	120	15	12	120	12	10	1	1	100	7	7	10	1	1	100
Hades	131	16	12	150	15	10	1	1	100	7	7	10	1	1	100
Total	883	110	12	1100	110	10	6	6	100	42	42	10	6	6	100
Quota Sampling technique	Purposive sampling			Stratified random sampling			Available sampling technique			Available sampling			Available sampling		

The data were collected through questionnaire, interview, focus group discussion and document analysis to conduct the research.

3.5.1. Questionnaire

The questionnaires were employed as a major instrument to collect information from the data sources of the study. Questionnaires are generally less expensive and do not consume a lot of time in the administration (Kothari, 2003).

To conduct this research, open and close – ended questions were prepared and distributed to 110 students and 110 students' parents of selected government secondary schools. All of students and their parents properly filled and returned back the questionnaires. The questionnaire contained 2 sections. Section 1 contains 4 items aiming to elicit information about the participants' age, sex, education level and work experience. Section 2 included a 5-point Likert Type scale. The participants responded to these items by indicating their level of agreement strongly disagree=1, disagree =2 undecided=3, agree=4, strongly agree=5. This section of questionnaire aimed to identify on the status of parental involvement in the study area, the factors that affect parental involvement. The same close ended questionnaire were prepared to both groups.

The questionnaire is used to obtain truthful information, about their opinions, their role and attitudes from respondents about the current involvement of parents in secondary schools. In addition in order to make the questions clear to the students the researcher translated it to Afan oromo and distributed it.

Pilot test

Pilot test is a small research designed to test logistics and gather information prior to a larger study, in order to improve the quality and deficiency. It will achieving validity and reliability as it results in correcting and appropriately adjusting areas of weakness in relation to the topic under study. It helped to identify inadequate and ambiguous items such that those failed to measure the variables were modified or disregarded completely and new item added.

The content validity of the questionnaire was also checked. Content validity is a measure of how well a test measures what it is supposed to measure. Orodho (2003) defines it as the

accuracy and meaningfulness of inferences which are based on the research while reliability enable the researcher to know the consistency of the questionnaire. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003).

So, the researcher conducted the pilot test in Belbelety secondary school which was not included in the major research and 60 students' parents and 60 students, were selected which were no included in the actual research. By using the results of pilot test and research advisors' idea, the items of questionnaire were improved in terms of language, format and content.

To obtain the coefficient values the software statistical package for social science (SPSS) version 20 was used. To the 1st theme, the Cronbach's Alpha reliability result was 0.86; to the 2nd theme, the reliability result was 0.78; to the 3rd theme, the reliability result was 0.89 and to the 4th theme, the Cronbach's Alpha reliability result was 0.85. The average reliability result was found to be 0.85 and hence, it is highly reliable. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer the Cronbach's alpha coefficient is to 0.8, the greater the internal consistency of the items in the scale. So this study reliability result was fallen between 0.8 and 0.9 which shows highly reliable.

3.5.2. Interview Guide

In addition to the questionnaire, interview had been the other instrument of collecting data for the study. The interview was undertaken to get views and opinion about the implementation of the involvement of parents in schools. Interview was used by researcher to get additional data to substantiate the information obtained by questionnaires. Through this part of data collection instrument, the researcher used semi-structured interview and questions were developed to 6 principals, and 6 supervisors about their role and attitude toward the involvement of parents and their contribution for improving it in the schools because they give deep information.

3.5.3. Focus Group Discussion

According to O'Hanlon (2003), a number of focus groups may be used to enhance the validity of the findings. In this research, the focus group discussion was used to get the views of parents on their understanding of parental involvement, its benefits, their involved practice, what they considered to be factors that affect to parental involvement and what they thought could be done to enhance it. The focus group discussion was used as an instrument of data collection from the PTA members. The researcher had 6 groups for focus group discussion. These were 7 members in all groups, which made it a total of 42.

3.5.4. Document Analysis

The secondary sources of data was documents of schools, like, parents school attendance, community participation plan and implementation files and reports, school committees plan and implementation reports, files and students' rosters (2006 and 2007) grade 9th students result.

3.6. Data collection procedure

At the beginning, researcher made face to face contacts with school principals to get their permission and cooperation. Then the purpose and the objective of the study was explained to the selected secondary school principals. The questionnaires were prepared to teachers and students. Besides, the participants were informed in advance about the role of the study to ensure their willingness and get the questionnaires back. Next, the researcher gave orientation, distribute the questionnaires, administer and collect them within the given range of time from the selected respondents. The researcher also conducted semi- structured interview with supervisors and principals. In addition, the researcher conducted focus group discussion with PTA and finally to document analysis the researchers observed different school documents like students' roster and different files.

3.7. Method of Data Analysis

The data obtained from the closed-ended questions of questionnaire was analyzed through descriptive statistics. Frequency count, mean, standard deviation and percentage were

computed to indicate the distribution of the data, to summarize the general nature of the data and for comparison of the values of the variables include in the study. The level of statistical significance chosen for the study was 0.05. This level of probability is chosen in accordance with the norm in educational researches for the social sciences.

Frequency counts for each item were calculated to find out the strategies to enhance parent involvement (research question 4). Independent sample t-test was computed to measure and determine the statistical significance of mean difference among the teachers and students respondents and distribution of parental involvement (research question 1 and 3). This was applied using the statistical package for social science (SPSS) for windows version 20. While interpretation of the five point rating scales was compiled in to three class scale in order to show clear images of respondents' position. These three classes were: 1. Strongly disagree and disagree changed to disagree, undecided was maintained as it is and very low and low changed in to low. 2. Strongly agree and agree changed in to agree and very high and high changed in to high. Mean score interpretation in all case. If the mean is 1-1.49= strongly disagree, 1.5-2.49= disagree, 2.5-3.49= Average, 3.5-4.49= Agree, 4.5-5.00= strongly agree.

The qualitative data that was collected through open ended questionnaires, interview, focus group and document analysis were directly stated by researcher and was presented, narrated and described and the result was classified, and compiled to draw conclusions. Multiple instruments or triangulation approach procedure was followed to collect data that possibly depending on the nature of the instruments deployed. One can be more confident with a result if different methods lead to the same results. The aim of triangulation is to cross check the data through questionnaires, interview and document analysis. Finally, the result of the analysis and interpretation of the data obtained was discussed, and summarized to forward recommendations on the basis of the finding.

3.8. Ethical Consideration

According to Best and Khan (1999), when involving participants in a research work it is important to considering the ethical principles lay down to protect them. Ethical considerations also provided for the researcher revealing his status, explaining the purpose and nature of the

research, undertaking to reveal the research findings to the participants and assuring them of the confidentiality of their responses (Marshall & Rossman, 2011).

Thus, in this research work consideration was given to ethical issues like getting willingness of the research participants for collecting the data from them, keeping their name and place of work and informing before conducting observation in schools. In addition before collecting the data, the researcher applied for the permission of the Schools administration. After an examination of relevant documents by the Schools administration, the researcher was granted permission to carry out the research.

4. RESULTS AND DISCUSSION

This chapter presents the analyses of quantitative and qualitative data which were obtained through the data collection instruments developed by the researcher. The results are presented in line with the research questions of the study.

4.1. Background Information of the Respondents

This deals with general characteristics of the respondents such as sex, age, education level, work experience and gender of the respondents of teachers, students, parents, principals and school PTA members.

Table 2: Background Information of Respondents

As Table 2 above shows about 51(60.71%) of respondents of teachers were

No	Variables	Respondents										
		Parents		Students		Principals		PTA		Supervisors		
		f	%	f	%	f	%	f	%	f	%	
1	Gender	Male	55	50	63	57.3	5	83.33	30	71.4	6	100
		Female	55	50	47	42.7	1	16.66	12	28.6	-	-
2	Age	14-20	-	-	110	100	-	-	-	-	-	-
		21-25	-	-	-	-	-	-	-	-	-	-
		26-30	-	-	-	-	-	-	-	-	-	-
		31-35	21	19.09	-	-	2	33.33	11	26	2	33.33
		36-40	59	53.6	-	-	3	50	23	54.76	3	50
		Above 40	30	27.3	-	-	1	16.66	8	19.04	1	16
3	Educational level	1-5	33	30	-	-	-	-	10	23.81	-	-
		6-9	63	57.27	110	100	-	-	32	76.19	-	-
		BA/BSc/BEd	10	9.09	-	-	6	100	-	-	4	66.66
		MA/MS/MEd	4	3.63	-	-	-	-	-	-	2	33.3
4	Work Experience	1-5	-	-	-	-	-	-	-	-	-	-
		6-10	-	-	-	-	-	-	-	-	1	16.66
		11-15	-	-	-	-	2	33.33	-	-	4	66.66
		16-20	-	-	-	-	4	66.66	-	-	1	16.66
		Above 20	-	-	-	-	-	-	-	-	-	-
		Total	110	100	110	100	6	100	42	100	6	100

As table 2 above shows about 55(50%) of respondents of parents were male and 55(50%) were females. while in case of students the number of male respondent is slightly greater than 63 (57.3%) on the other hand 5(83.3%) of principals, 6(100%) of supervisors and 30(71.4%) PTA members were males. The above statistical data shows that the number of female respondents were less than males this also have its own impact on this study due to that logically females were more nearer to their children than males.

As indicated in the item 2 of table 2, the majority of respondents 59(53.6%) of parents 3(50%) of principals 23(54.76) of PTA and 3(50%) of supervisors fall the age above 36 it is known that the age group at this level were the productive group and they were overloaded by different works so they may not involved in participate parents more. in case of education level majority of parents and PTA were between 6 and 9 grade 32(76.19%) and 63(57.27%) respectively, while all students were grade 9th and all of principals were BA/BSc/BEd and most of supervisors 4(66.6%). from this we can conclude that most of parents were not well educated this have also some effect on parent involvement. Concerning about work experience most of school principals 4(66.6%) have above 20 work experience and about 4(66%) of supervisors were above 16 work experience.

4.2. The status of Parental Involvement in Enhancing students' Achievement

Table 3: T-test analysis on the status of parental involvement for the students' academic achievement.

No	Items	Respondents				Average mean	t-value	p-value
		parents N=110		students N=110				
		Mean	SD	Mean	SD			
1	Parents involve themselves in their students' education improvement.	2.07	1.220	2.40	1.133	2.245	2.006	0.046
2	Parents attend school activities like parent meeting and others.	2.12	1.166	2.40	1.255	2.26	-1.561	.120
3	Parents control their students' absenteeism, dropout, late coming from school and students' discipline problems.	2.33	1.206	1.95	.974	2.14	2.396	.018
4	Parents visit students' academic score regularly and help them.	2.08	1.184	2.37	1.138	2.23	-.677	.095
5	The school providing parents with workshops	2.48	1.207	2.16	1.091	2.31	1.906	.058
6	Teachers and school leaders discuss about students' performance with parents.	2.27	1.123	2.45	1.258	2.36	-.991	.323
7	Parents involved in making conducive school environment and fulfill facilities to the students.	2.10	1.025	2.38	1.206	2.24	-1.709	.089

Note: P-value was calculated at $\alpha=0.05$ levels, $df=218$ and $N= 220$ scale: 1-1.49= SDA, 1.5-2.49= DA, 2.5-3.49= Average, 3.5-4.49= Agree, 4.5-5.00= strongly agree

In reaction to item 1 of table 3 above, respondents were asked to express their view whether the students' parents involve themselves in their students education improvement or not Accordingly, parents mean scores was 2.07 with 1.22 standard deviation from the mean and that of students

was 2.40 with 1.13 standard deviation from the mean which shows disagree on the item. The average mean score of the respondents was 2.26 which was disagree on the same item. In addition, the calculated t-value 2.006 was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is a significant difference between the opinions of parents and students in rating the item. From this results it is possible to conclude that, more parents than students disagreed on the parent involvement in their students' education. The above result also shows that most of the parents did not involve in their students' education improvement. Furthermore, from the focus group discussion with PTA members, it was found out that; *"most of parents don't participated in their students educational issues while some of them participated some times. They were overloaded by their own work and don't know how to be involved for their students educational success."*

Item 2 of table 3 also asked that, whether parents attend school activities like parent meeting and others. Based on this, the parents' mean score was 2.12 with 1.16 standard deviation from the mean and that of the students mean score was 2.40 with 1.25 standard deviation from the mean which shows disagree on the item. The average mean score of the respondents was 2.26 which was also disagree on the same item. Besides, the calculated absolute t-value (-1.561) was less than the critical t value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of parents and students in rating the item. From this result, it is also possible to conclude that the participation of parents on the school meeting was somewhat low. Supporting this, as interview held with the school principals and supervisors indicated, *"most of schools provided such school meeting once a year and majority of parents don't participated while some of school don't provide it at all."*

In addition, in line with the open ended questions to write the activities that parents participated on and do not participated on, majority of respondents were responded as most of parents were do not participated on the meeting that is prepared by the school. The reasons behind may be due to the inconvenient date or time of the meetings and parents' unawareness of the importance of such meetings (Funkhouser & Gonzales, 1997; Hornby, 2011).

According to the item 3 of table 3 above, respondents were asked, whether the parents control their students' absenteeism, drop out and late coming from school. As a result, the mean score of

parents and students was 2.33 with 1.2 standard deviation from the mean and 1.95 with 0.97 standard deviation from the mean respectively, which shows disagree. The average mean of two respondents was 2.14 which shows disagree on the same item and the calculated t-value (2.396) was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is a significant difference between the opinions of the two groups of respondents in rating the items. So, the above result also shows that more students than parents disagreed on the item, parents control their students' absenteeism, dropout, late coming from and students' discipline problems. Besides, the focus group discussion conducted with the PTA members and documents of respective schools, expressed that,

"Majority of parents do not control such issues and they do not know whether the students were learning or not, they simply buy what the students need for the education or what the students ask. The school also tell to the parents after the students were absent for one month or above, parents hear only when the school make them to come with their parents otherwise the students were only come to the exam. According to the parents of all of schools especially the 10th grade students were not come to school at all, they only go to the school for the exam."

Parental involvement plays particularly important role in helping to reduce negative behaviors in children with emotional and behavioral disorders (Hill & Tylor, 2004).

As also indicated in the table 3 item 4 respondents were asked if students' parents visit their students' regular academic score and help them. Accordingly, the parents mean score was 2.08 with the standard deviation 1.84 from the mean and that of student was 2.34 with standard deviation 1.13 from the mean which indicates that the respondents were disagree on the item. The average mean score of the respondents was 2.23 which was also disagree on the same item. On the other hand, the calculated absolute t-value (-.677) was less than the critical value (1.96) at $\alpha=0.05$ from this also there is no significant difference between the opinions of parents and students in rating the item. This result also shows that most of students' parents were don't visit the students' regular academic score and help them. So that, it is important to encourage parents in this regard to improve the students' academic achievement. In addition to this, from the focus group discussion with PTA members it was expressed that;

"Almost all of parents do not help their students in terms of homework, general study at home, visit their regular academic score and help them. To majority of them helping the students at this education level is too difficult while some of them know that their students learn all things from school. Still others were over loaded by their own work and do not have a time to help their children."

Desforges and Abouchaar (2003) found out that parental involvement in children's learning at home has significant effect on children's achievement, in fact a greater effect than the quality of the school. The more involved parents are in their child's schooling, the better students perform academically and reaches a higher level of achievement in high school (Bakker *et al.*, 2007).

In case of item 5 of table 3 above respondents were asked whether the school providing parents with workshops to help them in home schooling and come to be aware of their children's performance. Consequently, the mean score of parents was 2.48 with standard deviation 1.2 from the mean and that of students' was 2.16 with standard deviation 1.09 from the mean. Similarly the average means of the respondents was 2.31 also disagreed on the item. on the other hand, the calculated t- value (1.9) was less than the critical (1.96) at $\alpha = 0.05$ which shows that there is no significant difference between the opinions of parents and students in rating the item. from this there is no significant difference between the opinions of parents and students. this result also shows that most of schools did not providing parents with workshops to help them in home schooling and come to be aware of their children's performance. Besides, the interview conducted to the school principals and supervisors expressed that;

"The school do not responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance. Some of participants expressed that very few schools be responsible for giving parents such workshops and those are the modern schools. However, most of them pointed out that schools do not offer workshops to increase parental involvement role at home."

As can be observed in table 3 item 6, teachers and students were asked whether teachers and school leaders discuss about students' performance with parents or not. As a result, the mean score

of parents was 2.27 with standard deviation 1.12 from the mean and the students was 2.45 with the standard deviation 1.25 from the mean which indicates that respondents were disagree on the item. The average means of the respondents was 2.36 also disagreed on the item. on the other hand, the calculated t- value (0.99) was less than the critical (1.96) at $\alpha = 0.05$ From this result it is possible to conclude that the school leaders and teachers were not more discussed about the students result with the students' parents. In line with the interview with the school principals and PTA members, it was indicated that; *"Majority of teachers do not participate parents on their academic cases while some of teachers participate parents for their students' disciplinary problems."*

Regarding to the item 7 of table 3 respondents were asked whether the students' parents involved in making conducive school environment and fulfill facilities to the students. Accordingly, parents and students mean score was 2.10 with standard deviation 1.02 and 2.38 with standard deviation 1.2 respectively which indicates disagree on the item. The average mean score of the respondents was 2.24 which was disagree on the same item. In addition, the calculated absolute t-value (-1.709) was less than the critical value (1.96) at $\alpha = 0.05$ which shows that there is no significant difference between the opinions of parents and students in rating the item. From this it is possible to say that the involvement of parents in making their students' school conducive and fulfill the important teaching learning facilities to their student was below average. So that it is important to improve parents in this regards. From the focus group discussion with the PTA members it was indicated that;

"Most of parents did not asked to make favorable school environment to the students and they know that only the school make it. Others were said that due to the school was very far from them they did not involve in this regard, but they only go when the school call for students' disciplinary problems and other contribution."

4.3 The relationship between parental involvement and students' academic achievement

Illustrates the correlation coefficients among father involvement, mother involvement and student achievement.

Table 4. Correlations among mother involvement, father involvement, and student academic achievement

	1	2	3
1. Mother involvement	1		
2. Father involvement.	.611**	1	
3. Students' academic achievement.	.225**	.192*	1

As can be seen from Table 4 father involvement was found to be positively correlated with mother involvement ($r = .611$). This signifies that when father involvement increases, mother involvement also tends to increase which means if fathers are involved in their children's education, mothers also are likely to be involved. Furthermore, father involvement was also positively correlated with students' academic achievement ($r = .192$) which indicates that, as father involvement increases the academic achievement of students also increases. On the other hand, mother involvement has a significant positive relationship with students' academic achievement ($r = .225$). This means that when mother involvement increases, students are more likely to be academically successful.

4.4 Factors that Affect Parental Involvement for Students' Academic Achievement

There are many factors which strictly affect parental involvements for their students' academic achievement. Under this the items which were considered as such factors were discussed.

Table-5: factors that affect involvement parents for students' academic achievement.

No	Items	Respondents				Average mean	t-value	p-value
		Parents N=110		students N=110				
		Mean	SD	Mean	SD			
1	Parents education level	3.58	1.381	3.65	1.172	3.615	-.568	0.571
2	Parent's economic status	3.86	1.077	4.2	1.980	4.03	-.1077	0.283
3	Parents lack of time	4.15	.988	4.04	1.102	4.095	.749	0.455
4	Absence of parental involvement plan	3.75	1.181	4.07	.866	3.91	-2.121	0.035
5	Lack of clearly, defined roles and responsibilities to PTA.	4.08	1.062	3.93	.963	4.005	1.018	0.310
6	Attitudes of teachers and principals	3.36	1.618	3.90	1.015	3.63	-2.813	0.005
7	Lack of skill and knowledge of parent on how to participate	4.21	1.729	3.97	1.124	4.09	1.712	0.089
8	Parents location of home	4.21	.879	3.84	1.027	4.025	2.610	0.010
9	student's low achievement	3.88	1.186	3.90	1.024	3.89	-.136	0.892
10	Non participatory leadership style of the principals	3.90	1.209	3.78	.718	3.84	.718	.474
11	PTA's lack of encouragement to participate parents effectively	3.69	1.212	3.77	1.238	3.73	-.424	.672
12	Attitude of student toward parent involvement	3.52	1.366	2.68	1.483	3.1	4.044	0.000

Note: P-value was calculated at $\alpha=0.05$ levels, $df=218$ and $N=220$ scale: 1-1.49= SDA, 1.5-2.49= DA, 2.5-3.49= Average, 3.5-4.49= Agree, 4.5-5.00= strongly agree

In reaction to item 1 of table 5 above, respondents were asked to give a response on parents' educational level. Accordingly, parents and students mean scores were 3.58 with standard deviation 1.3 from the mean and 3.65 with 1.17 standard deviation from the mean respectively which shows agree on the item. The average mean score of the respondents was 3.615 which was agree on the same item. In addition, the calculated t-value (-.568) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of parents and students in rating the item. From this result it is possible to conclude that, parents' education level was the major factor that affect parental involvement to the students' academic achievement. The focus group discussion with the PTA members indicated that: "Majority of parents don't have the skill and knowledge in which they help their students

academically and they know that the students were only learn at school. In addition, most of parents were visit their students' school only when the school call them for the students discipline problems."

Besides, from the school documents, students whose parents were educated have high academic results than the others and also an educated parents have more involvement parent school attendance than uneducated parents. Supporting this in one study, it was said that children whose parents had primary school education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling (Willms, 2000).

In item 2 of table 5 respondents were asked the Parent's economic status based on this parents mean score is 3.86 with standard deviation 1.07 from the mean and students mean score is 4.2 with standard deviation 1.98 from the mean which also shows agree on the item. The average mean score of the respondents was 4.03 which was also agree on the item. Besides the calculated t- value (-.108) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of the parents and students in rating the item. From the above results, it is possible to conclude that, parents' economic status was also affect the involvement of parents on their students' education. From the focus group discussion with students' parents it is indicated that: *"A number of parents did not fulfill more facilities to their students and did not involve more in their students' education due to that they are economically poor and over loaded by their own work. On the other hand, there are also students who were learning by working to themselves."*

Supporting this, Zoppi (2006) also affirms that economic challenges adversely affect parent's ability to be meaningfully involved in their children's education since it may be necessary for such parents to hold more than one job.

As also indicated in the table 5 item 3 respondents were asked parents' lack of time. Based on this, parents mean score is 4.15 with standard deviation from the mean and the mean score of student is 4.04 which shows agree on the item. On the other hand, the average mean score of respondents was 4.095 which shows agree on the item. In addition, the calculated t-value

(.749) was less than (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions the parents and students in rating items. From the focus group discussion with students' PTA, it was indicated that: *"Majority of parents were hold more than one works so that, they have workloads and did not participated more in the parent' school activities like parent meeting and others."*

According to table 5 above item 4 were asked absence of parental involvement implementation plan based on this parents' mean score is 3.75 with standard deviation 0.98 from the mean and the mean score of student is 4.07 with standard deviation 1.1 from the mean which shows agree on the item. Besides the average mean score of respondents was 3.91 which shows agree on the item. The calculated t-value (-2.121) was less than (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions the parents and students in rating items. From this result it is possible to conclude that in most secondary schools there is no parental involvement implementation plan. Supporting this, from the school documents it was indicated that almost in all secondary schools there is no parental involvement implementation plan which is prepared and implemented separately. However, in some of secondary schools, there is a parental involvement plan with in school strategic plan but it is not applied.

In the case of item 5 of table 5, respondents were asked the lack of clearly defined roles and responsibilities to PTA. Based on this parents mean score is 4.08 with standard deviation 1.06 from the mean and students mean score is 3.93 with standard deviation 0.96 which also shows agree on the item. The average mean score of the respondents was 4.01 which was also agree on the item. In addition the calculated t- value (1.018) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of the parents and students in rating the item. From the above results it was also concluded that in the majority of secondary schools there was no well-defined roles and responsibilities to the school PTAs. In line with the school document analysis it was showed that, in most of secondary schools there is a guideline which talks about some PTAs' responsibilities in involving parents, however it was not practiced.

According to item 6 of table 5 respondents were asked the attitudes of teachers and principals. parents mean score is 3.36 with standard deviation 1.6 from the mean and students mean score

is 3.90 with standard deviation 1.01 from the mean which shows also agree on the item. The average mean score of the respondents was 3.63 which was also agree on the item. The calculated absolute t- value (-2.813) was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is a significant difference between the opinions of the teachers and students in rating the item. In addition this means that more students than parents were agreed on attitudes of teachers and principals. From the above results we can conclude that the attitudes of teachers and principals more affect the parental involvement for the students' academic achievement. In line with this, the interview with the school principals and supervisors it was indicated that, *"Majority of school principals did not involving parents and mostly they ran for other community works outside the school and other school activities."*

As also indicated in the table 5 item 7 respondents were asked Lack of skill and knowledge of parent on how to participate based on this parents mean score is 4.21 with standard deviation 1.72 from the mean and the mean score of student is 3.97 with standard deviation 1.12 from the mean which shows agree on the item. On the other hand the average mean score of respondents was 4.09 which shows agree on the item. In addition, the calculated t-value (1.712) was less than (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions the parents and students in rating items. This results showed that, majority of parents did not have the skill and knowledge how to be involved in their students' education. According to the focus group discussion with the PTA members it was indicated that; *"Majority of parents did not have skills on how to be involved in their students education and they know that students were learn and get all teaching learning materials only from schools while still some of parents were overloaded by their own works."*

In the literature, it is mentioned that one of the reasons for lack of involvement is due to the fact that the parents do not know how to be involved in (Hornby, 2011) and the percentage of the responses to this item justifies this claim. Students spend half of the day out of school Therefore, it is very important to monitor what they do and how they spend this time.

According to item 8 of table 5 respondents were asked parents location of home based on this parents mean score is 4.21 with standard deviation 0.87 from the mean and students mean score is 3.97 with standard deviation 1.02 which also shows also agree on the item. The average mean

score of the respondents was 4.025 which was also agree on the item. The calculated t- value (2.610) was greater than the critical value (1.96) at $\alpha=0.05$ which shows that there is a significant difference between the opinions of the teachers and students in rating the item. This means that, more parents than students were agreed on the parents' location of home. From the above results we can conclude that, parents location of home also affect the parental involvement. In line with the interview with the school principals and supervisors it was indicated that; *"Majority of students were come from country sides and live in the city due to that the school is very far from their living homes as a result, they meet their parents once a week or twice a week. So parents were not involved more in their students' education."*

In item 9 of table 5 respondents were asked student's low achievement based on this parents mean score is 3.88 with standard deviation 1.18 from the mean and students mean score is 3.90 with standard deviation 1.02 from the mean which also shows agree on the item. The average mean score of the respondents was 3.89 which was also agree on the item. In addition the calculated t-value (-136) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of the parents and students in rating the item. From this results it is possible to conclude that, student' low achieving is the factor that affect parental involvement in education of their students. In line with this, the focus group discussion with the PTA members *"According to the majority of parents if their students were low achiever they don't more focus on their education, they make the students only to complete 10th grade while only some of parents were improve if their students were low achiever."*

In reaction to item 10 of table 5 above, respondents were asked non participatory leadership style of the principals. parents and students mean score was 3.90 with standard deviation 1.2 from the mean and 3.78 with standard deviation 0.71 from the mean respectively which shows agree on the item. The average mean score of the respondents was 3.3.84 which was agree on the same item. In addition, the calculated t-value (.718) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of teachers and students in rating the item. The above results also show that the non-participatory leadership style of principals was affect the parents' involvement for the students' academic success. From the focus discussion with PTA members it was mentioned that, *"According to majority of parents most of the time they do not involve in their students'*

education due to that the school teachers and school leaders were not participate them unless the students make the discipline problems and for some contribution."

There are teachers who genuinely fear that parents in the school or classroom may undermine their professionalism. These teachers fear that parents' view may clash with theirs (Parhar, 2006). Besides, the school principals, in particular, sometimes hesitate that the community may want to have control over school management, and because of this fear h/she consciously limits the degree of participation (Narayan, 1995). In addition, from the documents of school in most of secondary schools there is no more parent involvement attendance while in some of them they make a parent meeting once a year.

In case of item 11 of table 5 respondents were asked PTA's lack of necessary encouragement to participate parents effectively. Based on this parents mean score is 3.69 with standard deviation 1.21 from the mean and students mean score is 3.77 with standard deviation 1.23 from the mean which also shows agree on the item. The average mean score of the respondents was 3.73 which was also agree on the item. In addition the calculated t- value (-.424) was less than the critical value (1.96) at $\alpha=0.05$ which shows that there is no significant difference between the opinions of the parents and students in rating the item. From this result it is possible to say that, Majority of PTA members were not encouraging the parents to be involved in their students' education. From the interview with the school principals and supervisors, it was indicated that; *"In most of the secondary schools, the PTA members only come to schools when the school call them for budget and discipline cases and even they may not come to school by one call for participation. So, their participation on the school work was limited due to the workload and they also participated without payment."*

As also indicated in the table 5 item 12 respondents were asked the attitude of student toward parent involvement. Based on this parents mean score is 3.52 with standard deviation 1.36 from the mean which shows agree and the mean score of student is 2.68 with standard deviation 1.48 from the mean which shows undecided on the item. On the other hand the average mean score of respondents was 3.1 also shows undecided on the item. In addition, the calculated t-value (4.044) was greater than (1.96) at $\alpha=0.05$ which shows that there is a significant difference between the opinions of the parents and students in rating items. The above result

showed that, the attitude of students in affecting parents' involvement on the students' education was average. In line with this, the focus group discussion with the PTA members showed that; *"Some students were not happy when their parents were communicating with the school because their parents talk to them about their low academic achievement, regular absenteeism and late coming to school."*

4.5 Strategies that Enhancing Parental Involvement to their Students' Academic Achievement

There are a number of strategies which enhance parental involvement for the students' academic achievement. Under this these strategies were discussed as follows

Table 6 Strategies that enhancing parental involvement for the students' academic achievement

No	Items	Respondents	Rating scale									
			SD(1)		D(2)		U(3)		AG(4)		SA(5)	
			f	%	f	%	f	%	f	%	f	%
1	Creating awareness to the parents on how to be involved in the students education	P	4	4.8	11	13.1	14	16.7	21	25.0	34	40.5
		S	4	3.88	9	8.73	10	9.70	41	39.8	38	36.89
2	Preparing parental involvement plan and monitoring its implementation	P	6	7.1	8	9.5	9	10.7	35	41.7	26	31.0
		S	6	5.82	9	8.73	14	13.6	37	35.9	38	36.89
3	Encourage teachers, leaders, and school committees to promote parental involvement	P	6	7.1	9	10.7	12	14.3	22	26.2	35	41.7
		S	4	3.88	8	7.76	18	17.5	29	28.2	44	42.71
4	Improving the students' academic achievement	P	1	1.2	16	19.0	8	9.5	31	36.9	28	33.5
		S	4	3.88	10	9.70	14	13.6	42	40.8	33	32.1
5	Improving the parents education level	P	3	3.6	8	9.5	13	15.5	33	39.5	26	31.0
		S	3	2.9	8	7.76	17	16.5	42	40.8	33	32.03

Strongly Disagree (SD) =1, Agree (A) =2, Undecided (U) =3, Agree(A) =4 Strongly agree(SA) =5, f = frequency, % = percentage, p =parents = 110, Students(S) = 110

In item 1 of table 6 respondents were asked whether creating awareness to the parents on how to be involved in the students' education is a useful strategy. Accordingly, most of parents , 34(40.5%) responded as strongly agree and a smaller percent, 21(25%) responded as agree. In case of students, the majority of students said agree, 41(39%) and strongly agree 38(36.89%). From this result, it is possible to conclude that the majority of respondents of teachers and students were agreed on creating awareness to the parents on how to be involved in the students' education is a strategy to enhance the parental involvement. In line with this, during the focus group discussion with the PTA members it was expressed that,

"Academically supporting the students at this education level is very difficult to them and most of them don't know how to be involved and on what areas to be involved in their students' education. In addition, according to parents there is a problem on encouraging most of students in education due to that majority of parents and their students were also ran for cash crop and other business, they also compare what they got from education and from being merchant. So, school together with the administration bureau officials should create awareness even to the parents."

Literature review also seeks to point out that parental involvement in schools declines as students move to higher grades (Spera, 2005). Parents face difficulties in becoming involved at the secondary school level; these difficulties include not knowing what is required of them, the fact that the workload at this level requires more effort from them, and their own negative school experiences (Dixon, 2008).

As indicated in the item 2 of table 6 above respondents were asked if preparing parental involvement implementation plan and monitoring its implementation is a strategy. Based on the results displayed in Table 8, the majority of parents 35(41.7%) agreed on preparing parental involvement implementation plan and monitoring its implementation is a strategy. On the other hand, a considerable number of parents 26(31.0%) responded as strongly agree. Moreover, 38(36.89%) students said strongly agree and similarly 37(35.92%) said agree. The above results generally concluded that, both the respondents of teachers and students were highly agreed on preparing parental involvement implementation plan and monitoring its

implementation is a strategy to enhance parental involvements in improving students' achievements. Besides, the interview conducted with the school principals and supervisors expressed that; *"There is no parental involvement plan designed by the schools separately, but the school have a partnership plan within the strategic plan, but not taken into account."*

According to the item 3 of table 6 respondents were asked whether encouraging teachers, leaders and school committees to promote parental involvement is a strategy, the results in the above table reveal that, the majority of parents 35(41.7%) responded as strongly agree and 22(26.2%) responded as agree to this item. Besides, most of the students 44(42.71%) stated as strongly agree and 29(28.15%) as agree. The above result shows that the majority of respondents were strongly agreed on encouraging the school teachers, leaders, and school committees to promote parental involvement is a strategy to enhance parental involvement. Supporting this, the focus group discussion with the PTA members indicated that; *"To enhance parental involvement for the students' academic success, it is important to encourage the school leaders, teachers, parents, students, and community representatives and make the school environment favorable for the participation of parents."*

In item 4 of table 6, respondents were asked whether improving the students' achievement is a strategies. Accordingly, the majority of parents and students said agree 31(36.9%) and 42(40.77%) respectively and the number of parents and students who said strongly agree were also 28(33.5%) and 33(32.03%) respectively. From this result, it is also possible to conclude that the majority of respondents were agreed on improving the students' achievement is a strategy. Supporting this, the interview with the school principals and supervisors indicated that; *"preparing the achievement reports to the parent is the key strategies to enhance the parental involvements for the students' academic success."*

In addition, from the document analysis, in majority of secondary schools the parents, whose students have a good achievement results have more involvement attendance than that of low achieving students. According to Desforges and Abouchar (2003), parents get involved more when their children achieve more. When parents see their children achieve more, they become more motivated and encouraged to continue and increase their involvement in their children's learning and development.

As indicated in item 5 of table 6 respondents were asked whether improving the parents' education level is a strategy. Accordingly, the majority of parents 33(39.5%) responded as agree and 26(31.0%) as strongly agree. In the case of students, most of them also responded as agree 42(40.77%) and 33(32.03%) strongly agree. The above results also show that respondents were more agreed on improving the parents' education level. From the school document analysis it was also found that, the educated parents were more involved than uneducated parents in their students education.

Parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help in the home or field — help that often comes at the expense of keeping children in school (Carron & Chau, 1996).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part consists of the summary of the finding of the study, conclusion and recommendations

5.1 Summary

The main objective of this study was to assess the role of parental involvement in enhancing the students' academic achievement and reveal factors that inhabit the role of parental involvement and forward strategies that enhance parental involvement in Western Hararghe zone secondary schools. To achieve this aim, the following research questions were raised:

1. What is the status of parental involvement in enhancing the students' academic achievement in Governmental secondary schools of WHZ
2. How do school leaders promote the involvement of parents to enhance the students' academic achievement in Governmental secondary school of WHZ
3. What are the major factors that affect the involvement of parents in their students' academic achievement in Governmental secondary schools of WHZ
4. What strategies could be in placed to enhance parental involvement in Governmental secondary Schools of WHZ

The study was conducted in 6 Governmental secondary schools. The study sample consisted of 110 students' parents, 110 students, 6 principals, 6 supervisors and 42 PTA members. The total sampling was 274. The information was obtained from the sampled respondents through questionnaire, interview, documents, and focus group discussion. The data obtained through questionnaire was analyzed and interpreted using statistical tools such as percentage, frequency and t-test and the qualitative data were analyzed using descriptive and narrative method supporting the quantitative. Based on the analysis of data, the following finding were obtained from the study.

1. With respect to the general characteristics of the respondents

Regarding sex of respondents, the majority of respondents were male 151 (55%) while 123(44.8%) were females. form this we can conclude that the number of male is slightly greater than females and as known females were more nearer to their children than males so

this also have one effect on parents involvement. on the other hand majority of parents 59(53.6%), 3(50%) of principals and 23(54.76%) of PTA members have above 36 years. this also shows that peoples at this age groups were over loaded by their own work so this also have some negative impact on parent involvement. In case of academic qualification, most of respondents were degree 205(74.8%) of respondents were between 6 and 9 grade this group of peoples were also do not able to give more information to this research so it has its own impact on this research. in case of work experience most of principals and supervisors have above 15 work experience.

As can be indicated from the finding of the study, the status of parent involvement for the students' academic achievement in most of secondary schools was low or below the average with the mean value = 2.25. Parent involvement in controlling their students absenteeism, drop out, late coming from school and discipline problems, the status in which parents attend school parent meeting, controlling their students daily activity, improving their students to study at home, involved in making their students' school conducive were low.

The finding of this study demonstrated that, parental involvement was affected by different factors, with the mean value = 3.8, parents education level, parents' economic status, parents' lack of time, absence of parental involvement plan, attitudes of teachers and principals, parents' location of home, non participatory leadership style of school principals and teachers. This factors were more accepted by the respondents in both of the qualitative and quantitative data which means that parent involvement is more affected by such factors.

Based on the finding of the study parent involvement has also positive relationship ($r=.401$) with the students' academic achievement ($r = .225$). This means that when parents involvement increases, students are more likely to be academically successful.

Based on the finding of the study about the strategies that enhance parent involvement majority of respondents were agreed (75%), creating awareness to the school society and parents, encouraging parents, preparing an effective parental involvement plan, encouraging school leaders, providing workshops to parents, improving parents education level were strategies.

5.2. Conclusions

Based on the major findings of the study the following conclusions are drawn

The study result revealed that respondents' characteristics such as work experience, education level and age of respondents had their own effect on parental involvement for the students' academic achievement. Thus, it is possible to conclude that lack of holding appropriate education level, work experience and age level leads in inadequate information in collecting data for the parent involvement.

This study found out that the current status of parent involvement in secondary schools of West Hararghe Zone secondary schools was low. From this, it can be concluded that the parents involvements in various activities like controlling their students absenteeism and drop out, making conducive school environment to the students, providing the students with teaching learning facilities and place to study, the school encouraging parents to participate and leading parent involvement was low

Furthermore, this study revealed that the major problems that makes parent involvement not to be practiced were found to be non participatory leadership styles of school leaders, parents' shortage of time, parents' economic status, parents' education level, lack of encouragement of parents, lack of participatory leaders were the major factors that affect effective parent involvement for students academic achievement.

This study also revealed that parents are the key stakeholders in improving the students' academic achievement. From this finding it was found out that when parents are involved in an effective way, the students' academic achievement is also improved.

According to this findings for the factors that affect parental involvements there are also strategies which enhance it, creating awareness to leaders, parents and students, improving parents' education level giving different training to the parents.

5.3 Recommendations

Based on the finding obtained and conclusion drawn from this study with regard to the role of parental involvement for their students' academic achievement in secondary schools, the following practical recommendations were forwarded:

The finding of the study revealed that there are lack of training and orientations for stake holders in the involving parents for their students' academic achievement. Therefore, it is recommended that, school leaders should have to provide adequate training and orientation for the teachers, PTA members, parents and students.

The finding revealed that most of school leaders in West Hararghe Zone secondary schools were not participatory in involving parents. Therefore school principals, supervisors and PTA members should have to practice participatory leadership style that participate at each and every steps in the parent involvement

To put these in to practice, the Education Bureau officials, the kebele administration and the school principals have to take the lead in undertaking the following major activities:

- provide clearly defined written responsibility to the parents and community representatives before they start working.
- conduct frequent meeting at the beginning of the academic year and make through discussions on the roles and responsibilities of the parents.
- Arrange meeting in appropriate places and times by undertaking the necessary communications with each of the members.
- Disseminate the meeting time and agenda ahead of time to enable them get prepared for the meeting.

The study also revealed that there are lack of skill and knowledge of parents on how to participate in students education. Therefore, in order to obtain profound changes in the education system by the parent involvement, principals, Education bureau officials, supervisors and teachers should have to provided with the necessary encouragements and supports. Hence, to put this into

practice, the above concerned bodies have to undertake the following major activities:

- show the necessary respect and give recognition to parents and community representatives.
- Conduct frequent follow-ups of their activities, and provide them support openly and genuinely when they fail to achieve.
- Establish a mechanism for rewarding students' parents and community representatives of schools to be determined by the outstanding exemplary contributions they have made to improve the school.

It can be also observed from study that there is lack of workshops to parents. Therefore, the school leaders, principals, education bureau officials, supervisors, teachers and PTA members should have to providing workshops to parents to create programs for sharing experience.

The study revealed that there is also problems in motivating and encouraging parents in most of secondary schools. Therefore, the school leaders should have to provide performance report to them and larger community. In addition, school leaders should have to conduct meeting with parents and school staff members to discuss on the school plan, the overall school performance and the problems encountered. such meeting therefore, has to be conducted at least three times in a year, that is at the beginning, mid and end of the academic year.

The study also revealed that most of parents were not involved due to that they are overloaded by their own works and also their home is very far from the school. Therefore, the school principals, supervisors, education bureau officials, PTA members and teachers should have to make the school climate and structures favorable for participation. In addition, the school principals have to take the lead by making the school climate favorable for participation by undertaking the following specific actions:-

- Recognize the skills needed to work effectively with the parents in promoting schools' achievement.
- Develop a plan to promote parent involvement.
- Help school leaders to increase the knowledge of school management and support them in effort.
- Communicate regularly with parents in variety of ways to keep them informed about the schools' progress.
- Write school policy statement that delineates ways to ensure a positive school climate for parent involvement.

It can be also observed from study that most of school teachers and some of school principals have negative attitude toward parent involvement. Therefore, school leaders should have to prepare an effective parental involvement plan and ensure that one of the issues used in the evaluation of the performance of school principals should be the extent to which they are able to use the freely given service of the students' parents to improve the school.

The study also revealed that there is lack of clearly, defined roles and responsibilities to PTA. Therefore, it was recommended that school leaders should have to write clear and defined school policy statement to the PTA and parents.

It can be also observed from study that the educated parents were more involved than uneducated parents. Therefore, there is a problem with parents education level for this it was recommended that school leaders should have to creating awareness to the students' parents

Finally, the researcher recommended further study on the issue to make the study complete in the sense of bringing required improvement in other Zones, region and at national level in order to critically understand the problems and fill the gap for effective utilization of parental involvement to improve quality of education.

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7. APPENDICES

7.1 APPENDIX--I

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire to be completed by Teachers.

Dear respondent!

A questionnaire to be completed by Teachers.

Dear respondent!

The purpose of this questionnaire is to collect primary data for the work of a master's thesis on the title " The role of parental involvement in enhancing students' academic achievement in secondary schools of West Hararghue Zone, Oromia Regional State" since the accomplishment of this study is depend upon your genuine response , please! Cooperate in providing relevant data to all items of this questionnaire. The data will be used for research purpose that aims at identifying the major problems and preparing some feasible solutions . , Therefore, your objective and honest information would be a high value for study.

Thank you in advance!

General Directions

1. Please do not write your name
2. Please follow the relevant instruction when filling the questionnaire
3. Please write short answer in the space provided for questions items that require your opinion or completion.

1. General Information

1.1 kebele _____

1.2 Name of school or office _____

1.3 Current position in the school a) Teacher b) principal c) supervisors

1.4. work experience a) 1-5 years b) 6-10 years c) 11-15 years d) 16 years & above

2. Socio- Demographic characteristics of respondents

2.1 Age _____

a) 20 years c) 26- 30 years e) 36-40 years

b) 20-25years d) 31-35years f) 41-46 years g) above 46 years

2.2 sex male female

2.3 Marital status

a) Married b) unmarried C) Divorced Widow

2.4 Academic qualification a) MA/MSc/MEd B) BA/BSc/BEEd c) Diploma d) TTI e) others

3. Issues related to the status of parental involvement in the students' academic achievement in secondary schools of West Hararghue Zone.

3.1. Degree of the attitude and contribution of teachers in the involvement of parents

The following are some of the major areas that the school teachers are supposed to participate in the involvement of parents. Please indicate your position by putting a (√) mark on the level given. scale SA (Strongly agree), =5 A (Agree),=4 U (Undecided), =3 D (Disagree)=2 and SD (Strongly Disagree)=1

No	ITEMS	Level of agreement				
		SD	D	U	A	SA
1	Parents involve themselves in the students' education improvement					
2	Parents attend any school activities like parent meeting and others					
3	The school leaders promote parents to promote students					

4	Parents visit students regular academic score and help them					
5	School leaders often talk about school with students' parents					
6	Teachers and school leaders discuss about students' performance with parents					
7	Parents involved in making conducive school environment and fulfill facilities to the students					

7. If effective parental involvement is not practiced in your school, the reason,

8. If effective parental involvement is practiced in your school in what ways parents are involved in their children's education?

Students' Questionnaire for research question 2

Dear Student,

We are carrying out a research to investigate the relationship of parental involvement student's academic achievement.

The questionnaire consists of two sections. The first section includes personal information. The second section asks you questions about your parents' attitudes, the facilities they provide you for and your behavior. In the first section, please write your answers in the blank spaces provided and put a tick () in the appropriate boxes. In the second section, the letters represent the answers at the top. Choose the best answer.

This is not a test. There is no RIGHT or WRONG answer. The personal information provided in these questionnaires will be kept strictly confidential. Please answer all the questions honestly. Your participation means a great deal in the completion of my study.

Thank you for your participation.

SECTION I

1. Gender: Female Male
2. Name of the School: _____
3. Your 1st Sem. CAR (Cumulative Average Result) _____

SECTION II

Mark your answers based on the following scales.

Never Rarely Sometimes Often

1= Never 2 = Sometimes 3 = Usually 4 = Always

4. Gender: Female Male
5. Name of the School: _____
6. Your 1st Sem. CAR (Cumulative Average Result) _____
7. Gender: Female Male
8. Name of the School: _____
9. Your 1st Sem. CAR (Cumulative Average Result) _____

SECTION II

Mark your answers based on the following scales.

Never Rarely Sometimes Often

1= Never 2 = Sometimes 3 = Usually 4 = Always

No	Items	Scales			
		1	2	3	4
.					

1	My parent is interested in my education.				
2	My parent attends the parent-teacher conferences.				
3	My parent contacts my teachers.				
4	My parent asks me if I have homework.				
5	My parent knows what my homework is.				
6	My parent is willing to help me when I need.				
7	My parent helps me with my homework.				
8	My parent checks my homework.				
9	My parent knows what my test grades are.				
10	I take private lessons after school.				
11	There is a room of my own at home where I can study.				
12	There is a desk of my own at home where I can study.				
13	There is a computer at home which I can use.				
14	I share the computer with my sibling(s).				
15	I use my computer to do my homework.				
16	I like playing computer games.				
17	I ask for my parent's permission before I play computer games				
18	I share my school-related problems with my parent.				
19	My parent is ready to help me when I have a problem with lessons.				
20	I do my homework and study because I want to please my parent.				
21	My parent appreciates what I try to do in my education.				
22	When I misbehave, my parent is not angry with me but s/he talks to me about my misbehavior.				
23	My parent talks to my class/schoolmates' parents about my lessons.				

24	My parent asks me questions about my lessons, teachers and school.				
25	My parent checks my schoolwork that I complete at school.				
26	I ask for my parent's permission before I watch television.				
27	When I have a test, my parent helps me while studying.				
28	My parent lets me rest before I start doing my homework and /or study.				
29	My parent guides me in my educational choices.				
30	My parent talks to me about the importance of education.				
31	My parent plays and spends time with me.				
32	My parent shows his/her affection with attitudes.				
33	My parent shows his/her love with words.				
34	I share the problems about my life with my parent				

SECTION II

Teachers' Questionnaire for research question 2

1. Gender: Female Male

Mark your answers based on the following scales. **Never** **Rarely** **Sometimes**
Often

1 = Never 2 = Sometimes 3 = Usually 4 = Always

No.	Items	Scales			
		1	2	3	4
1	I attend the parent-teacher conferences				
2	I attend the PTA (parent teacher association) meetings.				

3	I would attend a meeting on parenting organized by school				
4	I check whether my child attends the lessons regularly.				
5	I visit my child's school for cultural or academic events.				
6	I visit my child's school about his/her academic progress				
7	I visit my child's school for my child's discipline problems				
8	I pay close attention to what my child is doing outside school.				
9	I check my child's homework.				
10	I follow my child about what s/he is learning at school				
11	I help my child with his/her homework.				
12	I guide my child for his/her educational choices				
13	I talk to my child about the importance of education				
14	I discuss with my child about his/her school related problems				
15	I appreciate what my child tries to do in his/her education				
16	I keep calm and talk to my child when s/he misbehaves.				
17	talk to other parents and share experiences about our Childs				
18	I provide my child with a place to study.				
19	I help my child for his/her lessons and homework.				
20	I help my child with his/her homework if s/he needs.				
21	I make my child do homework before s/he does anything else				
22	help my child when s/he needs while studying for the exam				
23	I monitor the amount of time my child spends on television				
24	There is a computer at home for my child to use				
25	I monitor the time my child spends playing computer games.				
26	I provide my child with the opportunity of private lessons				

27	I talk to my child's teachers what s/he does at school.				
28	I talk to my child about what s/he learns at school				
29	I spend time and play games with my child.				
30	I show my affection with my attitudes.				
31	I show my affection with words				
32	I share my child's problems regarding his/her Life				

5. The major factors that affect the involvement of parents in their children's academic achievement in secondary schools of West Harargue Zone.

The following are the major factors that affect parental involvement. Taking your existing situations in to consideration, indicate your level of agreement by putting (√) mark.

SA (Strongly agree), A (Agree), U (Undecided), D (Disagree) and SD (Strongly Disagree)

No	The major factors that affect parental involvement are:--	Level of agreement				
		SA	A	U	D	SD
1	Parents education level					

2	Parent's economic status					
3	Parents lack of time					
4	Absence of parental involvement implementation plan					
5	Lack of clearly, defined roles and responsibilities to PTA.					
6	Non participatory style of teachers					
7	Lack of skill and knowledge of parent on how to participate					
8	Parents location of home					
9	Age of parent					
10	Non participatory leadership style of the principals					
11	PTA's lack of necessary encouragement to participate parents effectively.					
12	Attitude of student to ward parent involvement					

21. If there are any other factors that affect parental involvement in their children's education, please specify

6. The strategies that should be in place to enhance parental involvement in secondary

Schools of West Harargue Zone.

The following are measures to be taken in order to improve the involvement of parents for their students' academic achievement. Please rate each item from very high to very low and tick (√) the box which most closely represents your opinion using the following five points scale.

Strongly Disagree (SD) =1 Disagree (D) =2 Undecided (U) =3 Agree(A) Strongly Agree(SA)=5

No.	Measures to be taken in order to improve the involvement	Level of agreement
-----	----------------------------------------------------------	--------------------

	of parents for their children's academic achievement :	SD	D	U	A	SA
1	Making the school environment favorable for participation of parents					
2	Provide clearly defined roles and responsibilities to PTA.					
3	Encourage teachers, leaders, and school committees to promote parental involvement					
4	Preparing parental involvement implementation plan					
5	Provide necessary training to parents, teachers and leaders					

6. What other strategies can be used by teachers and school leaders to empower parents to become effectively involved in their children's education?

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7.2 Appendix-- II

Gaafannoowwan barreeffamaa barattootaan guutaman

Kaayyoon gaafannoo kanaa inni guddaan qo'annoo fi qorannoo M.A (digrii 2ffaa) dhaaf mata duree “hirmaannaa maatiin barattootaa qabxii barattootaa guddisuu irratti qabu “ jedhu kan manneen barnootaa sadarkaa 2ffaa naannoo oromiyaa godina harargee lixaa keessatti argaman irratti hojjatamaa jiruuf ragaa bu'uraa guurrachuu fi. Dabalataan ragaan gaafannoo kanaan argamu rakkoo gama hirmaannaan maatii barattootaa qulqullina barnootaa irratti fiduu danda'u akka godina keenyaatti adda baasuu fi furuun furmaata gama kanaa kaa'uuf nu barbaachisa jedhamee wan yaaddameefi kanaaf qo'annoo kana milkeesuuf ragaan isin irraa agamu raga sirrii fi qulqullina qabu ta'uu waan qabuuf raga kana ciminaan akka nuuf guuttan kabajaan isin gaafanna.

Galatoomaa

1.Kallattii waliigalaa

1. Maqaa keessan as irratti hin barreesinaa
2. Yeroo gaafannoo kana nuuf guuttan ajaja kenname sirritti hordofaa
3. Iddoo bakka duwaa kaa.ame yoo jiraate deebii gabaabsuun nuuf barreesitan

2. yaadannoo waliigalaa

1.1 Araddaa_____

1.2 . Maqaa mana barumsa keetii _____

1.3 ga'ee ati amma mana barumsaa keessatti qabdu a) Barsiisaa b) duree M/B C) Barataa d)suparvaayzara

1.4 kutaa meeqa baratta? a)9ffaa b)10ffaa c)11 d)12

2. yaadannoo dhunfaa

2.1. umriin kee meeqa? A) 14 b)15—18 c)19—21 d) above

2.2 saala a) dhiira b) dhalaa

2.3. haala fuudhaa fi heerumaa a) kan heerumte/fuudhe b) kan hin heerumin /hin fuudhin

2.4 haala maatii a) kan haadhaa fi abbaa qabu b) kan haadha hin qabne c) kan abbaa hin qabne c) kan haadhaa fi abbaa hin qabne

3. Gaafannoowwan sadarkaa hirmaannaan maatii barattootaa dhimma barnoota irratti yeroo ammaa irra jiruun wal qabatan

Gaafannoowwan kanaan gaditti taa'an ga'ee barattoonni hirmaannaan maatii irratti qabaniidha kanaaf hirmaattoonni gaafannoo kana guuttan akka kanaa gadiitti gaafannoo filattan irratti mallattoo (✓) gochuun akka nuufa guuttan kabajaan isin gaafanna. Hirmaannaan baay'ee guddaa yoo ta'e gonkumaa Walii hin galu (GH) ,(WH) Walii hin galu (MH), murteesuu hin danda,u (WG) irratti walii gala(BW) Baay'ee walii gala

lak	Gaafannoo	Iskeelii				
		GH	WH	MH	WG	BW
1	Maatiin barettootaa barnoota barattootaa irratti hirmaanna qabu.					
2	Maatiin barattootaa wal-gaai maatii irratti ni hirmaatu					
3	Maatiin haftee, orraaffannaa fi naamusa batattootaa ni too;ata.					
4	Maatiin qabxii battootaa ni too'atee ni gargaara.					
5	Manni barumsaa wakshoopii adda addaa maatiif ni dhaleessa, hubannoo ni kenna.					
6	Hoggantoonni fi barsiisonni Mana barumsaa waa,ee fooyya'insa qabxii irratti maatii waliin ni mari'ata.					
7	Maatiin mana barumsaa hawwataa gochuu fi facilitii barnootaa batrattootaaf guutuu irratti ni hirmaata					

11. Walitti dhufeenya maatii fi mana barumsa keetii fi hojii barnootaa irratti waliin hojjachu fi dhabuu isaanii ibsi.

12. Walitti dhufeenya isaanii kana haala kamiin cimsuu dandeessa? _____

2 . Gaafannoowwan ga,ee hoggantoonni manabarumsaa hirmaannaa maatii guddisuu irratti qaban ibsu

gaafannoo armaan gadiitti filattan irratti mallattoo (✓) gonkumaa uwalii hin galu (GH) ,(WH) Walii hin galu (MH), murteesuu hin danda,u (WG) irratti walii gala(BW) Baay'ee walii gala jechuun guutaa. jechuun guutaa.

lak	Gaafannoo	Iskeelii				
		GH	WH	MH	WG	BW
1	Barsiisonni M/B Hirmaannaa maatii damma qinaan cimsa.					
2	Manni barumsaa konfransii maatii ni adeemsisa					
3	Hoggantoonni mana barumsaa hangam takka hirmaannaa maatii barattootaa cimsu?					
4	Hoggantoonni mana barumsaa faayidaa hirmaannaa maatii ilaalchisee hawaasaaf hubannoo uumuu irratti maal fakkatu?					
5	korengmtaa maatii fi Barsiisotaa maatiin barattootaaaakka ijoollee isaanii mana barusaatti ergan gochuu irrattii maal fakkaata?					

5. hudhaalee hirmaannaan maatii akka hojii irra hin oolle taasisan

Gaafannoo kanaa gadiitti filattan irratti mallattoo (√) gonkumaauwalii hin galu (GH), (WH) Walii hin galu (MH), murteesuu hin danda'u (WG) irratti walii gala(BW) Baay'ee walii gala. jechuun guutaa.

La k	Gaafannoo	Iskeelii				
		GH	WH	MH	WG	BW
1	Sadarkaa barnoota maatiin irra jirutu godhe					
2	Sadarkaa qabeenya maatiin irra jiru ykn maatiin faasilitii adda addaa barataa bituu fi deeggaruu dadhabuu isaa					
3	Maatiin yeroo ga'aa itti hirmaatu dhabuu isaa /hojiin itti baay'achuu					
4	Karoorri hirmaannaan maatii ittiin hogganamu jiraachuu dhiisuu isaa					
5	Qajeelfamni qabatamaan gamtaan ittiin hogganaman jiraachuu dhiisuu isaa					
6	Maatiin ofitti amanamummaa dhabuu irra kan ka'e					
7	Fedhii dhabuu fi ittigaafatamummaa fudhachuu dhabuu barattootaa					
8	Fageenya manni barumsaa mana jireenya maatii irra qabu.					
9	Qabxiin barattootaa xiqqaachuu irraa kan ka'e maatiin hamilee dhabuu					
10	Hoggansi hirmaachisaa ta'e dhabamuu isaa					
11	Gamtaan maatii fi barsiisotaa maatiin maatii cimsuu fikakaasuu dhabuu					
12	Rakkoon ilaalchaa barattoota biratti argamuu isaa					

12.Rakkoon biroo dabalataan kan maatiin akka hin hirmaanne taasisan yoo jiraate adda baasaa

6.Hirmaannaa maatii barattootaa manneen barnootaa sad.2fffaa godina harargee lixaa keessatti malleen akka dabaluu gochuu danda'an ilaalchisee gaafannoowwan dhalaa'an.

Gaafannoo kanaa gadiitti filattan irratti mallattoo (√) gonkumaauwalii hin galu (GH) ,(WH) Walii hin galu (MH), murteesuu hin danda,u (WG) irratti walii gala(BW) Baay'ee walii gala. jechuun guutaa.

lakk.	Gaafannoo	Iskeelii				
1	Mala fooyya'aa maatiin itti hirmaachuu danda'u irratti maatiif hubannoo uumuu					
2	Karoorra hirmaannaan maatii ittiin hogganamu qopheeffachuun hojii irra oolchuu					
3	Barsiisotaa fi hoggantoota manabarumsaa akka maatii hirmaachisan cimsuu fi kakaasuu					
4	Qabxii barattootaa fooyyessuu					
5	Sadarkaa barnoota maatii cimsuu					

6.malleen biroo kan beektan kan barsiisotaani fi mana barumsaatiin fayyadamamuu qabu kan hirmaannaa maatii barattootaa waa'ee dhimma barnootaa irratti dabalsiisuu danda'an tarreessaa

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7.3 Appendix --III

III- Interview questions to school principals and supervisors

1. Sex_____
2. Age_____
3. Work experience_____
4. Education level_____
5. School _____

1. Is there a partnership plan intended by the school to educate and benefit from parents?
2. Does the school be responsible for providing parents with workshops to help them in home schooling and come to be aware of their children's performance?
3. How do school leaders, teachers and PTA members support parents in their effort to participate in enhancing student's achievement
4. That according to your school what factors affect parental involvement ?
5. What can be done to overcome the factors you have indicated?
6. Does the school have homework mechanisms such as telephone hotline, or web sites?
7. How often the school conduct a meeting with parents?
8. How often do the teachers and school leaders promote parental involvement over school?
9. Do the PTA members participate effectively to enhance parent involvement?
10. Do the school prepare the achievement report to the parents?

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7.3 Appendix --IV

focus group discussion questions to the PTA members.

1. Sex_____
2. Age_____
3. Education level_____
4. School_____

1. How do parents the students in terms of homework and general study at home?
2. How often do parents provide their children with a place to study?
3. Do you provide different teaching learning facilities to your students?
4. what is your contribution in making the students' school conducive and favorable to the students' learning
5. what do you say about your skill and knowledge in supporting and improving the students in education?
6. How do you control the students' absenteeism, drop out and late coming from school?
7. How often do you visit the school to discuss about his/her educational issues with teachers and principals?
8. How often do you attend the parent-teacher conferences and other school meetings?
9. What strategies should be in placed to enhance parental involvement in schools?
10. Do you have a skill and knowledge in which you can visit your students home work and give a help, general study at home and is there any problem in this regard?
11. what factor affect the involvement of parents for the students' academic success ?
12. what strategies should be in placed to enhance parental involvement?