The Association between Parental Involvement and Students' Academic Achievement: The Case of Saint Lucy Primary School Students in Adigrat City

BY

Werku Gebreyohans

A Thesis Submitted to the Department of Psychology in Partial Fulfillment of the Requirement for the Degree of Masters of Art in Early Childhood Care and Development

Mekelle University

College of Social Science and Languages

Department of Psychology

May, 2025

Mekelle University

Mekelle University

College of Social Science and Languages

Department of Psychology

By: Werku Gebreyohans

Advisor: Mulu Temere (PhD)

A Thesis Submitted to the Department of Psychology in Partial Fulfillment of the Requirement for the Degree of Masters of Art in Early Childhood Care and Development

May, 2025

Mekelle University

The Association between Parental Involvement and Students' Academic Achievement, the Case of Saint Lucy Primary School Students in Adigrat City

By

Werku Gebreyohans

A Thesis Submitted to the Department of Psychology in Partial Fulfillment of the Requirement for the Degree of Masters of Art in Early Childhood Care and Development

Approval of Board of Examiners Early Childhood Care and Development

Advisor /Name/	**Signature**	**Date**
Internal Examiner /Name/	**Signature**	**Date**
External Examiner /Name/	**Signature**	**Date**

Declaration

I, declare that I completed my Thesis titled "the **Association between Parental Involvement and Students' Academic Achievement, the Case of Saint Lucy Primary School Students in Adigrat City.**

I declare that this thesis is the product of my own efforts. No other person has published a similar study which I might have copied, and at no stage will this be published without my consent.

Name _____ Signature & date _____

Examining Board

Approval Name of the main advisor_____ Signature & date_____

Name of external examiner_____ Signature &date_____

Name of internal examiner _____Signature & date_____

Acknowledgements

The study was not realized without the active contribution and courage of the research advisor. I would like to thank my advisor, Mulu Temer (PhD). Thank you very much for his constructive comments, dedication, active listening, patience, valuable support and countless proper encouragement. My next gratitude goes to Mekelle University lecturers who have been outstanding strive for evaluating research of this study. Similarly, I gratitude goes to parents of students and teachers who participated in Saint Lucy Primary School.

List of table Pages

Abbreviation

AR – Average Result

CD- Cognitive Dimension

ECCD- Early Childhood Care and Development

IGA- Income Generate Activities

LD- Language Dimension

NAEYC- National Association for the Education Young Children

PSR- Parent School Relationship

PTA- Parent –Teacher Association

PTO- Parent-Teacher Organization

SD- Social Dimension

SES- Socio-economic Status

UNICEF- United Nation International Children's Emergency Fund

U.S.DOE- United Nation Department of Education

Abstract

This study assessed the association between parental involvement and students' academic achievement in Saint Lucy Primary School, Adigrat city, Tigray. The research focused on the extent of parental involvement, role perception, the relationship between parents and schools, and the influence of socio-demographic factors on students' academic achievement. The researcher was used Epstein's theory and the six categories of parental academic achievement in their children's' schooling. A mixed-methods approach was employed, combining quantitative and qualitative data from 360 parents of Grade 1 and Grade 2 students. Data were collected through questionnaires and were analysed using descriptive statistics, correlation, and simple linear regression. Findings showed a weak but statistically significant positive relationship between parental involvement and students' Average Result ($r = 0.138$, $p < 0.05$). Parents' educational levels, income, and home learning environments were identified as key factors influencing academic outcomes. However, the regression model indicated that parental role alone explains only 3.4% of the variance in average result, suggesting that other factors may affect which not covered in this study. The study indicated the need for increased parental engagement, improved parent-school communication, and targeted interventions to support students' holistic development. Recommendations include organizing workshops for parents, fostering collaborative school-community programs, and addressing socio-economic barriers to parental involvement. This research contributes to the growing body of literature on parental roles in early childhood care and development and provides actionable insights for educators and policymakers in Tigray.

Keywords: Parental Role, Academic Achievement, Socio-demographic Factors, Primary Education

Chapter I: Introduction

1.1 Back ground of the Study

Everyone agrees that education is a key component of a country's progress. It equips people with the information, abilities, and skills necessary to support social cohesion, innovation, and economic prosperity. The fourth Sustainable Development Goal of the UN places a strong emphasis on inclusive, equitable, high-quality education as a way to provide chances for lifelong learning for everyone (Annie E. Casey Foundation, 2023).

Parental participation is one of the most important—yet frequently overlooked—factors in a child's academic achievement. Several studies confirm that adolescents perform better academically, are more motivated, and behave better when their parents are involved in their education, whether at home or in school (Epstein, 2018). Students' confidence is increased and a good attitude toward teaching is fostered by parental support, open communication, and encouragement (Annie E. Casey Foundation, 2023).

Beyond the immediate school community, taking cues from effective parental participation programs carried out in other areas or nations can yield insightful information and creative solutions (Khalifa G. S. A and Abuelhassan, *et al*., 2023). School administrators can gain practical tactics to enhance the parent-school relationship and raise parental involvement levels by researching best practices from various educational contexts.

Parental involvement is characterized by a commitment to pupils, awareness of and participation in schoolwork, and comprehension of the relationship between parenting abilities and academic performance (Nadenge, 2015). When parents actively participate in their child's education, they help out with homework and offer encouragement for academic pursuits. Furthermore, parents can support school events by offering their time and taking part in

decisions that affect the school community (Binnawas *et al.*, 2020). Children go through significant developmental changes during the elementary school years. Their reading and math abilities improve, their reasoning becomes more rational, their attention becomes more flexible, and their perspective taking becomes more complex (Epstein, 2011).

The term parental involvement refers to the active participation of parents or guardians in various aspects of their child's educational journey. It includes both direct and indirect actions taken to support learning and school success, such as helping with homework, reading together, and encouraging regular study habits. These interactions help reinforce learning and foster a supportive home learning environment. Participating in school-related activities, such as volunteering, attending PTA meetings, or supporting school events, builds a strong school-parent partnership and demonstrates to students that education is valued. Constant, constructive communication helps align expectations, address issues early, and work together on strategies to support the child's development. Children's academic aspirations and perseverance are positively influenced by high expectations and expressed support for education (Fan & Chen, 2001).

When guardians educate their children, affect ultramodern aptitudes in children and construct the children’s sentiments of capability. This in turn persuades the child to perform superior, setting a cycle of palm support in stir (Henderson, 2009). When guardians are included within the instruction of their children, they naturally have the occasion to know their children’s behavioral and internal requirements way more and similar children in turn feel free to talk about their challenges with their guardians. The impacts of parent role on understudies have been measured generally in terms of understudy accomplishment grounded on grades or standardized test scores. Samuel, Aluede and Augustine (2016) detailed that understudies, counting those

from moo socio-profitable status (SPS), guardians were included in their instruction do superior scholastically than understudies whose guardians are not included.

The type and degree of parental participation in Ethiopia varies by location and by urban and rural environments. Some groups' exhibit high levels of engagement, but others have structural obstacles like cultural beliefs, poverty, and a lack of education. A study carried out in the East Wollega Zone revealed low parental involvement in curriculum-related issues, mostly as a result of ignorance and poor communication between families and schools. (Kumsa et al., 2023). Furthermore, research from the West Shoa Zone highlighted that parental education levels and socioeconomic position have a big impact on how parents participate in their kids' schooling. Particularly in low- and middle-income nations like Ethiopia, a number of interconnected factors affect the level and caliber of parental involvement in education: Families with low incomes frequently face difficulties with little resources, time restraints, and restricted access to educational resources. These difficulties diminish their ability to facilitate learning at home and in the classroom (Gordon & Cui, 2022).

In certain Ethiopian communities, cultural traditions may hinder parents from being involved with their children, especially mothers. Effective communication and collaboration between parents and educators can sometimes be hampered by language issues (Mesfin, 2019). Parental involvement can be encouraged or discouraged in large part by the school atmosphere, the attitude of the personnel, and the availability of parental engagement programs. Many schools do not offer sufficient platforms for parent participation in decision-making processes, according to a Jimma Zone study (Tadesse, 2022).

More and more schools are observing the importance and are encouraging families to become more involved. Because of this recent trend, it has become essential to understand what is meant by parental involvement and in what ways it has an influence on children's education. It is part of the Ethiopian education system that the student researcher intends to assess the association between parental involvement and student academic achievement in selected primary schools of Adigrat city in Eastern Zone, Tigray.

1.2. Statement of the Problem

A caring and encouraging learning environment can be established at home and at school through parental participation. Improved student performance results from parents that support and enhance classroom learning by doing things like reading to their kids, helping with homework, or offering support and direction. Student engagement levels can be impacted by the complex issue of parental participation (Rhames, 2014 and Wilder, 2014).

Parental participation is also significantly influenced by the attitudes and communication styles of teachers (Alkhateri et al., 2019). Additional variables that can impede parental involvement include cultural influences, parents' perceptions of their roles, school demands, time constraints, ignorance of the curriculum, unfavorable prior experiences, and transportation problems (Dagnoush & Khalifa, 2021a, 2021b). As a result, parents' collaboration with the school and involvement in helping their children achieve academically is modest, which significantly contributes to the low academic performance of children (Mbokodi, 2008).

In order to feel more prepared to assist families, educators are also asking for professional development courses. It is challenging for teachers to have the comprehension and expertise to assist families in their daily life without the necessary training (Hornby & Blackwell, 2018).

In Ethiopia, a variety issues are made worse by a lack of context-specific curricula, packed classrooms, limited funding, and insufficient teacher preparation. (Evans and Jakiela 2024).

Attempts to accomplish this in Ethiopia by licensing and re-licensing teachers, school administrators, and graduates of teacher education colleges revealed that only 24% of them passed post-graduation paper and pencil exams, suggesting that the majority of these graduates lack the academic proficiency required to teach in schools (Ministry of Education, 2021b). There are significant differences in the quality of education between urban and rural locations, with rural schools frequently experiencing a lack of facilities, teaching resources, and competent teachers (Belay, 2020).

In order to put the set policy into practice, teachers are expected to ensure the progress and effectiveness of their students in each subject by applying continuous and regular assessment, but it shows that there are gaps in the implementation (Ababa, 2010).

Further, exploration showed that parents did not have the time to read and help their children with their homework (Turnbull et al. 2011; Hagos 2017). For case, parents' with their children's homework was inadequate for primary seminars in the Tigray region (Abel 2012; Hagos 2017). Likewise, Aligbe (2014) indicated that parental involvement in the education of their children was inadequate in volunteering in seminars of the Afar region in Ethiopia. Regarding the above, the lack of parental involvement at home and in academy conditioning is disappointing.

However, no more study was done on this title in Ethiopian context, even at the local level, that explored the involvement of parents' in association students' school achievement in the selected primary school. The researcher was served as ECCD assistant coordinator in Saint

Lucy primary School, as teacher in different colleges and examined the problem and interested to investigate research in the study area, because there is great gap between schools, parents and community and also students' academic achievement was decreasing time to time.

Moreover, diagnosing the existing problems enables the researcher to suggest a better solution to potentially enhance the involvement of parents in educational affairs. Until recently, the existing literature lacks evidence thorough examination of the parental involvement in Tigray to support primary school. Therefore, this study aims to fill this gap by empirically investigating the extent of parental influence on children's academic achievements in Tigray, as measured by students' school achievement metrics.

1.3. Research Objectives

1.3.1. General Objective

- The main objective of this study was to assess the association between of parental involvement and students' academic achievement in the context of Saint Lucy primary school.

1.3.2. Specific Objectives

Specifically, this study attempts to;

- Examine the perceptions held by parents regarding the potential roles they can fulfill to facilitate their children's academic achievements during their primary schooling.
- Evaluate to what extent parents, contribute to the enhancement of their children's academic accomplishments during the primary school.
- Identify the nature of the relationship between schools and parents in addressing related to educational activities of student within the study area.
- Describe the role of parent's socio-demographic variables on academic achievements of their students.

1.4 Operational Definitions

- Parental involvement- in this study refers the specific actions and activities that parents undertake to actively support their children development, role perception, engagement and access activities that enable the students to master academic achievement.
- Socio-demographic status - in this study refer to the sociological and demographic combined the total measure of a person's work experience and an individual or parents position of socio-economic status, parent's level of education, parent's age, number of children in family and occupation.
- Parent- school relationship- in this study refers to parents contact with school and to what extents know or understand their involvement in school.
- School achievement- in this study refers to school success or result as measured by students' school achievement metrics or grades.

1.5. Significance of the Study

Firstly, the findings of this study is expected to give parents an insight on their prominent roles; as stake holders, in their children early childhood education; know how to support their children in learning activities at home, participate in school activities; develop high concern and become aware and cooperative to work together for common goals with teachers and school, invest their time, knowledge, and money for the better future of their children.

Secondly, it is expected to increases teachers' awareness of cultural values and background information about their student's which will help them to effectively use all potentials of parents as an input for their learning environment.

Third, it is expected that findings will give an efforts towards children potential assessment and the extent of home readiness in building children overall development. Similarly,

the findings of the study help to enhance the relationship between parents and school administration as well to communicate, and make decisions.

Finally, research findings may help other researchers to conduct this kind of study using other methods and study designs with in different schools and contexts.

1.6. Scope of the Study

The association between the parental involvement and students' academic achievement in early years or primary school is very wide topic. It can be carried out covering large areas using larger sample and population. The scope of this current study is only limited to assess the association between parental involvement and students' academic achievement in the early years' or primary school form Grade one to two because early child hood care and development is focused probably under eight year. Geographically it is confined to one primary school in Saint Lucy Primary School, Adigrat city.

Chapter II: Review of Related Literature

According to Knisely (2011), parent involvement entails enquiring about their children's homework, getting in touch with the school teacher, and observing every move a pupil makes. Parental support of academics, family rules with consequences, parent-pupil communication, and parent-academy communication started at the academy position rather than the school teacher position, and parents checking on homework are other exemplifications of parent involvement. Because there is a clear correlation between parental involvement and pupil success, preceptors are veritably concerned about the position of parental involvement in education.

One of the most important influences on a child's development is their parents. This is because of their capability and authority to explicitly share in the literacy process, thereby putrefying and developing their kiddies into driven, inspired, and forgiving grownups. On the other hand, parents who don't share in their kiddies' education are just seen as being careless and demoralizing their kiddies. Their accomplishments are latterly negatively impacted by this. The two main preceptors in a child's life are their parents and their preceptors. Up until the child enters an abecedarian or nursery academy, parents serve as their child's primary preceptors. They also continue to have a big influence on the child's education for the remainder of their lives. Indeed so, no bone loves their children further than their mama. Research has indicated that parents are the most influential numbers in a child's life (Kibaara & Ndirangu, 2014). Every child adopts the values and routines of their parents. The future will be better and further successful if parents are a positive influence in their children's diurnal lives, particularly in their diurnal education, claims Sipasi (2022).

Parents are essential in making sure their kiddies admit the right parenting and education, but they also have a lot of effects to consider. Since a parent's primary role in the

family is to give for their family, a child's primary responsibility is to study hard and complete their homework. Students will bear applicable instruction in the proper norms and principles of literacy and studying in order to negotiate this thing. By exposing them to behaviorism in the plant, this tactic would help them comprehend the significance of work as one of the essential aspects of the human condition (Weisberg *et al.*, 2013). Second, a child's development constitutes the structure of their whole personality. As for the parents, Home-grounded involvement has two sub-types: parental over involvement and positive parental involvement. Parental over-involvement is a stricter parenthood style which nearly monitors children's homework and assignments and frequently leads to lower situations of tone-efficacy in children (Fernandez-Alonso *et al.*, 2017; Fernandez-Alonso *et al.*, 2015; Gonida & Cortina, 2014). Positive parental involvement is a parenthood style which has high prospects of children and frequently leads to high situations of tone-efficacy in children (Fernandez-Alonso *et al.*, 2017; Gonida & Cortina, 2014).

Thus, each family member plays an essential part in the child's development process, especially for each parent. Every parent is responsible for early childhood development and education. The significance of parental involvement in child education has been demonstrated in colorful studies. Likewise, the exploration results of Park, Byun, dan Kim (2011) revealed that parental involvement contributes significantly to the achievement of children's development, both in cognitive aspects and other developmental aspects.

2.1 Theoretical Position of Parental Involvement in Primary Seminaries Epstein's Typology of Parental Involvement

Given this, Epstein's proposition and the six orders of parental involvement in their children's' training is bandied hereunder. (Epstein, J. L. 2018) states that the topology of parental involvement amounts to a large degree of working together for the success of their children and puts pressure on the six types of parental involvement model. Those six factors

are parenthood, communicating, volunteering, learning at home, decision-making and uniting with the community (Epstein, J. L. 2018).

Parenthood – includes all of the conditioning that parents engage in to raise happy, healthy children who come able scholars. Unlike preceptors, whose influence on a child's is fairly limited, parents maintain a life-long commitment to their children. Conditioning that support this type of involvement give information to parents about their child's development, health, safety, or home conditions that can support pupil literacy. Includes: parent education and other courses or training for parents, family support programs to help families with health, nutrition, and other services, home visits at transition points to abecedarian, middle, and secondary school (Epstein, J. L. 2018).

Communicating – Families and seminaries communicate with each other in multiple ways. Seminaries send home notes and pamphlets about important events and conditioning. Parents give preceptors information about their child's health and educational history. An academy website is a fresh mode of communication with parents and families. Includes: conferences with every parent at least once a time, language translators to help families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other dispatches (Epstein, J. L. 2018).

Volunteering – applies to retaining and organizing help and support from parents for academy programs and scholars' conditioning. There are three introductory ways that individualities levy in education. First, they may bestow in the academy or classroom by helping preceptors and directors as teachers or sidekicks. Second, they may bestow for the academy; for case, fundraising for an event or promoting an academy in the community. Eventually, they may bestow as a member of a followership, attending academy programs or performances. Includes: academy/classroom levy program to help preceptors, directors, scholars, and other parents, parent room or family center for levy work, meetings, and coffers

for families, periodic card check to identify all available bents, times, and locales of levies (Epstein, J. L. 2018).

Learning at home – pertains to furnishing ideas and information to parents about how they can best help their children with homework and curricular-affiliated opinions and conditioning. Parents helping their children with homework or taking them to a gallery are exemplifications of this type of involvement. These conditioning produce an academy-acquainted family and encourage parents to interact with the academy class. Conditioning to encourage literacy at home give parents with information on what children are doing in the classroom and how to help them with homework. Includes, information for families on skills required for scholars in all subjects at each grade, information on homework programs and how to cover and bandy practice at home, as well as family participation in setting pupil pretensions each time and in planning for council or work (Epstein, J. L. 2018).

Decision making – refers to including parents in academy opinions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of academy governance panels or join organizations, similar as the parent/schoolteacher association. Other decision-making conditioning include taking on leadership places that involve propagating information to other parents. Includes: active PTA/PTO, or other parent associations, premonitory councils, or panels for parent leadership and participation, independent advocacy groups to lobby for academy reform and advancements, networks to link all families with parent representatives (Epstein, J. L. 2018)

Uniting with the community – pertains to relating and integrating communities'' services and coffers to support and strengthen seminaries, scholars, and their families. Similar as, information for scholars and families on community health, artistic, recreational, social support, and other programs/services, information on community conditioning that link to literacy chops and bents, including summer programs for scholars (Epstein, J. L. 2018).

Each of these factors can lead to various results for students, parents, teaching practices, and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2009) considers it to be significant for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the school. Even though the primary focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers Epstein, (2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, and they will have more effective and productive communication with their children with regards to school work, and will have more communication with other parents at the school.

In this typology, long-term parental dreams such as the objective of home school relations are also included. The other good side of Epstein's perspective on school parental relationship was the disconnected tasks on perspectives of responsibilities as own sequential responsibility (school and home) that maintains teachers who repeatedly do not see the connection between schools and families.

Furthermore, the expectation of families: leaving the child as a sole school responsibility of the school is a severe problem that is dealt with. Regarding categorizing daily school activities, on the teaching-learning process, parents and schools have their viewpoints on how schools pressure parents on different day to day activities for each party to play its role. This belief dictates that teachers should keep their professional distance from parents performing their professional duty while the families should try to work with their children at home as much as they can. A communal risk-taking of families and schools, on the contrary, varies on how the two parties take common and separate responsibilities,

emphasizes coordination, teamwork, cooperation and fitting of schools and parents in working together for common goals. Sharing accountability among tutors and families in educational activities has no question to ensure students' socialization and for the pupils to build better programs for future learning.

2.2. The Role of Parents' Involvement and its Contribution to Academy Children on Academic Achievement

According to Harris, (2007) stated that Policymakers, preceptors, parents, and scholars all partake the belief that parental involvement plays a critical part in their children's academic success. But this belief is well supported by the exploration on academy enhancement as well as the literature on parental involvement. Empirical data indicates that one of the most important factors in achieving sustained academy performance and advanced pupil achievement is parental involvement. It seems that integrating parents in the educational process encourages lesser participation in the tutoring and literacy process. Timkey (2015) asserts that parents' educational stations and actions have a significant impact on their children's academic performance.

In order to guarantee that their child has the coffers and backing required to be an effective and efficient learner in the long run, parents should take an active part in the literacy process once they have established a successful motivational approach to evoke academic achievement. Experts concur that a child's education begins at birth, with the first six times of a child's life being the most critical for literacy. This indicates that a child's unborn academic success is largely dependent on their parents (Smith, 2011). Parents can have a positive academic impact on their child by reading audibly to them every day, icing that their exchanges are "vocabulary rich," and making use of any coffers that may be available to them throughout their original communities (Smith, 2011).

The Family Engagement Act is still lacking the necessary legislative support, but it has prodded the Department of Education to begin creating a number of policies and initiatives that will encourage parental involvement. A binary capacity framework was created by the US DOE with the intention of boosting parental involvement. The importance of parental involvement in the educational process is demonstrated by the quantum of attention that has been paid to probing the effects of parental involvement on student achievement and developing programs to increase involvement.

According to Bakar *et al*. (2017), children of parents with advanced educational qualifications perform better academically than children of parents with lower educational qualifications. A study conducted in Ghana set up that parental socioeconomic status and educational background did not significantly affect scholars' academic performance, but parental educational qualification and scholars' health status did significantly affect academic performance (Yelkpieri, 2016).

A study conducted among government high academy scholars in Thimpu, Bhutan, concluded that there is a positive correlation between parents' knowledge and their children's academic performance (Dekar, 2016). The parents' occupation, position of education, and family income all have an impact on the way they spend. Still, the most significant factor impacting their children's academic success appears to be their parents' educational background (Hao & Yeung, 2015). Rana (2015) set up that there is a significant positive correlation between parents' educational attainment and their children's academic achievement based on his exploration in South Punjab, Pakistan.

2.3. The Significance of Parents' Active Participation in Early Childhood Care and Development and Learning

Early childhood education has been seen as essential to closing the achievement gap

in seminars and producing a generation of people with the chops necessary to make a positive role to society (UNICEF, 2020).

According to Powell *et al*. (2010), parental participation helps children develop pre-literacy chops like phonological mindfulness and letter name recognition. Over, the change to preschool signifies the launch of a pivotal cooperation between the home and the academy, Powell and others (2010).

The connections you make with parents as a schoolteacher will promote collaboration between the home and the academy to advance the scholars' development. Recent exploration indicates that the most effective programs for early children are those that concentrate on the family. Early childhood family involvement is advantageous for the sprat, family, and academy labor force. Social chops and academic capability are bettered when parents come involved in their child's education, starting in early childhood (Nokali, Bachman, & Votruba-Drzal, 2010; Sheldon & Galindo, 2012). Positive results in a child's education are identified with parent participation and parent-child connections. In the home, parents have the chance to support their child's growth and development. Through active involvement in their sprat's education, parents establish precious alliances and connections with preceptors, enabling them to consistently endorse on behalf of their child.

2.4. Empirical Evidences on the Role of Parents in Enhancing Students School Achievement

In order to probe the effect that parental engagement had on the literacy experience accomplishment of their children, Crosby, Rasinski, Padak, and Yildirim (2015) conducted a study involving both the parents and the children. Parents entered ways and accoutrements to use at home with their child. These capabilities encompass social, physical, and cognitive studies. This study only looked at one academy's program, but the findings indicated that parents who engaged in meaningful literacy conditioning at home with their kiddies had a big

impact on their academic performance (Crosby Rasinski *et al*., 2015).

Results of studies on how parental participation affects kiddies' academic achievement indicate a strong correlation between parental involvement and kiddies' academic success (Yaseen, *et al*., 2017; Simweleba, N.H., and Serpell, R. 2020; Ambachew, *et al*., 2018). Nonetheless, active parental participation has a lesser impact on adolescents' academic achievement than other socioeconomic determinants. Parental engagement is pivotal at every grade position, but it becomes even more pivotal in secondary academy because parents of early adolescents tend to become less interested in their children's education once they reach upper secondary (Oates, 2017). Likewise, studies that have formerly been conducted have demonstrated the significance of parental participation for pupil achievement. According to Mutodi and Ngirande (2014) it was discovered that achievement was positively correlated with three parental engagement constructs: parenthood, parent-schoolteacher communication, and home and family support. Exploration indicates that the most important factor impacting a learner's success is their home and family support is the most significant factor that determines a learner’s performance.

It has also been observed that some socio-demographic family characteristics, like stations, parental age, work position, and participation, are pointers of early children's academy success and knowledge. In particular, it has been discovered that family characteristics (stations, parental age, work status, and participation) and attitudes have an impact on early children's academic achievement outcomes when they come from depressed homes. Rodriguez *et al*. (2009) looked at family dynamics, the availability of age-applicable literacy resources, the frequency of knowledge conditioning, and the mama's position of involvement with her children in homes that were each at or below the poverty line. In some studies by Edwards *et al*., (2021); again, having personal literacy schedule also helps scholars to remain focused and also study away attending tutorials and lectures; this is likely to

enhance their academic performance.

All other things being equal, scholars who live with their parents are likely to perform well relative to those who live alone or with other people. Biological parents are suitable to check up on their wards and also give their needs, be it social or economic. Biological parents are more likely to insure that their wards have sound mind so that they can study compared with scholars who live alone or live with non-family member who may even maltreat them or not bother about their social and economic requirements; this turns to impact academic performance negatively. Also, age has the implicit to influence academic performance. All other things being equal, fairly youngish scholars are more likely to perform well academically compared with aged scholars. Youngish scholars may not have more responsibilities like taking care of family, and working away lessoning among others and this makes them concentrate on their academics, and in turn perform better, all other things being equal.

Also, regarding the relationship between parents' socioeconomic situation and their position of engagement, it was discovered that parental income, work status, and education position could all have an impact on this relationship Vellymalay, (2012). Socioeconomic position is positively connected with advanced positions of parental participation and, accordingly, advanced situations of academic success, according to Vellymalay (2012). Parents from better socioeconomic backgrounds tend to be more successfully involved than parents from lower socioeconomic backgrounds, according to Domina (2005). Lee and Browen (2006) state that parents with lower educational attainment may not be as inclined to become active because they may not feel comfortable approaching school personnel. Davis and Kean (2005) in a similar vein, Davis-Kean (2005) asserted that parental education level is a critical predictor of children's behavioral and academic outcomes.

Hierarchical regression analysis was used to examine the parent check data. Parent communication with scholars about school (e.g., agitating school experiences, being apprehensive of the pupil's academic performance) was characterized in this study as parent participation at home. The findings showed that grades and number of days missed from academy were statistically significantly prognosticated by involvement at home. Pupils who had more involved parents performed better academically and missed smaller days of academy.

When socioeconomic status is taken into account when assaying pupil outcomes, difference in educational success is come apparent (Cameron, Grimm, Steele, Castro-Schilo, & Grissmer, 2015). The term "achievement gap" is constantly used to describe these differences. Early academy experiences can widen this literacy gap and can happen prior to academy admission (Burchinal *et al*., 2011). Early childhood is a time of rapid literacy and growth; children who do not acquire foundational chops at this time risk threat behind (Cameron *et al*., 2015). The development of these chops and a child's long-term academic success are influenced by variations in the quality of a variety of contextual factors, including the academy climate, the neighborhood, and parenthood (Burchinal *et al*., 2011).

Children's early circumstances have an impact on them for a long time (Mollburn, Lawrence, James-Hawkins, & Fomby, 2014). According to Dotterer, Iruka, and Pungello (2012), parents with advanced socioeconomic status (SES) are suitable to offer their children more exciting home surrounding and accoutrements, and they are also constantly more sensitive, probative, and engaging. As a result, socioeconomic status has an impact on the child's environment. Advanced SES parents are also more likely to be involved in their children's education because they view preceptors as equal mates and are more inclined to express concerns and ideas (McCoach *et al*., 2010). On the other hand, parents from lower

socioeconomic backgrounds typically connect with their children in a less positive, interactive, and responsive manner (Dotterer *et al*., 2012).

Anderson, Howland, and McCoach (2015) set up in their study that a child was less likely to be recommended for special education services when the family's SES was at least one standard deviation above the sample mean. This suggests that a child's educational achievement and literacy capability can be impacted by SES due to access to available supports. Due to resource constraints, poverty can have a detrimental effect on a child's physical, social-emotional, and cognitive development as well as adding stress situations in parents (Dotterer *et al*., 2012; Mollburn *et al*., 2014; Dawson *et al*., 2015).

A neighborhood with lower SES is constantly associated with lesser rates of severance, crime, and poverty as well as worse living circumstances (Ellen & Glied, 2015). If the child lives in an unsafe neighborhood where it is unsafe for them to play and explore. According to Mollburn and colleagues' (2014) longitudinal study, a child's development and coffers (fiscal, social, etc.) are most strongly correlated throughout the preschool years. Families and parents are pivotal in helping to support their children's education. Studies have indicated that when families and seminaries unite, kiddies do better academically, attend academy more constantly, remain in academy longer, bear better, and have stronger social chops. Parent engagement also results in longer term profitable, social and emotional benefits.

2.5. Conceptual Framework of the Role of Parents in Enhancing Students School Achievement

2.5.1. Parental Perceptions on Role in Relation to Children Academic Achievement

It has been determined by many earlier inquiries on the impact of parental participation on preschoolers' academic performance that parents should act as role models for their kiddies. Their physical, cognitive, and emotional development is anticipated.

According to some researchers, parental involvement at home, which includes having exchanges with the kids about their academy experiences and the value of studying, is the direct cause of adolescents' excellent academic results (M. Ingram *et al*., 2007). Parental participation is valued highly, although there can be some misconceptions about how important of it there is. It's common for parents to suppose of parental participation as limited to aiding their kids with their homework.

Parents' comprehensions of what a parent-professional relationship should be are heavily influenced by their attitudes about their part in their children's lives. See also Swick and Knopf (2007:293). Accordingly, it has come apparent that parents' comprehensions of the care and education their children are entering are greatly influenced by the presence of positive interactions between parents and their children's preceptors (Knopf & Swick 2007:292).

2.5.2. Family Size and Academic Performance of Children

It has been discovered that a student's academic performance is significantly influenced by the size of their family (Afful, 2014). Chen and Liu (2014) assert that there is a quantifiable relationship between family size and academic performance. They went on to say that children in small families will benefit from increased parental responsiveness and care, undivided resources, and the general mental maturity level of the family when it comes to their education. Children from large families are more likely to suffer the diminishing effects of family resources on academic performance (Chen & Liu, 2014).

2.5.3. Parenting and Home Readiness or Involvement for Academic Achievement

Early childhood development is explosively backed by a home setting that is rich in language and engaging play conditioning for children of a suitable age. Neurological development as well as the accession of cognitive and language capacities are supported by responsive relations, which are marked by parental warmth, perceptivity, and cognitive

stimulation. The capability of parents to meet their child's requirements, passions, interests, and capacities in a way that strikes a balance between the child's need for autonomy and backing is known as parenthood perceptivity. Parenting warmth is the expression of love and respect that parents show their kids, which helps them gain skills like mastery, security, autonomy, and tone-efficacy. When parents engage in language-rich relations and learning-oriented activities to enhance their children's cognitive and linguistic development, this is referred to as cognitive stimulation.

2.5.4. Parents Education Level and Students Academic Achievement

One of the most significant rudiments impacting a child's reading position and other academic achievements is the parent's educational background, according to data from adult education and early childhood intervention programs in industrialized nations (Clark, 2007). Parents with advanced situations of education are more successful in giving their kiddies the cognitive and language capacities that help them succeed in academy from an early age (Chen, 2007). As a result, these youths perform better than those whose parents have lower education. According to Davis (2005), who shares this standpoint, homes with advanced educational attainment place a decoration on education for their kiddies because they see it as a means of combating poverty and ignorance?

According to the study, parents who are knowledgeable place an advanced priority on providing their kids with an education. As a result, they spend further time aiding their kiddies with their homework and making sure they understand what they have learned in academy. According to research, parents who are knowledgeable keep a near eye on their kiddies' intellectual development by buying books, watching them nearly, and giving them engaging experiences (Jensen & Seltzer, 2000).

2.5.5. Parents Income Level on Students Academic Achievement

Parental responsibility is always the bone who has to train a child. Different occupational class parents constantly have different approaches to childrearing, discipline, and responding to their kiddies. These variations impact the average preferences of families for colorful occupational classes rather than manifesting slightly as would be anticipated in every family (Rothestein, 2004).

Multitudinous research carried out in industrialized nations demonstrate that parents' income has an effect on their children's academic achievement. All families have significant obstacles to overcome in order to give their kiddies the best possible care and education. Rich families both materially and socially encourage their children to learn by creating literacy-rich surroundings at home and by sending them to estimable educational institutions (Thomas, 2011). Due to their poor money and disinterest in education, parents from low-income households find it delicate to give their kids redundant assignments and educational resources.

2.5.6. Learning at Home and Students' Academic Achievement

Parental practices linked to their children's education are characterized as both home and academy-grounded parental involvement. Exemplifications of home-grounded participation include aiding children with their homework, conversing with them about academy, establishing high prospects, encouraging their academic achievement, and offering a structured environment that fosters literacy. Still, academy-grounded involvement include conditioning like as volunteering at children's seminaries, participating in school-sponsored events and groups, and connecting with preceptors and staff Sapungan *et al*., (2014). Researcher and preceptors had been trying to determine whether parental involvement in their children's education and academic achievement were associated for times Boonk *et al*., (2018).

2.6. Summary of Empirical Evidence

The achievement of their children can be significantly impacted by the involvement of their parents in their education (Tran *et al*., 2020). Research indicates that when parents are involved in their children's education, the children perform better academically, attend academy more constantly, and score advanced on standardized examinations (Castillo *et al*., 2020). There are several ways that parents may help their kiddies learn, similar as helping out with practice, going to school functions, sharing in school decision-making, and keeping lines of communication open with preceptors (Cusinato *et al*., 2020).

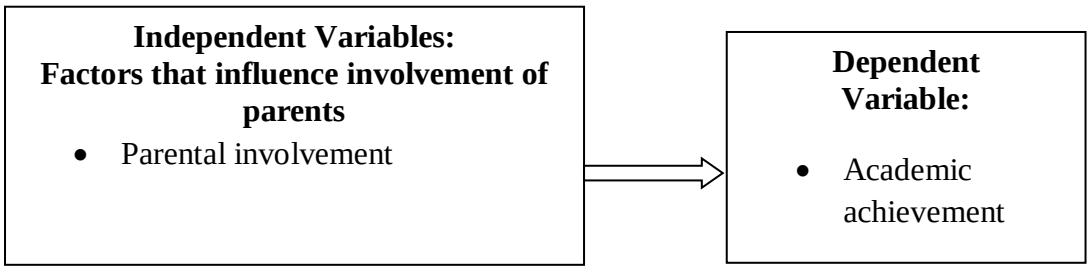
Therefore, parental involvement in their child's education and parenthood is essential to the child's overall development (Manzon, *et al*., 2015). Walker *et al*. (2011, p: 411) give substantiation in support of Mncube's proposition that "poor parental involvement is caused by language barriers, limited parental education, poverty, discrimination, and domestic insecurity." Still, Sylva *et al*. (2010) conducted a study on parental involvement; their findings revealed that parents are not certain how best to help their children with homework and literacy conditioning.

Furthermore, research indicated that many parents were not helping their children with homework, and as a result, their children's academic achievements were declining (Jackson 2011). Due to the fact that parents are not trained as qualified teachers, they lack sufficient knowledge about their child's subject matter to help the child at home.

2.7. Conceptual framework

This section proposes a conceptual framework within which the concept, students' academic achievement is treated in this work. It is arrived at basing on the System's theory Input-Output model advanced by Ludwig Von Bertalanffy (cited in Sabir, 2023). The selection of the model is based on the parental involvement to what extent the quality of input invariably affects quality of output in this case students' academic achievement.

The researcher was studied whether or not influence the independent variables (parent involvement) on dependent variable or academic achievement. Besides, this model is indicated about the relationship and prediction of parental involvement with students' academic achievement than causality effect.



Source: Own survey, 2025

Chapter III: Research Design and Methodology

3.1 Research Design

A descriptive survey research design was used to analyze quantitative and qualitative data primarily based on the nature of data need to collect. According to the design, mixed approach was employed to achieve the integration of information in the interpretation of the overall results. Besides, quantitative and qualitative methods were crucial to solve specific objectives or variables of the study. The researcher was also used concurrent analysis method.

Firstly; frequency of parental perception, parental role, parent school relationship, and socio-demographic all was collected using close ended questionnaire on students' academic achievement. Therefore, collection of such continuous numerical data can be provided a rationale for the use of quantitative research approach. Secondly, qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions or experiences from respondents using unstructured open ended questionnaire.

3.2. The Study Area

The name of the school under the study was Ethiopian Catholic Church Saint Lucy primary school students in Adigrat. It was established in the 1961e.c. The school was prominent of Montessori instruction method and it was owned by non-governmental organization. The school was established for non-profit purpose to support host community. As a result of the school most of children were composited all socio economy backgrounds and in order to this reason the researcher is chosen to Ethiopian Catholic Church Saint Lucy primary School. Therefore, the school was harmonized by holistic all level of socio economic status (Ethiopian Catholic Church Saint Lucy primary school, primary data, 2024).

3.3. Data Type and Source

The researcher was used quantitative, qualitative data type, primary and secondary data. Primary data was collected from parents of children who learn in Ethiopian Catholic Church Saint Lucy primary school, Adigrat city. A questionnaire was prepared by English and it could be translated to Tigrigna language which it was easily used for parents. Secondary data was collected from related books, journals, research papers and articles. A pilot study has been conducted on similar setting (10% (37) parents in Ethiopian Catholic Church St. Lucy primary school, Adigrat city.

3.4. Sample and Sampling Techniques

The researcher was taken all samples size (census survey) from total population (360) parents of the students who were attended grade 1 and grade 2 hand on hand by measuring with their academic achievement of average result of year 2016. However, the questionnaire was received by the researcher only 345 and 15 questionnaire was unreturned. The researcher also was used census method i.e. all parents of grade 1 and grade 2 was taken from Ethiopian Catholic Church Saint Lucy primary School, Adigrat city.

3.5. Data Collection Instruments

The questionnaire was used to collect the required data. It was appropriated for collecting very detailed and reliable data with regard to the topic or study at hand. The researcher was also used scoring scale strong agree -1, agree - 2, average -3, disagree- 4 and strong disagree -5.

3.5.1. School Stored Data

The researcher gathered students' academic achievement from the school scored grade average points for the academic year 2016 E.C

3.5.2. Questionnaire

Kumar (1996) describes that questionnaire is extensively used in most educational researches to collect data that are not observed directly. Questionnaire is pivotal for addressing specific objectives. A questionnaire self-developed by the researcher, and it determined psychometric inter-consistency reliability among variables. The data that intended to collect from parents concerning their role in their students' achievement both at home and at school activities were collected using a closed ended questionnaire, as there are considerably many participant parents. The questionnaire also had some open ended questionnaire in order to collect date on the association between parental involvement and students' academic achievement. Moreover, additional information concerning participants comments, suggestions, deep feelings that help to generate rich data.

3.5.3. Data Collection Procedures

A questionnaire was administered at the school in collaboration with the school teachers and to participant parents who have been informed consent to be filled the questionnaire about the students who learn in that school during parents conference and registration in the scheduled time of September/2025. Furthermore, the researcher was collected data through reading for 69 illiterate parents in the school setting.

3.6. Data Analysis Methods

Based on the nature of the problem, the data was collected both qualitative and quantitative in nature. Then the researcher intended to use both qualitative and quantitative approaches described in the design. The data was obtained from parents questionnaire was analyzed quantitatively using descriptive (mean, standard deviation, frequency, percentage) for an objective of socio-demographic variables and inferential statistics some standardized statistical tests such as correlation, and linear regression using SPSS version 27. Besides, this, a correlation analysis was used to establish a statistical relationship among an objective of

parent – school on academic achievement how strong or weak the independent variables were correlated each other and with the dependent variable which was academic achievements in this case. Simple linear regression analysis was applied to predict to what extent parents' involvement influence on students' academic achievement or for an objective number 2.

3.7. Exploratory Factor Analysis results

The questionnaires were administered on a total of 31 participants by the researcher. The questionnaire has been a total number of 18 items or variables and in terms of rotation method the items were changed in to 14 items.

3.7.1. Pilot Study

Prior to the actual data collection, a pilot study was conducted. This was made to check whether the items can generate the expected information and to identify any issues that may arise from the respondents during the data collection process. Moreover, validity test was conducted to check whether the prepared tools can generate the desired information and to judge its internal consistency (relevance). Pilot study was crucial because to identify difficult or vague questions and concepts and to make change based on the results of the tests. As Festinger *et al*., (2005, p. 158) stated, "to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study." To do so, 37 copies of questionnaires were delivered on hand to 37 parents by using availability sampling techniques in Ethiopian Catholic Church Saint Lucy primary School, Adigrat town. Nevertheless, un-returned questionnaires were six and only 31 questionnaires were received.

A pilot test is often performed to test the feasibility of techniques, methods, and data gathering tools and how they function together in a particular context (Doody & Doody, 2015). It is also important to establish the content validity of scores on an instrument; to

provide an initial evaluation of the internal consistency of the items; and to improve questions, format, and instructions (Creswell & Creswell, 2017). Furthermore, a pilot study can reveal ethical and practical issues that could hamper the main study. To this end, a pilot study was conducted on a total sample of 31 parents (father = 16 and mother =15) through randomly selected. Then, the questionnaires were modified and organized with the help of feedback obtained from my advisor.

Then, the results of the pilot study were used to validate the psychometric properties of the instruments, as follows: First, principal components analysis (PCA) was conducted to check the construct validity of the data gathering instruments. Then, the internal consistency of the data gathering tools and items was checked through Cronbach's alpha.

Therefore, the researcher was discarded these items to ensure reliability test. Thereafter, the Cronbach's alpha is .918 with 14 items and it is excellent internal consistency (Shoukri & Cihon, 1998). Furthermore, before the factor analysis was conducted, the assumptions of the factor analysis were checked. Besides, the data were checked for outliers, and then four or number of 6, 16, 17 and 18 (-. 573, .751, .820 in component factor 5 raw and .933 in component factor 6) respectively extreme outlier was detected and removed from the analysis. So an analysis was made based on the remaining 14 cases. A P-value of 0.05 was used as a cut-off to determine statistically significant variables.

3.7.2 Factor Rotation Method

The factor rotation method was recorded. In the pilot study, the varimax rotation extraction method of principal components analysis (PCA) was computed. This is because the rotated factors are assumed to be correlated, for they are psychological factors and are assumed to be correlated (Tabachnick & Fidell, 2007). Possibly cutoff for excessive factor loading in to alternative factor are 0.45(Tabachnick &Fidell, 2007). However, the researcher was used absolute minimum value by .53 coefficients could indicate that the item will

contribute less to the factors or that it does not fit well with the other items in its component and needs the researcher to discard it. In this regard, an item 15 has the lowest communality value of 0. 297. Therefore, the researcher was measured four (4) factors from 14 variables or items with Eigenvalue >1 rule most frequently was used Turner et al., (1998) and the four factors were demonstrated as strong factors and the remains were as weak factors. The initial principal components analysis (PCA) extracted 14 factors, which explained 79.22% of the variance with an eigenvalue above 1. Kaiser Criterion was lenient, which dictates to consider all factors with Eigenvalues above 1.

Since the purpose was to reduce the factors, the stricter Scree plot was used to determine the number of factors extracted. As a result, the scree plot indicated that the graph dropped after 4 eigenvalues. It was changed a number of items to similar factors in order to rotated component matrix based on four (4) components. Moreover, four (4) component factors were classified as the following aspects. First, component factors related (number of 1,2,3,4, and 5) as language dimension. Second, component factors related (number of 6, 7 and 8) as cognitive dimension. Third, component factors related (number of 9, and 10) as social dimension. Forth, component factors related (number of 11, 12, 13 and 14) as parent school relationship.

3.7.3. Data Inspection Technique

The adequacy of the sample size was checked. In this case, there are two different approaches to determining the adequacy of sample size for EFA: examining the ratio of subjects to variables and determining the minimum total sample size, as in simple regressions. The application of data inspection technique, KMO measure of sampling adequacy and Bartlett test of Sphercity was recorded. Overall, the researcher was measured variables of KMO measure of sampling adequacy value .738 are middling or average Kaiser, (1974).

Moreover, Bartlett's test of Sphericity yielded a statistically significant value at $p < 0.05$, $p = 0.000$. The Bartlett's Test of Sphericity tests the adequacy of the correlation matrix and yields a value of 271.563, and the associated level of significance is smaller than 0.000. This suggests that the FA meets the necessary criteria to proceed. Regarding this, Guadagnoli and Velicer (1988) reviewed numerous studies that concluded that absolute minimum sample sizes are more important than subject-to-item ratios.

3.8 Ethical Consideration

Respondents was treated with utmost confidentiality and privacy as promised. Anonymity was maintained. Respondents were not coerced to give information but are expected to do it voluntarily and with informed consent.

Chapter IV: Presentation, Analysis and Interpretation

This chapter is to present and analyze the data and interpret the research findings and also used to explore and gain an insight to relate variables such as; parents' involvement and children's achievement in school; and variables such as parental involvement, parental perception, parent-school relationship and students achievement. After the data has been gathered, it was converted into the application known as Statistical Package for the Social Science or SPSS version, 27. The SPSS functions to conduct and provide all the analysis needed to describe and interpret the data starting from its validity and reliability, frequency, percentage, correlation analysis and simple linear-regressions analysis. Mean value needed to be found in order to determine the midpoint of a variable which is then useful for interpretation as a general conclusion, while standard deviation functions to see the diversity of the respondents' answers. The mixing of both data usually happens during interpretation and discussion section by transforming one type to the other, or integrating, or comparing both data side by side in the discussion as follows.

4.1. The Demographic Analysis of Respondents (Frequency and Percentage)

This section provides a detailed demographic analysis of the respondents participating in the survey, specifically focusing on the background characteristics of the parents of students enrolled in primary schools. The data presented in table 4.1 reflects the respondents' relationship with the student, their educational levels, occupations, as well as various household dynamics such as the number of children in the family and the extent of parental involvement in students' education. Understanding the background of the respondents is essential for interpreting the results of the survey, as these factors may influence the perceptions, behaviors, and involvement in their child's academic journey. The analysis covers the following key areas:

The majority of respondents are the students' parents, while a smaller percentage is relatives, highlighting the importance of parental involvement in this study. The educational background of the parents is analyzed separately for mothers and fathers, providing insights into how their education levels may relate to their involvement in their child's education. A breakdown of the parents' occupations reveals the socio-economic status of the families, with information on whether parents work in the private, governmental, or non-governmental sectors, as well as the number of parents who are unemployed.

The demographic profile of the students includes gender distribution and age ranges, allowing for an understanding of the student population's diversity. The analysis also covers the distribution of students across the first and second years of their primary school education. Insights into the number of children per household provide context for understanding potential influences on parental involvement and resources available for each child's education. The frequency of parental involvement in students' education is examined; with a focus on how often parents assist their children with their studies. The study explores the parents' beliefs regarding the significance of their role in their child's academic results. In cases where parents did not perceive their role as significant, the reasons were explored, including the belief that academic outcomes are more dependent on the student's effort, the teacher's effort, social influences, or other factors.

The results from this demographic analysis provide a comprehensive understanding of the background of the respondent families, which may influence the factors under study, such as parental involvement, academic achievement, or educational outcomes. This foundational data is crucial for interpreting the broader findings of the survey and for guiding recommendations in future educational strategies. Participant parent's descriptive statistics has been summarized in the below in terms of their gender and their educational background from each school.

Table 4.1. The Background of Participant Parents

Characteristics of Respondents	Items	Frequency	Percent	Valid Percent	Cumulative Percent
The relationship with the your student	Parent	327	94.8	94.8	94.8
	Relative	18	5.2	5.2	100.0
	Total	345	100.0	100.0	
Mother's Educational Level	Below 10& Certificate	202	58.6	58.6	58.6
	Diploma	69	20.0	20.0	78.6
	Degree	73	21.2	21.2	99.7
	Master and above	1	.3	.3	100.0
	Total	345	100.0	100.0	
Mother's Occupation	Madam	162	47.0	47.0	47.0
	Employed in Private Business	96	27.8	27.8	74.8
	Employed in Governmental Sector	68	19.7	19.7	94.5
	Employed in non-governmental sector	19	5.5	5.5	100.0
	Total	345	100.0	100.0	
Father's Educational Level	Below 10& Certificate	124	35.9	35.9	39.7
	Diploma	79	22.9	22.9	62.6
	Degree	102	29.6	29.6	92.2
	Master and above	27	7.8	7.8	100.0
	Total	345	100.0	100.0	
Father's Occupation	None	51	14.8	14.8	18.6
	Worked in Private Business	160	46.4	46.4	64.9
	Employed in Governmental Sector	83	24.1	24.1	89.0
	Employed in Non-Governmental Sector	38	11.0	11.0	100.0
	Total	345	100.0	100.0	
Sex of students	Male	148	42.9	42.9	42.9
	Female	197	57.1	57.1	100.0
Age of the students	6	26	7.5	7.5	7.5
	7	162	47.0	47.0	54.5
	8	153	44.3	44.3	98.8
	9	4	1.2	1.2	100.0
	Total	345	100.0	100.0	
Level of education	First Year	135	39.1	39.1	39.1
	Second Year	210	60.9	60.9	100.0
	Total	345	100.0	100.0	
The total number family member in your home?	Below three children	45	13.0	13.0	13.0
	Four children	89	25.8	25.8	38.8
	Five children,	89	25.8	25.8	64.6
	Above six children	122	35.4	35.4	100.0

The analysis covers the following key areas:

- Relationship with the Student: The majority of respondents are parents (94.8%), while a small percentage are relatives (5.2%). This highlights the importance of parental involvement in this study.

- Educational Background: The educational levels of mothers and fathers are analysed separately. Most mothers (58.6%) have an education level below the 10th grade, while 21.2% hold a degree, and only 0.3% have a master's degree or higher. Among fathers, 35.9% have an education level below the 10th grade, 29.6% hold a degree, and 7.8% have a master's degree or higher.

- Occupational Background: Nearly half of the mothers (47.0%) are housewives, while 27.8% work in private businesses. Among fathers, 46.4% work in private businesses, and 24.1% are employed in the governmental sector.

- Student Demographics: The majority of students are female (57.1%), and most are between the ages of 7 (47.0%) and 8 (44.3%). A larger proportion of students are in their second year of primary school (60.9%) compared to their first year (39.1%).

- Family Size: Most families have more than three children, with 35.4% reporting more than six children. Only 13.0% of families have fewer than three children.

- Parental Involvement on homework: The majority of parents help their children with education at least three days per week. Only 8.4% of parents help less than two days a week, indicating high levels of parental involvement.

These results overlaps with several studies included family background, which includes factors such as parental educational levels, home resources, parents' occupational status, and other financial-related factors, to determine its influences on students' overall achievement in academic (Donia, 2014 [39]). However, Lokanath M., (2012) was concluded that there is no significant relationship between the learning environment of the student and the student's educational performance.

Table 2 4. 2. Role Perception in Enhancing Students' School Achievement

Characteristics of Respondents	Items	Frequency	Percent	Valid Percent	Cumulative Percent
Parents believe in academic results	Yes	201	58.3	58.3	58.3
	No	144	41.7	41.7	100
	Total	345	100.0	100.0	
If your answer is no, whose is it?	Valid	201	58.3	58.3	58.3
	Students' effort	54	15.7	15.7	73.9
	Teachers' effort	27	7.8	7.8	81.7
	Derived from Social Fabrics	34	9.9	9.9	91.6
	From other	29	8.4	8.4	100.0
	Total	345	100.0	100.0	

A majority of respondents 201 (58.3%) believe that parents play a significant role in their child's academic results. However, a significant minority 144 (41.7%) do not hold this belief, indicating some skepticism regarding the impact of parental involvement. For those who do not believe parents have a significant role, the majority attribute academic results to students' own efforts 54 (15.7%). Smaller portions attribute it to teachers' efforts 27 (7.8%), social influences 34 (9.9%), or other factors 29 (8.4%). The study has consistently indicated that a stronger parent-school relationship, higher levels of parental engagement, and support for academic tasks at home are associated with better student performance. The data confirms that most respondents (58.3%)) believe parents play a significant role in their child's academic results. This aligns with previous findings and underscores the importance of role perception in education. Moreover, it is supported by role (Pratma & FarmanShah, 2021) on

perception toward education have a significant impact on their children's learning and academic achievement.

4.1.1. The Students Average Results in the Year 2016

One of the key indicators of a student's academic achievements are their average results, which reflects their cumulative academic achievements during a given year. The year 2016, in this case, may serve as a baseline or specific point in time to assess the average results of students and the factors influencing those results, particularly parental involvement. The relationship between parents' actions (such as helping with homework, monitoring progress, and fostering a positive learning environment at home) and their children's academic results has been a topic of significant interest in early childhood care and development.

Through this investigation, the study aims to contribute to the broader conversation about the role of parental involvement in academic success, providing actionable insights that can help improve student outcomes in future academic years.

Table 4. 3. The Average Results of Grade One and Grade Two of Students

Average Result (AR)	Grade 1	Grade 2
N(Valid)	135	210
Mean	79.53	73.95
Std. Deviation	13.320	15.473
Variance	177.415	239.403
Range	49	50
Minimum	49	48
Maximum	98	98

Source: Own survey, 2025

4.1.2. Average Result for Grade 1 (2016)

The mean Average Result for Grade 1 students is 79.53, indicating that, on average, students performed slightly above the 70% passing mark. The standard deviation (13.320) shows moderate variability in average results, with some students scoring significantly lower

or higher than the mean. The range of 49 (minimum = 49, maximum = 98) indicates a wide spread in average results, suggesting diverse academic achievement among Grade 1 students.

4.1.3. Average Result for Grade 2 (2016)

The table 3: notifies that the mean average result for Grade 2 students is 73.95, which is lower than the mean average result for Grade 1 students (79.53). This suggests that, on average, Grade 2 students performed slightly less than Grade 1 students, with the average result being closer to the 70% mark. The standard deviation for Grade 2 is 15.473, which is higher than the standard deviation for Grade 1 (13.320).

This table indicates that the average results of Grade 2 students are more spread out from the average, with some students performing significantly below or above the mean. The variance is 239.403, higher than the variance for Grade 1 (177.415), confirming that the average result scores for Grade 2 are more varied. The range is 50, similar to Grade 1, showing that the difference between the lowest and highest average results is again quite large. The minimum average result in this group is 48, which is below the typical passing grade of 50%, indicating that some students performed poorly. The maximum average result is 98, which is quite high, showing that some students excelled academically.

Generally for grade 2 the average result scores for Grade 2 show a larger spread (more variability) compared to Grade 1, with an average result of 73.95 and a standard deviation of 15.473. The range of scores (48 to 98) suggests a more diverse academic parent in school achievement, with some students scoring near the passing mark and others achieving high scores.

4.1.4. Statistical Analysis of Age and GPA Data

The relationship between parental age and children's academic achievement has been a subject of academic interest for decades. Parental age, along with other socio-demographic

factors such as education level and occupation, may influence a child's learning environment, academic expectations, and ultimately their educational outcomes. This analysis focuses on understanding the statistical relationship between the ages of parents (mother and father) and the average result of their children.

In particular, Table 4.4 presents data on the ages of the respondents the mothers and fathers of the students whose school achievement (measured as AR) is being analyzed. The table summarizes the ages of both mothers and fathers of the respondents, providing insights into the central tendency (mean) and the spread of the data (standard deviation). This age data serves as an essential part of the study. Parental age can have an impact on various aspects of child development, including academic achievement. Understanding the demographic details such as the ages of the parents allows us to explore whether there is any relationship between parental age and the average result of the students in this dataset. It also sets the stage for examining how other factors, such as parental involvement, socio-economic status, and educational background, might interact with parental age to influence academic achievement.

Table 4. 4. Ages of Respondents or Parents

Mother's Age			Father's Age		
N	Valid	345	N	Valid	345
	Missing	0		Missing	0
Mean		33.23	Mean		37.78
Std. Deviation		7.736	Std. Deviation		10.441

Source: Own survey, 2025

As this table reported that the provided data includes information on the age of the mother and father, as well as Average Results (ARs) of students for the years 2016 in Grade 1 and Grade 2. The analysis will focus on the mean, standard deviation, and other relevant statistics for each of these variables.

The mean age of mothers is 33 years, suggesting that most mothers are in their early 30s.The standard deviation is 8 years, indicating that there is a moderate level of variability around the mean age. This suggests that while the average mother is around 33 years old, the ages of the mothers vary by about 8 years on either side of the mean, so the ages likely range from younger to older mothers in the sample.

The mean age of fathers is 38 years, indicating that fathers are, on average, a few years older than mothers, likely in their late 30s.The standard deviation is 10 years, which is higher than that of the mothers, suggesting a greater variation in the ages of fathers. The ages of fathers in this sample range widely, with some fathers being much younger or older than the average of 38 years.

4.2. Correlation

Table 4. 5. Correlations

Variables	Parent-School Relationship	GPA (2016)
Parent-School Relationship	1	0.138*
GPA (2016)	0.138*	1

Source: Own survey, 2025

The correlation coefficient (0.138) indicates a weak positive relationship between parent-school relationships and Average Result (AR. While statistically significant (p = 0.010), the practical significance of this relationship is limited, as parental involvement explains only a small portion of the variability in AR. The findings support the argument that the extent of parental involvement in students‟ education is partly a function of parents‟ role construction and life context and the level of students‟ academic achievement is partly a function of parental involvement (Hsu *et al*, 2010).

Generally, parents prioritize academic and school-related responsibilities over attending school events or celebrations. Schools might focus on strategies to engage parents

more consistently in all areas, especially encouraging their participation in broader school activities to foster a stronger school-community relationship. Respondents has engaged on report gaps, discuss with teachers to enhance student-parent relationships.

Parents are solved different gaps by providing necessary support in terms of stationeries, making fees together or capacity building when there are students in need with voluntarily. Parents have contributed in instructional materials /supplies/ i.e. wood /tree/, steel, tables and other teaching materials for teaching and learning. Also, parents have responded on conduct monitoring and support to ensure that there are no disturbing things in the school. In the last, the respondents have also reported that being relatively participated on parent-teacher association and they were raised difficult challenges in different issues to solve with cooperation

This analysis underscores the importance of parental role in various dimensions of children's academic achievement. Although most parents are actively involved, there are areas where increased participation could further benefit student outcomes.

4.3. Simple Linear Regression

This output shows the results of a simple linear regression analysis, where parental involvement is used to predict student average result. The other important point to mention is the regression model of summary. All these values tell us that the extent that the predictor variable parent's participation explains the predicted variable (dependent) student's academic achievement. But out of these three values, the value adjusted R= 0.034 of changes in parental involvement could be attributed to the combined effect of the predicted variables. However, 96.6% of the variance is explained by other factors not covered in the study such as quality teachers, students indigenous skills etc. It is possible to alter the achievement of students by altering parent's participation rate.

Table 4. 6. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.184[a]	.034	.031	14.628	1.769

a. Predictors: (Constant), parental involvement

b. Dependent Variable: Average results of the student in the year 2016?

Source: Own survey, 2025

The regression model shows that parental involvement explains only 3.4% of the variation in average result ($R^2 = 0.034$). This suggests that other factors, such as student motivation, teacher quality, and socio-economic status, play a more significant role in determining academic achievement.

Respondents have said that parents have also participated on listening and implementing decisions in following school rules and building discipline on students. Monitoring their holistic development through portfolio which is indicated their daily activities accomplishment. Generally, parents demonstrate a strong inclination toward engaging in their student's academic achievement, with a balanced focus on teaching diverse skills, cognitive, language, social development, and monitoring academic progress. Moreover, the respondents have reported that parent's involvement is very encouraged students to success with high score and knowledge, solve problems and to make decision. Also, Topor *et al.* (2010) argued that parental involvement was significantly related to academic performance and children's perception of cognitive competence. The interactions between parents and their children, along with the bonds formed with teachers and caretakers during the early years are critical for fostering a child's social-emotional, cognitive, and physical development at school (Powell *et al.*, 2010).

Durbin-Watson is 1.769. This statistic is used to test for autocorrelation in the residuals (the differences between the observed and predicted values). A value close to 2

suggests that there is no significant autocorrelation. Values below 1 or above 3 can be cause for concern. Here, 1.769 is reasonably close- to 2, suggesting that the assumption of no autocorrelation is likely met. There is a weak relationship between parental involvement and average result. While there might be a statistically significant relationship (as indicated by the ANOVA results, which aren't shown here but are typically part of the output), the R Square of 0.034 tells us that, practically speaking, parental involvement alone is not a strong predictor of average result. The vast majority of the variation in GPA (96.6%) is not explained by parental involvement. This highlights the importance of other factors such as student motivation, teacher quality, socio-economic status, prior academic performance, access to resources, and many others.

Table 4. 7. Regression ANOVAb

Model		Sum of Squares	Df		Mean Square	F	Sig.
1	Regression	2557.477	1		2557.477	11.953	.001[a]
	Residual	73391.723	343		213.970		
	Total	75949.200	344				

Source; Own survey, 2025

This ANOVA table is part of the simple linear regression analysis that provided earlier, and it helps assess the overall significance of the regression model. The ANOVA table shows that the regression model is statistically significant (p = 0.001). This means that there is evidence of a linear relationship between parental involvement and average rresult. However, remember what discussed earlier about the R Square (0.034). Even though the relationship is statistically significant, it's a very weak relationship. The ANOVA describes that the model is better than nothing (i.e., better than just using the mean average result to predict all average results), but the R Square describes that the model doesn't explain much of the variation in average result. This row represents the variation in the dependent variable

(AR) that is explained by the independent variable (parental involvement). Regression df is in simple linear regression, the regression df is always 1 (because there's one predictor variable).

F-statistic is (11.953) is calculated by dividing the Regression MS by the Residual MS (2557.477 / 213.970 = 11.953). The F-statistic tests the null hypothesis that there is no linear relationship between parental role and average result. A larger F-statistic suggests stronger evidence against the null hypothesis. The P-value **(**0.001) is the probability of observing an F-statistic as large as 11.953 (or larger) if there were actually no relationship between parental involvement and average result in the population. Because the p-value is 0.001, which is less than the conventional significance level of 0.05, we reject the null hypothesis.

Table 4. 8. Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	61.424	4.665		13.166	.000		
	Parental Role	.487	.152	.171	3.214	.001	1.000	1.000

a. Dependent Variable: Grade point average results of students in the year 2016?

Source: Own survey, 2025

This table provides the coefficients for the simple linear regression model, where presumably parental involvement is used to predict average result. R= (61.424) is the intercept of the regression line. It means that when parental involvement is constant, the predicted average result is 61.424. In some contexts, this might not have a real-world interpretation if a value of constant for the predictor is not possible. The r = (0.487) is the slope of the regression line. It means that for every one-unit increase in parental involvement, the predicted average result increases by r= 0.487) units. These are the standard errors associated with the coefficients. They represent the precision of the coefficient estimates.

Smaller standard errors indicate more precise estimates. Beta (0.171) is the standardized regression coefficient for parental involvement. It shows the change in GPA (in standard deviations) for every one standard deviation increase in parental involvement.

In simple linear regression, the absolute value of Beta is equal to the correlation coefficient (r) between the predictor (parental involvement) and the outcome (academic achievement).

4.3.1. T-statistic:

T-value= 3.214. This is the t-statistic used to test the null hypothesis that the coefficient for parental involvement is zero (i.e., there's no relationship between parental involvement and average result). It's calculated by dividing the unstandardized coefficient (B) by its standard error. The p-value (0.001) is the probability of observing a t-statistic as large as r= 3.214 (or larger) if there were actually no relationship between parental involvement and average result in the population. Because the p-value is less than the conventional significance level of p-value of (0.05), we reject the null hypothesis. This means that there is a statistically significant relationship between parental involvement and average result.

Also, the respondents said that parent's involvement is very vital on investment of their students' because, it makes the student feel confident and interested and parents make him/her come out with the best personality in his/her life and helps to develop a good, active, feel confident, have a better career to support himself/herself and to maximize his/her parents personality and socio economic level throughout later life.

4.3.2 Co linearity Statistics:

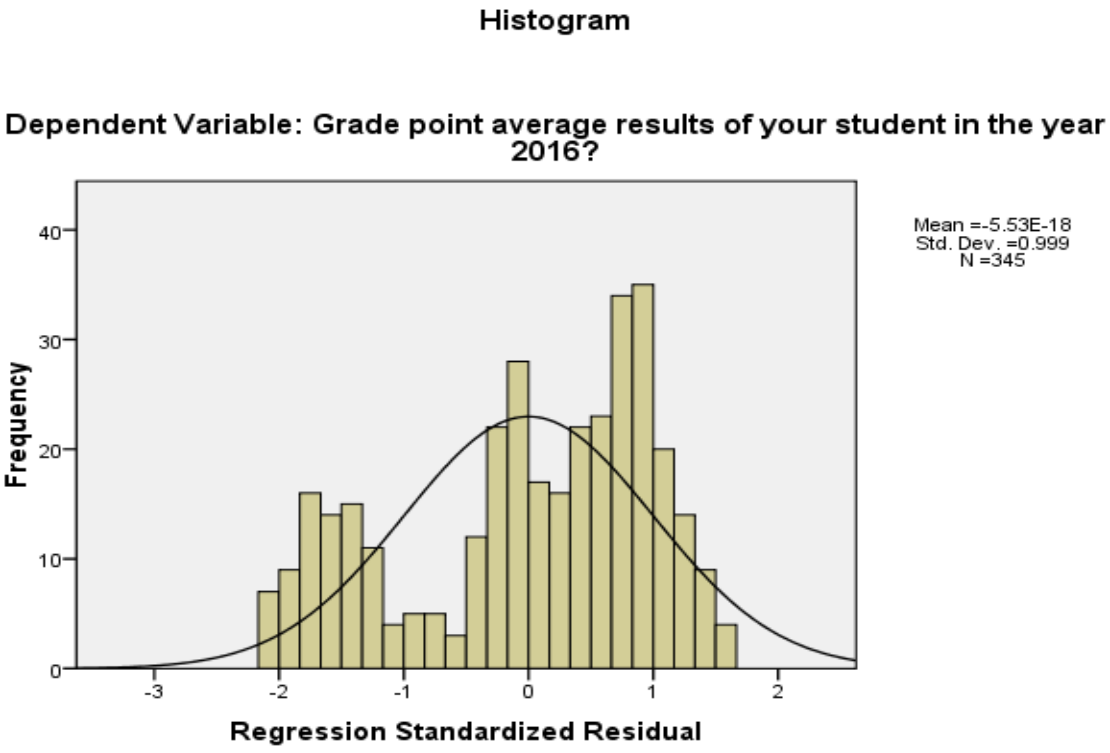
The p-value of 0.001 indicates that there is a statistically significant relationship between parental involvement and average result. The positive coefficient for parental involvement (B = 0.487, Beta = 0.171) indicates that as parental involvement increases, average result tends to increase as well. While statistically significant, the Beta coefficient of

0.171 (and the corresponding correlation coefficient which would also be 0.171) indicates that the relationship is relatively weak. Parental involvement explains only a small portion of the variation in average result (as result discussed with the R-squared value earlier). However, in the low R-squared and the small Beta coefficient emphasize those other factors beyond parental involvement play a substantial role in determining student average result.

While increased parental involvement is associated with slightly higher average results, it's not a strong predictor, and other factors are likely much more influential. The collinearity statistics are not relevant in simple linear regression.

4.4 Histogram

Table 4.9. Histogram or Normality Test



Histogram or normality test visually represents the distribution of standardized residuals from the regression model. Examining the distribution of residuals is crucial for

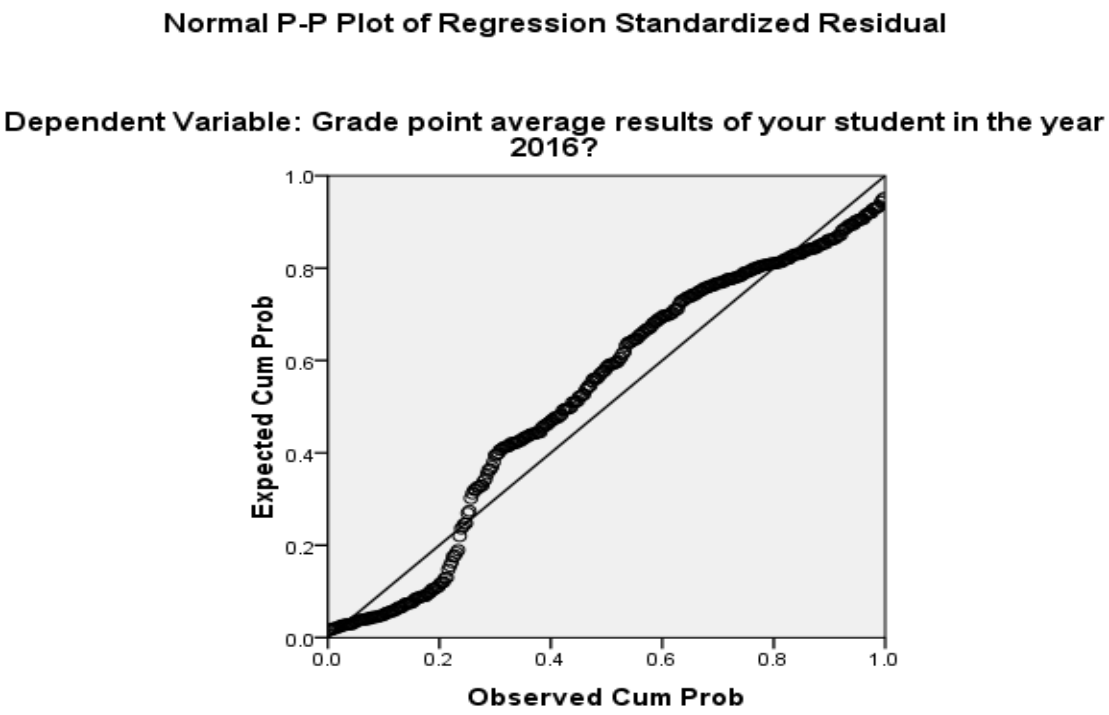
checking some of the key assumptions of linear regression. Ideally, the assumption is important for the validity of the statistical tests (like the t-tests and F-test) used in regression analysis is therefore normally distributed. Centred on zero indicates that the model's predictions are, on average, accurate. While this histogram doesn't directly show homoscedasticity (the research needs a scatterplot of residuals vs. predicted values for that), a roughly symmetrical distribution is a good sign.

The histogram shows a roughly bell-shaped distribution, suggesting that the residuals are approximately normally distributed. The mean of the standardized residuals is very close to zero (-5.53, E-18, which is essentially 0). This is excellent and indicates that the model's predictions are, on average, accurate. The standard deviation of the standardized residuals is 0.999, which is very close to 1. This is also a good sign, as it indicates that the spread of the residuals is consistent with a standard normal distribution. Following that**,** the histogram suggests that the normality assumption of linear regression is reasonably met, despite the minor deviations. The statistical tests is used in the regression analysis (t-tests for the coefficients, F-test for the overall model) are likely robust enough to handle these minor departures from normality, especially with a sample size of 345.

The overall of the histogram of standardized residuals suggests that the normality assumption of the regression analysis is reasonably met. The centre and spread of the residuals are also good.

4.5 Linear Regression

Table 4.10. Linear Regression



Linear regression is important tool for assessing the normality assumption in the regression analysis. The x-axis (Observed Cum Prob) represents the cumulative probabilities of the observed standardized residuals. The y-axis (Expected Cum Prob) represents the cumulative probabilities of a perfectly normal distribution. The residuals are normally distributed; the plotted points should fall closely along the diagonal line (the line of identity). Deviations from this line indicate departures from normality.

Normal P-P Plot is ideally; all the points should be right on or very close to the diagonal line. In the plot, the points mostly hug the line, indicating that the distribution of the residuals is reasonably close to normal. These can suggest skewness or other departures from

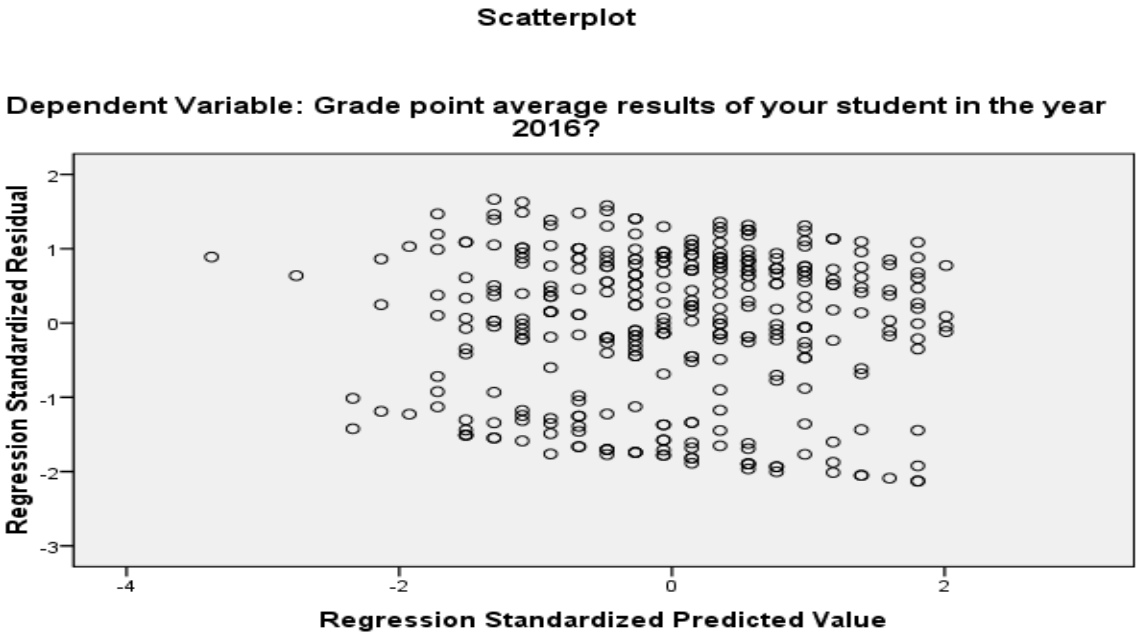
normality. Deviations at the extremes of the plot can indicate heavy tails or outliers. Besides, there's a slight S-shape, which suggests some mild deviation from perfect normality, possibly indicating some skewness in the residuals. In the plot, there are a few points at the bottom left and top right that strays a bit from the line, which could be indicative of potential outliers.

The P-P plot reinforces the information that got from the histogram. The residuals appear to be reasonably normally distributed, although not perfectly. The minor deviations from the diagonal line are likely not severe enough to invalidate the results of the regression analysis, especially with the relatively large sample size (345). The Central Limit Theorem suggests that the normality assumption becomes less critical as sample size increases.

The overall of the Normal P-P plot, along with the histogram, suggests that the normality assumption of the regression is reasonably met. There's some mild deviation from perfect normality and a few potential outliers, but these are unlikely to pose a serious threat to the validity of the regression results. As always, it's good practice to investigate the potential outliers and consider whether other assumptions of linear regression are met.

4.6 Homoscedasticity Regression

Table 4.11. Homoscedasticity



Student achievement vs Parent role scatter plot

Homoscedasticity regression is a crucial plot for checking the assumptions of linearity and homoscedasticity (constant variance) in the regression model. As the scatter plot indicates, most of the points flow obliquely from bottom left to the right top of the x-y plane. This shows that as the value of parents role increases (decreases) so does the value of student's achievement accordingly. The line that is equal distance from all points similarly goes increasingly from left to right. It is also an increasing graph of linear function of the form Y= ax + b where b- is the constant value and a-is the coefficient of the independent variable x. (Parental Role).

X-axis: This axis represents the predicted GPA values (standardized) from the regression model. **Y-axis:** This axis represents the residuals (the difference between actual and predicted GPA scores), also standardized. This indicates that the model's errors are random and that the assumptions of linearity and homoscedasticity are met. A curve in the

residuals suggests that the relationship between the independent and dependent variables might not be linear.

Look for any points that are far away from the horizontal line at zero. These may be outliers and should be investigated. There are a few points that are somewhat distant from the main cluster of points, particularly one point on the far left that's quite separated. These points are potential outliers and should be investigated further. The scatter plot suggests that the relationship between parental role and GPA is reasonably linear, as there are no clear curved patterns in the residuals. The residuals appear to have constant variance across the range of predicted GPAs, satisfying the assumption of homoscedasticity.

The potential outliers identified in the plot warrant further investigation. Generally**,** this scatter plot of residuals suggests that the assumptions of linearity and homoscedasticity are reasonably met in the regression model. However, the potential outliers should be investigated further to determine their nature and potential impact on the results.

Question number 3: Do they briefly list in writing in the following space any overwhelming problems they are concerned about and would like to be solved in your student education and development?

The respondents have expressed several significant concerns regarding student education and development, which are summarized below: There was a problem with overcrowded classrooms, and respondents have highlighted gaps in teachers' assessment skills. Also, it is supported by other researcher such as: in order to put the set policy into practice, teachers are expected to ensure the progress and effectiveness of their students in each subject by applying continuous and regular assessment, but it shows that there are gaps in the implementation (Ababa, 2010). They believed there should be increased thorough evaluation of teachers' roles in the educational process. The costs associated with education are deemed excessively high, especially considering the existing economic conditions. Some

teachers are perceived as simply passing students without proper attention to their development, often to maintain their monthly salary. A broader concern was that society, particularly one that was less educated, resists change. There was a lack of parental control over children's behaviour and involvement in their education. Teachers were seen as lacking readiness and morale to effectively engage with students.

Moreover, there was a lack of institutional structures to properly monitor and guide education. Some students exhibit behaviours on the street that are seen as detrimental to their futures, raising concerns about their long-term prospects. Many parents were worried about the safety of their children, especially those travelling long distances to school, with concerns about their safe departure and return. Parents believed that teachers should document and communicate any unusual student behaviours in writing, allowing them to stay informed. There is a gap in teachers' ability to understand their own mistakes, not just focus on student outcomes.

Likewise, it supported by other researcher like; in Ethiopia, a variety issues are made worse by a lack of context-specific curricula, packed classrooms, limited funding, and insufficient teacher preparation. (Evans and Jakiela 2024). Parents were observed that the curriculum for younger students, especially in grades 1 and 2, is not age-appropriate. The current curriculum was likely limited in terms of technique and insufficient in terms of time allocation. Moreover, it evidenced by additional variables that can impede parental involvement include cultural influences, parents' perceptions of their roles, school demands, time constraints, ignorance of the curriculum, unfavourable prior experiences, and transportation problems (Dagnoush & Khalifa, 2021a, 2021b). These students was expected to learn grammar without first mastering basic skills like reading and writing. Class sizes were considered too large, making it difficult for teachers to manage more than 40 students per class, significantly impacting the quality of education. The concern was that students

spend too much time playing during school hours, and when they return home, they focus primarily on play rather than academics. There was a lack of essential resources, including language support, Montessori materials, textbooks, and technology, which are crucial for effective learning. Both parental and governmental involvement in education was low, leading to a decline in the quality of education due to the current policies that a lack of focus on quality improvement. Concern were raised about the incomplete development of younger students, particularly regarding comprehension, behaviour issues, frustration, and other emotional challenges.

4.8 Discussion

Generally, parental involvement includes parents' active participation in improving their children's academic outcomes and supporting their academic progress. Parental involvement in their child's education indicates a high level of concern and passion for high achievement for their children in elementary school. This finding implies that parental involvement is crucial as far as better academic achievement is concerned.

Current study findings support previous literature indicating that parental involvement is of utmost importance to attaining academic success among students. This is evidenced by the work of Lara and Saracostti (2019), which demonstrated that increased parental engagement correlates with higher student achievement. Conversely, insufficient parental participation in educational activities adversely impacts students' academic involvement (Lara & Saracostti, 2019). Additionally, Burns et al. (2019) affirmed the essential nature of parental involvement in fostering students' academic success. Similarly, Ambachew et al. (2018) highlighted the significant positive correlation between parental involvement and students' academic achievement.

Chapter V: Conclusion and Recommendation

The findings from the survey have revealed that improving student's academic achievement. Interventions might focus on supporting parents to maximize academic achievement; ensuring students receive well-rounded holistic developmental benefits.

In the table-4.1 shows that parents (94.8%) are the primary respondents, and a large proportion (58.3%) believes that parental involvement significantly impacts academic success. Both mothers and fathers have relatively lower levels of educational attainment, with a large portion having qualifications below the 10th grade. In terms of occupation, mothers are largely housewives, while fathers are more likely to work in private businesses or government sectors. Most students are in the 7-age range and are in their first year of grade. Females slightly outnumber males in the sample. The majority of families have a relatively large number of children, with 35.4% having more than six children. Most respondents (58.3%) help their children with their education at least 3 days per week. However, there is a notable percentage (41.7%) who doesn't believe in the significant involvement of parents in academic success. This demographic analysis provides useful insights into the educational context, family background, and the level of parental involvement in the academic lives of students.

The level of parental education, the cooperation of both parents at home, and the presence of a student who has studied with the child at home are important factors. Having educational resources at home were helped to students to achieve higher results.

To develop students' language skills and experiences, such as listening, telling, writing, singing a hymn, reading the present, storytelling games and simulations were helped to achieve high results. Also, parents are highly engaged in activities that promote language development, such as book reading, storytelling, and encouraging communication. However,

there is variability in practices such as monitoring schoolwork and demonstrating specific skills like book interpretation.

Students are thinking, being reasonable, and coordinating ideas. Students are communicators with other peers or adults. Students are expressive in a way that is appropriate to their age or situation. Parents are deeply committed to developing their children's intellectual potential, with a focus on listening attentively, teaching basic cognitive skills (e.g., distinguishing between numbers and colors), and fostering problem-solving and creativity.

Parents actively promote socialization through various activities and interactions with family, neighbors, and peers while parents support their children's social development, the level of engagement in academic pursuits varies, indicating that some parents may not be as involved in the educational aspects of their children's social lives.

Students were spent their time together with their friends or family; parents were also made an effort to answer or listen to their children questions. Parental involvement helps their child feel active, safe, and confident; they help them to control their emotions and also to have good relationships with people.

Parents show strong support in encouraging their children to attend school and complete homework independently, as well as responding to school communications. However, participation in school events such as parent-teacher meetings is relatively low, signaling a potential area for improvement in parent-school collaboration. Participating in activities or incentives that enhance parent-school relationships has helped the students achieve higher results.

The correlation coefficient between parent school relationship and average result is 0.138 and it could affect other factors which are not included in this study. This indicates a weak positive linear relationship. A positive correlation means that as parent school

relationship increases, average result tends to increase as well, but the relationship is not very strong. Since the p-value is less than the conventional significance level of ($p < 0.05$), the correlation is considered statistically significant.

Educational attainment is very significant students to have high participation, feel confident, sociable, hopper, knowledgeable, professionalism and it helps him to graduate and have a better career to support himself and his parents.

The current simple linear regression model has limited predictive power, as indicated by the low $R^2 = 0.034$, meaning that parental role explains only 3.4% of the variation in student GPAs. This is a very low value, indicating that the model has limited explanatory power. A large portion (96.6%) of the variation in GPA is due to other factors not included in this model. Hence, it needs explanatory power such as quality in school, teacher and access of infrastructure. The Durbin-Watson statistic indicates no autocorrelation in the residuals, and the model meets assumptions of normality and homoscedasticity based on residual analysis.

The ANOVA table shows that the regression model is statistically significant ($p = 0.001$). This means that there is evidence of a linear relationship between parental involvement and average result. The positive coefficient for parental involvement ($B = 0.487$, $Beta = 0.171$) indicates that as parental involvement increases, average result tends to increase as well. The scatterplot suggests that the relationship between parental involvement and average result is reasonably linear, as there are no clear curved patterns in the residuals. The residuals appear to have constant variance across the range of predicted average results, satisfying the assumption of homoscedasticity.

Based on the findings, several recommendations can be made to further enhance parental involvement and support children's development for student’s achievement in their average results:

Schools can organize workshops for parents on innovative strategies to support language development, such as interactive storytelling and guiding children in reading. Develop resources (e.g., guides, videos) to help parents effectively explain and unfold books, enhancing consistency in this practice. Provide parents with tools and training to integrate problem-solving, reasoning, and creativity into everyday activities at home. Encourage the use of educational aids, games, songs and music that foster intellectual development and critical thinking. Design parent-child activities (e.g., group projects, and family-community friendly events) that balance socialization with educational pursuits. Create programs that emphasize the importance of parental involvement in both social and academic aspects of their child's improvement.

Foster better communication channels between parents and schools, such as regular updates through parent-teacher meetings, newsletters, and online portals. Address barriers to parental participation in school events by scheduling activities at convenient times or providing virtual participation options. Promote initiatives that make school events more inclusive and engaging, encouraging higher attendance. Tailored support should be provided to parents who show lower levels of involvement, helping them overcome challenges such as time constraints or lack of awareness.

Schools and communities can collaborate to recognize and reward active parental involvement, motivating others to participate more consistently. Conduct follow-up surveys and assessments to monitor progress in parental role, school and identify emerging areas of need. Schools and parents should invest in language improvement programs to enhance students' overall abilities. Techniques such as problem-solving exercises, critical thinking activities, and interactive learning could help improve cognitive abilities. PSR, while weakly correlated with average result, plays a role in fostering a supportive learning environment.

Schools should encourage active parental involvement through regular communication, workshops, and parent-teacher meetings.

Cognitive activities-Parents and schools incorporating activities with environment by creating hands-on opportunities that focus on characteristics, such as: textures (i.e. rough, smooth) or sensorial materials, colors (i.e. primary, secondary, tertiary, shading/grading lightest to darkest), sizes (i.e. large, medium, small), similarities and differences (i.e. sorting opportunities – fruits/vegetables, plants/animals, land/air/water creatures, types of transportation, symbols etc.).

Social interaction: schools could be facilitated regular social interactions through recreational activities to help build and maintain social network based on their tendency and preferences in the school setting. These activities also help parents to offer practical support, companionship, and encouragement and to take local instructional materials to school. Also, it is pivotal for children engaging in social recreational activities stimulates their mind and keeps it active. Activities like alphabet and numbers memory games, or even group classes for learning new skills (e.g., painting, crafts, or a new language) can help improve memory, problem-solving abilities, and other cognitive functions.

Income Generate Activities (IGA): parents could be participated on different livelihood tasks such as on milk and dairy products, trade management, agriculture, animal products, furniture, bee products, small and micro enterprises as a whole.

Parents should participate or pass on their best experiences by creating various initiatives/workshops in school by pottery, sewing, hair, participate in linguistics (poetry, poetry, play, theater) and learn to make different numbers and letters from wood and leaves.

Financial literacy: parents could be learnt to their children on managing of resources and money in terms of income and expense activities and schools should be used financial

literacy as program. Also, parents should open to their children account book to save money which is used for their later life.

Life skills program: schools should be facilitated life skill activities on culturally and developmentally appropriate way that can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life. For instance, threading beads, washing a face, dominos, pairing objects, washing cloth, sponge squeezing, pouring water through funnel, sensorial materials and other Montessori instructional and a care person materials.

A student must receive the necessary support from a teacher to improve. Because, students should be supported with advice and tone rather than beating as he/she is a teacher of good manners through repeated teaching and counseling. Parents, teachers and schools must to be integrated to introduce the same practices without discrimination to improve academic achievement to a better level.

Parents should be encouraged during various fundraisers, questions and answers and come to the school in person. Because it help in solving the hard and simple problems easily when parents are involved. The school should provide essential services such as clothing, balanced meals, moral education, and recreational facilities to support students' overall well-being.

Provide awareness on children's rights, environmental care and protection. Create awareness that students should learn because they want to learn and not be forced to learn. The behavior of students is also somewhat poor of a few and so far, parents should start from home to improve their children's behavior especially learning in moral education. Almost, children are less able to read and answer the paper test on their own and so far, it is better with blackboard.

Every student should be ranked based on the correct knowledge of the average score. Teachers should be received short trainings on their knowledge of the curriculum from time to time. Parents, teachers and schools must to work together to strive intervention aspects to students. Awareness rising should be provided to students to be careful when crossing vehicles and to respect traffic laws.

Community Engagement: Schools should actively collaborate with local communities to build strong partnerships with parents. Engaging parents in decision-making processes and school activities fosters a sense of ownership and strengthens the relationship between schools and families.

Moreover, schools should provide opportunities for teamwork, social interaction, and extracurricular activities to enhance students' social skills. The interconnected nature of the variables suggests that academic success is influenced by a combination of factors. Efforts should be made to integrate physical, language, cognitive and social skill development while maintaining strong parent-school relationships to create a comprehensive educational environment. Future studies should explore additional variables and longitudinal data to uncover deeper insights into the factors influencing academic achievement. For instance, examining the impact of teaching methods, socio-economic factors, or individual psychological traits could provide a more detailed understanding.

- To improve the model's explanatory power, include other potential predictors of average result, such as:
    - Study habits and time management.
    - Physical domain activities
    - Teacher quality and access of infrastructure.
    - Socioeconomic factors (e.g., income, parental education level).
    - Psychological factors (e.g., motivation, self-regulation, self-efficacy).

- ❖ Parents should prioritize enhancing students' cognitive skills through activities such as:
  - ➢ Critical thinking exercises: through reading books and different asking questions.
  - ➢ Problem-solving tasks: providing children with an activity that has multiple ways of accomplishing the task successfully, encourages logical thinking and flexibility.
  - ➢ Interactive or learn through Experience: turn stories and other creativities into engaging interactive activities. Encourage children to role-play, draw, or create based on the story to express their emotions and practice social skills.
  - ➢ Indigenous learning methods: facilitating life experiences to gain knowledge from their family and community like building houses, preparing house materials, and cooking food and different drinks.

- ➢ Although PSR is weak a significant predictor of average result in this study, its broader benefits for student development are well-documented. Schools should continue fostering positive relationships with parents, focusing on joint efforts to support students' academic achievement.
- ➢ Develop targeted interventions for specific items:
  - o For cognitive skills: Academic Enrichment Programs
    - Manipulative play and Math Training: special sessions preparing students for competitive exams to boost mathematical and critical thinking skills. Example, develop numbers from wood, leaf, stone and birds counting and storying.
    - After-School Tutoring: focused academic support in subjects like science or math to reinforce classroom learning.

- For language development: Literacy campaigns and workshops.
    - Reading Week: School-wide events where students participate in book fairs, reading competitions, and storytelling sessions to foster a love for reading.
    - Writing Workshops: Sessions where students learn creative writing, essay writing, and grammar improvement.
    - Family Literacy Nights: Events encouraging parents and children to read together, helping both develop language skills.
- For social engagement: Balanced extracurricular activities.
    - Drama and Theatre Clubs: Helps students express emotions, work in teams, and gain confidence through performance.
    - Sports Teams: Builds teamwork, discipline, and leadership qualities.
    - Art and Music Groups: Encourages self-expression, collaboration, and cultural appreciation.
- For parent-school relationships: Interactive parental engagement strategies.
    - Parent-Teacher Conferences: Regular meetings to discuss student progress and how parents can support learning at home.
    - Volunteering Opportunities: Parents helping in school activities like field trips, classroom support, or fundraising.
    - Parental skills education or Workshops for Parents: Sessions on child development, digital safety, or helping with homework to empower parents as educational partners.

➢ Setting boundaries for students is crucial.

- Conduct further studies with larger and more diverse samples to verify findings and account for contextual differences. Longitudinal research could better capture the dynamic relationships between the predictors and average results over time.
- Use scatter plots and other visual tools to communicate the relationships between predictors and average result, aiding in better understanding and actionable insights for educators and policymakers.

By implementing these recommendations, schools, communities and other stakeholders can build on the strengths observed in parental engagement while addressing the gaps. This will create a more supportive environment for children, enabling them to achieve academic success and develop holistically.

5.1 Limitation

This study has certain limitations that should be acknowledged. Besides, this paper was limited by data collection instruments because the study was developed only by open-ended and close-ended questionnaire. Also, the study did not include qualitative methods. The findings could be further strengthened by incorporating additional variables (such as socioeconomic factors, teacher qualifications, motivation and infrastructures). Additionally, expanding the study to include more schools or a wider geographical area would enhance the generalizability of the results. Future research should consider these aspects to provide a more comprehensive understanding of the current study.

5.2 Implication

The study's conclusions give policymakers and other education stakeholders' crucial insight into why parents should support their kids' academic involvement in order to boost

student accomplishment as a whole. These results can be used to comprehend the significance of the parental involvement in children's education, which will enable them to gain experience in enhancing their academic achievement.

Parents can also help their children succeed in school by promoting consistency in educational practices, thereby enhancing their role and perception in all aspects of children's development. The findings of the current study on parental involvement, including both at-home and school-based participation, would contribute to better academic involvement for students in the future. This research is also important for parents, as children whose parents are actively engaged in their education tend to achieve better academically.

Interventions might focus on supporting parents to maximize academic achievement; ensuring students receive well-rounded holistic developmental benefits. Parental role practices or student caregivers (mothers, fathers and other care givers) are essential to fulfil providing food, health care, cultivating mind set and emotional support necessary for students to survive and thrive. The ways in which parental involvements are performed such as the affection and responsiveness to the student are critical to positive outcomes for students' growth and holistic development.

References

Ababa, A. (2010). Education Sector Development Program IV (ESDP IV).

Abel, Y. (2012). African American fathers' involvement in their children's school-based lives. *Journal of Negro Education, 81*(2), 162–172. https://doi.org/10.7709/jnegroeducation.81.2.0162

Afful, S. O. (2014). Socio-economic background and academic performance of children in basic schools in Asikuma-Odoben-Brakwa District, Ghana (Doctoral dissertation). University of Education, Winneba: Winneba

Aligbe, E. (2014). *Parental involvement behaviors and mathematics achievement among suburban high school students* (Doctoral dissertation). Walden University.

Alkhateri, et al., (2019). Antecedents for Job Satisfaction in Ras-Al-Khaimah, Schools: Evidence from UAE. *Journal of Engineering and Applied Sciences,* 14, 5097-5110.

Amatea, E. S. (2013). *Building culturally responsive family-school relationships* (2nd ed.). Pearson Education.

Ambachew, et al. (2018). The relationship between parent involvement and students' academic achievement motivation: The case of East Hararghe zone.

Anderson, et al. (2015). Modeling resiliency in the prevention of special education identification. *Preventing School Failure, 59*(2), 63–72. https://doi.org/10.1080/1045988X.2013.836157

Annie E. Casey Foundation. (2023). Parental involvement is key to student success. Retrieved from aecf.org.

Asamenew, D. (2006). *Parental involvement and classroom environment as predictors of academic self-efficacy in grade nine of two high schools in Addis Ababa* (Unpublished master's thesis). Addis Ababa University.

Aswani, J. (1991). *Some of the home environment factors that influence educational and occupational aspirations of standard eight pupils* (Unpublished master's thesis). Kenyatta University.

Bakar, Mamat, & Ibrahim. (2017). Influence of parental education on academic performance of secondary school students in Kuala Terengganu. *International Journal of Academic Research in Business and Social Sciences, 7*(8).

Bakker, et al. (2013). *Leraren en ouderbetrokkenheid. Een reviewstudie naar de effectiviteit van ouderbetrokkenheid en de rol die leraren daarbij kunnen vervullen*. Radboud Universiteit.

Barger, et al. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin, 145*(9), 855–890. https://doi.org/10.1037/bul0000201

Belay T. (2020). Holistic Development and School Readiness of Preschool Children in Addis Ababa.

Binnawas, et al., (2020). Antecedents of student's behavioral intentions in higher education institutions. International Journal of Psychosocial Rehabilitation, 24(3), 1949–1962. https://doi.org/10.37200/IJPR/V24I3/PR200942.

Boethel, M. (2003). *Diversity: School, family, & community connections. Annual synthesis 2003*. National Center for Family & Community Connections with Schools/Southwest Educational Development Laboratory.

Boonk, et al. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review, 24*, 10–30. https://doi.org/10.1016/j.edurev.2018.02.001

Burns, et al. (2019). Parent engagement and support, physical activity, and academic performance (PESPAAP): Proposed theoretical model. *International Journal of Environmental Research and Public Health, 16*(23), 4698. https://doi.org/10.3390/ijerph16234698

Cameron, et al. (2015). Nonlinear Gompertz curve models of achievement gaps in mathematics and reading. *Journal of Educational Psychology, 107*(3), 789–804. https://doi.org/10.1037/edu0000009

Castillo, et al. (2020). Different laterality indexes are poorly correlated with one another but consistently show the tendency of males and females to be more left- and right-lateralized, respectively. *Royal Society Open Science, 7*(4). https://doi.org/10.1098/rsos.191700

Checa, P., & Abundis-Gutierrez, A. (2018). Parenting styles, academic achievement, and the influence of culture. *Psychology and Psychotherapy: Research Study, 1*(4), 1–3.

Chenz, Z., & Liu, R. X. (2014). Comparing Adolescent only children with those who have siblings in academic related outcomes and psychosocial adjustment. Child development research. Retrieved from http://www.dx.doi.org/10.1155/2014.

Crosby, et al. (2015). A 3-year study of a school-based parental involvement program in early literacy. *The Journal of Educational Research, 108*(2), 165–172. https://doi.org/10.1080/00220671.2013.867472

Dagnoush, S., & Khalifa, G. S. A. (2021a). The Effect of Users 'effort Expectancy on Users' behavioural Intention to Use M-Commerce Applications: Case Study in Libya. *International Journal on Recent Trends in Business and Tourism* (IJRTBT), 5(4), 1–7.

Dagnoush, S., & Khalifa, G. S. A. (2021b). The Relationship between Users' Performance Expectancy 15 and Users' Behavioural Intentions to Use Mobile Commerce Transactions in the Libya Context. *Asia-Pacific Journal of Management and Technology* (AJMT), 2(2).

Dawson-McClure, et al. (2015). A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems. *Prevention Science, 16*, 279–290. https://doi.org/10.1007/s11121-014-0473-3

Dearing, et al. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*(4), 653–664. https://doi.org/10.1037/0022-0663.98.4.653

Dekar, Y. (2016). The influence of parents' educational background on the academic achievement of the government high school students in Thimphu. *RIM*.

DePlanty, et al. (2007). Perceptions of parent involvement.

Diadha, R. (2015). Keterlibatan orang tua dalam pendidikan anak usia dini di taman kanak-kanak. *Jurnal Edusentris, 2*(1).

Domina, T. (2005). Leveling the Home Advantage: Assessing the effectiveness of parental involvement in elementary school. Sociology of Education, 78, 233-249. doi:10.1177/003804070507800303

Donia, S. B. (2014). The impact of socioeconomic status on students' achievement in the Middle East and North Africa: An essay using the TIMSS 2007 database. In *Education for a Knowledge Society in Arabian Gulf Countries* (pp. 199–226). Emerald Group Publishing. https://doi.org/10.1108/S1479-367920140000024017

Dotterer, et al. (2012). Parenting, race, and socioeconomic status: Links to school readiness. *Family Relations, 61*(5), 657–670. https://doi.org/10.1111/j.1741-3729.2012.00716.x

Douglas, et al. (2012). Changes in parent involvement across the transition from public school pre-kindergarten to first grade and children's academic outcomes. *The Elementary School Journal, 112*(3), 276–300.

Edwards, et al. (2021). Relationship between course-level social belonging (sense of belonging and belonging uncertainty) and academic performance in general chemistry 1. *Journal of Chemical Education, 99*(1), 71–82. https://doi.org/10.1021/acs.jchemed.1c00405

Ellen, I. G., & Glied, S. (2015). Housing, neighbourhoods, and children's health. *The Future of Children, 25*(1), 135–153.

Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools. Routledge.

Ethiopian Catholic Church St. Lucy Primary School. (2020). *Enrollment of primary school in Ethiopian Catholic Church* (Unpublished research).

Evans, D. K., and P. Jakiela. 2024. The Role of Fathers in Promoting Early Childhood Development in Low- and Middle-income Countries: *A Review of Evidence. Washington, DC: Center for Global Development*, 1–18. https://doi.org/10.1093/wbro/lkae009.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review,* 13(1), 1–22.

Farooq, et al. (2011). Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management, 7*(2), 1–14.

Feeney, C., & Moravcik, E. (1987). *Who am I in the lives of children?* (3rd ed.). Merrill Publishing Company.

Fernández, et al. (2015). Adolescents' homework performance in mathematics and science: Personal factors and teaching practices. *Journal of Educational Psychology, 107*(4), 1075–1085. https://doi.org/10.1037/edu000003

Fernández, et al. (2017). Students' achievement and homework assignment strategies. *Frontiers in Psychology, 8*, 286. https://doi.org/10.3389/fpsyg.2017.00286

Festinger, et al. (2005). *Essentials of research design and methodology*. John Wiley & Sons.

Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). SAGE Publications.

Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology, 84*(3), 376–396. https://doi.org/10.1111/bjep.12039

Gordon, M., & Cui, M. (2022). Family socioeconomic status and parental involvement across contexts. *Journal of Child and Family Studies*, 31(3), 455–467.

Griffin, D. (2011). Parent involvement with African American families in expanded school mental health practice. *Advances in School Mental Health Promotion, 4*(2), 16–26.

Habtamu, K. (1999). *The relation between selected home and school factors with achievement motivation and performance among high school students in Nazereth* (Unpublished master's thesis). Addis Ababa University.

Hadiyanto. (2019). Enhancing students' core competencies by applying blended cooperative e-learning (BCeL) in teaching and learning process. *Advances in Social Science, Education and Humanities Research, 253*, 69–173. https://doi.org/10.22437/irje.v3i2.8036

Hagos, & Gebremichael, B. (2017). *Parent involvement in children's educational achievement in primary schools in the Central Zone, Tigray, Ethiopia* (Unpublished doctoral dissertation). South Africa University.

Hao, L., & Yeung, W.-J. (2015). Parental spending on school-age children: Structural stratification and parental expectation. *Demography, 52*(3), 835–860. https://doi.org/10.1007/s13524-015-0386

Henderson, A. (2009). The Evidence Continues to Grow: Parent Involvement Improves Student Achievement: An Annotated Bibliography, Columbia, MD: National Committee for Citizens.

Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: An update. Educational Review, 70(1), 109–119. https://doi.org/10.1080/00131911.2018.1388612

Hou, Y. N. (2014). Family background, school resources, and students' academic achievements: Empirical study based on PISA Shanghai 2009. *International Journal of Comparative Education and Development, 16*, 90–101.

Hsu, et al. (2010). Distinguishing the influences of father's and mother's involvement on adolescent academic achievement: Analyses of Taiwan Education Panel Survey data. The Journal of Early Adolescence, 31 (5), 694-713. http://dx.doi. org/10.1177/0272431610373101

Kaya, Ö., & Bacanli, H. (2016). Developing a model to explain perceptions of parental involvement in education. *Hacettepe University Journal of Education, 31*(2), 410–423.

Khalifa, G. S. A & Abuelhassan, A. E. at el (2023). Factors influencing customer citizenship behaviour in the hospitality industry. *Annals of Leisure Research*, 26(1), 65–88. https://doi.org/10.1080/11745398.2020.1850302

Kibaara, T. M., & Ndirangu, L. M. (2014). Parental involvement in their children's academic achievement in public schools: A case study of Kieni-West Sub-County, Nyeri County, Kenya. *International Journal of Education and Research, 2*(11), 411–424.

Knisely, K. (2011). *Literature review: How much does parental involvement really affect the student's success?* Retrieved from http://kniselymtt.pbworks.com/f/EDCI6300_kknisely_LiteratureReview.pdf

Kumsa, L. D., & Degefa, H. B. (2023). Parental involvement in secondary school curriculum implementation: The case of East Wollega Zone, Ethiopia. *Journal of Education and Research*, 13(2). Retrieved from jer.kusoed.edu.np

Lara, L., & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in psychology*, 10, 1464-1465. https://doi.org/10.3389/fpsyg.2019.01464

Lee, J.S. and Bowen, N.K. (2006) Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children. American Educational Research Journal, 43, 193-218. https://doi.org/10.3102/00028312043002193

Lemmer, E. M. (2012). Who is doing the talking? Teacher and parent experiences of parent-teacher conferences. *South African Journal of Education, 32*(1), 83–96.

Lokanath, M. (2012). Parental involvement in early childhood care education centers in Orissa. *International Journal of Psychology and Behavioral Sciences, 2*(2), 22–27. https://doi.org/10.5923/j.ijpbs.20120202.04

Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education, 3*(1), 1264170. https://doi.org/10.1080/2331186X.2016.1264170

Mbokodi, S. (2008). Black parent involvement in education (Doctoral thesis). Nelson Mandela Metropolitan University, Port Elizabeth.

Mesfin, (2019). Effective communication and collaboration between parents and educators in jimma (Unpublished master's thesis).

MoE (2021b), School Inspection Report, 2020/21

Mollburn, et al. (2014). When do socioeconomic resources matter most in early childhood? *Advances in Life Course Research, 20*, 56–69. https://doi.org/10.1016/j.alcr.2014.03.001

Mutodi, P., & Ngirande, H. (2014). The impact of parental involvement on student performance: A case study of a South African secondary school. *Mediterranean Journal of Social Sciences, 5*(8), 279–289. https://doi.org/10.5901/mjss.2014.v5n8p279

Nadenge, M. G. (2015). Relationship between parental socio-economic status and student academic achievement: A case study of selected schools in urban informal settlements in Westlands division, Nairobi County. University of Nairobi: Kenya.

Nokali, et al. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development, 81*(3), 988–1005.

Oates, T. (2017). *Building effective parental involvement in middle schools: The parents' perceptions* (Doctoral dissertation). Retrieved from http://commons.cuportland.edu/cgi/viewcontent.cgi?article=1070&context=edudissertation

Park, et al. (2011). Parental involvement and students' cognitive outcomes in Korea: Focusing on private tutoring. *Sociology of Education, 84*(1), 3–22. https://doi.org/10.1177/0038040710392719

Powell, et al. (2010). Parent-school relationships and children's academic and social outcomes in public school pre-kindergarten. *Journal of School Psychology, 48*(4), 269–292. https://doi.org/10.1016/j.jsp.2010.03.002

Pratama, A. R., and Firmansyah, F. M. (2021). Disengaged, positive, or negative: Parents' attitudes toward learning from home amid covid-19 pandemic. *Journal of Child and Family Studies*, 30(7), 1803–1812.

Rabgay, T. (2015). A study of factors influencing students' academic performance in a higher secondary school in Bhutan. *Rabsel - The CERD Educational Journal, 16*(2), 74–94.

Rana, M. (2015). The influence of parents' educational level on their children's academic performance. *Journal of Education Practice, 6*(7), 76–79.

Reham, M.A., & Intisar, T.A. (2021). University students' attitudes towards the formal integration of face book in their education: Investigation guided by Rogers attributes of innovation. World Journal Education, Vol.11.No.1. doi: 10.5430/wje.v11n1p20, Al-Hussien Bin Talal University.

Rhames, M. and Wilder, S. (2014). Effects of parental involvement on academic achievement: A metasynthesis. Journal Educational Review, 66(3), 377-397.

Sabir R. (2023). The relationship between parental involvement and children's learning and academic achievement in Butajira primary schools.

Saifi, S., & Mehmood, T. (2011). Effects of socioeconomic status on students' achievement. *International Journal of Social Sciences and Education, 1*(2), 119–128.

Samuel, et al. (2016). Parental involvement as a correlate of academic achievement of primary school pupils in Edo State, Nigeria. *Research in Education, 95*(1), 33–43.

Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: Importance, barriers, and benefits. *Asian Journal of Management Sciences & Education, 3*(2), 42–48.

Sheldon, S., & Galindo, C. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly, 27*(1), 90–103.

Simweleba, N. H., & Serpell, R. (2020). Parental involvement and learners' performance in rural basic schools of Zambia. *South African Journal of Childhood Education, 10*(1), 1–13.

Sipasi, et al. (2022). The role of parents in Palacio's *Wonder*. *JoTELL: Journal of Teaching English, Linguistics, and Literature, 1*(9), 1057–1073.

Smith, et al. (2011). Parent involvement in urban socioeconomic status. *Studies in Sociology of Science, 3*(1), 1–6.

Stewart, E. B. (2011). Individual and school structural effects on African American high school students' academic achievement. *The High School Journal, 91*(2), 16–34.

Suleman, et al. (2012). Effects of parental socioeconomic status on the academic achievement of secondary school students in Karak district, Pakistan. *International Journal of Human Resource Studies, 2*(4), 14–32.

Tadesse, A. (2022). Parental involvement in decision making in secondary schools: Practices and challenges in Jimma Zone, Ethiopia. Retrieved from repository.ju.edu.et.

Taylor, R. (1990). Interpretation of the correlation coefficient: A basic review. *Journal of Diagnostic Medical Sonography, 6*(1), 35–39.

Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry, 17*(6), 511–521.

Timkey, S. (2015). *The influence of parent attitudes and involvement on children's literacy achievement* (Master's thesis). State University of New York.

Topor, et al. (2010). "Parent Involvement and Student Academic Performance: A Multiple Meditational Analysis." *Journal of Prevention and Intervention in the Community* 38 (3): 183–197.

Tran, et al. (2020). Toward sustainable learning during school suspension: Socioeconomic, occupational aspirations, and learning behavior of Vietnamese students during COVID-19. *Sustainability, 12*(10). https://doi.org/10.3390/su12104195

Tsegaye, T. (2017). *The role of parents' involvement in education of their preschool children and its relationship with academic performance and development of good manners of their children: The case of selected preschools of Kirkos Sub-city of Addis Ababa* (Unpublished master's thesis). Addis Ababa University.

Turnbull, et al. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*.

UNESCO. (2011). *Education for All Global Monitoring Report 2011: Hidden Crisis: Armed Conflict and Education*. UNESCO.

UNICEF. (2020). *Strategic guidelines to prioritize early childhood development in the COVID-19 response*. https://www.unicef.org/lac/media/16181/file

Vellymalay, S. K. (2012). The impact of parents' socioeconomic status on parental involvement at home: A case study on high-achievement Indian students of a Tamil school in Malaysia. *International Journal of Academic Research in Business & Social Sciences, 2*(8), 11–24.

Walker, et al. (2011). Latino parents' motivations for involvement in their children's schooling: An exploratory study. *Elementary school journal*, Vol. 111.No. 3, 409-429.doi: 1086/657653, Chicago.

Weisberg, et al. (2013). Guided play: Where curricular goals meet a playful pedagogy. *Mind, Brain, and Education, 7*(2), 104–112. https://doi.org/10.1111/mbe.12015

Westmoreland, et al. (2009). *Seeing is believing: Promising practices for how school districts promote family engagement*. Harvard Family Research Project and National Parent Teacher Association.

Yaseen, et al., (2017). An empirical study on the role of parents in academic achievement of children in private schools of Karachi.

Yelkpieri, D. (2016). Socioeconomic status (SES) of parents and its effects on students' achievements in the Awutu Senya and Effutu educational directorates in the Central Region of Ghana. *University of Leicester*.

Appendix -1

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] /[illegible] ’[illegible] ’[illegible]

I. [illegible]

1. [illegible] /[illegible]?------------

II. □□□ □□□ □□ □□□□□ □□□□

□. □□□□- ---------- □. □□□ □□□□□ □□□- ---------- □. □□□ □□□- ----------

III. □□□ □□□ □□ □□□□□ □□□□

□. □□□□- ---------- □. □□□ □□□□□ □□□- ---------- □. □□□□ □□□ □□□- ------

IV. □□□ □□□ □□□□□ □□□□□ □□□□

□. □□ □□□□□□- **----------** □. □□□ □□□□□□- ---------- □. □□□ □□□□□ □□□□□□- ----------

□. □□□□□ □□□□ □□□□□ □□ □□□ □□□□□ 2016 □□□□□? ----------

□. □□ □□□□ □□□□ □□□ □□□□ □□□ □□□□ □□□? ----------

□. □□□□□ □□ □□□□□ □□ □□□ □□□□□□ □□□□ □□ □□□□□? ----------

v. □□□□□ □□ □□□□□□ □□□ □□ □□□□□ □□□□ □□□□□ □□□□□ □□□□

1. □□'□ □□□□□□ □□□□□□ □□□□ □□□□ □□ □□□ □□ □□□ □□□□ □□□□□ □?

□. □□ □. □□□□□

2. □□□□ □□□□□ □□□□□□ □□ □□ □□□□□ □□□□ □□□□?

□. □□ □□□□□ □□□ □. □□ □□□□□ □□□

□. □□ □□ □□□□□□ □□□ □□□□ □. □□ □□□----------

Vi. □□ □□□ □□ □□□□□ □□□□ □□□□□□ □□□□ □□□□□ □□□□□ □□□□

□□'□ □□□ □□□ □□□□□□ □□□□ □□□□□□ □□ □□ □□□□□ □□√ □□□□ □□□□□ □□□□□ □□□ □□□□□□□

□. □□□- □□□ □□□ □□□□□ □□□□	□□□ □□□□ □□	□□□□ □□	□□□□□ □□	□□□□ □□□□	□□□ □□□□ □□□□

1.□□□□□□ □□□□ □□□□□□□ □□□□□ □□□□□□ □□□□□□□ □□□□□□□□ □□□□□□ □□□□□ □□□□ □□□□□ □□□□□					
2.□□□□□□□ □□ □□□□□ □□□□□ □□□□ □□□□□					
3.□□□□□□ □□□□□ □□□□ □□□□□□□□ □□ □□ □□□□□□□ □□□□□□□ □□□□□ □□□□□					
4. □□□□□ □□ □□□□ □□□□□ □□□□□□ □□□□□ □□□□ □□□□□□ □□ □□□□□□ □□□□□□ □□□□□□ □□□□□ □□ □□□□□ □□□□□□ □□□□□□□ □□□□□□□ □□□□□□□ □□□□□ □□□□ □□□□ □□□□□ □□□□ □□□□□ □□□□□ □□□□□□ □□ □□□□□□□ □□□□□□ □□□□□□□ □□□□□□□ □□□□□ □□ □□□□□□ □□□□□□ □□□□□□ □□□□ □□□□ □□□□□ □□□□□ □□□□□□ □□ □□□□□□□ □□□□ □□□□□ □□□□□□ □□□□□ □□□□□ □□□□□□ □□□□□□ □□□□□ □□□□□ □□□□□					
5.□□□□□ □□□□□□ □□ □□□□□□ □□ □□□□□□ □□□□□ □□ □□□□□□ □□□□□□ □□□□□ □□□□□ □□□□□ □□□□□□□ □□□□□ □□□□ □□□□ □□□□□□□ □□□□□□□ □□□□□□ □□□□□ □□□□□ □□ □□ □□□□□□ □□ □□□□□□□ □□□□ □□□□□□ □□ □□□□□□ □□□□□ □□ □□□□□ □□□□□ □□□□□					
□. □□□□- □□□□□ □□□□ □□□□□□ □□□□□	□□□□ □□□□□ □□	□□□□□ □□	□□□□□□ □□	□□□□□ □□□□□	□□□□ □□□□□ □□□□□
6. □□□□□ □□□□□□□ □□□□ □□□□ □□ □□□□□□□□ □□□□□□ □□□□□ □□ □□□□□□ □□□□ □□ □□□□□ □□ □□□□□ □□□□□ □□□□□□□ □□ □□□□□□ □□□□ □□□□□ □□□□ □□□□□□ □□□□□□ □□□□□ □□□□□□ □□□□□					
7. □□□□□□ □□□□□ □□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□ □□□□□□ □□□□□ □□□□□.					
8.□□□□□ □□□□□□ □□□□ □□□□□ □□□□□					
□. □□□□- □□□□□□ □□□□ □□□□□□ □□□□□	□□□□ □□□□□ □□	□□□□□ □□	□□□□□□ □□	□□□□□ □□□□□	□□□□ □□□□□ □□□□□
9. □□□□□ □□□□□□□ □□□□□□ □□□□□□□ □□□□ □□□□□□ □□□□□ □□□□□□ □□□□□□□□□□ □□□□□ □□□□□ □□□□□□ □□ □□□□□□□ □□□□□□□ □□□□□□□□□□□□□ □□□□□□ □□□□□□ □□□□□□ □□□□□□□ □□ □□□□ □□□□ □□ □□□□□ □□□□□□ □□□□□□ □□□□ □□□□□□□ □□□□□□ □□□□□					
10.□□□□□□ □□ □□□□□□□ □□□□□□ □□□□□ □□□□□ □□□□□					

vii. □□□ □□ □□□□□ □□□□□ □□□□ □□□□□□ □□-□□□□□ □□□□□□□□ □□□ □□ □□□□□ □□□□

□□□ □□□- □□□□□□□□	□□□ □□□	□□□	□□□□□	□□□	□□□ □□□
11. □□ □□□□ □□□□□□□□□□ □□□□□□□ □□□□□ □□□□□ □□ □□□□□ □□□□□ □□□□ □□□□□□ □□□□ □□□□ □□ □□□□□□ □□□□ □□□□□ □□□□□ □□ □□ □□□-□□□□□ □□□□□□ □□□□ □□□□ □□ □□□□?					
12. □□□□ □□ □□□□□□□ □□□ □□□ □□□ □□□□□ □□□□□ □□ □□-□□□□□ □□□□ □□ □□□□□ □□□□□ □□□□□ □□□□□□ □□□□?					
13. □□ □□ □□□ □□□ □□□□ □□□□ □□□□ □□□□?					
14. □□-□□□□□ □□□□□□□ □□□□□ □□□□□ □□ □□□ □□□ □□ □□ □□□□ □□□□ □□□□□ □□□□□ □□□ □□□ □□□□					

□□□□-□□□□ □□□□ □□□□ □□□ □□□□

1. □□□ □□ □□□□ □□□ □□□□□□□ □□ □□□□ □□□□ □□□□□ □□□□ □□□□?

_____
_____
_____

2. □□□□ □□□ □□ □□ □□□□□ □□□□ □□□□ □□□ □□ □□□□□ □□□ □□□/□□□/ □□□□ □□□□□?

_____
_____

3. □□ □□□□ □□□□ □□□□□ □□□□ □□□□□□□□ □□□□ □□□□□□□ □□□ □□□ □□□ □□□□ □□□□□□□ □□□ □□□□ □□ □□□ □□ □□□□ □□□□□□□□□□□?

_____
_____
_____

Appendix-2

Mekelle University

College of Social Science and Languages

Department of Psychology- Master's Program in Early Childhood Care and Development

A questionnaire provided for participant parents

This questionnaire is designed to gather data for a research aimed at determining the role of parents in enhancing students' academic achievement, in the case of primary school. The information you provide is all about the student who brought this questionnaire, not for any other student. The information you provide would be used kept confidential; however, you reserve the right to be part of this study and do not need to write your name on any part of the questionnaire. I would like to thank you in advance for your cooperation.

Note: - Express your beliefs by putting a √ mark in the blank space.

I. Background of Parent's or Guardian

A. What is your relationship with the student you are completing this questionnaire ----------?

II. Background of Mother's

A. Age: ---------- B. Mother's Educational Level: ---------- C. Mother's Occupation: ------

III. Background of Father's

A.Age:_____B. Father's Educational Level:_____C. Father's Occupation**:**_____

IV. Background to the Student's

A. Sex**:**_____B. Age of the student**:**_____C. Level of education**:** _____

D. Grade Point Average (GPA) results of your student in the year 2016? _____

E. The total number family member in your home? _____

F. How often do you help your student with their education? _____

V. Parental perception in Enhancing Student's on Academic Achievement

1. Do you believe that the role of parents in their child's enrolled academic results was significant?

A. Yes B. It isn't

2. If your answer is no, whose is it?

A. Student effort B. Teacher's effort

C. Derived from social fabrics D. From another ----------

Vi. The effect Role of Parents in Enhancing the Student's Academic Achievement

INSTRUCTIONS: Indicate how strongly you agree or disagree with each of the following statements by placing a √ mark in one of the boxes listed below.

Parental Roles	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
A. Language and Physical Dimension					
1. I teach my child skills such as reading, singing songs, dancing, storytelling, writing, etc.					
2. I look at my child's notebook every day.					
3. I repeatedly show my child how the book is to					

be explained/ unfolded.					
4. I do my endeavors to make improve my child's language skills, such as listening, speaking, writing, helping and cooperating with others. In addition to, telling parables, reading, writing, watching movies, and making him/her express everything what he/she has seen.					
5. I deed take part in a how the school does discuss and resolve gaps in practice in a timely manner with.					
B. Cognitive Dimension	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
6. I actively do work to develop the potential of my child's intellectual development, such as being intelligent, problem-solving, decisive, creative, doing things with reason, etc.					
7. I do help to my child to distinguish among numbers, colors, shapes, sizes and things.					
8.I Always attentively listen to my child.					
C. Social Dimension	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
9. I do my endeavors to facilitate activities and situations that help my child to be close to his relatives and neighbor, to help others as much as possible, to have self-confidence so that he/she does not hesitate to express his/her needs and feelings at any time, etc.					
10. I take part in the educational pursuits of my kids.					

Vii. The Effect of Parent - School Relationship on Academic Achievement of Students

Parent - School Relationship	Very high	High	Average	low	Very Low
11. Do they discuss with their student's teacher to achieve high grades regarding to his/her preferences, and abilities?					
12. How much do parents try to make your child go to school and do the homework given to him/her by his/her own capability?					
13. What parents look like their participation at parents' holiday at school?					
14. As the school calls for various reasons to the appeals of the individual or all parents I quickly respond it positively.					

Questionnaire to be filled open ended questions by Parents

1. In what activities can parent participate in primary school? Please write some here;

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Reliability Statistics

Cronbach's Alpha	N of Items
.918	14

Item-Total Statistics

2. What do you think the benefits of parental involvement in school will be for the student's future journey or life?

_____

_____

_____

3. Do they briefly list in writing in the following space any overwhelming problems they are concerned about and would like to be solved in your student education and development?

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I do my endeavors to facilitate activities and situations that help my child to be close to his relatives and neighbor, to help others as much as possible, to have self-confidence so that he/she does not hesitate to express his/her needs and feelings at any time, etc.	46.65	94.370	.483	.917
I take part in the educational pursuits of my kids.	46.74	91.531	.659	.912
I Always attentively listen to my child.	46.58	90.585	.711	.910
I actively do work to develop the potential of my child's intellectual development, such as being intelligent, problem-solving, decisive, creative, doing things with reason, etc.	46.48	96.391	.440	.918
I do help to my child to distinguish among numbers, colors, shapes, sizes and things.	46.77	91.047	.599	.914
I do my endeavors to make improve my child's language skills, such as listening, speaking, writing, helping and cooperating with others. In addition to, telling parables, reading, writing, watching movies, and making him/her express everything what he/she has seen.	47.00	87.467	.805	.906

I teach my child skills such as reading, singing songs, dancing, storytelling, writing, etc.	46.81	90.028	.605	.913
I look at my child's notebook every day.	46.94	87.796	.710	.910
I repeatedly show my child how the book is to be explained/ unfolded.	46.39	94.045	.561	.915
How much do parents try to make your child go to school and do the homework given to him/her by his/her own capability?	46.97	87.766	.688	.910
Do they discuss with their student's teacher to achieve high grades regarding to his/her preferences, and abilities?	47.13	86.449	.614	.914
I deed take part in a how the school does discuss and resolve gaps in practice in a timely manner with.	46.77	86.381	.835	.905
As the school calls for various reasons to the appeals of the individual or all parents I quickly respond it positively.	47.84	85.406	.680	.911
What parents look like their participation at parents' holiday at school?	47.65	87.503	.611	.914

Appendix -4 The background of participant parents

Characteristics of Respondents	Items	Frequency	Percent	Valid Percent	Cumulative Percent
What is your relationship with the student you are completing this questionnaire	Parent	327	94.8	94.8	94.8
	Relative	18	5.2	5.2	100.0
	Total	345	100.0	100.0	
Mother's Educational Level	Below 10& Certificate	202	58.6	58.6	58.6
	Diploma	69	20.0	20.0	78.6

	Degree	73	21.2	21.2	99.7
	Master and above	1	.3	.3	100.0
	Total	345	100.0	100.0	
Mother's Occupation	Madam	162	47.0	47.0	47.0
	Employed in Private Business	96	27.8	27.8	74.8
	Employed in Governmental Sector	68	19.7	19.7	94.5
	Employed in non-governmental sector	19	5.5	5.5	100.0
	Total	345	100.0	100.0	
Father's Educational Level	Below 10& Certificate	124	35.9	35.9	39.7
	Diploma	79	22.9	22.9	62.6
	Degree	102	29.6	29.6	92.2
	Master and above	27	7.8	7.8	100.0
	Total	345	100.0	100.0	
Father's Occupation	None	51	14.8	14.8	18.6
	Worked in Private Business	160	46.4	46.4	64.9
	Employed in Governmental Sector	83	24.1	24.1	89.0
	Employed in Non-Governmental Sector	38	11.0	11.0	100.0
	Total	345	100.0	100.0	
Sex of students	Male	148	42.9	42.9	42.9
	Female	197	57.1	57.1	100.0
Age of the students	6	26	7.5	7.5	7.5
	7	162	47.0	47.0	54.5
	8	153	44.3	44.3	98.8
	9	4	1.2	1.2	100.0
	Total	345	100.0	100.0	
Level of education	First Year	135	39.1	39.1	39.1
	Second Year	210	60.9	60.9	100.0
	Total	345	100.0	100.0	
The total number family member in your home?	Below three children	45	13.0	13.0	13.0
	Four children	89	25.8	25.8	38.8
	Five children,	89	25.8	25.8	64.6
	Above six children	122	35.4	35.4	100.0
	Total	345	100.0	100.0	
How often do you help your student with their education?	Below 2 days	29	8.4	8.4	8.4
	Three days	109	31.6	31.6	40.0
	Four days	101	29.3	29.3	69.3
	Above 5 days	106	30.7	30.7	100.0
	Total	345	100.0	100.0	

Appendix -5

Parental perception in enhancing students' school achievement

Characteristics of Respondents	Items	Frequency	Percent	Valid Percent	Cumulative Percent
Do you believe that the role of parents in their child's enrolled academic results was significant?	Yes	201	58.3	58.3	58.3
	No	144	41.7	41.7	100
	Total	345	100.0	100.0	
If your answer is no, whose is it?	Valid	201	58.3	58.3	58.3
	Students' effort	54	15.7	15.7	73.9
	Teachers' effort	27	7.8	7.8	81.7
	Derived from Social Fabrics	34	9.9	9.9	91.6
	From other	29	8.4	8.4	100.0
	Total	345	100.0	100.0	

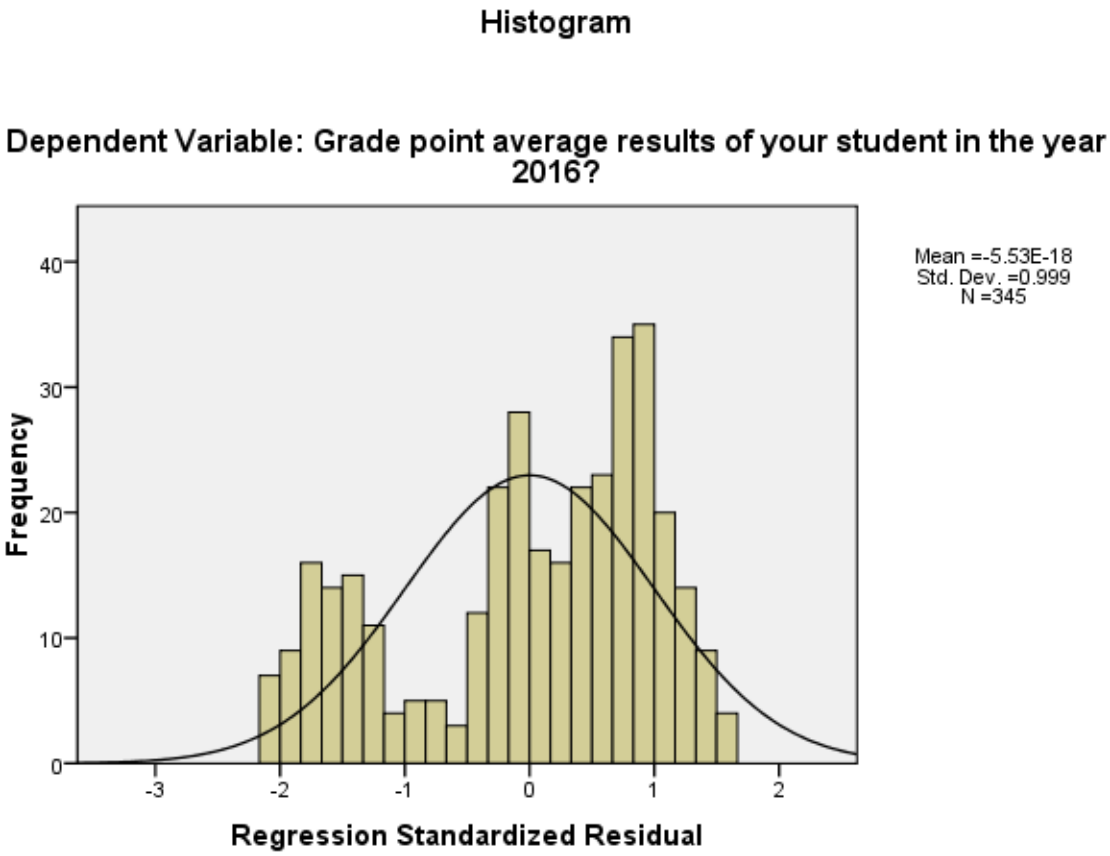
Appendix -6

Correlation

Variables	Parent-School Relationship	GPA (2016)
Parent-School Relationship	1	0.138*
GPA (2016)	0.138*	1

Appendix -7

The Histogram of standardized Residuals or Normality Test

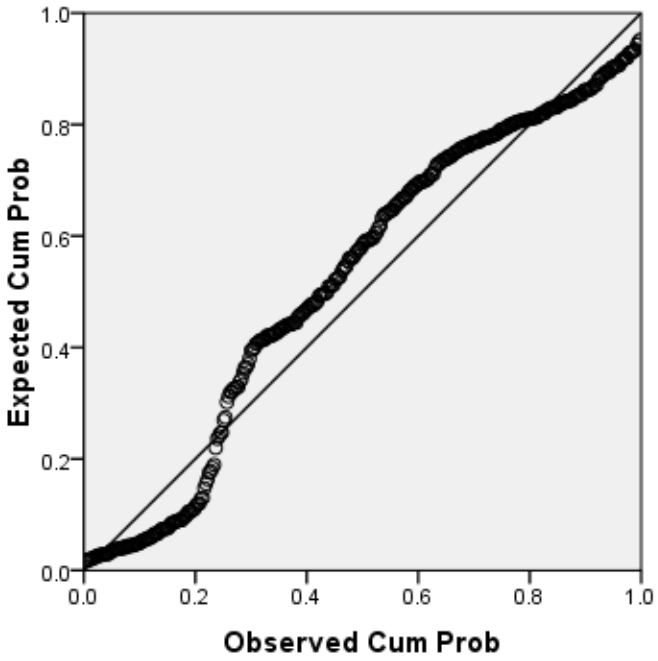


Appendix -8

Linear Regression

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Grade point average results of your student in the year 2016?



Appendix -9

Homoscedasticity Regression

Scatterplot

Dependent Variable: Grade point average results of your student in the year 2016?