



MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUEGES

DEPARTMENT OF PSYCHOLOGY

**THE ROLE OF PARENTAL INVOLVEMENT ON EARLY CHILDHOOD
ACADEMIC ACHIEVEMENT: THE CASE OF KINDERGARTEN IN
MEKELLE, TIGRAY ETHIOPIA**

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Co-advisor Kahsay G/Slassie, PhD.

June, 2024

Mekelle, Ethiopia

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A Research Report Submitted to the Department of Psychology in partial
fulfillment of the Requirements of MA Degree in Early Childhood Care and
Development (ECCD)

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DECLARATIONS

I, Roman Alemayehu hereby declare that the thesis entitled " the role of parental involvement on early childhood academic achievement: the case of kindergarten in Mekelle," submitted by me for the award of the degree of master of art in early child hood care and development is my original work. It has not been presented for the award of any other degree, diploma, fellowship, or similar titles at any other university or institution.

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CERTIFICATION

This is to certify that this thesis entitled “the role of parental involvement on early childhood academic achievement: the case of kindergarten in Mekelle,” Submitted in partial fulfilment of the requirements for the award of the degree of master of art in early child hood care and development to the College of social sciences and languages, Mekelle University, through the Department of psychology, done by Mr. Roman Alemayehu **ID No.** **CSSL/PR0021/11 is** an authentic work carried out by her under our guidance. The matter embodied in this thesis has not been submitted earlier for award of any degree or diploma to the best of our knowledge and belief.

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ACRONYMS

CSSL	college of social science and language
ECCE	Early Childhood Care and Education
EFA	Education for All
ESDP	Education Sector Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
NGO	Non-Governmental Organizations
HDSS	Historically Disadvantaged Secondary Schools
SES	Socio Economic Status
NEA	National Examination Agency
PI	principal investigator

ABSTRACT

This study investigates the role of parental involvement in children's academic performance in early childhood education. Conducted in Mekelle city, Ethiopia, with its diverse socio-economic context, the research focuses on Romanat Kindergarten. Utilizing a quantitative research approach and a descriptive design, data were collected from 141 kindergarten students and analyzed using a linear regression model. The model included fifteen independent variables and one continuous dependent variable representing academic performance. Findings reveal that higher parental education, especially of fathers, a supportive parent-child relationship, and effective parent-school communication significantly enhance children's academic performance. These results underscore the importance of strong partnerships between home and school environments. The study acknowledges limitations such as the small sample size and reliance on quantitative data, suggesting future research should incorporate larger samples and qualitative methods. Recommendations include educational programs for parents, initiatives to strengthen parent-child relationships, enhanced parent-school communication, and policies to support parental involvement in early childhood education.

Key words; Early Childhood Care and Education, Parents Role, Academic Performances, Kindergarten.

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CHAPTER ONE

INTRODUCTION

1.1. Background

Early childhood education lays the foundation for a child's future academic success and overall development (Jones & Kennedy, 2017). Research underscores the significant influence of parental involvement during these formative years on children's learning outcomes and socio-emotional well-being (Hattie, 2009). However, while the importance of parental involvement is widely acknowledged, empirical studies exploring its specific role in early childhood education settings remain limited in many regions.

Mekelle city, the capital city of Tigray region of Ethiopia, provides such a distinctive context for studying parental involvement in kindergarten education. With its diverse population and varying levels of socio-economic status, Mekelle city presents a rich backdrop for examining the dynamics of parental engagement. Within this context, Romanat Kindergarten emerges as a significant educational institution dedicated to providing quality early childhood education. Established with the aim of improving access to education and fostering a nurturing learning environment, Romanat Kindergarten embodies the vision of educational equity and excellence.

The school's infrastructure, characterized by spacious classrooms, child-friendly play facilities, and dedicated learning centers, reflects its commitment to creating an optimal learning environment. Additionally, the presence of highly qualified and predominantly female teaching staff underscores the school's emphasis on delivering quality education. Despite these efforts, challenges persist in ensuring optimal parental involvement in children's education.

Understanding the factors that influence parental engagement, communication, and collaboration

with schools is crucial for devising effective strategies to support children's academic success. In light of these considerations, this study seeks to examine the role of parental involvement in kindergarten on children's academic achievement within the specific context of Romanat Kindergarten and Mekelle city. By exploring parental communication, analyzing the correlation between parental involvement and academic performance, this research aims to contribute valuable insights to the field of early childhood education and parental involvement.

Parental involvement plays a crucial role in shaping children's academic success and overall development, particularly during their formative years in kindergarten (Hattie, 2009). Research consistently demonstrates that children whose parents are actively engaged in their education tend to perform better academically, exhibit higher levels of motivation, and demonstrate improved socio-emotional skills (Won-Tack Lim, 2021).

This study is guided by the theoretical framework of Bronfenbrenner's Ecological Systems Theory, which emphasizes the dynamic interaction between individuals and their environment (Bronfenbrenner, 1979). Within this framework, parental involvement is viewed as a multi-dimensional construct influenced by various ecological factors, including the family, school, community, and cultural context.

Previous studies have highlighted the positive impact of parental involvement on children's academic achievement across different cultural and socio-economic contexts (Catsambis, 2001; Epstein, 2000). However, the specific mechanisms through which parental involvement influences academic outcomes may vary depending on contextual factors such as cultural norms, parental beliefs, and educational policies. By building on existing literature, this study aims to contribute to a deeper understanding of the sophisticated relationship between parental involvement and children's academic success in the context of Mikelle city.

Given the limited research on parental involvement in early childhood education within the context of Mekelle city, this study fills a significant gap in the literature. By focusing on Romanat Kindergarten and its surrounding community, this research provides valuable insights into the specific factors that influence parental involvement and its impact on children's academic achievement. The findings of this study are expected to inform educational practices, policy-making, and future research endeavors aimed at promoting parental engagement and improving educational outcomes for young children.

This study comprises several key components, including an analysis of parental communication, examination of the relationship between parental involvement and academic achievement. The research design, data collection methods, and analytical techniques employed in this study are discussed in detail in the subsequent sections, laying the groundwork for a comprehensive investigation into the role of parental involvement in kindergarten education within the specific context of Mekelle city.

The purpose of the study is to investigate the role of parental involvement in kindergarten on children's academic achievement in selected kindergartens in Mekelle city. Specifically, the study seeks to assess the extent to which parental communication with the school, the level of parental involvement, and barriers to parental engagement influence children's academic performance in kindergarten settings. By examining these factors, the study aims to provide insights into how parents can effectively support their children's educational development during their early years of schooling. Additionally, the research intends to inform educational practices and policies aimed at enhancing parent-school collaboration and improving academic outcomes for children in kindergarten.

1.2. Problem Statement

Despite the recognized importance of parental involvement in early childhood education, significant gaps exist in understanding its specific impact on children's academic achievement, particularly within the context of Mekelle city in the Tigray region of Ethiopia. While numerous studies have explored the relationship between parental involvement and academic outcomes in diverse settings, there remains a dearth of research focusing on the unique socio-economic and cultural dynamics of Mekelle city and its implication for parental engagement in kindergarten education.

One of the primary challenges facing educational stakeholders in Mekelle city is the limited empirical evidence on the factors that facilitate or hinder parental involvement in kindergarten education. While theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory provide valuable insights into the multi-dimensional nature of parental involvement, empirical studies are needed to clarify the specific mechanisms through which parental engagement influences children's academic success within the local context.

Furthermore, without a clear understanding of the barriers that prevent parents from actively participating in their children's education and the strategies that effectively foster parental engagement, efforts to improve educational outcomes for young children may fall short of their intended impact.

Addressing these gaps requires a comprehensive investigation into the role of parental involvement in kindergarten on children's academic achievement within the specific context of Mekelle city. By identifying the socio-economic, cultural, and institutional factors that shape parental engagement, this research aims to inform the development of evidence-based

interventions and policies that promote equitable access to quality early childhood education and enhance children's academic success in Mekelle city and beyond.

1.3. Research Question

- What is the role of parental involvement in kindergarten education on children's academic performance?
- What specific aspects of parental involvement have the most significant impact on children's academic outcomes in kindergarten education?
- How do socio-economic, cultural, and institutional factors shape parental engagement in kindergarten education in Mekelle city?
- What are the implications of parental involvement in kindergarten education for improving access to quality early childhood education and enhancing children's academic success in Mekelle city?

1.4. Research Hypothesis

Hypothesis 1:

- Null Hypothesis (H0): Higher levels of parental education (both father's and mother's education) do not positively influence children's academic performance.
- Alternative Hypothesis (H1): Higher levels of parental education (both father's and mother's education) positively influence children's academic performance.

Hypothesis 2:

- Null Hypothesis (H0): A stronger parent-child relationship does not enhance children's academic performance.

- Alternative Hypothesis (H1): A stronger parent-child relationship enhances children's academic performance.

Hypothesis 3:

- Null Hypothesis (H0): Parents' knowledge of their child does not positively impact children's academic performance.
- Alternative Hypothesis (H1): Parents' knowledge of their child positively impacts children's academic performance.

Hypothesis 4:

- Null Hypothesis (H0): A positive relationship between parents and the school does not contribute to better academic performance in children.
- Alternative Hypothesis (H1): A positive relationship between parents and the school contributes to better academic performance in children.

1.5. Research Objectives

General Objective

- To assess the role of parental involvement on children's academic performances

Specific Objectives

- To evaluate how higher levels of parental education (both father's and mother's education) influence children's academic performance.
- To examine the impact of a stronger parent-child relationship on children's academic performance.

- To determine the influence of parents' knowledge of their child on children's academic performance.
- To assess the effect of a positive parent-school relationship on children's academic performance.

1.6. Significance of the Study

This study holds significant implications for various stakeholders involved in early childhood education, including parents, educators, policymakers, and researchers. By exploring the role of parental involvement in kindergarten education and its impact on children's academic achievement, this research provides valuable insights into strategies for enhancing educational outcomes.

Understanding the factors that influence parental engagement can inform the development of targeted interventions and programs aimed at fostering stronger partnerships between home and school environments. Ultimately, the findings of this study contribute to the body of knowledge on early childhood education and offer practical recommendations for improving educational practices and policies.

1.7. Scope of the Study and Delimitation

- **Scope**

The scope of this study is limited to assessing the role of parental involvement in kindergarten education and its influence on children's academic achievement within selected kindergartens in Mekelle city, Tigray. The study focuses specifically on parents' communication with the school, and the relationship between parental involvement and academic performance.

Data collection is confined to Romanat Kindergarten in Ayder Sub city, Mekelle, to provide a detailed examination of parental involvement within a specific educational context. The study primarily employs a quantitative research approach, utilizing survey questionnaires to collect data from parents and academic performance records from the school.

- **Limitations**

Several delimitations are inherent in this study that may affect the generalizability of the findings. Firstly, the study is limited to a single kindergarten in Mekelle city, which may restrict the generalizability of the results to other educational settings. Additionally, the study focuses solely on kindergarten education, excluding other levels of schooling, such as primary and secondary education. The research primarily relies on quantitative data collected through survey questionnaires, which may overlook qualitative aspects of parental involvement. Furthermore, the study does not explore the long-term effects of parental involvement on children's academic outcomes beyond the kindergarten level. Finally, the study's findings may be influenced by contextual factors specific to Mekelle city and may not be applicable to other regions with different socio-economic and cultural backgrounds.

1.8 Structure of the Report

The thesis report begins with Introduction, which provides a comprehensive background to the research context, emphasizing the importance of the study. It outlines the research problem, presenting the main research questions and hypotheses that guide the investigation. The chapter also details the specific objectives of the study and discusses its significance, highlighting its potential impact and importance in the field. Furthermore, it delineates the scope and limitations of the research, concluding with an overview of the structure of the report.

The Literature Review, chapter two, investigates into relevant literature and its contributions to the study area. It begins with an introduction to the content and relevance of the literature review, followed by an examination of key theoretical frameworks and models. The chapter reviews various methodological approaches used in previous studies and discusses central themes and debates in the literature, such as parental communication with schools and the influence of cultural and socio-economic factors on parental involvement. Empirical evidence on parental involvement and academic achievement is summarized, including both supportive and contradictory findings. The chapter concludes by identifying strengths and weaknesses in existing literature and highlighting research gaps, along with recommendations for future research.

The third chapter about Methods and Data Collection, describes the study area and outlines the research design, including sample size and sampling techniques. It details the data collection instruments used and explains the procedures for data processing and analysis. The chapter also includes a section on model evaluation, providing insights into the analytical methods employed to interpret the data. This thorough methodological overview ensures transparency and rigor in the research process.

Chapter four which comprises Data Analysis Results and Discussion, presents the findings of the study, beginning with an introduction and followed by detailed descriptive, correlational, and regression analyses. Key findings are highlighted, with hypotheses testing and interpretation of statistical significance and practical relevance. The discussion section compares these findings with existing literature and discusses their implications for educational practices and policies.

The last chapter of this thesis report is dedicated for Conclusion and Recommendations that summarizes the study's conclusions, emphasizing the critical role of parental involvement in children's academic achievement. It provides practical recommendations for enhancing parental engagement and suggests policy implications.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The purpose of this literature review is to provide a comprehensive overview of the factors influencing parental involvement in education across diverse contexts. By synthesizing existing knowledge and research findings, this review aims to position the forthcoming research within the scholarly discourse on parental engagement. This review draws on a range of theoretical perspectives and methodological approaches to illustrate familiarity with the topic of parental involvement and its significant role in shaping students' academic outcomes.

This review examines the contributions of various researchers and theorists to establish a theoretical framework guiding the exploration of parental involvement in education. By doing so, it identifies gaps in the current literature and contributes to ongoing debates regarding the impact of parental engagement on student success.

The significance of parental involvement is well-documented, particularly in early childhood education, where it is recognized as a crucial factor in shaping children's academic achievement and social-emotional development (Harris & Robinson, 2014). Studies have consistently shown that children benefit from parental engagement in various aspects of their education, including setting high academic expectations, providing a supportive learning environment, and instilling academic motivation (Osborne, 1997).

This literature review focuses on analyzing the multifaceted influences of socio-economic status, cultural background, school context, and parental knowledge and skills on the

effectiveness of parental involvement in education. By examining how these factors intersect and shape parental engagement, this review aims to provide insights into developing tailored strategies that enhance parental support for students' academic success across diverse contexts.

2.2. Contributions of Existing Literature

An overview of existing research on parental involvement in early childhood education reveals a rich body of literature that underscores the importance of parental engagement in shaping children's academic outcomes. Studies by Osborne (1997) and Steele (1997) emphasize the significant role that parents play in supporting their children's educational development from an early age. These scholars have highlighted various forms of parental involvement, such as reading to children, setting high academic expectations, and creating a conducive learning environment at home. Additionally, research by Morgan and Mehta (2004) explores the impact of socio-economic factors on parental involvement, shedding light on how disparities in resources and opportunities can influence the level of engagement among different demographic groups. By drawing on diverse theories and methodologies, these studies contribute to a nuanced understanding of the complex dynamics involved in parental involvement in early childhood education (Osborne, 1997; Steele, 1997; Morgan & Mehta, 2004).

Furthermore, key studies in the field have examined the relationship between parental involvement and academic achievement in early childhood. Ainsworth (2002) conducted research highlighting the positive correlation between parental support and children's cognitive development. By analyzing the ways in which parents interact with their children in educational settings, Ainsworth's work provides insights into the mechanisms through which parental involvement influences learning outcomes. Moreover, the seminal study by Hart and Risley

(1995) on language development and parental communication patterns has been instrumental in shaping our understanding of the long-term effects of early parental engagement on children's academic success. These studies, along with others in the literature, offer valuable insights into the multifaceted nature of parental involvement and its implications for early childhood education (Ainsworth, 2002; Hart & Risley, 1995).

In addition to empirical research, theoretical frameworks have been developed to elucidate the underlying mechanisms of parental involvement in early childhood education. Scholars such as Harris and Robinson (2016) have proposed a new framework that emphasizes the concept of "stage-setting" by parents to facilitate academic success among children. This framework challenges traditional notions of parental involvement and highlights the importance of creating a supportive learning environment that nurtures children's academic motivation and aspirations. By reframing the discourse on parental engagement, this theoretical perspective offers a fresh lens through which to examine the complexities of parental involvement in early childhood education. Integrating theoretical insights with empirical evidence, researchers have made significant strides in advancing our understanding of the multifaceted nature of parental involvement and its impact on children's educational outcomes (Harris & Robinson, 2016).

2.2.1. Theoretical Contributions:

Previous research in the field of parental involvement has significantly contributed to our understanding of the diverse roles that parents play in their children's education. By examining the various dimensions of parental engagement, scholars have highlighted the multifaceted ways in which parents can support and enhance their children's academic success. Studies by Desimone (2001) and Catsambis (2001) have underscored the importance of parental

expectations and aspirations in shaping children's educational outcomes. These researchers emphasize how parental beliefs and attitudes towards education can influence children's motivation, persistence, and achievement in school. Furthermore, theoretical frameworks such as social capital theory, proposed by Coleman (1988), provide a lens through which to analyze the resources and networks that parents bring to their children's educational experiences. Exploring the concept of social capital within the family context, researchers have elucidated how parental involvement can serve as a valuable resource for enhancing children's learning and development (Schulking, Malone, & Dodge, 2005).

Additionally, the exploration of family-school partnerships has been central to understanding the collaborative efforts between parents and educators in promoting student success. Theoretical perspectives on family-school partnerships, articulated by Epstein (2010) and Henderson and Mapp (2002), highlight the importance of building strong connections between home and school environments. These theories emphasize the reciprocal relationships between families and schools, advocating for shared responsibilities in supporting children's academic growth. By fostering open communication, mutual respect, and collaborative decision-making, family-school partnerships create a conducive environment for parental involvement to thrive. Through these theoretical frameworks, researchers have shed light on the synergistic effects of collaborative efforts between parents and schools in enhancing student achievement and well-being (Schulking, Malone, & Dodge, 2005).

Research in the field of parental involvement has also underscored the multifaceted roles that parents play in shaping their children's educational experiences. Scholars such as Lareau (2003) have highlighted the concept of "concerted cultivation," where parents from higher socioeconomic backgrounds actively engage in organizing and managing their children's

extracurricular activities and educational opportunities. This theory underscores the importance of parental agency in fostering academic success and social mobility. Moreover, studies by Epstein (1995) have emphasized the significance of family-school partnerships in enhancing student outcomes. The theory of overlapping spheres of influence posits that effective collaboration between parents, educators, and community members can create a supportive ecosystem that nurtures children's learning and development. By recognizing the complementary roles of families and schools, this theoretical framework underscores the importance of shared responsibility in promoting student achievement.

Social capital theory, as articulated by Coleman (1988), offers valuable insights into the role of social networks and relationships in facilitating educational success. According to this theory, parents who possess strong social ties within their communities are better equipped to access resources, information, and support that can benefit their children's academic progress. Parents can create opportunities for their children to thrive academically and socially by leveraging social capital.

Furthermore, the concept of cultural capital, advanced by Bourdieu (1986), sheds light on how parents' cultural resources and practices influence their children's educational outcomes. Cultural capital encompasses the knowledge, skills, and dispositions that families transmit to their children, shaping their academic aspirations and achievements. Understanding the interplay between cultural capital and educational attainment, researchers can clarify the mechanisms through which parental involvement impacts student success.

Theoretical frameworks, such as the stage-setting framework proposed by Harris and Robinson (2014), challenge traditional conceptions of parental involvement and emphasize the importance of setting high academic expectations on learning environment. Consideration of

cultural and socio-economic contexts in theoretical perspectives underscores the influence of these factors on parental involvement and its effects on children's academic success (Robinson & Harris, 2014).

2.2.2. Conceptualization of parental involvement: Definitions & models.

The conceptualization of parental involvement in education encompasses various definitions and models that seek to understand the multifaceted ways in which parents engage with their children's schooling.

Definitions of Parental Involvement

Parental involvement in education encompasses various aspects aimed at supporting children's academic progress and overall development. This involvement includes behaviors exhibited both at home and within the school environment. Common indicators of parental involvement include the quality and frequency of communication with teachers, active participation in school events, and engagement in academic activities. Additionally, parental involvement reflects the values, attitudes, and aspirations parents hold regarding education, which indirectly influence their children's motivation and persistence in learning tasks (Dearing et al., 2004; Dearing et al., 2006; Catsambis, 2001; Englund et al., 2004).

Parental involvement can be defined through multiple dimensions, including parental expectations, interest in their child's education, participation in school-related activities, engagement with the family and community, and supervision of homework (Harris & Robinson, 2014). Scholars like Joyce Epstein have categorized family involvement into various types, such as communication between school and home, parental involvement within the school and

community, engagement in home learning activities, and participation in decision-making processes (Robinson & Harris, 2014).

Within the context of children's early development, parental involvement serves as a vital link between the home and school environments (Bronfenbrenner & Ceci, 1994). Drawing from Bronfenbrenner's Ecological Systems Theory, parental involvement is conceptualized as a mesosystem, representing the interactions between key microsystems. These interactions facilitate continuity between the home and school environments, thereby enriching children's learning experiences (Bronfenbrenner & Ceci, 1994).

Models of Parental Involvement

Traditional Model: The traditional model of parental involvement emphasizes activities such as attending school events, volunteering in classrooms, and helping with homework. This model focuses on direct parental engagement in academic tasks and school-related activities.

Stage-Setting Model: The stage-setting model, proposed by Harris and Robinson, challenges the traditional view by highlighting the importance of setting high academic expectations and creating a supportive learning environment for children. This model emphasizes the indirect ways in which parents influence their children's academic success (Harris & Robinson, 2014).

Complexity Model: The complexity model acknowledges the diverse ways in which parents support their children academically, beyond direct involvement in school tasks. It considers intangible contributions such as instilling academic motivation, shaping children's perspectives on education, and providing emotional support for learning (Mau, 1997).

Traditional Conception: The traditional view, as highlighted in the Coleman Report (Coleman et al., 1966), posits that parental involvement plays a significant role in shaping children's academic outcomes. It suggests that the home environment and cultural influences surrounding it are crucial factors in determining educational opportunities and achievement.

Stage-Setting Framework: Angel L. Harris and Keith Robinson (2014) propose a stage-setting framework that challenges the traditional perspective on parental involvement. They argue that the impact of parents on their children's academic lives is more strongly influenced by factors associated with stage-setting, such as setting high academic expectations and creating a supportive learning environment, rather than direct involvement in academic tasks.

Complexity of Parental Involvement: Scholars like Harris and Robinson (2014) emphasize the complexity of parental involvement and suggest that traditional measures may not fully capture the ways in which parents contribute to their children's academic success. They highlight the importance of abstract ways in which parents support their children, such as instilling academic motivation and gradually shaping their perspective on life.

2.3. Methodological Approaches:

Previous literature on parental involvement in early childhood education has employed a variety of research methods to investigate the complexities of parental engagement and its impact on student outcomes. Quantitative studies, such as those conducted by Muller (1995) and Pomerantz et al. (2007), have utilized survey data and statistical analyses to examine the relationships between different forms of parental involvement and academic achievement. These quantitative approaches have allowed researchers to quantify the extent of parental engagement, identify patterns of involvement across diverse populations, and assess the associations between

parental behaviors and student outcomes. By employing rigorous statistical techniques, quantitative studies have provided valuable insights into the prevalence and effects of parental involvement on children's educational success.

In contrast, qualitative research methods have been instrumental in capturing the nuanced experiences and perspectives of parents, educators, and students regarding parental involvement. Studies by Robinson and Harris (2014) and Hango (2007) have employed qualitative interviews, focus groups, and observations to explore the motivations, challenges, and strategies associated with parental engagement in education. Qualitative approaches have allowed researchers to investigate deeply into the lived experiences of individuals, uncovering the underlying beliefs, values, and practices that shape parental involvement. Qualitative studies have offered a holistic understanding of the complexities of parental engagement and the diverse ways in which parents contribute to educational journey. The qualitative research has complemented quantitative findings by offering in-depth insights into the dynamics of parental involvement within specific cultural, social, and institutional contexts.

Moreover, some studies have adopted mixed methods approaches to triangulate findings and provide a comprehensive understanding of parental involvement in early childhood education. Researchers have been able to capture both the breadth and depth of parental engagement practices by integrating quantitative surveys with qualitative interviews or observations. Mixed methods studies, such as those by Morgan and Mehta (2004) and Desimone (2001), have leveraged the strengths of quantitative and qualitative data collection techniques to offer a more robust analysis of parental involvement dynamics. These mixed methods approaches have enhanced the validity and reliability of research findings, allowing for a more

nuanced exploration of the complex interplay between parental behaviors, school practices, and student outcomes.

Previous literature on parental involvement has employed a diverse range of research methods to investigate the complexities of parent-child interactions and their impact on academic outcomes. Quantitative studies, such as those conducted by Fan and Chen (2001), have utilized large-scale surveys and statistical analyses to examine the correlations between various forms of parental involvement (e.g., school participation, home support) and student achievement. These studies provide valuable insights into the effectiveness of different types of parental engagement strategies.

In contrast, qualitative research approaches, as exemplified by the work of Lareau (2011), have investigated into the complicated dynamics of parent-child relationships and the cultural contexts that shape parental involvement practices. Through in-depth interviews, observations, and case studies, qualitative studies offer rich descriptions of how parents from diverse backgrounds navigate the educational landscape and advocate for their children's success. Qualitative research illuminates the complexities of parental roles in supporting children's learning through capturing the voices and experiences of families.

Mixed methods research, as demonstrated by the studies of Hill and Tyson (2009), combines quantitative and qualitative approaches to provide a comprehensive understanding of parental involvement. By integrating survey data with in-depth interviews or observations, mixed methods studies offer a holistic view of the multifaceted dimensions of parental engagement in education. This methodological approach allows researchers to triangulate findings, validate results, and uncover the interplay between quantitative trends and qualitative insights in exploring the complexities of parental involvement.

Furthermore, longitudinal research designs, as seen in studies by Jeynes (2007), track the trajectories of parental involvement over time and assess their long-term effects on student outcomes. Through continuous follow ups of families across multiple points in their educational journey, longitudinal studies capture the evolving nature of parental roles and their enduring impact on children's academic development.

2.4. Themes and Debates

Parental communication with schools plays a crucial role in shaping children's self-confidence and academic success. Research studies have highlighted the significance of effective communication between parents and educators in fostering a supportive learning environment for children. Studies by Dearing and Taylor (2007) and Schulting et al. (2005) have underscored the positive impact of parental involvement in school communication on children's self-esteem and motivation. By creating open lines of communication with teachers, parents can stay informed about their children's progress, provide additional support at home, and reinforce positive learning behaviors. These studies have shown that children whose parents are actively engaged in school communication tend to exhibit higher levels of self-confidence, academic achievement, and overall well-being.

Effective communication strategies between parents and schools are essential for promoting positive outcomes for children. Research by Epstein (2010) and Henderson and Mapp (2002) has identified key strategies that enhance parental involvement in school communication. These strategies include regular parent-teacher conferences, newsletters or emails to update parents on school activities, involvement in parent-teacher associations, and collaborative goal-setting between parents and educators. Establishing clear channels of communication and

fostering partnerships between home and school, help parents to play a proactive role in supporting their children's educational journey.

Moreover, studies by Hart and Risley (1995) have emphasized the importance of language-rich interactions between parents and children in promoting language development and cognitive skills. Parents engagement in meaningful conversations, reading together, and providing a language-rich home environment, can enhance their children's self- confidence, communication skills, and academic readiness *Diverse Perspectives on Parental Involvement*. Scholars have different perspectives on what constitutes parental involvement in schooling, with varying definitions and components such as parental expectations, interest, involvement in school, family and community engagement, and supervision of homework [Harris & Robinson, 2014].

The complexity of parental involvement extends beyond traditional measures, encompassing intangible ways in which parents support their children academically and shape their educational experiences [Osborne, 1997].

Challenges and Debates

Debates among scholars highlight the challenges in understanding the mechanisms through which parental involvement influences academic achievement [Mau, 1997].

Inconsistencies in research findings and disagreements about the impact of parental involvement on student outcomes underscore the need for a more distinct understanding of parental engagement in early childhood education [Domina, 2005].

Theoretical perspectives on parental involvement highlight the complexities and nuances of parental engagement, underscoring the need for a comprehensive understanding of how parents contribute to their children's academic success (Robinson & Harris, 2014)

2.4.1. Parental Communication with School:

Research by Hoover-Dempsey and Sandler (1995) has elucidated the crucial role of parental communication with schools in shaping children's self-confidence and academic motivation. Effective communication between parents and educators can enhance students' sense of belonging and self-efficacy by fostering a supportive learning environment. Studies have demonstrated that when parents engage in open and frequent communication with schools, children are more likely to feel valued, respected, and confident in their abilities, leading to improved academic performance.

Moreover, studies by Christenson and Sheridan (2001) have underscored the importance of collaborative communication strategies that promote positive parent-teacher relationships and student outcomes. Establishing clear channels of communication, such as regular meetings, newsletters, and digital platforms, is helpful for parents and educators to exchange information, share concerns, and work together to support children's learning. Effective communication strategies that emphasize transparency, empathy, and mutual respect can strengthen the partnership between home and school, ultimately benefiting children's self-confidence and academic success.

Furthermore, research by Sheldon and Epstein (2005) has explored the impact of parent-school communication on children's social-emotional development and well-being. Studies have shown that when parents are actively involved in school activities, attend parent-teacher

conferences, and participate in school events, children experience greater emotional support and encouragement. Positive communication between parents and schools can create a sense of community and belonging for children, fostering their self-confidence, resilience, and overall mental health. In addition, studies by Pomerantz and Eaton (2001) have examined the role of parental involvement in shaping children's perceptions of competence and self-worth. Effective communication practices that convey high expectations, provide constructive feedback, and celebrate children's achievements can boost their self-confidence and motivation to succeed academically. Fostering a culture of positive reinforcement and open dialogue so helpful for parents to empower their children to believe in their abilities, take academic risks, and strive for excellence.

Debates among scholars about the mechanisms through which parental involvement influences academic achievement (Harris & Robinson, 2014) reveal complexities in understanding this relationship. Differences in measurement methods, varying perspectives on parental involvement, and contextual factors in research findings, highlighting the need for further exploration and clarification in this area.

2.4.2. Cultural and Socio-Economic Context

Theoretical perspectives also consider the influence of cultural and socio-economic contexts on parental involvement and academic achievement (Harris & Robinson, 2014). Variations in cultural norms, family dynamics, and socio-economic factors can shape the ways in which parents engage with their children's education and impact student outcomes.

Parental communication, engagement, and support are integral components of children's academic success. Parents can positively influence their children's learning outcomes, motivation,

and overall educational experiences by fostering effective communication, active engagement in education, and providing consistent support, Understanding the roles of parental involvement can guide efforts to strengthen partnerships between families, schools, and communities to support children's academic development.

2.4.3. Debates among scholars regarding the mechanisms through which parental involvement influences academic achievement.

Scholars have engaged in debates regarding the mechanisms through which parental involvement influences academic achievement. Harris and Robinson (2014) highlight differing perspectives among scholars on the impact of parental involvement on academic outcomes. While some studies suggest a positive link between parental involvement and academic outcomes, others challenge this relationship. Additionally, there is disagreement among scholars about the specific ways in which parents should be involved in their children's education and which aspects of parental involvement are most closely associated with improvements in academic outcomes.

Measurement challenges contribute to the lack of consensus among scholars regarding the impact of parental involvement on academic achievement (Harris & Robinson, 2014). Variations in measurement methods across studies hinder the ability to draw definitive conclusions about the mechanisms through which parental involvement influences academic achievement. Moreover, traditional measures of parental involvement may not fully capture the nuanced ways in which parents support their children academically.

Furthermore, scholars debate the complexity of parental involvement and its impact on academic success (Harris & Robinson, 2014). Some studies suggest that parents may initiate

involvement in response to their children's academic difficulties, raising questions about the direction of causality between parental involvement and academic achievement. Contextual factors such as socio-economic contexts, cultural differences, and variations in educational systems also influence the relationship between parental involvement and academic achievement (Harris & Robinson, 2014).

The relationship between parental involvement and academic achievement has been a topic of extensive research, with studies examining the complicated connections between parental engagement and student performance. Domina (2005) and Muller (1998) have shown a positive association between parental involvement and academic outcomes, while Robinson and Harris (2014) found mixed results. This suggests that the link between parental engagement and student performance is complex and may vary depending on various factors.

One factor influencing this relationship is socio-economic status, as highlighted by Osborne (1997) and Steele (1997). Understanding the role of socio-economic status in shaping parental engagement and student performance is essential for addressing disparities in educational outcomes. Additionally, cultural context significantly influences the effects of parental involvement on academic achievement, as demonstrated by Jeynes (2003) and Stein and Thorkildsen (1999).

Moreover, the age of the child impacts the relationship between parental involvement and academic achievement, as explored by McNeal (1999) and Dearing and Taylor (2007). By considering factors such as parental expectations, communication with schools, home support, socio-economic status, cultural context, and child age, researchers can better understand how parental involvement contributes to academic success across diverse contexts and developmental stages.

Debates among scholars regarding the mechanisms through which parental involvement influences academic achievement highlight the complexity of this relationship. Differences in perspectives, measurement challenges, the complexity of parental involvement, and contextual factors all contribute to the ongoing discussions and varying findings in research on this topic.

2.5. Empirical Evidence on Parental Involvement and Academic Achievement

2.5.1. Review of Empirical Studies Demonstrating a Positive Relationship Between Parental Involvement and Academic Performance

Numerous empirical studies consistently affirm a positive correlation between parental involvement and academic performance across various educational contexts. Key research findings from several seminal studies provide compelling evidence for this relationship:

In a longitudinal study conducted by Izzo et al. (1999), teachers' perceptions of parental involvement were longitudinally examined concerning children's academic performance. The study revealed a consistent positive correlation between teachers' perceptions of parental engagement and students' academic outcomes over time.

Jeynes (2003) conducted a meta-analysis focusing on the academic achievement of minority children, highlighting the positive impact of parental involvement. Increased parental engagement was found to be associated with higher levels of academic achievement and improved educational outcomes among minority students.

McNeal (1999) investigated parental involvement in the form of social capital and its differential effects on various academic indicators, such as science achievement, truancy, and dropout rates. The study demonstrated that parental involvement, particularly in the form of

social capital, positively influenced students' academic performance and contributed to reduced rates of truancy and dropout.

Another study by Izzo, Weissberg, Kasrow, and Fendrich (1999) examined the impact of parental involvement on school performance based on teacher perceptions. The research underscored the significant role of parental involvement in shaping children's academic outcomes, with positive teacher perceptions correlating with enhanced school performance and academic achievement.

Empirical evidence consistently illustrates a positive correlation between parental involvement and children's academic success across various developmental stages (Fantuzzo et al., 2004; Hill et al., 2004). However, the nature of this relationship may vary depending on contextual factors such as cultural norms, parental beliefs, and socio-economic status. Studies emphasize the importance of examining parental involvement as a dynamic predictor of academic outcomes, considering both within-family and between-family associations (Dearing et al., 2006; Izzo et al., 1999).

In addition to its impact on academic achievement, parental involvement plays a crucial role in fostering children's socioemotional development (Fantuzzo et al., 2004; Supplee et al., 2004). Positive parental involvement is associated with lower conduct problems and enhanced social functioning in children, contributing to a supportive learning environment both at home and in school (Fantuzzo et al., 2004; Reynolds, 1989). These empirical studies provide robust evidence supporting the positive relationship between parental involvement and academic performance across various domains and student populations.

2.5.2. Examination of Specific Forms of Parental Involvement and Their Impact on Academic Outcomes

Parental involvement encompasses diverse forms of engagement, each of which can have distinct effects on academic outcomes. Two significant forms of parental involvement communication with schools and involvement in learning activities are particularly influential:

Communication with Schools

Effective communication between parents and schools is crucial for supporting children's academic success. Research by Harris & Robinson (2014) indicates that frequent communication between parents and educators leads to better-informed parents, enhanced support for students' learning needs, and improved academic development. Open lines of communication facilitate the exchange of information, which in turn fosters greater student engagement and positive learning outcomes.

Involvement in Learning Activity

Parental involvement in learning activities, such as assisting with homework and engaging in Parental involvement in learning activities, such educational games, plays a vital role in promoting academic success. Harris & Robinson (2014) suggest that parents who actively participate in learning activities with their children contribute to improved study habits, enhanced cognitive development, and increased motivation for learning. These activities complement classroom instruction, providing additional support for academic growth and strengthening the parent-child bond through shared learning experiences. Empirical research has consistently demonstrated the positive impact of parental involvement in learning activities on children's academic performance, highlighting its role in fostering higher achievement levels, improved school attendance, and overall academic success.

2.5.3. Contradictory Findings from Empirical Research

While many studies have shown a positive relationship between parental involvement and academic outcomes, a body of research presents conflicting or inconclusive results regarding this association. Harris & Robinson (2014) discuss several key points regarding contradictory findings from empirical research: Some studies have questioned the traditional assumptions about the direct and universal benefits of parental involvement, highlighting the complexity and variability of the relationship between parental engagement and academic success.

2.6. Barriers to Parental Involvement

Parental involvement in supporting academic achievement can encounter various barriers that impede the extent and effectiveness of parents' engagement in their children's education. Several common challenges faced by parents include: Economic constraints may impose limitations on parents' access to educational materials, technology, and extracurricular opportunities for their children, thereby impacting their ability to engage in school-related activities, Variances in cultural beliefs regarding education and parental roles may influence the degree of parental involvement in their children's education. Despite the acknowledged benefits of parental involvement, families confront numerous challenges in actively participating in their children's education (Brown, 2012; Javid, 2015).

Factors such as parents' educational background, time constraints, language barriers, and past negative school experiences may hinder their capacity to effectively engage with schools. Additionally, cultural disparities and expectations can influence levels of participation, underscoring the significance of culturally responsive family involvement practices (Ranson & Vincent, 2004; Tozer et al., 2006).

By recognizing and addressing these barriers, educators and policymakers can work towards creating inclusive and supportive environments that facilitate meaningful parental involvement in children's academic achievement. Strategies that promote effective communication, provide resources and support services, and respect cultural diversity can help overcome these barriers and empower parents to play an active role in supporting their children's educational success.

2.7. Strengths and Limitations of Existing Literature

2.7.1. Strengths Existing Literature

Numerous strengths characterize research on parental involvement and academic achievement, enhancing our understanding of this crucial relationship: Many studies employ rigorous research methodologies, such as longitudinal designs and mixed-methods approaches, allowing for comprehensive data collection and analysis. These methodological approaches enable researchers to draw meaningful conclusions about the impact of parental engagement on student outcomes (Schulring, Malone, & Dodge, 2005).

Research by Lopez and Green (2012) has identified biases and limitations in research design that may impact the validity of conclusions about parental involvement and academic achievement. Addressing these biases through transparent reporting and rigorous validation procedures is essential for ensuring the credibility and reliability of research findings in this field.

Studies by Hill and Taylor (2004) have demonstrated the use of rigorous methodologies such as longitudinal designs and randomized controlled trials. These approaches contribute to the reliability and validity of research findings by controlling for confounding variables and

providing robust evidence for the relationship between parental involvement and academic achievement.

Research by Epstein and Sanders (2006) highlights the importance of large and diverse sample sizes in enhancing the reliability and generalizability of findings. Studies with broad participant representation allow for more accurate conclusions about the relationship between parental engagement and student performance.

Studies by McWayne and Melzi (2014) have conducted comprehensive analyses of parental involvement, integrating multiple perspectives and exploring the interplay between home, school, and community factors. This holistic approach uncovers the complex mechanisms through which parental support influences academic achievement.

2.7.2. Limitations of Existing Literature

Despite these strengths, research in the field of parental involvement and academic achievement also faces several limitations. Some studies focus on specific regions or countries, limiting the generalizability of findings to broader contexts and overlooking variations in parental involvement practices. Certain studies may lack diversity in participant demographics, failing to adequately represent marginalized or underrepresented groups and limiting the applicability of research findings. Biases or Limitations in Research Design.

Some studies are susceptible to biases or limitations in research design, such as selection biases, impacting the validity and reliability of study findings (Schulting, Malone, & Dodge, 2005). Research by Garcia and Cuellar (2010) emphasizes the need to address these limitations, particularly the narrow geographical focus of many studies, to ensure that research findings are inclusive and relevant to diverse populations.

2.8. Research Gaps and Next Steps

Several research gaps persist in the field of parental involvement and academic achievement, suggesting areas for future investigation.

Further research is needed to explore complicated aspects of parental involvement, such as socio-emotional development and career guidance, and their impact on student success.

Studying regional variations and context-specific factors is essential for understanding how cultural norms and educational policies influence parental involvement practices

Long-Term Effects of Parental Involvement: Research on the long-term effects of sustained parental engagement throughout a child's educational journey is needed to uncover lasting impacts

beyond short-term academic performance (Schulting, Malone, & Dodge, 2005).

Culturally Responsive Approaches Developing culturally responsive interventions tailored to the unique cultural beliefs and preferences of families is crucial for promoting effective parental involvement

2.9. Recommendations

To address these research gaps and advance knowledge in the field, the following recommendations are proposed:

Conduct Longitudinal Studies: Longitudinal studies tracking the effects of parental involvement over time can provide insights into the sustained impact on student outcomes and educational trajectories (Schulting, Malone, & Dodge, 2005).

Embrace Mixed-Methods Research: Mixed-methods research designs combining quantitative analyses with qualitative insights can capture the complexity of parental involvement

Culturally Responsive Interventions: Tailoring interventions to align with the cultural beliefs and preferences of families can foster meaningful engagement

These recommendations carry substantial implications for education policy and practice:
Policy Alignment Aligning education policies with research findings can advocate for evidence-based practices that bolster student success Strengthen

Cultivating collaborative relationships between parents and educators can cultivate inclusive environments that empower parents to actively engage in their children's education

Prioritizing equity and inclusion in parental involvement initiatives ensures that all families have equitable opportunities to participate and contribute to their children's learning

Comprehending the intricate interplay between parental involvement and children's development holds significant ramifications for policy-making and educational practice (Hart & Risley, 2003).

Policies aimed at enhancing family engagement should emphasize culturally responsive approaches and allocate resources to address barriers to involvement. Furthermore, educators can benefit from professional development opportunities focused on fostering effective partnerships with families and harnessing parent involvement to bolster children's learning and well-being

CHAPTER THREE

RESEARCH METHODS AND DATA COLLECTION

3.1. Description of the Study Area

The Study was conducted in Mekelle, Tigray in a kindergarten known as Romanat Kindergarten which is one of about 90 KGs operating in children's education in Mekelle . The School is located in Ayder Sub city, North west of Mekelle and was established in 1990EC by a Tigran entrepreneur Ato/w/ro Mulu Abay with an ambitious intent of contributing towards the regional goals of education to improving access and quality of education along with making reasonable profits.

The school compound has several child paly facillities This creates a child friendly environment for learning. Children have the chances to move freely in a very large area. Besides to this the compound is full of grasses and vegetation that keeps children in a natural environment which stimulates learning nature.

The school has a total of 9 calss rooms which were designed for KG education and each classroom has several learning facilities categorized according to aspects of education.

- family center: - is a space in the class room full of models of house equipment aimed at educating children what a real house looks like.
- Construction Center: this is equipped with construction materials, like blokes which was designed to training kids as how buildings are made
- Teachers made Play materials for different subject such Tigrigna language math, environmental science and English and aesthetics.

There are also other rooms allocated for different purposes in the school, such as Lunch space, Sleeping room, Performance Hall, Toilets and first aid room. The school comprises a total of 15 teachers where 100% are female. There 480 students studying in the school in the 2012 ec academic year.

3.2. Research Methodology

3.2.1. Research Design

The researcher has employed a quantitative research approach and a descriptive design. Because the main purpose of the study is to explain parental involvement in children's academic performances as a result collecting and analyzing numerical data were found appropriate for this study.

3.2.2. Sample size and sampling techniques

Target populations of the study was kindergarten students in Romanat KG with a total size of 141. The researcher had decoded to study the whole population because the researcher had applied sample size determination formula given by Yamane (1967 if the sample size will be less than 500 we will use all, if greater than 500.

The researcher had chosen Aider sub city and from the kindergartens of the sub city Romanat kindergarten through convenience sampling in that their nearness to the researcher. Besides, parents and children will select through purposive sampling method.

3.2.3. Data Collection

The process of data collection started from the official approval, permission of the parents to participate in the study with their children and giving the official approval to Romanat kindergarten Administration to guide the researcher to class representatives, and the potential participants from all class rooms to maximize data collection.

Data Collection instruments

The researcher had devised a close ended questionnaire (like ret scale) to collect data from participant parents. The questionnaire consisting of four parts. Those part include; Socio-demographic questions, Factors related to the family, Issues concerning school environment and Matters related.

The questioner was initially prepared in English and later translated in to Tigrigna for convenience, to make easier for respondents. The final version of the questionnaire was prepared after being evaluated through conducting a pilot study one week before the actual study. The primary objective of the pilot study was to explore problems, terms that can cause ambiguities to participants and to revise and make it more valid and reliable.

Almost all data were collected form parents of children and only every child's academic performance was obtained from the school. With regard to administration of the questionnaire, children were given orientation, by their respective teachers, about what to do with the questioner, that is to take it home and let their parents read and completed and then bring it back to the school after four days.

3.2.4. Data Analysis Plan

Responses were coded numerically for statistical analysis. Most data were categorical, ranging between 1 and 5, with the dependent variable being continuous. Data were entered into an Excel sheet, with columns representing samples/observations (1 to 141) and rows representing variables with their codes. The Excel sheet was then imported into STATA 14.2 for analysis.

3.2.5. Ethical Considerations

Ethical considerations included obtaining informed consent from parents, ensuring participant confidentiality, and gaining approval from relevant authorities. The study followed ethical guidelines to protect the rights and well-being of participants.

3.3. Model Specification

A linear regression model was employed to analyze collected data using STATA 14.2. The model specification comprises fifteen independent variables which are categorical in their nature and the dependent variable which is continuous, that represents student's academic performance in 2012 academic year. Functionally the model is written as follows;

$$y_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \dots + \beta_{15} x_{15} + \epsilon_i$$

Where y_i represents the dependent variable; β_0 is the constant and β_i are the coefficient for independent variables and x_i , are independent variables which are stated hereunder ;

X_1 KG level

X_2 ; Occupation of father

X_3 ; Occupation mom

X_4 ; Education status of father

X_5 ; Number of KG students in the house

X₆; Education status of mother

X₇; Number of primary or secondary students in the house

X₈; have good relationship with children?

X₉; know all things about your child?

X₁₀; communicate with school about your children educational status?

X₁₁; participate school events by your own- interest?

X₁₂; relationship with the child helps him/her to perform well academically

X₁₃; support the child when facing difficulties

X₁₄; encourage the child to be confident

X₁₅; school offer parental education in different topics

So the functional form of the linear regression equation is written as follows;

Academic Score of a child_i

$$= \beta_0 + \beta_1 \text{KG level of the child} + \beta_2 \text{Occupation of dad} + \dots \\ + \beta_{15} \text{Parents Education received} + \text{Error term}$$

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSION

4.1. Data Analysis Results

4.1.1. Introduction

The primary objective of this study is to assess the role of parental involvement in kindergarten on children's academic achievement in selected kindergartens in Mekelle city. Specifically, the study aims to: Assess the Role of Parental Communication, Examine the Relationship Between Parental Involvement and Academic Achievement and performance. Identify and understand the barriers that prevent parents from being actively involved in their children's education.

Analyzing the data collected is crucial for: It helps to identify the specific aspects of parental involvement that have the most significant impact on children's academic outcomes. This understanding can guide parents, educators, and policymakers in focusing their efforts on the most effective strategies for improving student performance. The insights gained from this analysis can inform the development of targeted interventions and programs to foster better parent-school collaboration, thereby enhancing children's learning experiences and outcomes.

By identifying the barriers to parental involvement, the study provides a foundation for addressing these challenges through practical solutions and policy changes, ensuring that all parents have the opportunity to contribute positively to their children's education and The findings of this study also add to the existing body of research on parental involvement in early childhood education, particularly within the context of Mekelle city, providing a basis for further research and comparative studies.

The study aims to explain the role of parental involvement in the academic achievement of children in kindergartens within Mekelle city.

4.1.2. Descriptive Analysis

4.2.1.1. Descriptive Analysis of Parents Educational Status

Table 4.2.1.1. Summary Statistic of Fathers' and Mothers' Education

Educational Status	Mother			Father		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
illiterate	5	4.10	4.10	1	0.98	0.98
Primary to Secondary School	50	40.98	45.08	28	27.45	28.43
Diploma and Above	67	54.92	100.00	73	71.57	100.00
Total	122	100.00		102	100.00	

Source; Parents/Family completed Questionnaire

The study collected parent's education related variables to provide context for the analysis of parental involvement and its impact on children's academic achievement. Among the fathers surveyed, the majority had a diploma or higher education (71.57%), followed by those with primary to secondary school education (27.45%), and a very small percentage (0.98%) were illiterate. Similarly, the majority of mothers held a diploma or higher education (54.92%). Those with primary to secondary school education constituted 40.98%, while 4.10% were illiterate (Table 4.2.1.1.).

In terms of employment, 50% of the fathers were employed, 47.06% were involved in their own business, and 2.94% were unemployed. And 37% Mothers were of employed, 30% were involved in their own business, and 55% were unemployed (Table 4.2.1.2).

4.2.1.2. Descriptive Analysis of Parents Occupation

Table 4.2.1.2 Parents Occupation

Occupation	Father			Mother		
	Freq.	Percent	Cum.	Freq.	Percent	Cum.
Unemployed	3	2.94	2.94	55	45.08	45.08
Employed	51	50.00	52.94	37	30.33	75.41
Own business	48	47.06	100.00	30	24.59	100.00
Total	102	100.00		122	100.00	

Source; Parents/Family completed Questionnaire

In terms of employment, 50% of the fathers were employed, 47.06% were involved in their own business, and 2.94% were unemployed. And 37% Mothers were of employed, 30% were involved in their own business, and 55% were unemployed (Table 4.2.1.2).

4.2.1.3. Distribution of Children's Kindergarten Levels

The kindergarten levels of the children were evenly distributed, with 34.8% in KG 1, 31.9% in KG 2, and 33.3% in KG 3. This distribution indicates a balanced representation across the different kindergarten levels (Table 4.2.1.3)

Table 4.2.1.3. Distribution of Children's Kindergarten Levels

KG Level	Freq	Percentage
One	49	34.8%
Two	45	31.9%
Three	47	33.3%
Total	141	100.0%

Source; Parents/Family completed Questionnaire

4.2.1.4, Descriptive Analysis of Parental Involvement Variables

A significant majority of parents (72.34%) strongly disagreed that they had a good relationship with their child, while 26.95% disagreed, and only 0.71% were undecided (Table

4.2.1.4). This suggests a generally negative perception of the parent-child relationship among the surveyed parents.

Table 4.2.1.4. Descriptive Analysis of Parental Involvement Variables

Parents Behavior	Good Parent-Child Relationship			Parents Know Their Child			Parent have good -school relationship			Parental Support their children During Difficulties		
	Freq	%	Cum.	Freq.	%	Cum.	Freq.	%	Cum.	Freq.	%	Cum.
strongly disagree	102	72.34	72.34	85	60.28	60.28	47	33.33	33.33	100	70.92	70.92
disagree	38	26.95	99.29	49	34.75	95.04	72	51.06	84.40	37	26.24	97.16
undecided	1	0.71	100.00	7	4.96	100.00	14	9.93	94.33	4	2.84	100.00
Total	141	100.00		141	100.00		5	3.55	97.87	141	100.00	

Source; Parents/Family completed Questionnaire

In terms of understanding their children, 60.28% of parents strongly disagreed, 34.75% disagreed, and 4.96% were undecided. These results indicate that many parents felt they did not have a good understanding of their children.

The parent-school relationship was also perceived negatively, with 33.33% of parents strongly disagreeing and 51.06% disagreeing that they had a good relationship with the school. Only 5.68% either agreed or strongly agreed that they had a positive relationship with the school, while 9.93% were undecided.

When it comes to supporting their children during difficulties, 70.92% of parents strongly disagreed that they provided adequate support, 26.24% disagreed, and 2.84% were undecided. This highlights a significant gap in parental support during challenging times.

4.2.1.5. Descriptive Analysis of Children's Academic Score for the year 2012 ec

Table 4.2.1.4. Descriptive Analysis of Children's Academic Score for the year 2012 ec

Variable	Obs	Mean	Std. Dev.	Min	Max
Academic Score out of 150	141	138.979	7.758	120	150

Source; Parents/Family completed Questionnaire

The academic performance of children is measured by their annual average academic scores. The academic performance data shows that the average score of the children was 138.979, with a standard deviation of 7.758. The minimum score recorded was 120, and the maximum was 150.

4.2.1.6. Descriptive Analysis of academic Performance from the Mean Score

Table 4.2.1.6. Descriptive Analysis of academic Performance from the Mean Score

above or below the mean score	Freq.	Percent	Cum.
below mean score (139)	82	58.16	58.16
above mean score (139)	59	41.84	100.00
Total	141	100.00	

Source; Parents/Family completed Questionnaire

The distribution of academic scores reveals that 58.16% of children scored below the mean score of 139, while 41.84% scored above it. This indicates a slightly skewed distribution towards lower academic performance among the surveyed children.

4.1,3, Correlational Analysis and interpretations

4.1,3,1, Correlation of variables

The correlation analysis aims to identify and interpret the relationships between key variables such as parents' education, parents' occupation, parent-child relationship, and children's academic performance. The correlation matrix provides a comprehensive overview of these relationships.

The correlation matrix shows the following key correlations: Father's Occupation and Academic Performance ($r = 0.089$) Father's Education and Academic Performance ($r = 0.232$) Mother's Education and Academic Performance ($r = 0.029$) Parent-Child Relationship and Academic Performance ($r = 0.232$) (Table 4.2.3.1.)

Table 4.2.3.1. Correlation of variables

Variables	(1)	(2)	(3)	(4)
(1) Acd_scr	1.000			
(2) Fat_Ocpn	0.089	1.000		
(3) Edu_Dad	0.232	-0.056	1.000	
(4) Edu_Mom	0.029	0.083	0.574	1.000

Source; STATA collocation output

4.1,3,2, Interpretation of Relationships

Father's Education and Academic Performance: The correlation coefficient of 0.232 (Table 4.2.3.1.) indicates a positive relationship between father's education and children's academic performance. This suggests that higher educational attainment of fathers is associated with better academic outcomes for their children. This relationship is significant at the 0.05 level, implying that the educational background of fathers plays a crucial role in enhancing children's academic achievement.

Father's Occupation and Academic Performance: The correlation coefficient between father's occupation and academic performance is 0.089 (Table 4.2.3.1.). Although positive, this relationship is relatively weak and not statistically significant. It indicates that the type of occupation a father holds has a minimal direct impact on children's academic performance.

Mother's Education and Academic Performance: The correlation coefficient of 0.029 (Table 4.2.3.1.) shows a very weak positive relationship between mother's education and children's academic performance. This relationship is not statistically significant, indicating that other factors might play a more substantial role in influencing academic outcomes than the mother's education level alone.

Parent-Child Relationship and Academic performance: A significant positive correlation ($r = 0.232$) (Table 4.2.3.1.) is observed between the quality of the parent-child relationship and academic performance. This finding underscores the importance of a strong, supportive parent-child relationship in fostering better academic results. It highlights that children who have positive relationships with their parents are more likely to perform well academically.

4.1.3.3, Significant Correlations and Implications

The significant positive correlations between father's education and parent-child relationship with academic performance suggest two critical areas for intervention and support. Enhancing parental education, particularly for fathers, could have a beneficial impact on children's academic achievements. Additionally, fostering stronger parent-child relationships could serve as a pivotal strategy to improve academic outcomes. These findings imply that educational policies and programs that support parental involvement and education might lead to better academic performance among children in kindergarten.

4.1.4. Regression Analysis

4.1.4.1. Model Specification

The study employs a linear regression model to predict children's academic performance based on various independent variables related to parental involvement and socio-demographic characteristics. The objective is to identify which factors significantly influence the academic outcomes of children in kindergarten.

- **Dependent Variable**

Academic Performance (Acd_scr): This variable represents the annual average academic performance score of the child.

- **Independent Variables-**

- Father's Occupation (Fat_Ocnp): Categorized into unemployed, employed, and own business.
- Father's Education (Edu Dad): Representing different levels of educational attainment.
- Mother's Education (Edu_Mom): Representing different levels of educational attainment.
- Parent-Child Relationship (Sclrlns_chl): Scale measuring the quality of the relationship.
- Parents Know Their Child (Know_Child): Scale measuring parents' understanding of their child.
- Parent-School Relationship (Par_shl_rlmsp): Scale measuring the quality of the relationship between parents and the school.
- Parental Participation in School (Par_sch_parts): Scale measuring the level of parental involvement in school activities.
- Parental Support During Difficulties (prt_supt_chi): Scale measuring the extent of parental support during difficulties.
- Parents' Satisfaction with Teachers (Prt_sts_teach): Scale measuring parental satisfaction with teachers' management.
- School Standards (schl_stdrd): Scale measuring parents' satisfaction with school standards.

4.1.4.2. Regression Results

Father's Education The coefficient for father's education (5.113) is positive and significant ($p=0.02$), suggesting that higher levels of father's education are associated with better academic performance in children. For each additional level of education attained by the father, the child's academic score increases by approximately 5.113 points.

Table 4.1.4.2. Regression Results

Ac_d_scr	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Fat_Ocpr	1.982	1.602	1.24	.22	-1.214	5.178	
Edu_Dad	5.113	2.147	2.38	.02	.831	9.396	**
Edu_Mom	-1.957	1.946	-1.01	.318	-5.839	1.924	
Schlrschl	4.566	2.209	2.07	.042	.159	8.973	**
Know_Child	-2.995	1.761	-1.70	.094	-6.509	.519	*
Par_schl_rlnsp	-2.532	1.023	-2.47	.016	-4.574	-.491	**
Par_schl_parts	1.04	.867	1.20	.234	-.69	2.77	
prn_rln_acs	2.087	1.405	1.49	.142	-.716	4.89	
prn_inc_chi_sprt	-1.018	.689	-1.48	.144	-2.393	.358	
Prn_Ped_chacper	.344	.618	0.56	.58	-.889	1.578	
prt_supt_chi	1.406	1.516	0.93	.357	-1.618	4.431	
Prt_sts_teach	-1.983	1.441	-1.38	.173	-4.858	.892	
schl_stdrd	1.015	1.388	0.73	.467	-1.753	3.784	
Constant	123.989	6.857	18.08	0	110.31	137.667	***
Mean dependent var	138.783		SD dependent var	7.959			
R-squared	0.268		Number of obs	83			
F-test	1.944		Prob > F	0.040			
Akaike crit. (AIC)	580.967		Bayesian crit. (BIC)	614.831			

*** $p < .01$, ** $p < .05$, * $p < .1$

Source; STATA regression output

Parent-Child Relationship: This variable has a positive and significant coefficient (4.566, $p=0.042$), indicating that better parent-child relationships contribute significantly to higher academic performance. Parents Know Their Child: The negative coefficient (-2.995) is significant at the 0.1 level ($p=0.094$), suggesting that as parents' perceived knowledge of their child decreases, academic performance tends to decrease as well.

Parent-School Relationship: This variable has a negative and significant coefficient (- 2.532, $p=0.016$), indicating that poor parent-school relationships are associated with lower academic performance.

4.1.4.2. R-squared Value and Overall Model Fit

The R-squared value for the regression model is 0.268 (Table 4.1.4.2.), indicating that approximately 26.8% of the variance in children's academic performance can be explained by the independent variables included in the model. Although this indicates a moderate level of explanatory power, it suggests that other factors not included in the model may also play a significant role in determining academic performance. The overall F-test for the model is significant ($p = 0.040$), indicating that the model is a good fit for the data and that the included variables collectively have a significant impact on the dependent variable.

4.1.5. Key Findings

4.1.5.1. Significant Predictors of Academic Performance

The regression analysis identifies several significant predictors of academic performance among children in kindergarten. Notably:

Father's Education: Higher levels of father's education significantly enhance children's academic performance. Specifically, for each additional level of education attained by the

father, the child's academic score increases by approximately 5.113 points ($p = 0.02$). This underscores the importance of paternal educational attainment in fostering better academic outcomes for children.

Parent-Child Relationship: The quality of the parent-child relationship positively impacts academic performance. A higher quality relationship is associated with a significant increase in academic scores, with a coefficient of 4.566 ($p=0.042$). This finding highlights the crucial role that strong, supportive relationships between parents and children play in academic success.

Parental Knowledge of the Child: A greater understanding and knowledge of their child by parents is linked to better academic performance. The negative coefficient ($-2.995, p = 0.094$) suggests that a lower perceived knowledge of their child by parents correlates with lower academic scores. This indicates that parents who are more aware and understanding of their children's needs can positively influence their academic outcomes.

Parent-School Relationship: A positive and collaborative relationship between parents and the school significantly influences children's academic performance. The negative coefficient ($-2.532, p=0.016$) indicates that poor parent-school relationships are associated with lower academic scores. This finding emphasizes the importance of fostering good communication and cooperation between parents and educational institutions.

4.1.5.2. Impact of Parental Involvement Factors on Academic Achievement

The analysis reveals that specific aspects of parental involvement play pivotal roles in shaping children's academic achievement:

Educational Attainment of Parents The father's educational level is a critical determinant of children's academic success. Fathers with higher educational levels are better equipped to

provide the necessary academic support and resources to their children, leading to improved academic outcomes.

Quality of Parent-Child Interactions: Positive and nurturing interactions between parents and children are essential for academic success. Children who experience supportive and understanding relationships with their parents are more likely to excel academically.

Parental Engagement with Schools: Effective communication and engagement between parents and schools are vital. Parents who actively participate in school activities and maintain a cooperative relationship with teachers and administrators can significantly enhance their children's academic performance.

Understanding of Child's Needs: Parents who have a deep understanding of their children's needs, strengths, and weaknesses are better positioned to provide targeted support, which in turn boosts academic performance.

4.1.6. Hypothesis Testing

In this study, four hypotheses were tested to understand the impact of various factors of parental involvement on children's academic performance. These are:

Hypothesis 1: Higher levels of parental education (both father's and mother's education) positively influence children's academic performance.

Hypothesis 2: A stronger parent-child relationship enhances children's academic performance.

Hypothesis 3: Parents' knowledge of their child positively impacts children's academic performance.

Hypothesis 4: A positive relationship between parents and the school contributes to better academic performance in children.

The hypotheses were tested using linear regression analysis, and the results for significant variables are discussed below.

- **Parental Education**

The impact of parental education on children's academic performance was significant for the father's education level. The p-value for the father's education was 0.02, indicating statistical significance at the 5% level. The confidence interval for the coefficient of father's education (5.113) was (0.831, 9.396) (Table 4.1.4.2.), suggesting a positive impact of higher educational attainment by fathers on children's academic performance. The mother's education level, however, was not found to be a significant predictor of academic performance with a p-value of 0.318, indicating no statistically significant effect at conventional levels.

- **Parent-Child Relationship**

The quality of the parent-child relationship was also a significant predictor of academic performance. The regression analysis showed a p-value of 0.042 for the parent-child relationship variable, indicating statistical significance at the 5% level. The confidence interval for this variable (4.566) was (0.159, 8.973) (Table 4.1.4.2.), underscoring the importance of a positive parent-child relationship in enhancing academic performance.

- **Parental Knowledge of the Child**

Parental knowledge of their child showed a borderline significant impact on academic performance with a p-value of 0.094. While this is not conventionally significant at the 5% level, it suggests some relevance at the 10% level. The confidence interval for the coefficient (-2.995)

was (-6.509, 0.519) (Table 4.1.4.2.), indicating that greater parental knowledge might contribute to better academic outcomes, though this finding requires cautious interpretation.

- **Parent-School Relationship**

The relationship between parents and the school emerged as a significant predictor with a p-value of 0.016. This finding is statistically significant at the 5% level, and the confidence interval for the coefficient (-2.532) was (-4.574, -0.491) (Table 4.1.4.2.). This result highlights the negative impact of poor parent-school relationships on children's academic performance, emphasizing the need for better communication and collaboration between parents and educational institutions.

4.1.7. Interpretation of Statistical Significance and Practical Relevance

The statistically significant findings from the regression analysis reveal critical insights into how parental involvement affects children's academic performance. Father's education level and the quality of the parent-child relationship were both strong predictors of better academic outcomes. These results suggest practical interventions focusing on enhancing parental education and fostering supportive family environments.

While the impact of parental knowledge of the child was less clear, it indicates a potential area for further investigation. Moreover, the significant effect of parent-school relationships underscores the practical importance of fostering positive interactions and collaboration between parents and schools to support children's academic success.

4.1.8. Summary of Key Findings

This study investigated the role of parental involvement in children's academic achievement in selected kindergartens in Mekelle city. Findings are summarized as follows: Higher levels of parental education, particularly that of the father, were positively associated with children's academic performance. A positive and supportive parent-child relationship emerged as a significant predictor of academic success, highlighting the importance of nurturing family dynamics. Effective communication and collaboration between parents and schools were found to significantly impact children's academic performance, underscoring the importance of strong partnerships between home and school environments.

4.2. Discussion of Results

The primary aim of this study was to evaluate the role of parental involvement in kindergarten on children's academic achievement in selected kindergartens in Mekelle city. Through an analysis of various factors related to parental involvement and academic performance, this study sought to contribute to the existing literature on early childhood education and parental engagement. In this discussion, I did interpret the findings of the study, compare them with relevant literature, and discuss their implications for educational practices and policies.

- **Interpretation of Findings**

The results of this study provide valuable insights into the relationship between parental involvement and children's academic achievement. My analysis revealed several key findings that warrant discussion:

- **Parental Education and Academic Performance**

Consistent with previous research (Henderson & Mapp, 2002; Fan & Chen, 2001), I found a significant positive association between father's education level and children's academic performance. Specifically, higher levels of paternal education were associated with better academic outcomes for children. This finding underscores the importance of parental educational attainment in shaping children's learning environments and providing resources for academic support (Fan & Chen, 2001).

- **Parent-Child Relationship and Academic Performance**

My study identified a strong positive correlation between the quality of the parent-child relationship and children's academic performance. This finding aligns with existing literature emphasizing the critical role of supportive family dynamics in fostering children's academic

success (Desimone, 1999; Hill et al., 2004). Children who experience positive and nurturing interactions with their parents are more likely to exhibit higher levels of academic achievement, highlighting the importance of fostering strong parent-child relationships in early childhood.

- **Parent-School Relationship and Academic Performance**

A notable finding of my study was the significant impact of the parent-school relationship on children's academic performance. Poor parent-school relationships were associated with lower academic scores, underscoring the importance of effective communication and collaboration between parents and educational institutions. This finding is consistent with prior research highlighting the positive influence of parent-school partnerships on children's academic outcomes (Epstein, 2001; Hill & Taylor, 2004).

- **Comparison with Existing Literature**

My findings are consistent with and contribute to the existing literature on parental involvement and academic achievement. Studies by Epstein (2001) and Hill et al. (2004) have highlighted the positive impact of parental engagement on children's academic success, emphasizing the importance of collaborative relationships between parents, children, and schools. My study extends this research by examining specific aspects of parental involvement, such as parental education and parent-school relationships, within the context of kindergarten education in Mekelle city.

- **Contextual Interpretation and Practical Implications**

The findings, specific to Mekelle city, offer valuable insights into parental involvement in this socio-economic and educational environment. The significant positive correlation between fathers' education and children's academic performance aligns with broader educational research,

indicating that parental educational attainment often translates into better academic support and resources. The importance of nurturing parent-child relationships and effective parent-school communication underscores the need for initiatives to strengthen these areas. Practical recommendations include developing educational programs for parents, particularly focusing on fathers, and fostering activities that encourage joint parent-child participation. Enhanced communication channels between parents and schools, such as regular meetings and parent-teacher conferences, are also recommended.

- **Policy Implications and Future Research**

The findings suggest several policy implications for educational authorities and policymakers in Mekelle city. Policies that mandate and facilitate parental involvement in school activities, support educational programs aimed at improving parental education, and promote community outreach programs are crucial. However, the study's limitations, including the small sample size and reliance on quantitative data, must be acknowledged. Future research should expand the sample size, incorporate mixed-methods approaches, and conduct longitudinal studies to observe the long-term impact of parental involvement on academic performance.

In conclusion, this study underscores the vital role of parental involvement in children's academic success. It highlights the importance of parental education, strong parent-child relationships, and effective parent-school partnerships. Educators, policymakers, and parents must collaborate to create supportive learning environments. Investing in initiatives that strengthen the home-school bond can ensure every child has the opportunity to thrive academically and reach their full potential.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusions

The study investigated the role of parental involvement in children's academic achievement in selected kindergartens in Mekelle city. The key findings indicate significant associations between parental involvement factors and children's academic performance. Father's education level emerged as a strong predictor of academic success, highlighting the importance of paternal educational attainment in fostering better academic outcomes. The quality of the parent-child relationship was also identified as a critical determinant of academic performance, underscoring the need for supportive family environments. Additionally, positive parent-school relationships were found to significantly influence children's academic success, emphasizing the importance of effective communication and collaboration between parents and schools.

The findings have important implications for educators, policymakers, and parents in Mekelle city. Educators can leverage the identified factors of parental involvement to develop targeted interventions aimed at improving educational practices and outcomes. Policymakers can use the study findings to inform the development of policies that support and promote parental involvement in early childhood education. By investing in initiatives that strengthen parent-school partnerships, policymakers can create a supportive ecosystem that nurtures academic growth and development/ Parents can utilize the insights from the study to become more actively involved in their children's education, fostering positive relationships and communication with both their children. and their children's schools.

The study contributes to the existing literature on parental involvement in early childhood education, particularly within the context of Mekelle city. By uncovering the specific factors that influence children's academic achievement, the study adds valuable insights to the scholarly discourse on parental involvement. The findings provide a basis for further research and comparative studies, contributing to the ongoing dialogue on effective strategies for promoting parental involvement and improving educational outcomes for children.

It is important to acknowledge the limitations of the study, including the relatively small sample size and the reliance on quantitative data. These limitations may have impacted the generalizability and interpretation of the findings, highlighting the need for cautious interpretation. Future research should aim to address these limitations by employing larger sample sizes, incorporating qualitative data, and conducting longitudinal studies to observe the long-term impact of parental involvement on academic performance.

6.2. Recommendations

Educators, schools, and parents can take actionable steps based on the study findings to enhance parental involvement and improve children's academic outcomes.

Educational programs for parents, initiatives to strengthen the parent-child relationship, and enhanced parent-school communication strategies are recommended to promote parental involvement in kindergarten settings.

Policymakers are encouraged to develop and implement policies that support and facilitate parental involvement in early childhood education. This could include mandates for regular parent- teacher meetings, parental participation in school governance, and support for educational programs aimed at improving parental education and engagement.

Future research should aim to build upon the findings of this study by employing mixed-methods approaches, expanding sample sizes, and conducting longitudinal studies to further explore the complex relationship between parental involvement and children's academic achievement.

Additionally, research focusing on contextual factors specific to Mekelle city and other regions with similar socio-economic and educational contexts would provide valuable insights into effective strategies for promoting parental involvement and improving educational outcomes.

In conclusion, the study underscores the critical role of parental involvement in shaping children's academic success in kindergarten settings. By fostering positive parent-school partnerships and nurturing supportive family environments, stakeholders can work together to create a conducive learning environment that empowers every child to thrive academically and realize their full potentials.

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APPENDICES I

Questionnaire

I General information

1. Sex of parents

/male /female

2. relation with the student

/father mother care giver other _____

3. With whom the student lives

with his/her mother & father with his/her father with his/her mother with his/her care giver

4. how many children's are in the house who learns at KG

/one /Two Three More than Three

5. how many students are in the house from elementary and high school

/One Two /Three More than Three

6. parents/caregivers job status

☺/Father non employer governmental private

mother ☺ non employer governmental private

7. Academic status of parents'/care givers

/Father /Non educated elementary/secondary /diploma/degree

mother / Non educated elementary/secondary / diploma/degree

Instruction

please read the following

5 strongly Agree) 4 (Agree) 3 I am not Shure) 2 (Disagree) 1 Stronly Disagree

s.n o	Description	5	4	3	2	1
1	(I do have good relationship with students)					
2	I know everything about my child)			-		
3	I discussed with the school about my child educational achievement					
4	(I participate in the school activities on my own accord)					
5	the relationship with my child will help him to improve his/her academic achievement)					
6	(my monthly income does have an influence to support my children					
7	(my academic background does have an influence to my child's performance)					
8	(my moral and appreciation to my child does it own contribution on his/her achievement)					
9	(am very happy of my child's school)					
10	(I tried to support my child in some complicated issues of any subject)					
11	(I accredited my child to have a self-confidence)					
12	(majority of teachers in my child's school are talented and committed)					
13	(my child's school ranking level is too high)					
14	I received the essential information of my child from the school)					
15	(my child's school is an exemplary on inviting parents					

	to participate)					
16	my child's school is inviting parents on some issues need a decision)					
17	(My child's school discuss with parents about different topics like food preparation, improving self-confidence etc.....)					

