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Relationship between Parental Involvement and Students' Academic Achievement in Model Primary and Secondary School of Haramaya University, East Hararghe Zone, Oromia Regional State, Ethiopia

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ABSTRACT

The purpose of this study was to examine the relationship between parental involvement and students' academic achievement in Model Primary and Secondary School of Haramaya University, Oromia Regional State, Ethiopia. Correlational research design was employed to carry out the current study. Questionnaire interview and document analysis were employed to was employed to collect the data from selected respondents. The sample consists of 52 parents and 60 students purposively selected. The students were selected by their academic rank which means 50% were high achievers whereas below50% were lower achievers from the 8th, 10th and 12th grades. Parents of 30 top scoring and 30 low scoring students were selected purposively. Parental involvement was measured by using self-developed questionnaire with 10 items and eight interview guide questions were used, and students' academic achievement was measured by their recorded scores by their respective grades in the past three years four interview guide questions were employed. The first finding was that there was statistically significant positive relationship between parental involvement and students' academic achievement, ($r=0.64$, $p<0.01$). The second finding was that the portrayed students who ranked from 1st to 10th from grades 8, 10 and 12 were highly involved, supported and followed by their parents on their education. The third finding was that students who were scored below 50% and ranked last 10's from perspective grades were children whose families were less encouraged and involved. In general, parents' involvement in supporting their students to boost their academic achievement is moderate. It is recommended that more detailed studies can be conducted in the future in different areas as well as country wide.

Key words: Parental, Involvement, Relationship, Academic, Students' Achievement

INTRODUCTION

Children are the future of any nation and the progress of any nation depends upon the education that they acquire today, the same kind of education they will apply on themselves or their nation future. So, it is necessary for any nation to take special care of children by providing them excellent education (Abdul, Syeda, Madiha & Qandeel, 2015). No doubt, education is a power that influences individuals' lives. Parents' participation in the education process can increase the performance of their children. When the guardians are involved in their family education at residence place, their performance will be high in the institution (Henderson & Berla, 1994). The more parents engage with their children, the higher scores their children achieve.

Education is a giant industry which equips citizen for the future, and needs diverse stakeholders to be engaged on it. Parental involvement in schooling is one of the utmost important for the escalating students' academic achievement. Parental involvement may be defined as parental participation in the educational processes and experiences of their children (Jeynes & William, 2007). Parental involvement, according to Vandergrift and Green (1992), has two independent components: one being parents as supporters, the other component being parents as active partners. Parents' active involvement in their children's schooling can be through the mere use of a services, contribution, attendance consultation, delivery of services, and implementer of delegated power and in decision making at every stage. The involvement of parents means that parents participate in one or more school associated activities, such as parent-teacher meetings, volunteering at school, stimulating their child with homework, encouraging the child to upgrade achievement. The involvement of parents in each stage of child education is necessary and the parents leave imperishable imprints on the lives of their children (Singh, 1995).

Findings of different studies have shown that parental involvement in children's education has a significant positive correlation with academic achievement. The higher the parents' involvement in children's education, the higher the academic achievement obtained. There are two forms of parental involvement in influencing the academic achieve-

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ment, communication, and interest in the homework (Ngu, Zahyah & Muhajir, 2016). Similarly, other studies have also shown that parents' interest in homework has a positive correlation with children's academic achievement (Zahyah et al., 2002). Parental involvement includes a wide variety of actions that parents take for the benefit of their children's academic success at school (Levanda, 2011, as cited in Anathe, 2015). These include parenting style, parental expectations and aspirations, home rules and parental supervision, parents' attitudes towards children's activities, helping with homework, visiting the school to talk to teachers, and beliefs regarding their child's education (Fan & Chen, 2001; Levand, 2011; Porumbu & Necsoi, 2013; Shute, Hansen & Underwood, 2007).

LITERATURE REVIEW

Parental Involvements

Deferent scholars define parental involvement in different ways. It is defined by Grolnick and Slowiaczek (1994, p. 15) as "the dedication of resources by the parent to the child within a given domain". Similarly, Larocque, Kleiman, and Darling (2011) state that "family involvement can be generally defined as the parents' or caregivers' investment in the education of their children", to more specific ones that perceive parental involvement as "parents' behaviors in home and school setting meant to support their children's educational progress" (El Nokali, Bachman, & Votruba-Drzal, 2010). In some studies, however, researchers choose to avoid a general definition of parental involvement and instead they focus on specific types of the involvement exhibited by parents (Kohl, Lengua, & McMahon, 2000).

The term "parents' involvement" also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. Baker (2003) points out that different home environments vary in many aspects such as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' future expectation for their children, and family size among others. Parents' involvement differs from one family to another, and it affects children's academic performance differently. Where things like gifts, prizes and their favorite/desirable places provided make positive reinforcement in children and generate higher performance. Parental involvement is also seen as one component of learning institution for the children. Likewise, the term parental involvement is defined by Adelman and Taylor (2007) as parental collaboration, "Schools are located in communities, but are often "islands" with no bridges to the "mainland." Families live in neighborhoods, frequently with short association with each other or to the schools their children go to. Nevertheless, the gap among parents, community, teachers and school society affect each other, for the good or ill outcome. Referable to the mutual interest of society, all have goals to share, which relate to instruction and socialization of the young, schools, families, and communities must join forces with each other if they are to minimize problems and maximize outcomes.

Students' Academic Achievement

Academic achievement refers to the level of schooling in which students have successfully completed and their ability to attain success in their studies (Larocque et al., 2011). It is commonly measured through examinations or continuous assessments, but there is no general agreement on how it is best evaluated or which aspect involves procedural knowledge, such as skills, or declarative knowledge, such as facts. The importance of parents' participation is very obvious from the fact that it increases the knowledge and interest of child in academic activities. Moreover, MetLife (2005) states that children show better academic results when their parents are enthusiastically involved and support their learning.

Relationship between Parental Involvements and Students' Academic Achievements

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives. The finding of a recent study revealed a strong relationship between parental involvement and academic achievement of students (Ambachew, Amare, & Geleta, 2018). It is believed that the relationship between parental involvement and academic achievement is impacted by various factors. Some of the most prominent, and thus most frequently investigated factors, include ethnicity, prior achievement, and socioeconomic status (Kohl et al., 2000).

Therefore, studies that manage to control for the effect of some of these variables, although rare, are valuable and able to provide a more realistic picture of the effect of parental involvement on student achievement. For example, after controlling for child's ability, socio-economic status, and ethnicity, Zellman and Waterman's (1998) findings indicated a significant positive correlation between parental in-school involvement and students' reading scores. Additionally, after controlling for children's intelligence, Topor, Keane, Shelton, and Calkins (2010) reported that parental involvement was significantly related to academic performance and children's perception of cognitive competence. It should be noted that in this particular study parental involvement was measured by teachers' perceptions of positive attitudes parents had toward their children's education, teachers, and schools. It did not, however, take into account any wider view of parental involvement in school or at home, hence casting a shadow of doubt on validity of the results. Similar concerns were raised regarding Izzo, Weissberg, Kasprow, and Fendrich (1999) study results that indicates that parental involvement is a significant predictor of student academic achievement.

Problem arose when some of the reported significant correlations became non-significant once the previous student performance was controlled. These studies are just a few examples indicating that, as is often the case with complex phenomena, the findings related to parental in-

volvement are frequently full of inconsistencies. Literature searches by using the keywords "parental involvement" and "academic achievement" yield thousands of entries, many of them are representing scholarly research of the effects of parental involvement on academic achievement of children at various levels of education. To summarize and yield more generalizable results regarding the relationship between parental involvement and student academic achievement, numerous meta-analyses were conducted over the past two decades. Although the overall goals of these meta-analyses aligned, their findings differed, confirming the need for a systematic research review of these results.

Objectives

The general objective of the study was to examine the relationship between parental involvement and students' academic achievement in Model Primary and Secondary School of Haramaya University. More specifically, the study sought to

1. Investigate the relationship between parental involvement and students' academic achievement in Model Primary and Secondary school of Haramaya University.
2. Identify the contribution of parental involvement to students' academic achievement in Model Primary and Secondary School of Haramaya University.
3. Pinpoint the extent to which parents were involved in students' academic achievement in Model Primary and Secondary School of Haramaya University.
4. Assess the means by which parents are supporting their children in Model Primary and Secondary School of Haramaya University.

Research Questions

This study was guided to answer the following basic research questions:

1. What is the relationship between parental involvement and students' academic achievement in Model Primary and Secondary School of Haramaya University?
2. What is the contribution of parental involvement to students' academic achievement in Model Primary and Secondary School of Haramaya University?
3. To what extent are parents involved in students' academic achievement in Model Primary and Secondary School of Haramaya University?
4. What are the means by which parents are supporting their children in Model Primary and Secondary School of Haramaya University?

METHOD

Correlational research design was employed in carried out the current study since it gives an opportunity to see cause the relationship between parental involvement and students' academic achievement. As Creswell (2012, p. 338) states that "Correlational research designs provide an opportunity for you to predict scores and explain the relationship among variables. Similarly, Gay, Mills and Airasian (2012, p. 204) stated that "Correlational research involves collecting data to determine whether, and to what degree, a relationship exists..." In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of relationship between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (e.g., a student motivation and a student achievement score for each individual).

Thus, the attempt made to see the relationship between parental involvement and students' academic achievement; why students achieve different score? Is there any parental contribution to students' academic achievement in the existing differences? The Pearson's Product-Moment coefficient was used to see relationship between the two variables i.e., parental involvement and students' academic achievement.

Parents and students were purposively selected for the study. The samples used for the study consisted of 60 students taken from grade 8^{th},10^{th} and12^{th} by using purposive sampling technique. These students were selected by their academic rank which means 50% (30 students) were high achievers whereas below 50% (30 students) were lower achievers from grade 8^{th}, 10^{th} and 12^{th}. Parents of 30 top scoring and 30 low scoring students were selected purposively to examine the cause or reason for existing relationship and differences among the top and lower achiever and the role of parents on existed disparities. Finally, three consecutive years of recorded students score document were reviewed to cross-check whether collected information about students' achievement was consistent or not.

Description of the Study Area

The study area, East Hararghe, is located in the Eastern part of Oromia National Regional State, Ethiopia. Its altitude ranges from 500 to 3,400 meters above sea level. It contains, three agro-ecological zones, highlands (elevations above 2,300 m), midlands (elevations between 1,500 and 2,300 m), and lowlands (elevations below 1,500m). The low lands occupy the largest area (62.2%), followed by midlands (26.4%) and highlands (11.4%) (Tolossa and Tafesse, 2008). East Hararghe has 18 districts with a total population of 2,723,850, of which 1,383,198 are males and1, 340,652 of them are females. With an area of 17,935.40 km^2, East Hararghe has a population density of 151.87 per km^2. The majorities (90%) of the populations depend on agriculture in the rural area; 8.27% of them are urban inhabitants, and a further 1.11% is pastoralists (CSA, 2007).

Thus, this study has been conducted in one single public school which is called Model Primary and Secondary School of Haramaya University. The School is located in one of the most popular and biggest Universities in Ethiopia. It provides education for children who live inside the campus, and for children who live around the campus.

This school is also one of the best schools found around here as its name indicated "model school." It teaches children starting from early age in its daycare to kindergarten (KG). After that students can learn from 1st grade to 12th grade and they can even proceed to the university. The primary purpose of the school is to serves university community's children. As demographic data of the respondents indicated in the Table 1 that only 5% of the parents in the school were illiterate and remaining 95% were educated. Since the clients of the school are community of the university, they are relatively well-educated. The reason behind the authors selected this school to conduct this study is to examine extent of these educated parents involves on their children's schooling. In addition, to proof author William's (2005) findings which stated as highly educated parents are likely to make more sacrifices in order to establish children's educational success, they often more likely acknowledge the importance of parental support in education and they are more likely to place a priority on becoming involved themselves. Unlikely, Anthony (2014, p. 39) argued that "parental involvement does affect pupil's academic performance but it influenced by other factors such as school ownership, parental socio-economic background, school environment, parental occupation, parental education and the class size." Finally, this study aimed to compare the results of the study which was conducted in the same region with the different context of school environment and dissimilar educational level of the parents entitled with "The relationship between parent involvement and students' academic achievement motivation" in Eastern Hararghe zone senior secondary and preparatory schools, Ethiopia by Ambachew et al. (2018).

Pilot Test

Prior to the actual data collection, a pilot study was conducted. This was made to check whether the items can generate the expected information and to identify any issues that may arise from the respondents during the data collection process. Moreover, validity test was conducted to check whether the prepared tools can generate the desired information and to judge its internal consistency (relevance). This was because to identify difficult or vague questions and concepts and to make change based on the results of the tests. As Festinger et al. (2005, p. 158) stated, "to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study." To do so, 30 copies of questionnaires were hand delivered to 15 parents and 15 children by using availability sampling techniques in Bate primary and secondary school of Haramaya town. The result of the pilot test shows that the reliability computed by Cronbach alpha was 0.93. and alpha lies at acceptable range (Vanderstoep & Johnson, 2008). The content validity cheeked by face validity by same respondents; as assumption they are going to judge whether the instruments looks ok to them (Vanderstoep & Johnson, 2008). In short, the questionnaire and interview were appropriately altered to reflect the results of the pilot study.

Data Collection Tools

Data pertinent to the study were obtained from primary and secondary sources. As a means of collecting data, questionnaires, semi-structured interview and document analysis were used. The questionnaire adapted and developed by the investigators. The items are 5 point-likert-scales in nature (ranging from 1 to 5). The questionnaire was designed in a way that respondents to give their bibliographic information as well as the actual data about the research. The first part of the questionnaire consisted of six variables that focused on biographical information about respondents. The second part consists of 10 items regarding the Parental provisions of key school materials for their children. Before dispatching the questionnaire a pilot test was conducted in Bate primary and secondary school of Haramaya town and the internal consistency of the items was checked. The result of the pilot test shows that the reliability computed by Cronbach alpha was 0.93 which is an acceptable range (Vanderstoep & Johnson, 2008). Moreover, interview guide was also considered as means for securing important data. Both parents and students were interviewed by the researchers face to face. To elicit detailed information, of eight items which focused on parental involvement on their children's schooling were designed for parents while the remaining four items aimed to assess academic achievement of the students. The main purpose of interview was to obtain details of data about the relationship between parental involvement and students' academic achievement. This procedure helped the researchers to triangulate and strengthen the information obtained through the questionnaire. Finally, 30 top achievers and 30 low achievers students' from three consecutive years of recorded score document were reviewed to triangulate data collected by over mentioned tools.

RESULTS AND DISCUSSIONS

This section consists of two parts. The first portion of this part discusses the demographic characteristics (age, sex, educational qualification and grade) of study participants. The second part of this section presents analysis and interpretation of the collected both quantitative and qualitative data for main text. To address basic research questions, the researchers employed correlational research design and mixed research method. Thus, extensive data were collected and used to confirm findings from different data sources through triangulated data sets of the purpose to see collected data in depth and breadth and consequently to validate the generalizability of the study. Questionnaires were distributed to 58 parents and 60 students with the total sampled 118 respondents. Of the total number of questionnaire distributed to the groups 112(94.9%) were appropriately filled and returned.

Both descriptive and inferential statistics procedure were employed to analyze the data collected, and SPSS version 20 computer software were adopted. To analyze quantitative

data, following statistical tools such as percentage, frequencies, mean, standard deviation, and the Pearson's Product-Moment Coefficient (r) were used to guide the analysis and interpretations of the findings. Data collected from documents analysis from the school were analyzed to cross-check information from various sources and to obtain date that may not be revealed in questionnaires items and interview.

In Table 1 variable one, the distribution of parents' age indicated as ten parents (19.2%) between 20-30 years; 26 parents (50%) between 31- 40 years; 16 parents (30.8 %) above 41 years; This implies that majority of the respondents put down the age range between 31-40 years. In short, parents of students in model school neither too older nor too youth. Variable two depicts that, of the 52 participating parents, 24 (46.1%) and 28(53.9%) were female and male, respectively. Therefore, majority of communicated parent as sample of respondents were males. Regarding educational qualifications of the total respondents, 6(11.5 %) were PhD holders. In addition, 11(21.1%), 8 (15.4%) and 10 (19.2%were qualified for their MA/MSc degree, first degree and diploma respectively. Again, while 7.5% and 12.5 % were certificate and bellow grade 8 respectively. Finally, only 5(9.6%) were illiterate or unable to write and read.

In the same Table, the distribution of children's age indicated that only three children (5%) were age between 11-14. In addtion, 46 children (76.7%) were between age 15-18 years and remaining 11(18.3%) of the children aged 19-22. This implies that majority of the selected participates put down the age range between 15-18 years. In category two, variable two depicts that, of the 60 participating children, 32 (53.3%) and 28(46.7%) were female and male, respectively. Therefore, majority of sampled children were females. Regarding grade level of children, 20 students (10 top and 10 low achievers) from each grade level i.e. the 8^{th}, 10^{th} and 12^{th} grades.

Table 2 indicated descriptive data (Mean and Standard Deviations) 10 items of questions with 5 point-likert-scales in nature (ranging from 1 to 5) disseminated for both parents and their children aimed to assess the extent in which parental involvement on provisions of key school materials for their children. In computing of the results, high mean score showed the more parental involvement on provision of key school materials while low mean score implies frequently less parental involvement provision of key school materials for their children's perception.

As it was indicated in Table 2 item #1, the computed mean (3.94) of the parents and (4.0) of children were showed

Table 1. General characteristics of respondents

N_o	Categories	N_o	Variables	Items	Frequency	Percentage
1	Parents	1.	Age of parents	21-30 Years	10	19.2
				31-40 Years	26	50
				41-50 Years	16	30.8
				Total	52	100.0
		2.	Sex of parents	Female	24	46.1
				Male	28	53.9
				Total	52	100.00
		3.	Educational qualification of parents	Illiterate	5	9.6
				Bellow grade 8	7	13.6
				Certificate (10+1 or 12+1	5	9.6
				Diploma	10	19.2
				Degree	8	15.4
				Master	11	21.1
				PhD	6	11.5
				Total	52	100.00
2.	Children	1.	Age of children	11-14 Years	3	5
				15-18 Years	46	76.7
				19-22 Years	11	18.3
				Total	60	100.0
		2.	Sex of children	Female	32	53.3
				Male	28	46.7
				Total	60	100.00
		3.	Grade	8^{th}	20	33.3
				10^{th}	20	33.3
				12^{th}	20	33.4
				Total	60	100.0
Total Respondents					112	100.00

Table 2. Descriptive Statistics on the level of Parental involvement on the provisions of key school materials for their children

N_o	Items	Respondents	Mean	SD
1	Parents provides all necessary school materials	Parents	3.94	0.91
		Children	4.00	0.96
		Both	3.97	0.93
2	Parents regularly checked school assignments	Parents	2.38	0.75
		Children	2.27	0.67
		Both	2.32	0.71
3	Parents Provided time for studying at home	Parents	3.46	0.70
		Children	3.40	0.68
		Both	3.43	0.69
4	Parents discuss about his/her school teachers.	Parents	3.60	0.99
		Children	3.84	0.97
		Both	3.72	0.98
5	Parents check his/her school attending progress	Parents	2.56	0.92
		Children	2.76	0.94
		Both	2.66	0.93
6	Parents prepare food after and before schooling	Parents	3.70	0.70
		Children	3.75	0.75
		Both	3.73	0.72
7	Parents provides money for transport if it necessary	Parents	3.26	1.30
		Children	3.69	1.15
		Both	3.48	1.42
8	Parents give him/her letter to school	Parents	3.44	0.73
		Children	3.55	0.76
		Both	3.49	0.74
9	Parents facilitate conducive home environment to studying	Parents	2.62	1.22
		Children	2.82	1.21
		Both	2.72	1.21
10	Parents provide rewards to motivates and encourages my students	Parents	2.30	0.81
		Children	2.22	0.85
		Both	2.26	0.83

Interpretation of five rating scales as follows: mean score 1.00-1.50=Never, 1.50-2.50=Rarely, 2.50-3.50=sometimes, 3.50-4.50=Usually and 4.50-5.00=always (Bluma, 2012).

that parents were usually provided all necessary school materials for their children. Moreover, the computed standard deviation were (.91) and (.96) respectively which indicated that there was almost no variability among them in providing all necessary school materials to their children. The average computed mean (3.97) of the participants showed that parents were usually provided all necessary school materials for their children. Moreover, the computed standard deviation of the participants was (.93) indicated that there was almost no variability of respondents in providing all necessary school materials to their children. As it was shown in Table 2 item #2, the computed mean of the parents (2.38) and (2.27) of the children which indicated that parents hardly checked their children note books, assignment and homework. Likewise, the computed standard deviation were (.75) and (.67) which indicated that there was no difference among them by checking their children note books, assignment and homework. The computed mean of the both parents and children were (2.32) indicated that parents hardly checked their children's notebooks, assignment and homework. Likewise, average the computed standard deviations of the respondents were (.71) which indicated that there was no difference among them by checking their children's notebooks, assignments and homework.

As it can be seen from Table 2 item #3, the computed mean (3.46) and (3.40) of the parents and children respectively, and it indicated parents sometimes provided time for studying at home for their children. Also, the computed standard deviation (.70) and (.68) of the parents and children correspondingly showed that there was almost no variability among them in providing time for studying at home to their children. The computed mean of the respondents were (3.43) which it indicated parents sometimes provided time for studying at home for their children. Also, the average computed standard deviation (.69) of the participants showed that there was almost no variability among groups in providing time for studying at home to their children.

As it has been indicated in Table 2 item #4, the computed mean of parents (3.60) and children (3.84) showed that parents usually talking about their children's school teachers. Also, the computed standard deviation (.99) and (.97) parents and children respectively and it indicated that there was no variability among the groups talking about their children's school teachers. The average computed mean of participants were (3.72) which showed that parents usually talking about their children's school teachers. Also, the computed standard deviation (.98) indicated that there was no variability among the groups talking about their children's school teachers.

As it can be seen from Table 2 item #5, the computed mean (2.56) and (2.76) parents and children respectively that indicated that sometimes parents checked their children's school attendance progress. Besides, the computed standard deviation (.92) and (.94) parents and children correspondingly indicated that there was no variability among them by checking their children's school attendance progress. The computed mean of the groups were (2.66) that indicated that sometimes parents checked their children's school attendance progress. Besides, the computed standard deviation was (.93) indicated that there was no variability among them by checking their children's school attendance progress.

As it was indicated in Table 2 item #6, the computed mean (3.70) and (3.75) parents and children correspondingly and it showed that parents usually prepare food after and before schooling for their children. Moreover, the computed standard deviation (.70) and (.75) of the parents and children that directed that there was no variability among them in preparing food after and before schooling to their children. The computed mean of the participants were (3.73); showed that parents usually prepare food after and before schooling for their children. Moreover, the computed standard deviation

was (.72) showed that there was no variability among them in preparing food after and before schooling to their children.

As it has been indicated in Table 2 item #7, the computed mean (3.26) and (3.69) parents and children that depicted that parents were usually provide money for transport if it necessary for their children. Likewise, the computed standard deviation (1.30) and (1.15) parents and children respectively which displayed that there was almost no variability among them by providing money for transport as if necessary. The computed mean was (3.48) which depicted that parents were usually provide money for transport if it necessary for their children. Likewise, the computed standard deviation was (1.42) which displayed that there was almost no variability among them by providing money for transport as if necessary.

As it was depicted in Table 2 item #8, the computed mean (3.44) parents and (3.55) children, and it displayed that parents were sometimes gave letter to school for their children. Similarly, the computed standard deviation (0.73) and (0.76) parents and children respectively indicated that there was almost no variability among them by giving letter to school for their children. The computed mean of respondents were (3.49) it showed that parents were sometimes gave letter to school for their children. Similarly, the computed standard deviation was (0.74) which indicated that there was almost no variability among them by giving letter to school for their children.

As it can be seen from Table 2 item #9, the computed mean (2.62) and (2.82) parents and children respectably and it indicated parents were usually provided all necessary school key materials for their children. Also, the computed standard deviation (1.22) and (1.21) parents and children correspondingly indicated that there was no difference among them by providing all school materials to their children. The computed mean of the participants were (2.72) and it indicated parents were usually provided all necessary school key materials for their children. Also, the computed standard deviation was (1.21) which it indicated that there was no difference among them by providing all school materials to their children.

The last but not the least, item #10, as it was indicated in Table 2, the computed mean (2.30) and (2.22) parents and children respectively and it showed that parents were sometimes provided rewards to motivate and encourage their children. Moreover, the computed standard deviation (.81) and (.85) parents and students correspondingly and it indicated that there was almost no variability among them in providing rewards to motivate and encourage them. The computed mean of both groups were (2.26) and it showed that parents were sometimes provided rewards to motivate and encourage their children. Moreover, the computed standard deviation of the respondents were (.83) and it showed that there was almost no variability among them in providing rewards to motivate and encourage them.

However, parents were rarely supporting their children in checking their school note books, assignment and homework, and hardly providing rewards to motivate and encourage them. Likewise, parents were occasionally helping their children in providing time for studying at home, checking their school attending progress, giving them letter to school and facilitating conducive home environment for studying.

In this study, t-test was conducted to confirm the mean score mean of the total score of parents with total score of the children and whether there was statistically significance difference between the responses of two groups at 95% confidence interval. As shown in Table 3, as indicated the result of Levene's test for equality of variances, the P-value was greater than alpha ($p>.05$), so equal variance assumed line was considered to make analysis of independent sample groups.

As it was depicted in Table 3, comparing mean of the total score of parents with total score of the children, 3.14 and 3.24 respectively, meaning that parental involvement on provisions of key school materials for their children was average accordingly both group reaction. In addition, as shown in the Table 3, *p*- Value in equal variances assumed line was $p=0.000$, $p<0.05$, therefore, there was statistically significant difference in mean scores of parents and children. Therefore, both parents and children had insignificant difference on perception regarding parental provisions of key school materials for their children.

The first section of Table 4 depicts that grade 8th top and low score of selected students in 2017/2018 academic year. The result indicated that 90.1% was the highest recorded score from 62 students' grade eight students who took eleven subjects in academic year. The second and third highest scores were 89% and 84% respectively. On the other hand, among the ten lower achievers in the same grade and academic year, 44.3%, 44.5%, 44.6% were the last three lowest recorded marks. Students' score mark in grade eight indicates that the difference between high achiever 90.1% and low achiever 44.3% were 45.8%. Moreover, the past two years (grade 7th and 6th) of the recorded score of both top and low achievers, support the grade 8th the above listed scores of 2017/2018 academic year. Therefore, almost all students' recorded score in three consecutive years from grade 8th, 7th and 6th were consistence. Interviewee "X" from parents replied as "parent who express their high esteem for education and to support their children in academic areas do initiate a positive perspective in their children which has been associated with acquired traits from home''. This is directly associated with their parents level of involvement.

At the same academic year of grade 10th 86.7% mark was the highest recorded score from 40 students in eleven subjects. The second and the third recorded score were 85.9% and 83.4% respectively. On the other hand, among ten lower achievers 54.1%, 56.9% and 57.3% were three low recorded score. Likewise, the past two years (grade 9th and 8th) of the recorded score of both top and low achievers, support the grade 10th the over mentioned scores of 2017/2018 academic

Table 3. Comparison between the parents and children's total scores on parental provisions

Participants	N	*M*	*SD*	*t*	*df*	*p*
Parents	52	3.14	0.374	60.586	110	0.000
Children	60	3.23	0.346	72.164		

The mean difference is significant at the 0.05 level (2-tailed)
Sig=Level of Significance, t=t-value, df=Degree of freedom, Sig (2-tailed) = two tailed of significance and MD=Mean difference

Table 4: Distribution of three years highest and lowest students' classroom scores (Grade 8th, 10th and 12th of academic year 2017/2018)

Recorded Score of Grade 8th students' in 2017/18							
Student's name by Code	low scored students for Three Consecutive Years			Student's name by Code	High scored students for Three Consecutive Years		
	Grade 8th in 2018/7	Grade 7th in 2017/6	Grade 6th in 2016/5		Grade 8th in 2018/7	Grade 7th in 2017/6	Grade 6th in 2016/5
#1	48.1	76.5	74.6	#1	90.1	88.1	88.5
#2	47.4	75.9	74.4	#2	89	83.1	85.4
#3	46.6	73.9	72.4	#3	84	82.7	83.7
#4	46.3	71.9	70.9	#4	83	82.3	83.2
#5	46.1	71.6	70.2	#5	82	82.2	83.1
#6	45.7	65.2	66.7	#6	74	81.8	82.7
#7	45.5	59.7	66.6	#7	72.3	81.4	81.4
#8	44.6	57.3	62	#8	72	80.8	79.3
#9	55.5	52.2	60.1	#9	71	79.3	79
#10	44.3	50.7	59.4	#10	79.7	77.9	78.2
Total # of students = 10	#of students = 62 Subject = 11	#of students = 68 Subject = 10	#of students = 73 Subject = 10	Total # of students = 10	#of students = 62 Subject = 11	#of students = 68 Subject = 10	#of students = 73 Subject = 10
Recorded Score of Grade 10th students' in 2017/18							
Student's name by Code	low scored students for Three Consecutive Years			Student's name by Code	High scored students for Three Consecutive Years		
	Grade 10th in 2018/7	Grade 9th in 2017/6	Grade 8th in 2016/5		Grade 10th in 2018/7	Grade 9th in 2017/6	Grade 8th in 2016/5
#1	65.9	63.8	63.8	#1	86.7	85.9	83.4
#2	63.1	61.7	61.7	#2	83.1	82	79.6
#3	58.4	57.3	56.9	#3	78.7	76.8	75.6
#4	54.1	76.8	76.6	#4	73.9	94.9	84.5
#5	74.8	73.9	72.8	#5	84.4	83	82.1
#6	72.4	71.1	70.1	#6	80.4	79.4	79.1
#7	67.5	63.3	65.9	#7	78.8	77.5	86.7
#8	63.8	63.7	63.1	#8	85.9	83.4	83.1
#9	61.7	61.4	58.4	#9	82	79.6	78.7
#10	57.3	56.9	54.1	#10	76.8	75.6	73.9
Total # of students = 10	#of students = 40 Subject = 10	#of students = 52 Subject = 10	#of students = 59 Subject = 10	Total # of students = 10	#of students = 40 Subject = 10	#of students = 52 Subject = 10	#of students = 59 Subject = 10

(*Contd...*)

Table 4: (*Continued*)

Recorded Score of Grade 12th students' in 2017/18							
Student's name by Code	**low scored students for Three Consecutive Years**			**Student's name by Code**	**High scored students for Three Consecutive Years**		
	Grade 12th in 2018/7	**Grade 11th in 2017/6**	**Grade 10th in 2016/5**		**Grade 12th in 2018/7**	**Grade 11th in 2017/6**	**Grade 10th in 2016/5**
#1	65.9	65.9	57.8	#1	81.4	79.4	77.9
#2	56.6	55.6	54.9	#2	76.4	72.1	70.9
#3	54.6	53.8	52.3	#3	64.9	64.3	62.4
#4	51	83.4	79.2	#4	62.1	97.6	94
#5	76.4	76.4	74.4	#5	91.8	91.4	83.9
#6	73.8	73.3	71.2	#6	82.6	82.5	80.2
#7	69.2	67.7	74	#7	79.5	75.3	99.8
#8	69.1	69	68.9	#8	99	97.8	97.5
#9	68.7	68.7	62.3	#9	96.1	96.1	95.9
#10	62.2	61.3	53.8	#10	93.7	91.5	91.4
Total # of students = 10	#of students = 39 Subject = 10	#of students = 44 Subject = 10	#of students = 56 Subject = 10	Total # of students = 10	#of students = 39 Subject = 10	#of students = 44 Subject = 10	#of students = 56 Subject = 10

year. Therefore, almost all students' recorded score in three sequent years from grade 10th, 9th and 8th were consistence. This is also directly associated with their parents' level of involvement.

The last section of the same Table indicated that, grade 12th top and low achievers of selected students in 2017/2018 academic year. Result indicated that 81.4% was the highest recorded score from 39 students grade twelve whom took ten subjects in the academic year. The second and third highest scores were 79.4% and 77.9% respectively. On the other hand, among the ten lower achievers in the same grade and academic year, 51%, 52.3%, 53.8% were the last three lowest recorded marks. The results score mark indicates that the difference between high achiever 81.4% and low achiever 51% was 30.4%. Moreover, the past two years (grade 11th and 12th) of the recorded score of both top and low achievers, support the grade 12th the above mentioned scores of 2017/2018 academic year. Therefore, almost all students' recorded score in three consecutive years from grade 12th, 11th and 10th were consistence.

This is directly associated with their parents level of involvement. In short, above finding clearly indicated students who seriously followed and supported by their parents score best grade whereas those who score worst mark students who were less attention given by their parents except very few exceptional students in both extreme. However, Topor et al. (2010) argued that parental involvement was significantly related to academic performance and children's perception of cognitive competence. Likewise, Izzo et al. (1999) stated that parental involvement was a significant predictor of student academic achievement. Most of the children reflected on interview as the parents who involve themselves in their children's school work have them encouraged and this positively influence academic performance of students. Most of the interviewed parents' replied as the activities that parents need to spare their children in home related activities that encourage children's academic performance. These activities include: parents working with children on their homework, Parents talking to children about school - related topics and parents sparing time to take their children on field trips.

However, this does not mean that all students who scored excellent as result of their parental involvement whiles all students who scored low grade because of less participation of their parents. Moreover, the study revealed that parents check their children's notebooks, assignments and home works, check their school attendances, facilitate conducive home environment to study and motivating, rewarding, encouraging their children most of the time rarely. Most of the students reacted on interview as the parent's involvement helps the children to improve their behavior. Children know how to deal with their school fellows and teachers in school. Parents also give advice and awareness to study hard for the child's future. Parents encourage children to do their revision. Parents encourage children to make a lot of exercises for each subject. Parents thought it was important for children to go forward in in the homework.

From the Table 5, it was shown that the computed Karl Pearson's coefficient of correlation r (112)= 0.64) of the respondents was indicated that there was statistically a positive relationship between parental involvement and students' academic achievement, r (112) = 0.64, $p < 0.01$, two tailed. This shows that the correlation between the two identified variables were moderate according to (Mukaka, 2012). Mukaka further stated that correlation coefficient between 0.9-1.00 is very high, 0.7-0.9 is high, 0.5-0.7 is moderate, 0.3-0.5 is low and less than 0.3 is negligible. Thus, it is possible to conclude that the parental involvement and students' academic achievement is moderately significant. This means that when the level of parental involvement increases, the degree of academic achievement of the students also increases and a vice-versa is true. Likewise, the finding is supported by Ambachew et al. (2018) as stated that contribution of parental involvement on academic achievement of students is high and there is a strong positive relationship between the parental involvement and academic achievement of students. Parents more involves on students' schooling by facilitating favorable learning atmosphere, creating conducive home environment and providing key school materials and students perform more.

Regarding contribution of parental involvement to students' academic achievement, Interview results clearly indicated by parents that so child needs a lot of care regarding his or her studies from their parents. The children through the interview highlighted communication as a major challenge they are facing. Anthony (2014) indicated that if parents do not communicate well with their children, teachers and school environment, investing on their children's education is non-sense and worthless. Through the interview, the children revealed that they felt more motivated in their school work when their parents take initiative in their school work.

In addition, the extent in which parents are involving on students' education affairs by supporting them to enhance their academic achievement in model school is moderate. However, parents were supporting their students while schooling on very important issues such as regularly checked school students' note books, assignment and homework, check their children's school attendance progress, facilitate conducive home environment to studying and motivating, rewarding, encouraging their children most of the time occasionally. Some of interviewed students' reacted that parents do not check the children's homework and sometimes report cards. Through the interview, students were for the opinion that the parents need to help their children with their homework. This encourages them to perform better.

Moreover, parents were rarely supporting their students by regularly checking their children's notebooks, assignments and homework, and providing rewards to motivate and encourage them. On other hand, sometimes parents were helping their children in providing time for studying at home, checking their school attending progress, giving them letter to school, facilitating conducive home environment for studying and providing rewards to motivates and encouraging them. According to Ambachew et al. (2018), parental involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. In all three cases, it is generally assumed that parents invest time with their children, school personnel, or other parents with the expectation that their involvement will yield a tangible return aimed to improve role performance (i.e. better attendance, increased homework done, reduced delinquency, etc.), increased achievement, or strengthened relationships with school personnel. Lastly, parents were usually providing money or facilitating means of transport if it is necessary; preparing food after and before schooling, talking about their children's school teachers and providing all necessary school materials. Through the interview, majority of the children complained that the parents do not attend the school meeting and are not involved in checking their school progress. The parents do not take initiative in the children's school work.

Table 5. Relationship between parental Involvement and Students' Academic Achievement (n=112, $p<0.01$)

No	Variables		PI	SAA
1	Parental Involvement(PI)	r	1	0.64
		p		0.82
		N	52	60
2	Students' Academic Achievement(SAA)	r	0.64	1
		p	0.82	
		N	52	60

**. Correlation is significant at the 0.01 level (2-tailed)

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions and recommendation were made. Firstly, it is the possible to conclude that there is positive relationship between parental involvement and students' academic achievement. Thus, it is recommended that parents devote their time, resource and their effort on their children's schooling to enhance their academic achievement, and they seriously follow and support their children for better academic standing. Secondly, the level of parental involvement on supporting their children on their education was moderate. Therefore, it is suggested that school management and leadership should create awareness and give short term training for school parents to improve and enhance parental participation on their children's schooling. Thirdly, parents rarely supported their children by checking their school note books, assignment and homework, and providing them rewards to motivate and encourage them. As a result, it is recommended that parents should give attention to their children's school note books, assignment, homework, and provide them rewards to motivate and encourage them. Lastly, parents were usually providing money or facilitating means of transport if necessary; preparing food after and before schooling, talking about his/her school teachers and they were providing them with all necessary school materials. But, it is suggested that parents spend more time with their children especially in communicating with them about school activities, expectations of academic achievement, the importance of achieving good results and asking and giving them encouragement about the importance

of homework. Majority of interviewed students recommended parents spend more time with their children and discuss on school activities, expectations of academic achievement, and the importance of achieving good results and always ask and give encouragement to the children about the importance of homework. However, the findings of this study cannot be generalized as it was conducted in one model primary and general secondary of the Eastern part of Ethiopia. Furthermore, it is recommended that detailed study can be conducted in the future. Generally, parental involvement in supporting their children in education should be continued until them successfully in their future.

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