

Unlocking Excellence: The Impact of Parental Involvement on Quality Education in Addis Ababa's Private Schools

Easaw Alemayehu Aseefa

Addis Ababa University

Abstract

Purpose: *This study aims to investigate the impact of parental engagement on the quality of education in private schools, emphasizing how various involvement dimensions contribute to educational outcomes.*

Design/methodology/approach: *Utilizing Epstein's Framework of Six Types of Involvement—Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community—data were collected from 300 quantitative respondents and 30 qualitative respondents, including parents, teachers, and students in private schools in Addis Ababa.*

Findings: *The results reveal a strong correlation between higher parental involvement and improved academic performance (mean = 4.22) as well as increased student motivation (mean = 4.65). However, barriers such as time constraints and a lack of awareness regarding school activities were also identified (mean = 3.76). The study further emphasizes the significance of communication and collaboration between parents and schools, which positively influences school climate (mean = 4.43) and enhances student behavior (mean = 3.98).*

Research limitations/implications: *While the study provides important insights, it acknowledges limitations related to the sample size and the specific context of private schools in Addis Ababa. Future research should explore the long-term effects of parental engagement and strategies to effectively engage diverse parent populations.*

Originality/value: *This study contributes to the understanding of parental engagement in private schools by applying Epstein's Framework, offering unique insights into how different dimensions of involvement affect educational outcomes. It highlights the critical role of communication and collaboration in enhancing school climate and student motivation, providing a foundation for future research on effective parental engagement strategies.*

Keywords: Addis Ababa, Parental Involvement, Private Schools, Student Outcomes, Quality Education

I. Introduction

Ethiopia has undergone significant changes in its education system over the past few decades (Tareke, et al., 2024), aiming to improve access and quality for its diverse population (Devonald, et al., 2021). Since the late 20th century, the government has prioritized education as a key driver for economic development and social progress (Gershberg, et al., 2023). Initiatives have led to increased enrollment rates, particularly in primary education, which has seen substantial growth due to government policies and international support (Assefa, et al., 2024).

Despite these advances, challenges remain. The quality of education varies widely between urban and rural areas, with rural schools often facing shortages of qualified teachers, teaching materials, and infrastructure (Belay, 2020). Overcrowded classrooms are common, and many schools struggle to provide a conducive learning environment (Legede, et al., 2024). The shift toward a more holistic education approach has been met with hurdles, including inadequate teacher training and the need for updated curricula that reflect modern educational standards (Halkiyo, 2023).

In this context, parental involvement emerges as a critical factor in enhancing the quality of education (Paun, 2024). Engaged parents play a vital role in their children's academic success and overall development (Eden, et al., 2024). When parents participate in their children's education whether through helping with homework, attending school meetings, or volunteering in school activities they reinforce the importance of learning and establish a supportive home environment (Hameed, 2023).

Research consistently demonstrates that students whose parents are involved in their education perform better academically (Bouchouna, 2024). This involvement not only boosts grades but also contributes to higher levels of motivation and engagement (Alfred et al., 2023). Children are more likely to attend school regularly and exhibit positive behaviors when they perceive that their parents value education (Yang, et al., 2022).

Moreover, parental involvement fosters better communication between families and schools (Nzuruba, 2024). When parents and teachers collaborate, they can share insights about the child's progress, address challenges, and work together to create strategies for improvement (Knowles, 2024). This partnership is particularly crucial in private schools in Addis Ababa, where families may have varying levels of resources and educational backgrounds (Lemessa, et al., 2023). By actively engaging with the school community, parents can help ensure that their children receive the support they need to thrive (Charania, 2021).

Despite the growth of private schools in Addis Ababa, Ethiopia, many faces significant challenges that undermine the quality of education provided (Haile, 2020). While these schools are often viewed as offering superior educational opportunities compared to public institutions, this perception does not universally hold true (Kurabachew, 2019). A major issue is the disparity in educational standards among private schools (Alcott, & Rose, 2019). Some institutions prioritize academic excellence, employ well-trained teachers, and utilize modern curricula, while others may hire less qualified staff and rely on outdated teaching methods (Denbi, 2019). This inconsistency makes it difficult for parents to determine the true value of their investment in private education (Getachew, 2019).

Limited parental involvement further complicates the situation. Although active engagement from parents is known to enhance educational outcomes, many private schools struggle to foster effective communication and collaboration with families (Begna, & Amare, 2023). Factors such as busy work schedules, lack of awareness regarding the importance of parental engagement, and insufficient outreach by schools contribute to this disconnect (Allen, 2024). When parents are not actively involved, they miss opportunities to support their children's learning, which can hinder academic growth (Miaohui, & Farhana, 2024).

Resource allocation is another critical challenge. Many private schools depend on tuition fees and donations, leading to disparities in resources (Sakamoto, 2022). Institutions with higher enrollment often have better facilities and educational materials, while others may struggle to provide even basic resources (Tamrat, 2021). This inconsistency in resource availability can adversely affect the learning environment and overall student experience (Bentsi-Enchill, 2024).

Additionally, the quality of teaching is often impacted by the recruitment and retention of qualified educators (Nketsia, et al., 2022). Some private schools attract skilled teachers, but many face difficulties in this area, often due to inadequate training and support for professional development (Alemayehu, 2021). Teachers who lack the necessary training may not employ effective teaching strategies or cater to diverse learning needs, which directly impacts student learning outcomes (Rowan, et al., 2021).

Finally, socioeconomic barriers can influence educational quality even within private schools (Wilbers, 2014). Families with limited financial resources may struggle to afford additional support, such as tutoring or extracurricular activities that enhance learning (Hroncich, & Buckland, 2024). Students from disadvantaged backgrounds may also face challenges related to health, nutrition, and home support, which can negatively impact their academic performance (Nazari, 2024).

Despite the growing body of research on parental involvement and educational quality, significant gaps remain, particularly in the context of private schools in Addis Ababa, Ethiopia. Existing studies often focus on public education systems or lack a nuanced understanding of how cultural, socioeconomic, and institutional factors specifically affect parental engagement in private settings. Additionally, there is limited empirical evidence examining the direct impact of varying levels of parental involvement on student outcomes in these schools. This gap highlights the need for targeted research that explores the unique dynamics of parental involvement in enhancing educational quality within Ethiopia's private school landscape.

Objectives of the Study

This study aims to evaluate how parental involvement affects the overall quality of education in private schools. It investigates various dimensions of parental engagement, including communication, support at home, and participation in school activities. By analyzing these factors, the research seeks to understand their influence on student academic performance and motivation. Ultimately, the findings aim to highlight the critical role that engaged parents play in enhancing educational outcomes.

Research Questions

- 1. What forms of parental involvement are most prevalent?*
- 2. How does parental involvement affect student performance and school climate?*

Significance of the Study

This study holds significant implications for various stakeholders in the education sector, particularly educators, policymakers, and parents. For educators, understanding the role of parental involvement can help them develop strategies to foster stronger home-school partnerships. By

recognizing the positive impact of engaged parents, teachers can encourage greater participation in school activities, effectively bridging the gap between home and school environments.

For policymakers, the findings can inform the development of targeted initiatives aimed at promoting parental engagement in private schools. By creating policies that encourage collaboration between parents and schools, policymakers can enhance educational quality and ensure that resources are allocated effectively to support this involvement. Additionally, insights from the study can guide the formulation of training programs for educators that emphasize the importance of engaging families in the educational process.

Parents will also benefit from the outcomes of this research. By understanding the significance of their involvement, they can be empowered to take an active role in their children's education, fostering a supportive learning environment at home. The study may provide practical strategies for parents to enhance their engagement, ultimately leading to improved academic outcomes for their children.

Theoretical Framework of the Study

Epstein's Framework of Six Types of Involvement

Understanding parental involvement in education is essential for improving student outcomes, and several theoretical models provide a framework for analyzing this concept (Liu, et al., 2024). One of the most influential models is Epstein's Framework of Six Types of Involvement (Epstein, et al., 2005). This model categorizes parental involvement into six distinct areas, each contributing to a comprehensive approach to engaging families in the educational process (Chen, et al., 2023).

Epstein's Framework of Six Types of Parental Involvement provides a comprehensive lens through which to examine the relationship between parental engagement and the quality of education in private schools in Addis Ababa (Harris, 2023). Each type of involvement can significantly impact educational outcomes, making it particularly relevant to the focus of this study (Chen, et al., 2023).

Parenting: In the context of private schools in Addis Ababa, creating supportive home environments is crucial. Parents who are equipped with resources and guidance on fostering academic success at home can significantly enhance their children's educational experiences. This involvement lays the foundation for students to thrive academically (Epstein, et al., 2005).

Communicating: Effective communication between schools and families is essential for ensuring that parents are informed about their children's progress and school activities. In private schools (Chen, et al., 2023), where educational quality can vary, open lines of communication can help parents understand how to best support their children, thereby enhancing overall educational quality (Harris, 2023).

Volunteering: Encouraging parents to engage in school activities not only fosters a sense of community but also enhances the school environment (Epstein, et al., 2005). In private schools, where parental engagement can influence school culture, active volunteerism can lead to improved student morale and a more enriched educational experience (Harris, 2023).

Learning at Home: This type emphasizes the critical role parents play in supporting learning outside the classroom (Epstein, et al., 2005). Providing parents with strategies to assist with homework and educational activities can enhance students' academic performance, particularly in private schools where there may be a focus on rigorous curricula (Epstein, et al., 2005).

Decision Making: Involving parents in the decision-making processes of private schools empowers them and ensures their voices are heard (Epstein, et al., 2005). This engagement can lead to policies and practices that align with the needs of families, fostering a collaborative approach to education that enhances quality (Harris, 2023).

Collaborating with the Community: Connecting families with community resources can significantly benefit students' educational experiences (Harris, 2023). In Addis Ababa, partnerships between private schools and local organizations can provide families with additional support, enriching the educational environment and addressing various student needs (Epstein, et al., 2005).

By applying Epstein's Framework to the specific context of private schools in Addis Ababa, this study will illustrate how these six types of parental involvement can collectively enhance the quality of education. Understanding this relationship will help identify effective strategies for increasing parental engagement, ultimately contributing to better educational outcomes for students.

III. Methodology

Research Design

This study utilized a mixed-method approach, combining quantitative and qualitative research methods to thoroughly explore the relationship between parental involvement and the quality of education in private schools in Addis Ababa, Ethiopia. This comprehensive approach enabled a deeper understanding of the complexities surrounding parental engagement.

Quantitative Component: The quantitative aspect involved surveys distributed to parents, teachers, and school administrators across various private schools. These surveys collected data on the frequency and types of parental involvement, as well as measurable student outcomes such as academic performance, attendance rates, and behavioral indicators.

Qualitative Component: The qualitative component consisted solely of in-depth interviews with parents, teachers, and school leaders. These interviews aimed to gather rich, detailed narratives about personal experiences and perspectives regarding parental involvement. This qualitative data helped uncover the barriers and facilitators that influenced engagement, providing context to the quantitative findings and revealing the underlying factors shaping parental involvement in education.

Integration of Data: By integrating both quantitative and qualitative data, the study enhanced the validity and reliability of its findings. Analyzing the survey results alongside the in-depth interview insights allowed for a more comprehensive understanding of how parental involvement affected educational quality in private schools. This mixed-method approach enabled researchers to draw robust conclusions and offer actionable recommendations for enhancing parental engagement.

In summary, the mixed-method design provided a holistic view of the relationship between parental involvement and educational quality, contributing valuable insights that informed practices and policies in the context of private schooling in Addis Ababa.

Population and Sample

The population for this study comprised parents, teachers, and students from selected private schools in Addis Ababa, Ethiopia. Each participant group provided unique insights into the dynamics of parental involvement and its impact on educational quality.

Description of Participants

- *Parents*: The study included a sample of 100 parents with children enrolled in private schools, representing a diverse range of socioeconomic backgrounds, educational levels, and experiences with parental engagement. This diversity aimed to capture various perspectives on how parental involvement affects their children's education.

- *Teachers*: A total of 100 teachers from different grade levels and subject areas within the selected private schools participated in the study. These educators shared valuable insights about their interactions with parents, the impact of parental involvement on student performance, and the challenges they face in fostering engagement.

- *Students*: The study also included 100 students from the participating schools, primarily from upper primary and secondary grades. This group provided their perspectives on how parental involvement influences their academic experiences and outcomes.

Sampling Methods

The study employed a random sampling method to select participants for the quantitative component. For parents, a random selection process was used to ensure that the sample of 100 parents was representative of the total population of parents in the involved schools, minimizing bias and enhancing the generalizability of the findings.

A similar random sampling approach was utilized for the selection of 100 teachers, ensuring that educators from various grades and subjects were included to provide a comprehensive understanding of their perspectives on parental involvement.

Students were selected using a stratified random sampling technique, ensuring representation across different grades and academic performance levels, resulting in a balanced view of how parental involvement is perceived among students.

For the qualitative component, an additional sample of 30 participants was selected, consisting of 10 parents, 10 teachers, and 10 students. These individuals were chosen purposefully to ensure diverse perspectives and rich, detailed insights into the experiences and challenges related to parental involvement in education.

Data Collection Methods

This study employed two primary data collection methods: surveys and in-depth interviews. Each method was designed to gather comprehensive information on parental involvement and its impact on the quality of education in private schools in Addis Ababa.

Surveys

Surveys were distributed to the quantitative sample of 100 parents, 100 teachers, and 100 students. The surveys included structured questions designed to assess the frequency and types of parental involvement, perceptions of its impact on student performance, and any barriers to engagement. The use of 5 points Likert scale items allowed for quantitative analysis of responses, enabling researchers to identify correlations between levels of parental involvement and educational outcomes.

Interviews

In-depth interviews were conducted with the qualitative sample of 30 participants, consisting of 10 parents, 10 teachers, and 10 students. These interviews aimed to gather rich, detailed narratives about individual experiences and perspectives regarding parental involvement. Open-ended questions facilitated discussion around themes such as the perceived importance of parental engagement, personal challenges in involvement, and suggestions for improving collaboration between parents and schools. The qualitative data collected from these interviews provided deeper insights into the dynamics of parental involvement and its effects on educational quality.

By utilizing both surveys and interviews, the study aimed to achieve a comprehensive understanding of the complexities surrounding parental involvement in education. The combination of quantitative data and qualitative insights allowed for a robust analysis of the relationship between parental engagement and educational outcomes in private schools in Addis Ababa.

Data Analysis Techniques

This study employed two main data analysis techniques: statistical analysis and thematic analysis. These methods were selected to effectively analyze both the quantitative and qualitative data collected from surveys and interviews.

Statistical Analysis

For the quantitative data obtained from the surveys, statistical analysis was conducted using software called SPSS. Descriptive statistics, including mean and standard deviation, were calculated to summarize participants' responses regarding parental involvement and educational outcomes. This quantitative analysis provided clear insights into the impact of parental engagement on educational quality.

Thematic Analysis

The qualitative data gathered from in-depth interviews were analyzed using thematic analysis. This technique involved coding the interview transcripts to identify recurring themes and patterns related to parental involvement. The analysis process included several steps:

familiarization with the data, generating initial codes, searching for themes, reviewing themes, and defining and naming them. By focusing on participants' narratives, thematic analysis allowed for the exploration of the nuances and complexities of parental involvement, revealing insights into the barriers and facilitators that influence engagement.

By integrating both statistical and thematic analyses, the study aimed to provide a comprehensive understanding of the relationship between parental involvement and educational quality in private schools in Addis Ababa. This dual approach enabled the researchers to triangulate findings, enhancing the validity and richness of the overall results.

Instrument Validity and Reliability

Validity and reliability were established for the survey instrument used in this investigation. The study employed a 5-point Likert scale with an open-ended response format. Content validity was assessed to ensure that the survey questions were relevant and accurately represented the constructs being measured. Additionally, the reliability of the survey instrument was examined using internal consistency methods, specifically focusing on the four proposed internationalization measures.

<i>Instrument</i>	<i>Cronbach's Alpha</i>	<i>Number of Items</i>	<i>Acceptability</i>
Forms of parental involvement	0.86	5	Acceptable
Parental involvement effect	0.92	5	Acceptable

Table 1: *The Reliability of the Scales*

Both variables demonstrated Cronbach's Alpha values exceeding 0.7 (specifically, 0.86, and 0.92), as indicated in Table 1 above. These figures suggest that the instrument exhibits satisfactory internal consistency.

Ethical Considerations

This study adhered to several ethical principles to ensure the protection and rights of all participants involved. The primary ethical considerations included informed consent, confidentiality, and data protection.

Informed Consent

Prior to participation, all individuals (parents, teachers, and students) were provided with comprehensive information about the study's purpose, procedures, and potential risks. Participants were informed that their participation was voluntary and that they could withdraw at any time without any negative consequences. Informed consent forms were distributed, and participants were required to sign these forms to confirm their understanding and agreement to participate in the study.

Confidentiality

The confidentiality of participants' identities and responses was a top priority. All data collected were anonymized, ensuring that no individual could be identified from the results. Participants were assigned unique identification numbers, and any identifying information was removed from the final reports. Researchers communicated to participants that their responses would be treated with the utmost confidentiality and used solely for research purposes.

Data Protection

Data protection measures were implemented to safeguard the information collected during the study. All electronic data were stored securely on password-protected devices, and physical documents were kept in locked filing cabinets. Access to the data was limited to authorized research team members only. The study complied with relevant data protection regulations to ensure the responsible handling of participants' information.

By addressing these ethical considerations, the study aimed to uphold the integrity of the research process while ensuring the safety and rights of all participants involved.

IV. Findings

Prevalent Forms of Parental Involvement

RQ1. What forms of parental involvement are most prevalent?

No	Items	N	Mean	SD
1	Parents are supportive of their child's education and learning.	300	3.93	0.81
2	Parents regularly communicate with teachers about their child's academic progress.	300	3.56	0.72
3	Parents are involved in school activities and events.	300	3.33	0.91
4	Parental involvement positively impacts a child's academic success.	300	4.43	0.82
5	There are significant barriers that prevent parents from being involved in their child's education.	300	3.76	1.03
Overall Average		300	3.80	0.86

Table 2: *Most prevalent forms of parental involvement*

Perceived Parental Support

In analyzing the finding from Table 2, item number 1 states, "*Parents are supportive of their child's education and learning,*" with a mean score of 3.93 and a standard deviation of 0.81. This suggests a strong consensus among parents about their supportive role in their children's education. According to Epstein's Framework of Six Types of Involvement, this finding emphasizes the importance of parenting and communication. The high mean indicates that parents actively engage in their children's learning processes, which is crucial for academic success. The relatively low standard deviation also reflects a unified perception among parents about their involvement, indicating a collective commitment to fostering a nurturing educational environment.

A sample interview response from a parent illustrates this involvement: *"I always make it a point to help my child with their homework and communicate with their teachers regularly. I believe that being involved in their education not only helps them academically but also shows them that I care about their future."* This response highlights the critical aspect of communication within Epstein's framework, demonstrating how parents' active participation can enhance their children's educational experiences. By maintaining strong ties with both their children and the school, parents reinforce the support system necessary for academic achievement, as indicated by the findings in Table 2.

Communication with Teachers

In examining the finding from Table 2, item number 2, which states, *"Parents regularly communicate with teachers about their child's academic progress,"* we see a mean score of 3.56 and a standard deviation of 0.72. This suggests that while many parents do engage in discussions with teachers regarding their children's academic performance, there is still potential for improvement in this area. The mean indicates a positive trend in communication, but the variation reflected in the standard deviation suggests that not all parents feel equally connected or proactive in these conversations.

One parent shared, *"I try to check in with my child's teachers a few times each semester. It helps me understand what they need to work on and how I can assist them at home."* This perspective resonates with Epstein's Framework of Six Types of Involvement, particularly regarding the importance of communication. By maintaining an open line of dialogue with educators, parents can better support their children's educational journeys. Strengthening these connections could further enhance the partnership between home and school, leading to improved outcomes for students, as highlighted in the findings from Table 2.

Participation in School Activities

Looking at the finding from Table 2, item number 3 states, *"Parents are involved in school activities and events,"* with a mean score of 3.33 and a standard deviation of 0.91. This indicates that while some parents participate in school-related activities, there is a noticeable gap in overall involvement. The mean suggests a moderate level of engagement, while the higher standard deviation reflects a significant variation among parents regarding their participation. This variability may point to barriers that some parents face, such as time constraints or a lack of awareness about available opportunities.

A teacher's perspective on this issue might be, *"I often notice that while some parents are very active in school events, many others don't attend. It can be challenging to engage all families, and I think more outreach could help."* This response highlights the need for schools to create more inclusive environments that invite parental participation. By fostering a culture of involvement and making it easier for parents to engage, schools can strengthen community ties and enhance the educational experience for all students. This aligns with Epstein's Framework of Six Types of Involvement, which underscores the importance of collaboration between families and schools in supporting student success, as reflected in the findings from Table 2.

Impact on Academic Success

Analyzing the finding from Table 2, item number 4 states, "*Parental involvement positively impacts a child's academic success*," with a mean score of 4.43 and a standard deviation of 0.82. This high mean indicates a strong belief among respondents that active parental involvement plays a crucial role in enhancing students' academic achievements. The relatively low standard deviation suggests that this perception is widely held, reflecting a consensus on the importance of supportive parenting in educational outcomes.

A student's response might be: "*I feel like when my parents help me with my homework or ask about my school day, it really makes a difference. It motivates me to do better in class.*" This insight underscores the sentiment that parental engagement can significantly influence a child's motivation and performance. By reinforcing the idea that parents play a vital role in their academic lives, schools can encourage families to take an active part in their children's education. This aligns with Epstein's Framework of Six Types of Involvement, emphasizing that strong family support positively affects students' success, as highlighted in the findings from Table 2.

Barriers to Parental Involvement

Examining the finding from Table 2, item number 5 states, "There are significant barriers that prevent parents from being involved in their child's education," with a mean score of 3.76 and a standard deviation of 1.03. This indicates a moderate level of agreement among respondents that obstacles exist, suggesting that while many parents recognize the importance of involvement, various challenges hinder their participation.

The teacher noted, "*I've seen that many parents want to be involved, but often they struggle with time constraints due to work or family commitments. It can be challenging for them to attend meetings or help with school activities.*" This statement aligns with Epstein's Framework of Six Types of Involvement, particularly the category of "Volunteering." When parents face barriers such as time constraints, their ability to engage in school activities diminishes, impacting the school's community dynamics.

A parent shared, "*I really want to help my child more, but my job takes up so much of my time. Sometimes I just don't know how to fit in school activities with everything else going on.*" This sentiment further reinforces the notion that parental involvement is often limited by external factors. It highlights the need for schools to provide flexible opportunities for engagement that accommodate working parents' schedules.

From the student's perspective, the comment, "*I wish my parents could come to more events, but I know they're busy with work,*" reflects an understanding of these barriers. This awareness indicates that students recognize the importance of parental involvement as outlined in Epstein's framework, particularly in "Learning at Home," where students benefit from parental support and engagement in their education.

The mean score of 3.76, along with a standard deviation of 1.03, underscores the need for schools to address these barriers effectively. By considering Epstein's framework, schools can implement strategies such as flexible meeting times, remote participation options, and increased communication about available opportunities, thereby enhancing parental involvement and ultimately supporting student success.

Impact of Parental Involvement on Student Performance and School Climate

RQ2. *How does parental involvement affect student performance and school climate?*

No	Items	N	Mean	SD
1	Increased parental involvement leads to higher academic performance among students.	300	4.22	0.88
2	When parents are involved, students are more motivated to learn and participate in school activities.	300	4.65	0.97
3	Parental involvement contributes to a positive school climate and community.	300	4.43	0.77
4	Students whose parents are actively involved in their education exhibit better behavior in school.	300	3.98	0.81
5	Strong parental involvement fosters better communication and trust between parents and school staff, positively impacting student outcomes.	300	4.39	0.99
Overall Average		300	4.33	0.88

Table 3: *Effects of parental involvement on student performance and school climate***Academic Performance**

Examining the finding from Table 3, item number 1 states, *"Increased parental involvement leads to higher academic performance among students,"* with a mean score of 4.22 and a standard deviation of 0.88. This high mean indicates a strong consensus among respondents that there is a positive relationship between parental involvement and student academic success. The relatively low standard deviation suggests that perceptions on this matter are quite consistent, reinforcing the idea that many believe active parental engagement directly contributes to better educational outcomes.

In this context, the teacher stated, *"I consistently see that when parents are engaged, students tend to perform better. It's like they feel more supported and motivated."* This aligns with Epstein's Framework of Six Types of Involvement, particularly in the areas of "Learning at Home" and "Communicating." When parents take an active interest in their child's education, it not only boosts the child's motivation but also fosters a supportive learning environment.

A parent added, *"When I help my child with homework and stay involved in their school activities, I notice they are more focused and do better in their classes."* This reflects the belief that parental involvement enhances students' academic performance, demonstrating that parents recognize their impact on their child's educational journey.

From the student's perspective, one said, *"I feel like when my parents are involved, I try harder in school. It motivates me to do my best."* This sentiment shows that students are aware of the positive effects of parental support on their academic efforts.

The strong mean score of 4.22, coupled with a standard deviation of 0.88, highlights the general agreement on the importance of parental involvement. These insights underscore the need for schools to encourage and facilitate parental engagement, as outlined in Epstein's framework, to promote better academic performance among students.

Motivation to Learn

Examining the finding from Table 3, item number 2 states, "*When parents are involved, students are more motivated to learn and participate in school activities,*" with a mean score of 4.65 and a standard deviation of 0.97. This exceptionally high mean suggests a strong belief among respondents that parental involvement significantly boosts student motivation and engagement in school. The standard deviation indicates some variability in the responses, but overall, there is a clear consensus on the positive impact of parental engagement.

The teacher noted, "*I've seen firsthand that when parents attend events and show interest in their children's education, the students become more excited about learning and participating.*" This observation aligns with Epstein's Framework of Six Types of Involvement, particularly in "Volunteering" and "Learning at Home." When parents take an active role, it creates a supportive atmosphere that encourages students to engage more fully in their educational experiences.

A parent shared, "*I make it a priority to be involved in my child's education, and I've noticed that they are more eager to participate in class and school events.*" This perspective highlights the direct connection between parental involvement and student motivation, emphasizing how active engagement can inspire children to take their education seriously.

From the student's viewpoint, one expressed, "*When my parents help me with schoolwork and come to events, I feel like I want to do better and be involved.*" This statement reinforces the notion that students thrive when they feel supported by their families, which in turn enhances their motivation to learn.

The strong mean score of 4.65, along with a standard deviation of 0.97, underscores the widespread agreement on the importance of parental involvement in fostering student motivation and participation. These findings highlight the need for schools to actively promote and encourage parental engagement, as outlined in Epstein's framework, to enhance student outcomes and create a more vibrant school community.

School Climate

Examining the finding from Table 3, item number 3 states, "*Parental involvement contributes to a positive school climate and community,*" with a mean score of 4.43 and a standard deviation of 0.77. This high mean indicates a strong consensus among respondents that active parental engagement is crucial in fostering a positive atmosphere within the school. The relatively low standard deviation suggests that perceptions of this relationship are consistent, reinforcing the belief that when parents are involved, it enhances the overall school environment.

The teacher highlighted, "*Parental involvement creates a sense of community in our school. When parents participate, it builds relationships and trust among families and staff.*" This observation aligns with Epstein's Framework of Six Types of Involvement, particularly in the areas of "Collaborating with the Community" and "Volunteering." A strong partnership between families and schools can lead to a more cohesive and supportive environment for students.

A parent remarked, "*Being involved in school events makes me feel connected to the community. It's not just about my child; it's about everyone working together for our kids.*" This

perspective emphasizes that parental involvement extends beyond individual student success; it contributes to a collective effort that strengthens the school community.

From the student's perspective, one shared, *"When parents are active at school, it feels like everyone cares more about each other. It makes the school a better place to learn."* This sentiment reflects how students perceive the positive impact of parental involvement on the school climate, reinforcing the notion that a supportive environment benefits everyone.

The mean score of 4.43, coupled with a standard deviation of 0.77, underscores the widespread agreement on the importance of parental involvement in creating a positive school climate. These insights highlight the need for schools to encourage and facilitate parental engagement, as emphasized in Epstein's framework, to strengthen community ties and enhance the overall educational experience.

Behavioral Improvement

Examining the finding from Table 3, item number 4 states, *"Students whose parents are actively involved in their education exhibit better behavior in school,"* with a mean score of 3.98 and a standard deviation of 0.81. This score reflects a strong belief among respondents that parental involvement positively influences student behavior. The high mean indicates that many recognize a correlation between active parental engagement and improved conduct in the school setting, while the standard deviation suggests some variability in perceptions regarding this relationship.

The teacher observed, *"I've noticed that students whose parents are involved tend to be more respectful and engaged in class. It seems like they have a better understanding of expectations."* This aligns with Epstein's Framework of Six Types of Involvement, particularly in the areas of "Learning at Home" and "Communicating." When parents reinforce positive behaviors and academic expectations at home, it tends to translate into better behavior in school.

A parent commented, *"I try to stay involved and set clear expectations for my child. I believe it helps them behave better when they know I care about their education."* This perspective highlights the role of parental engagement in setting behavioral standards and nurturing a sense of responsibility in children.

From the student's viewpoint, one shared, *"When my parents are involved, I feel like I have to step up and be on my best behavior."* This statement illustrates how students recognize the link between parental involvement and their own behavior, indicating that support and engagement from parents can motivate them to act more responsibly.

The mean score of 3.98, along with a standard deviation of 0.81, underscores the general agreement on the positive impact of parental involvement on student behavior. These findings emphasize the importance of fostering parental engagement as outlined in Epstein's framework, to enhance not only academic performance but also behavioral outcomes within the school environment.

Communication and Trust

Examining the finding from Table 3, item number 5 states, *"Strong parental involvement fosters better communication and trust between parents and school staff, positively impacting*

student outcomes," with a mean score of 4.39 and a standard deviation of 0.99. This high mean score reflects a strong consensus among respondents that active parental engagement is crucial for building effective communication and trust within the school community. The relatively high standard deviation indicates some variability in opinions, but overall, there is a clear belief that such involvement plays a significant role in enhancing educational outcomes.

The teacher noted, *"When parents are actively involved, it creates a partnership that facilitates open communication. This trust allows us to work together more effectively for the benefit of the students."* This aligns with Epstein's Framework of Six Types of Involvement, particularly in the areas of "Communicating" and "Collaborating with the Community." A strong partnership between parents and educators fosters a collaborative environment where both parties can share insights and strategies to support student success.

A parent shared, *"Being involved in school activities helps me feel more connected to the teachers and staff. I trust them more, and I know they care about my child's education."* This perspective highlights how parental involvement not only enhances trust but also improves the overall relationship between families and school personnel, contributing to a more cohesive educational experience.

From the student's perspective, one expressed, *"When my parents talk to my teachers and get involved, I feel like everyone is on the same page. It makes me feel supported."* This sentiment underscores the importance of communication and collaboration in promoting a positive learning environment.

The mean score of 4.39, coupled with a standard deviation of 0.99, reinforces the widespread agreement on the importance of strong parental involvement in fostering communication and trust between families and schools. These insights highlight the need for educational institutions to encourage active parental engagement, as emphasized in Epstein's framework, to enhance student outcomes and create a supportive educational community.

Discussion

The findings from this study underscore the significant role that parental involvement plays in various aspects of student success. These findings closely align with Epstein's Framework of Six Types of Involvement, which categorizes parental engagement into six key areas: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with the Community. Each of these areas is critical in fostering an educational environment that supports student achievement and well-being, particularly within the context of private schools in Addis Ababa, Ethiopia.

The strong consensus that increased parental involvement leads to higher academic performance (mean = 4.22) and greater student motivation (mean = 4.65) supports existing literature highlighting the positive correlation between family engagement and academic success (Abdullah, 2024). This finding reinforces the principle that active participation by parents in their children's education significantly enhances educational quality. Qualitative responses from educators and parents in this study echo this sentiment, indicating that when parents engage whether by assisting with homework or attending school events students in private schools of

Addis Ababa, Ethiopia, tend to perform better academically and display a heightened enthusiasm for learning.

Within the context of Epstein's framework, the findings particularly emphasize the importance of the "Learning at Home" and "Communicating" categories. Parents in private schools of Addis Ababa, Ethiopia, who actively engage with their children's educational materials and maintain open lines of communication with teachers help create a supportive and effective learning atmosphere. This is consistent with research indicating that students thrive when their parents are actively involved in their education (Eden, et al., 2024). The qualitative data reinforces this notion, showing that parents who regularly communicate with educators are better informed about their child's progress, which, in turn, motivates students to engage more deeply in their learning experiences.

However, the study also identified barriers to parental involvement, as indicated by a mean score of 3.76. This aligns with previous research highlighting obstacles such as time constraints and a lack of awareness regarding school activities (Van Le, 2024). These barriers reflect the "Volunteering" category of Epstein's framework, suggesting that while many parents in private schools of Addis Ababa, Ethiopia, wish to engage, systemic issues often impede their participation. Feedback from parents illustrates this struggle; many express a desire to be more involved but feel overwhelmed by work and family commitments. Addressing these barriers is crucial for facilitating greater engagement, as the recognized benefits of parental involvement are not universally experienced.

Moreover, the high mean score of 4.43 for the contribution of parental involvement to a positive school climate supports Ersozlu, et al., (2024) assertion that collaborative relationships between families and schools create a nurturing educational environment. This finding emphasizes the "Collaborating with the Community" aspect of the framework, indicating that when parents participate in school events and activities, they foster a sense of belonging and trust within the school community in private schools of Addis Ababa, Ethiopia. However, the higher standard deviation of 0.77 suggests variability in perceptions regarding the impact of parental involvement on school climate, indicating a need for schools to adopt more inclusive strategies that cater to the diverse backgrounds and experiences of families.

The finding that students whose parents are actively involved exhibit better behavior in school (mean = 3.98) aligns with research by Batool, et al., (2024), which indicates that parental engagement leads to improved student conduct. This connection highlights the significance of the "Decision-Making" component of Epstein's framework, where parents' involvement in educational decisions can positively influence student behavior. Students in private schools of Addis Ababa, Ethiopia, who perceive their parents as engaged in their education are more likely to adhere to school rules and demonstrate responsible behavior, thereby creating a more conducive learning environment for everyone.

Additionally, the finding that strong parental involvement fosters better communication and trust (mean = 4.39) reflects a positive perspective on the relationship between parents and school staff in private schools of Addis Ababa, Ethiopia. This aspect aligns with Epstein's "Communicating" framework, which posits that effective communication is vital for fostering trust and cooperation within the school community. However, the higher standard deviation of 0.99 indicates variability in experiences and perceptions of communication effectiveness, suggesting

that schools may need to adopt more tailored communication strategies to effectively engage all families. Strong communication is essential, as it can mitigate misunderstandings and foster a collaborative environment where parents feel valued and empowered to contribute.

Overall, the findings from this study affirm the importance of parental involvement in enhancing the quality of education in private schools of Addis Ababa, Ethiopia. The results align with Epstein's framework and existing literature, demonstrating that parental engagement positively influences academic performance, motivation, behavior, and overall school climate. While there is a strong recognition of the benefits of parental involvement, the study also highlights persistent barriers that can impede engagement. Addressing these barriers and fostering better communication between parents and schools are crucial steps toward maximizing the benefits of parental involvement for students. Future research should continue to explore effective strategies for overcoming these obstacles and enhancing family engagement in education, ensuring that all students can benefit from a supportive and collaborative educational environment.

Implications of the study

The implications of the study suggest that fostering strong parental engagement is essential for enhancing educational quality. Schools should implement targeted strategies to facilitate greater involvement, such as workshops to raise awareness about school activities and flexible scheduling to accommodate parents' time constraints. Additionally, promoting effective communication channels between parents and teachers can strengthen collaboration, ultimately leading to improved academic outcomes and student behavior. Policymakers should consider these findings when designing initiatives that support and incentivize parental participation, recognizing its critical role in driving educational excellence within the community.

Conclusion

This study highlights the vital role that parental involvement plays in improving student outcomes across various dimensions, including academic performance, motivation, behavior, and overall school climate. The findings align closely with Epstein's Framework of Six Types of Involvement, which emphasizes the multifaceted nature of family engagement in education. As demonstrated, increased parental involvement is positively correlated with enhanced educational quality, reinforcing the notion that active participation from parents creates a supportive and enriching learning environment.

However, the study also uncovers significant barriers that can impede parental engagement, such as time constraints and a lack of awareness regarding school activities. Addressing these challenges is essential for private schools in Addis Ababa seeking to foster a more inclusive and collaborative environment that encourages all families to participate in their children's education. The evidence suggests that when schools implement strategies to overcome these barriers—such as flexible scheduling for events and effective communication practices—they can significantly enhance parental involvement and, consequently, the quality of education.

Furthermore, the positive impact of parental engagement on student behavior and the cultivation of trust and communication between parents and school staff cannot be overstated. Building strong partnerships between families and educators is crucial for fostering a productive

school climate, ultimately benefiting the entire educational community and enhancing the quality of education in these private institutions.

Limitations and Future Research

Despite its contributions, this study has several limitations. Firstly, the sample size may not fully represent the diverse demographics of all parent populations in Addis Ababa, potentially limiting the generalizability of the findings. Additionally, the reliance on self-reported data may introduce bias, as respondents might overestimate their involvement or its impact. Furthermore, the study predominantly focuses on immediate academic and behavioral outcomes, leaving long-term effects of parental involvement unexplored.

To address these limitations, future researchers should aim for larger, more diverse samples to enhance generalizability. Additionally, longitudinal studies could provide deeper insights into the long-term benefits of parental involvement on student success. Researchers might also explore specific strategies that private schools in Addis Ababa can implement to effectively engage parents from various backgrounds, particularly those facing systemic barriers. By expanding the scope of research in these areas, scholars can contribute to a more comprehensive understanding of parental involvement's impact on educational quality, ultimately informing policy and practice to foster better outcomes for all students in the region.

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