



The Influence of Parental Involvement in Resource Provision on Learners' Academic Achievement in Public Primary Schools in Dilla Town, Gedeo Zone, Ethiopia

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Abstract: This study aimed to examine the influence of parental involvement in resource provision on learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia. The overlapping spheres of influence notion, which Joyce Epstein proposed in 1987, also served as the foundation for this investigation. The study adopted a convergent concurrent mixed method design, which is a one-phase design that collected both quantitative and qualitative data. A cross-sectional survey design was used to gather quantitative data, while a phenomenology research design was used to gather qualitative data. The research targeted five public primary schools in Dilla Town, encompassing a population of 11,500 learners, 250 teachers, five principals, and five parent-teacher association (PTA) chairpersons. Sampling methods included census sampling for schools and principals, criterion-purposive sampling for PTA chairpersons, and simple Stratified and simple random sampling for selecting 125 teachers and 383 learners. Data was collected using questionnaires for learners and teachers, and in-depth interview guides for principals and PTA members. To ensure the validity and reliability of the instruments, pilot testing was conducted, employing construct and face validity tests. Cronbach's alpha and the test-retest technique were used to ensure internal consistency and reliability. A reliability coefficient was tested using the Cronbach alpha coefficient, with scores of 0.8. Quantitative data were analyzed using descriptive statistics and inferential statistics in SPSS version 26, presented in tables, graphs, and charts. The qualitative data were analyzed thematically and reported through narratives and direct quotations. Throughout the research process, ethical principles were strictly observed to ensure the integrity and responsible conduct of the study. Findings revealed that while there is some level of parental involvement in resource provision, disciplinary actions, homework supervision, and communication, these efforts remain inconsistent and limited in scope. The study recommended that school principals and educational stakeholders develop structured programs to enhance parental engagement, including regular parent-teacher meetings, awareness campaigns, and training sessions to guide parents on supporting learning at home. Additionally, policy frameworks should be strengthened to ensure that schools prioritize and promote parental involvement as a key strategy to improve learners' academic outcomes.

Keywords: Parental Involvement, resource provision, Support learning, Parent-Teacher Meeting

1.1 Background of the Study

Parental involvement in learners' education plays an important role in learners' academic success. Due to the multidimensional nature of parental involvement, the term has been defined in a number of ways by different authors. For example, Jaiswal and Yang et al. (2023) defined parental involvement as any form of interaction between parents and children, whether at home or at school.

The main aim is to improve academic achievement. In a similar way, Lerner et al. (2022) described parental involvement as the various ways in which parents support learners with their academic endeavours. Furthermore, Hill (2022), who conducted research among parents in the United States, asserts that parental involvement in education includes family interaction in school, with teachers, and with learners. These definitions clearly show the range of parental involvement, highlighting that effective communication between parents, the school, teachers, and learners is essential for enhancing learners' academic achievement. Similarly, authors have asserted that when parents recognize the importance of their contribution, they are more likely to collaborate and actively participate in the process of learners' education. Building on this perspective, this study investigated how home-school interaction influences learners' academic achievement.

In some countries, such as in United States, United Kingdom, and Norway, parents' engagement in their children's learning is a fact, a right recognised and channelled by specific laws and authorities (Jeynes, 2021). It noted that in the United States, parental involvement became a priority in the 1960s, especially as school educators sought to improve learners' academic achievement. As a result, several laws were enacted including the Bill of 1965 and No Child Left Behind (Jeynes, 2021). It further argued that these laws have been critical in encouraging parental involvement in schools and helping learners to excel in their education. Bordia (2022), added that when parents actively engage in school activities and maintain open communication with teachers, it strengthens the connection between home and school, leading to better learner outcomes by boosting self-esteem, motivation, and responsibility.

Wang (2023) claimed that in Asia, Confucian principles have had an impact on parenting practices and parental involvement in Asian schools to date. The author stated that these principles promote a life of harmony, integrity and moral order of the learners at the individual level. The statement of the author reveals that Confucian culture values parental engagement in their children's education at home. The study carried out by Wei and Ni (2020) on the parental council, parental involvement, and parents' satisfaction among the rural schools in China demonstrated that even though the Ministry of Education of China encourages the establishment of a formal parent council in the schools, many schools have not established a parent council. Out of the 20 schools included in the study, it revealed that only half had established official parent councils. This could be attributed to the influence of Confucian culture, which places more emphasis on promoting a life of integrity and moral order at the individual level. However, the study focused more on establishing parental councils in schools, while effective communication, which is critical to increasing involvement, was not well addressed. As a result, the current study aimed to fill this void by investigating how parental communication affects learners' academic progress.

Studies conducted on the effect of parental involvement on learners' academic achievements showed conflicting results (Erdem & Kaya, 2020; Reparaz, & Sotés-Elizalde, 2019). For instance, Erdem and Kaya (2020) argued that parental involvement in supervising learners' homework makes a positive difference in learners' academic achievement. On the other hand, an ex-post facto descriptive study conducted in Spain and Germany schools by Reparaz, and Sotés-Elizalde (2019) based on the results of the Program for International Students' Assessment, stated that not all factors of parental involvement relate to higher learners' academic achievement. The findings revealed that learners whose parents show little interest in their school activities tend to score below the average, whereas those whose parents participate actively in school events tend to score

above average. Furthermore, the findings show an inverse ratio between parents' assistance with homework and the learners' academic achievement. Specifically, learners whose parents always helped with their homework performed below average, while those whose parents did not help with their homework performed above average. However, the study's reliance on correlation makes it difficult to determine causality and cultural or contextual factors specific to Spain and Germany may limit the generalizability of its conclusions. Moreover, the interpretation of parental homework help as a negative influence may overlook the quality and context of that assistance. Given these limitations, it is essential to consider intervening variables that may affect the outcome of the study.

According to Kaus (2018), there is no relationship between parental participation and learners' academic success. The author looked at types of Kazakhstani elementary school parental engagement and its impact on learners' academic performance. The result of this investigation indicated that Kazakhstani parents strongly believe that their involvement in educating learners is important, and as a result, they actively participate in the academic activities. However, the author argued that there was no statistical association found between parental participation and learner exam results. Due to the multifaceted nature of parental involvement, it is likely that other factors associated with parental involvement have influenced learner academic achievement. On the contrary, Angwaomaodoko (2023) argued that there is a positive relationship between parental involvement in learners' education and academic achievement. To find out how parental participation affects pupils' academic attainment, the study carried out a case study of parents in Asaba, Delta State, Nigeria. The researcher employed a case study design to gather information from parents and learners. Following an extensive analysis, the study discovered that parental participation in the provision of educational resources, homework supervision and participation in school events, among others, improves learners' academic performance. However, the study's reliance on self-reported data from parents and learners may jeopardise the credibility and dependability of the results because of its subjective nature, which depends on individual perceptions and memories. To bridge this gap, the current study used a mixed-methods approach that combines self-reported data with objective measures.

Scholars argued that parents also play an important role in promoting learners' discipline at school as well as at home. For example, Msacky et al. (2024) asserted that parental involvement is essential for maintaining discipline and promoting positive academic achievement, especially through collaborative efforts between parents and schools in managing behavior and supporting learning outcomes. They highlighted that the role of parents is crucial in achieving learner discipline both at home and in school. Similarly, the study by Muleya et al. (2020), on using parental involvement in learners' education as a conflict resolution strategy in selected high schools in Zambia, found that parental involvement in decision-making can help to maintain discipline in schools and reduce conflict. Parental involvement in learners' education can also help them anticipate learners' needs in terms of providing learning resources. According to Emmanuel, and Andala (2021), the availability of learning resources allows learners to access different learning materials and facilitates the learning process. The authors argued that in Rwanda, although basic education is free, parents are involved in covering other costs such as providing learning materials for learners and supporting school development projects among others. This statement is supported by Gitahi (2019) who argued that parents should play a role in the successful education of their children by providing learning resources. A similar study was carried out in Kenya by

Mwangangi et al. (2022) to determine whether provision of school resources by principals has influence on learners' retention in public schools. Researchers adopted a convergent parallel mixed method design and involved in their study school principals, teachers and learners. The results exposed that principals were struggling to provide resources which affected the retention of learners in most schools. Nevertheless, this study did not provide a clear explanation of how parents were involved in providing learning materials. To address this gap, the current study specifically investigated how parental involvement in providing educational resources contributes to learners' academic performance, thereby offering a broader understanding of stakeholders' roles in supporting learners' success.

The Ministry of Education, in an effort to reform Ethiopia's current education system, has developed a document which contains educational policies under the title of Education Development Roadmap 2018-2030, (Teferra et al., 2018). Among other things the roadmap has given due attention to parental involvement encouraging parents to take necessary follow-up of learners' academic achievement and overall well-being. For instance, it emphasizes that parents and school communities should actively participate in the overall life of primary schools, including activities such as governance, decision-making, discipline, and providing material, financial support and among others. Moreover, the roadmap emphasises that to increase parental and community involvement, training is required. For example, parents are more willing to collaborate with teachers and the school if they understand the significance of their role in education.

Despite the fact that several studies have confirmed the benefit of parental involvement, study by Gedfie et al. (2021) revealed that in Ethiopia, parental involvement is hindered by a lack of teachers' interest to collaborate with parents and a lack of parental education to supervise learners' homework. Likewise, an investigation carried out by Abraha (2022) confirmed that efforts to involve parents in learners' education in Ethiopia are hindered by limited invitations to parents, an unwelcoming school environment, and negative attitudes from parents, head teachers, and teachers. The study illustrated further that parents only go to school when their children academically perform minimally and when they are charged with disciplinary issues. However, factors such as parental involvement in resource provision, discipline action, homework supervision, and parent-school communication are not adequately captured in the literature. To narrow this gap, the current study examined the extent and impact of these specific forms of parental involvement on learners' academic achievement, providing a more comprehensive understanding of how parental engagement influences educational outcomes.

Regardless of policies placed to improve parental involvement in primary schools in Ethiopia, especially in the Southern Region in Dilla academic achievement remains low. For instance, Hagos and Van Wyk (2021) contended that the majority of parents in the primary schools in Ethiopia examined in their study did not adequately support their children's education. Similarly, a comparative study by Tufa and Dukale (2024), conducted in the Gedeo Zone and surrounding areas such as Yirgachefe, Bule, Gedeb, Wonago, and Dilla Town, found that limited resource allocation has adversely affected the quality of education in public primary schools. Furthermore, Meresa et al. (2019) noted that during the implementation of the School Improvement Program (SIP) in Dilla primary schools, the participation of parents and other stakeholders was significantly low. It is not clear whether there is a link between parental involvement and poor performance in this region. Consequently, the current research sought to examine how parental involvement

influences the academic achievement of learners in public primary schools located in Dilla Town, Gedeo Zone, Ethiopia.

1.2 Statement of the Problem

Parental participation in school plays a vital role in enhancing learners' success, which is essential for the overall development of society. This view is supported by Torrecilla and Hernández-Castilla (2020), who asserted that parental involvement in educational processes and school activities positively influences academic achievement. Similarly, Assefa and Sintayehu (2019) argued that learners who receive parental support with homework tend to attain higher academic scores. In Ethiopia, the importance of involving parents in education is well recognized. For example, the Ethiopian Education Development Roadmap (2018–2030) emphasized that each local education department should provide training on parent and community engagement to boost parental involvement and, in turn, improve learners' academic outcomes (Ministry of Education, 2018).

Despite these government efforts, academic achievement in Gedeo Zone especially in public primary schools in Dilla Town remains low. A comparative study conducted in Gedeo Zone and surrounding Wereda including Yirgachefe, Bule, Gedeb, Wonago, and Dilla Town, revealed that limited resource allocation has compromised the quality of education in public primary schools (Tufa & Dukale, 2024). According to the Dilla Town Education Office, a total of 1,993 students specializing in social sciences and 1,133 students in natural sciences sat for the national examination in 2023. Alarming, only 25 learners from Dilla Public High School passed the Grade 12 national exams during the 2023 academic year (Dilla Town Governmental Communication, 2024). This alarming statistic has raised concerns among stakeholders, including parents, as continued low academic achievement could lead to long-term consequences such as increased illiteracy and limited learner progress. Although poor academic achievement is a persistent issue in these schools, it is unclear whether there is a direct relationship between parental involvement and learners' academic achievement. Moreover, there has been limited research examining how parental involvement influences learners' academic achievement in this area. These gaps highlighted the need for this study, which investigated whether parental involvement, through resource provision, disciplinary action, homework supervision, and home-school communication, influences academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia.

1.3 The Study Objective

This study was guided by the following objective:

To examine the influence of parental involvement in resource provision on learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia.

1.4 Significance of the Study

This study evaluated how parental involvement influences academic achievement of learners in public primary schools located in Dilla Town. The study will be beneficial to parents, learners, teachers, school administrators, policymakers and scholars. It will help educators and policy makers identify effective ways to increase parental involvement, ultimately boosting learners' academic achievement. Greater involvement from parents will lead to a better understanding of learners, and that will help teachers teach more effectively. A clear understanding of the significance of parental participation will also encourage parents to become more engaged with learners and teachers. Joint efforts between parents and schools will help learners feel supported and motivated to learn, thereby improve learners' academic achievement. This study will also

provide useful information for researchers and educators by contributing to a clearer understanding of the relationship between parental involvement and learners' academic achievement. Besides, the current research will contribute to the existing literature with useful information and further understanding of parental involvement.

1.5 Scope and Delimitations of the Study

The purpose of this study was to examine how parental involvement influences learners' academic performance. The study was carried out at primary schools located in Dilla Town, in Gedeo Zone, Ethiopia. The study was specifically focused on public primary schools. Furthermore, the study included learners, teachers, parents, school principals, and PTA chairpersons. While various factors may affect academic achievement, this research was specifically limited to exploring the relationship between parental involvement and learner performance. It considered key aspects of parental involvement, including the provision of resources, disciplinary action, homework supervision, and home–school communication. Private schools were not included in this study, as the issue of poor academic performance is more prevalent in public primary schools in Dilla Town. Methodologically, the study was delimited to the use of questionnaires and interviews as the primary data collection instruments, focusing on participants within Dilla Town only. The study did not include longitudinal tracking or experimental designs, and findings are therefore limited to the context and period of data collection.

1.6 Conceptual Framework

A conceptual framework is essential to clearly define the key concepts and elucidate the relationships among the variables that are the focus of investigation. According to Heinonen and Gruen (2024), a conceptual framework is a systematic set of ideas, presumptions, expectations, and convictions that serves as a basis for comprehending and evaluating a specific phenomenon or research problem. They added that a conceptual framework helps researchers organise their thoughts, find links between variables, and formulate hypotheses. Furthermore, the authors asserted that the rationale for these assumptions might come from a variety of sources, including known theoretical or empirical work in the literature as well as one's own prior study. The conceptual diagram is demonstrated in Figure 1.

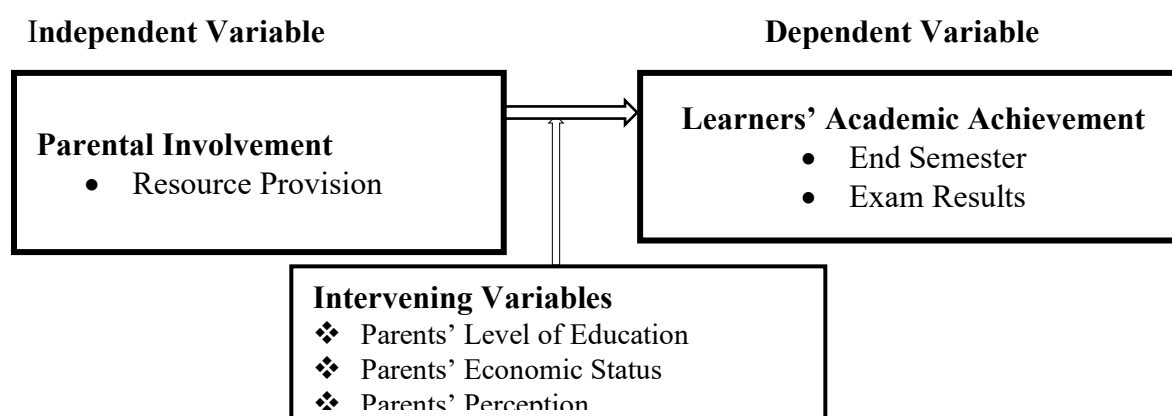


Figure 1: *The Conceptual Framework*

Source: *Own Conceptualization, 2025*

1.7 Literature Review

In this section, the theoretical framework and empirical review are presented.

1.7.1 Theoretical Framework

The study was anchored on overlapping spheres of influence theory, developed by Epstein and colleagues, emphasizes that learners' academic success is best achieved through collaboration among families, schools, and communities. This theory posits that when these three spheres share common goals and work together, they create an environment that positively influences learners' academic and social development. It highlights that successful learning results from cooperative efforts parents monitoring learners' home activities, teachers maintaining open communication, and communities supporting educational initiatives. The theory also illustrates that the extent of overlap among these spheres varies depending on factors such as learner age, school practices, and parental engagement. Greater overlap through increased parental participation and teacher collaboration enhances shared responsibility, leading to improved academic performance and learner discipline.

Moreover, the internal structure of Epstein's model recognizes the learner as the central actor within these overlapping systems, with families, schools, and communities playing supportive and interactive roles. Studies, such as Kaburo et al. (2022), confirm that strong family-school partnerships improve learner behavior and academic outcomes, especially when parents participate in school rule formation and educational activities. Epstein's framework identifies six types of parental involvement parenting, communication, volunteering, at-home learning, decision-making, and community collaboration as essential for effective partnership. These forms of involvement, when implemented collaboratively, help ensure quality education and better learner outcomes. Therefore, the current study applies this theory to explore how parental involvement in resource provision, disciplinary actions, homework supervision, and communication with schools influences learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia.

The Theory of Overlapping Spheres of Influence offers a comprehensive framework for understanding how families, schools, and communities can collaboratively enhance learners' academic achievement and holistic development. The theory emphasizes shared responsibility, recognizing that while some practices such as supervising homework or providing learning materials are best handled by parents, others, like decision-making and progress monitoring, require joint participation among all stakeholders (Flores & Perez, 2022; Sadownik & Višnjić, 2023). It promotes effective two-way communication and collective accountability, where educators, parents, and communities work together to identify learners' needs and provide targeted support (Epstein et al., 2023). By integrating the strengths of each sphere, the theory fosters a coordinated and supportive educational environment that improves academic outcomes, discipline, and learner well-being. Ultimately, this collaborative approach ensures that education is viewed as a shared mission, making the theory highly relevant in strengthening parental engagement and partnership in schools.

However, scholars have critiqued Epstein's theory for overemphasizing school-based activities and perspectives and limiting the voice and viewpoints of the family. For instance, Goodall (2022) contended that although the theory of overlapping spheres of influence is widely recognized and

influential, it often places excessive emphasis on school-centred activities and perspectives, frequently neglecting various ways families can assist learners' education at home. The current investigation strived to narrow the existing gap by involving parents, educators, learners, and other stakeholders to collect their perspectives on parental participation in resource provision, communication with the school, disciplinary actions, and supervision of homework. It focused on understanding how these factors influence learners' academic performance.

The theory of overlapping spheres of influence is relevant to this study since it recognizes the significant role that parental participation plays in shaping learners' academic success. This assertion is corroborated by Salac and Florida (2022), who indicated that the overlapping spheres of influence theory provides guidance on how parents can effectively support learners' education and enhance their academic achievement. The authors also noted that the theory encourages schools to implement initiatives that increase parental involvement, which promotes academic achievement through collaborative efforts. Additionally, the theory advocates that all parties interested in education such as parents, educators and stakeholders should be participating in efforts to improve learners' academic achievement (Salac & Florida, 2022). Thus, fostering collaboration among families, schools, and communities is crucial for effectively supporting and improving learners' academic achievement. The theory of overlapping spheres of influence suggests that the more actively parents are involved in their learners' education, the better their academic achievement (Flores & Perez 2022). Likewise, the authors discussed that this theory offers a helpful foundation for parents to effectively support learners' academic achievement. Therefore, the current study employed this theory to explain how parental participation in education influences learners' academic progress in public primary schools in Dilla Town, in Gedeo Zone, Ethiopia.

1.7.2 Empirical Review

The United Nations Educational, Scientific and Cultural Organisation (2023) defined learning resources as printed materials, soft copies, and online resources that contribute to and improve the processes of learning and teaching. For instance, Ofori (2021) defined printed materials as traditional resources that are physically printed, including textbooks, handouts, worksheets, and other paper-based resources. In contrast, non-printed materials refer to resources that do not exist in physical form and encompass digital and electronic media, including videos, audio recordings, and interactive software that facilitate teaching and learning processes. On the other hand, Anyira and Idubor (2020) from the University of Nebraska-Lincoln in the USA referred to open access resources as online publications that are freely available and accessible to information seekers as long as they have internet access. Given the rapid advancement in technology, it is recommended that these resources be made accessible to both teachers and learners to enhance effective instruction and educational experiences.

Scholars indicated that the availability and utilisation of learning and teaching resources improve learner academic achievement. For instance, Dini et al. (2019) conducted their research in Indonesia focusing on vocational high school learners to examine how parental attention, educational background and learning resources affect learners' academic achievement. The authors found that the provision of learning materials by the parents had a positive effect on learners' academic achievement. However, the study did not consider the views of parents, as the target population was learners. This omission of parents' views could potentially impact the study's findings, suggesting a need for further research. Koršňáková and Štefánik (2019) conducted research in Europe to explore

the association between learner achievement in mathematics and parental involvement. The authors supported the claim that having access to and utilizing educational resources enhances learners' academic achievement. The authors established a linear regression model using data from the 2015 TIMSS examination, which included 18 European countries. The findings showed that learners who have access to more learning resources tend to perform better in mathematics. This study adds to our understanding of factors affecting academic achievement; however, further study in varied geographical settings is needed to assess how local factors may affect the application of the findings.

Furthermore, a case study conducted in Rwanda and South Africa by Milligan et al. (2019) to explore the role of learning and teaching support materials (LTSM) in enabling learning for all revealed that teaching and learning resources enhance achievement. The authors worked on a research project related to LTSM in both countries and organized a series of workshops, meetings and interviews to identify barriers to effective use of LTSM in the contexts of the two countries. The study included learners, teachers and principals from selected public and private schools and teachers training colleges. Findings from both national contexts indicated that the use of LTSM can lead to better learner engagement, higher quality teaching practices, and more positive learning outcomes. Although the investigation aimed to examine the accessibility and efficacy of teaching and learning resources in enhancing academic achievement, parents were noticeably excluded from the study. This exclusion may have an impact on the study's findings, as parents play an important role in education and can offer valuable insight. Addressing this gap could provide a more holistic understanding of the educational environment. As a result, the current study sought to incorporate parental perspectives by including parents as key participants.

Moreover, a study carried out by Ssenkasi and Ssali (2023) among selected primary schools in Kyotera town, Uganda, sought to examine the relationship between parents' provision of scholastic materials and learners' academic achievement. The researchers utilized a cross-sectional survey design that incorporated both qualitative and quantitative approaches to gather the required information. Teachers and head teachers took part in the study. Following a thorough investigation, the study's findings revealed a positive correlation between parents' provision of scholastic materials and learners' academic achievement. However, by excluding parents and learners from the study, the authors risk overlooking significant dynamics and factors that could influence the relationship under investigation. Parents are key stakeholders in the educational process, and their opinions on the resource provision could provide critical insights into how these resources impact academic achievement. Including learners would also provide full picture of how access to scholastic materials affects their learning experiences and academic achievement. Therefore, incorporating parents and learners into the current study aimed to fill the existing gap and improve comprehension of how parental participation and learners' perspectives affect academic performance.

Amunga et al. (2020) also confirmed that the availability of required facilities and teaching materials is crucial for the effective learning and teaching process. The authors aimed at investigating the rapport between teachers and parents in the context of the success of the competence-based curriculum (CBC) in Kenya. They carried out an exploratory study utilizing a qualitative approach. The authors involved 56 participants including primary school parents, teachers and principals. The results indicated that it is essential for parents to work together with teachers as partners in education and provide learning resources in order to ensure the successful implementation of CBC and increased academic achievement. Although the study provides some insights, questions concerning the representativeness and

generalisability of the results may arise due to the small sample size of 56 Participants. To close this gap, the current study used a larger and more diverse sample to enhance reliability and validity, allowing for stronger conclusions that can be generalised to the entire population. Limited support of parents in providing teaching and learning resources on the other hand can have an impact on the effectiveness of the educational process. This fact is supported by Alehegn (2020), who performed research on the implementation of School Improvement Programs (SIP) in primary schools in Addis Ababa, Ethiopia. The study aimed to investigate the practices and challenges related with implementing school improvement programs, particularly in primary schools. Similarly, the investigation used a mixed-method approach. The target population of the study included teachers, SIP committee members, principals, PTA members, and learners from 13 government primary schools in Addis Ababa.

The study demonstrated that among the issues affecting the efficacy of implementing school improvement programs are a lack of facilities for instruction and learning as well as a lack of family support. However, the absence of a clear conceptual framework with practical implications in the study may weaken the coherence and applicability of its findings. A conceptual framework plays a crucial role by outlining essential concepts, variables, and their relationships, thereby guiding the research and linking the findings to broader theoretical and practical contexts. In order to address this gap, the present investigation utilized visual representations, such as diagrams to enhance clarity and help readers better grasp the relationships within the conceptual framework.

1.8 Methodology

This study used a mixed methods approach; specifically, the study adopted a convergent concurrent mixed method design: a one-phase design where both quantitative and qualitative data were collected. The approach enabled the researcher to examine how parental involvement in resource provision influences learners' academic achievement. It also helps the researcher to collect data from various respondents namely: principals, teachers, PTA Chairpersons and students. These assisted in getting a wider view and a deeper understanding of the research problem. The study took place in selected public primary schools in Dilla Town, Gedeo Zone, Ethiopia, located in the Gedeo Zone of Southern Ethiopia, approximately 356 km from the capital, Addis Ababa. The target population was 5 schools, 5 principals, 5 PTA chairpersons, 250 teachers, and 11500 learners. Census sampling was used to select schools, and purposive sampling was used to select principals. A total of 250 teachers were considered, out of which 125 were selected through stratified and simple random sampling to ensure representation across different grades and experiences. From a total of 11,500 learners, 383 were sampled using stratified and simple random sampling to ensure proportional representation across schools and classes. Additionally, all five PTA chairpersons were included through criterion purposive sampling.

Data collection instruments and procedures included a questionnaire and an interview guide. Quantitative data were analysed using descriptive and inferential statistics and results were presented using charts and tables. The qualitative data were thematically analysed. Spearman's rho was used to establish the relationships between variables as well as test the null hypothesis. The researcher ensured ethics throughout the process.

1.9 Findings

Response Rate of the Participants

Three categories of people comprising principals, PTA chairpersons, teachers and students of public primary schools in Dilla Town, Gedeo Zone, comprised the target population from which the sample of the study was drawn. Table 1 provides a summary of the response rate relating to each of the categories of the samples from which quantitative (questionnaire-based) and qualitative (interview-based and open-ended questions in the questionnaire) data were collected.

Table 1: The Response Rate of the Participants

Population Description	Population Size	Target Sample Size	Responding Sample	Response Rate
Teachers	322	98	84	87%
Deputy Principals	14	5	4	80%
Principals	14	5	4	80%

Source: *Field Data, 2025*

As presented in Table 1, a total of 125 questionnaires were distributed to teachers, of which 122 were returned, yielding a response rate of 97.6%. This high return rate reflects the teachers' readiness to engage in the study. Similarly, out of 383 questionnaires distributed to students, 375 were completed and returned, representing a 97.9% response rate indicating strong willingness among learners to participate. Furthermore, all five school principals (100%) and four out of five PTA Chairpersons (80%) were available for interviews. One PTA Chairperson was unable to participate due to being unreachable because of a business commitment. According to Mugenda and Mugenda (2019) a response rate of 50% is sufficient for data analysis and reporting, 60% is considered good and a rate of 70% or higher is excellent. Thus, following the recommendation of Mugenda, the response rate of 97.6% for teachers, learners, principals and PTA chairpersons, respectively, was excellent for data analysis and reporting.

Demographic Information of the Participants

The respondents were asked to share personal details, including their gender, age, qualifications, average marks per term, teaching subjects and experience. The researcher intended to explore how these personal characteristics affect the way parental involvement influences learners' academic achievement.

Gender Distribution of Research Participants

In this section, the study sought to find out the age bracket distribution of participants to determine how this affects parental involvement in education on learners' academic achievement. The findings are shown in Table 2.

Table 2: Age Distribution of the Principals, Teachers, PTA Chairpersons and Learners

Items	F	%
Principals Age Bracket		
26-35 Years	1	14.3
36-40 Years	3	71.4
Above 40 Years	1	14.3
PTA Chairpersons Age Bracket		
26-35 Years	-	-
36-40 Years	1	14.3
Above 40 Years	3	85.7
Teacher Age Bracket		
20-25 Years	29	23.8
26-35 Years	55	45.1
36-40 Years	26	21.3
Above 40 Years	12	9.8
Learners Age Bracket		
Below 12 years	56	14.9%
12 years	89	23.7%
13 years	108	28.8%
14 years	111	29.6%
Above 14 years	11	3%

Source: *Field Data, 2025*

As shown in Table 2, the age distribution of the principals indicates that none of the five interviewed principals fall within the 20–25 age groups (0%). Three principals are in the 36–40 age group (71.4%), one is in the 26–35 age group (14.3%), and one is above 40 years of age (14.3%). This suggests that most school leaders are in a dynamic phase of their careers, potentially bringing a wealth of experience and insight into parental involvement in learners’ academic achievement. Such an age profile may positively influence parental engagement by fostering more proactive and inclusive leadership styles. Principals in this age range are likely to adopt modern communication strategies, organize parent meetings effectively, and cultivate a collaborative school environment all of which contribute to improved academic outcomes for learners. However, there may be a risk of resistance to change or reluctance to embrace new approaches involving parents, stemming from entrenched traditions or perspectives shaped by age and experience. As noted by Abraha (2022), older principals or head teachers may encounter challenges in responding to the evolving needs and behaviors of contemporary parents, teachers, and learners. This resistance could contribute to a generational gap in parental involvement, potentially affecting learners’ academic achievement.

Results in Table 3 indicate that the majority of PTA chairpersons (85.7%) are in the age bracket of 40 years and above, while 14.3% fall within the 36–40 age group. This suggests that PTA leadership is

predominantly composed of older adults, who likely bring extensive parenting experience and a strong commitment to education. Their maturity may contribute to more effective advocacy for school development and closer oversight of parental involvement in education and learners' academic achievement. However, this older leadership may be less familiar with modern educational practices and technologies, which could limit their effectiveness in addressing contemporary challenges in education. Furthermore, Table 3 shows that the majority of teachers (45.1%) were in the age bracket of 26-35 years, while (23.8%) were in the age 20-25 years. On the same, (21.3%) were in the age group 36-40 years and (9.8%) were above 40 years. The findings indicate that the age bracket of teachers proved to be largely young. This implies that young teachers will be more open to involving parents in school activities since they are all relatively young. Also, the fact that the majority of the teachers fall between 20-25 and 26-35 years of age bracket means that the workforce is youthful, energetic, current, vibrant, and perhaps will be highly motivated to high engagement and enthusiasm, and bring in fresh ideas to the classroom. This can also be seen as an advantage to the teaching workforce in that with the advancement of technology and the increasing use of Information and Communication Technology (ICT) in education, young teachers can be highly effective in teaching competency-based curricula. This makes them more skillful at integrating technology into their teaching practices and leveraging it to enhance positive learning outcomes. They also often exhibit greater flexibility and adaptability in incorporating new teaching methodologies and assessments.

Additionally, while older teachers may possess a wealth of experience and knowledge, they might not be familiar with ICT tools for teaching. They may also resist change and show a lack of interest in parental involvement, particularly when confronted with new ideas. According to Gedfie et al. (2021), parental involvement is often hindered by a lack of teachers' interest in collaborating with parents and insufficient parental education to effectively supervise students' homework. However, due to limited experience, some younger teachers may require support and training from the older teachers to effectively engage parents in ways that support student learning. Strengthening collaboration between teachers and parents, especially by building teachers' capacity in parental engagement strategies can lead to improved monitoring of students' academic progress and motivation. The results in Table 3 also revealed that (29.6%) were in the age bracket of 14 years, while (28.8%) were 13 years. On the same, (23.7%) were 12 years, (14.9%) were below 12 years and (3%) were above 14 years. This age distribution indicates a relatively balanced representation of the learners' age range in upper primary and early secondary school levels a critical stage where parental involvement is particularly impactful. At this age, learners benefit greatly from structured parental support such as supervision of homework, attendance at school events, and regular communication with teachers. When parents are actively involved during this developmental stage, students are more likely to stay motivated and perform better academically. This learner age distribution is well aligned with school expectations and indicates an appropriate target population for studying the influence of parental involvement in education on learners' academic achievement.

Distribution of Gender of the Principals, PTA Chair, Teachers and Students

The participants were asked to specify their gender to identify any differences in participation rates between males and females. The results are shown in Figure 2.

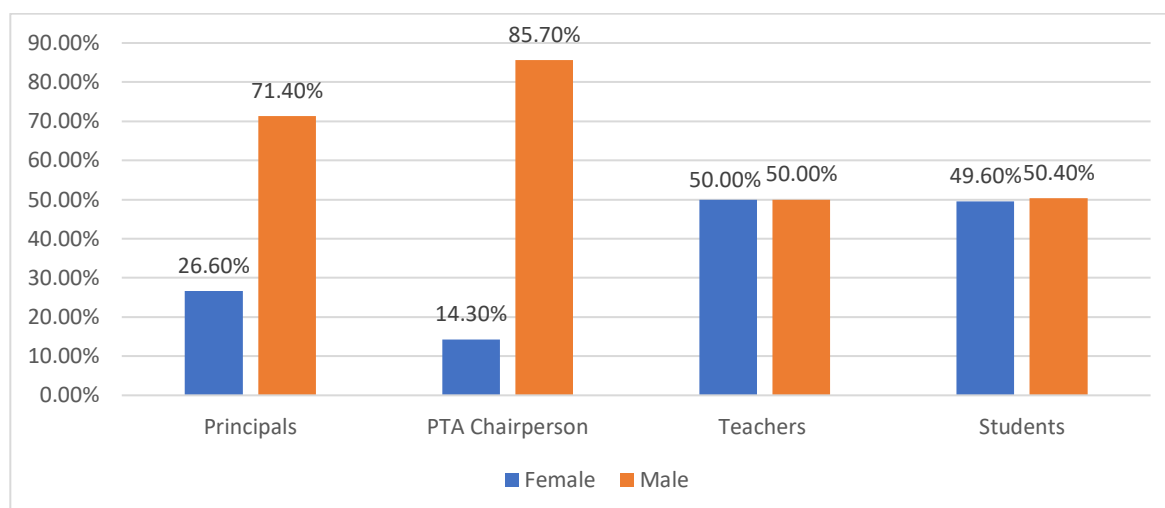


Figure 2: Distribution of Gender of the Principals, PTA Chairpersons, Teachers and Students

Source: Field Data, 2025

As indicated in Figure 2, (71.4%) of the principals who responded were male, while 26.6% were female. Similarly, (85.7%) of the PTA chairpersons' respondents were male and 14.3% were female. On the other hand, (50%) of the teachers who participated in the study were female, while 50% were male. On the same, (50.4%) of student respondents were female and (49.6%) were male. This implies that although both genders were represented in public primary schools in Dilla town, Gedeo zone, Ethiopia, male principals and PTA chairpersons were more than female, and female learners were more than male students. This highlights the subject of gender imbalance, which may bring issues such as stereotypes and biases related to learning outcomes. It is crucial for schools to prioritize gender balance, as diverse genders can bring unique insights, approaches, and ways of addressing various educational challenges. Having leaders and teachers of different genders, exposes learners to a wider variety of ideas, problem-solving approaches, and perspectives. This diversity helps enrich their learning experience and supports better educational outcomes by offering various approaches and viewpoints. To enhance learners' academic achievement, schools must adopt inclusive and age-responsive strategies that actively involve all parents, promote gender equity in leadership, and strengthen collaboration between stakeholders.

Distribution of Learners' Average Marks Per Term

The participating students were asked to indicate their average marks per term to assess parental involvement on learners' academic achievement. This approach replaces the generic heading Distribution of Students' Average Marks Per Term to emphasize the connection between academic performance and parental engagement. Additionally, the data reflects how training principals to engage student leaders can enhance their effectiveness, ultimately improving academic outcomes. It also illustrates that qualified principals possess the leadership skills and experience necessary to meaningfully involve student councils in supporting academic success. These findings are illustrated in Figure 3.

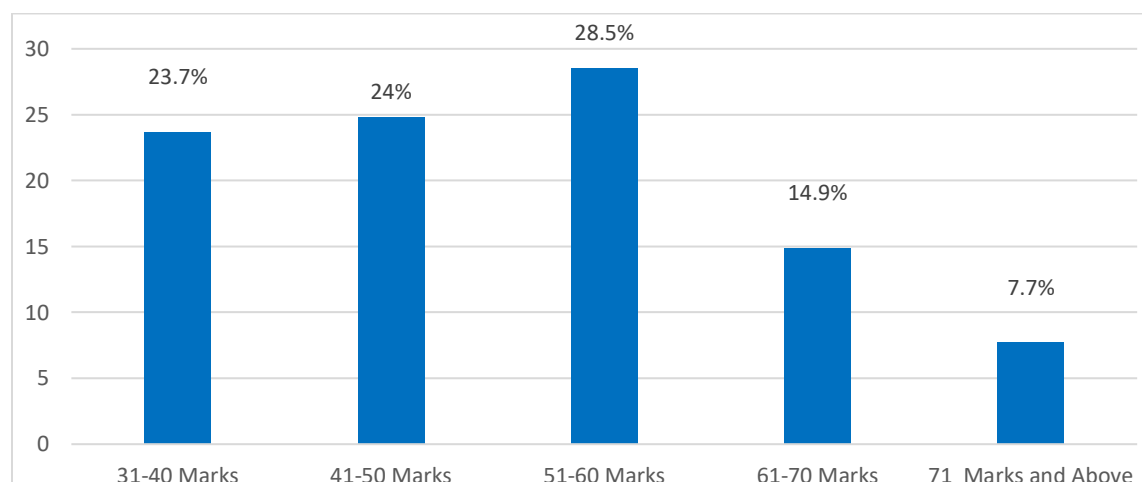


Figure 3: Distribution of Learners' Average Marks Per Term

Source: Field Data, 2025

Figure 3 shows that (23.7%) of the learners had an average mark of 31-40 marks, while (24%) of the respondents had 41-50 marks. On the same, (28.5%) of learners had 51-60 Marks, (14.9%) of the learners had 61-70 marks, (7.7%) of the learners had 71 marks and above. The results of the study indicate that the majority (28.5%) and (24%) of the learners fall within below average performance categories, with relatively few achieving excellences. This distribution highlights the critical role of parental involvement in improving learners' academic achievement. Parents who are actively engaged in their children's learning through homework support, communication with teachers, and motivation can positively influence academic achievement. To improve overall performance, schools should consider strengthening home-school partnerships, training parents on how to support learning at home, and encouraging regular parental participation in academic monitoring and mentorship programs.

Distribution of Learner Parents' Level of Education

The distribution of student parents' level of education (both mother and father) was analyzed to assess how it influences their ability to support their children's academic achievement through meaningful involvement. Parents with higher education are more likely to understand their children's academic needs, engage in school activities, and communicate effectively with teachers. Understanding parents' educational backgrounds offers insights into their potential contributions to school initiatives. This highlights the need for school leaders, particularly principals, to develop skills for fostering strong partnerships with parents. Well-trained principals are essential for coordinating efforts between families and schools, creating an environment conducive to improved academic outcomes, as illustrated in Figure 4.

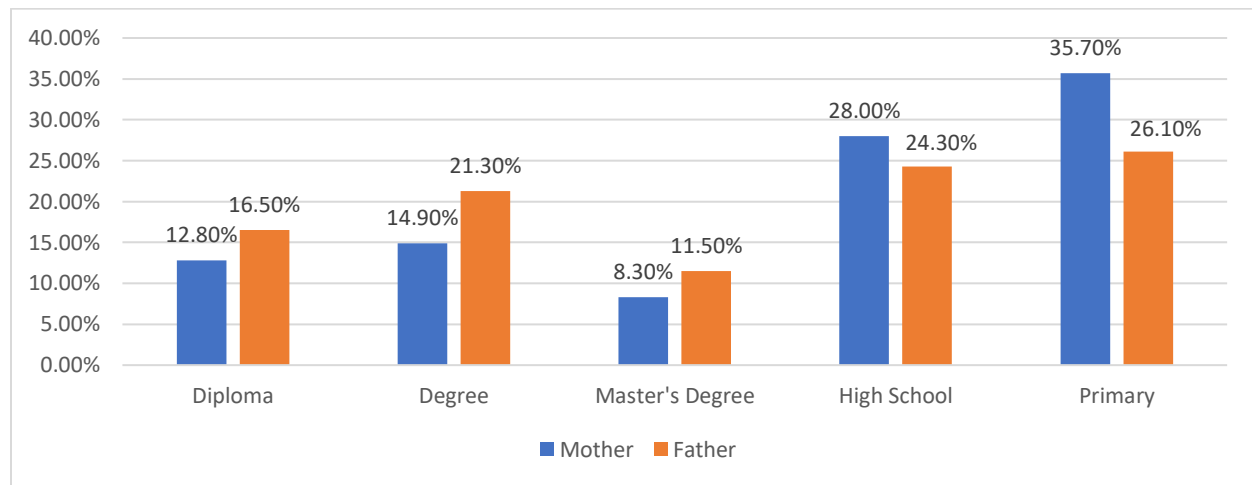


Figure 4: Distribution of Learner Parents' Level of Education

Source: Field Data, 2025

Figure 4 shows that the majority of parents fall under the Primary education category, with (35.7%) of mothers and (26.1%) of fathers represented. This indicates that a significant portion of parents have only completed primary education. Similarly, high school education accounts for 28.0% of mothers and 24.3% of fathers. This suggests that a notable number of parents have completed secondary education, which may positively influence their understanding of their children's educational needs. Furthermore, (21.3%) of fathers and (14.9%) of fathers hold a degree, respectively. This implies that fathers have completed a degree than mothers, which may enhance their capability to engage in their children's education. Concerning Diploma, (16.5%) of fathers and (12.8%) of mothers have attained a Diploma. This suggests that a lower percentage of mothers than fathers have pursued vocational or technical education. Regarding Master's Degree, (8.3%) of mothers and (11.50%) of fathers hold a master's degree. This low percentage suggests that advanced education levels are not common among the parents surveyed. Understanding the distribution of educational levels among student parents is crucial for developing strategies to improve parental involvement in education. School leaders and educators should consider these findings when designing programs and initiatives aimed at fostering stronger partnerships with families. Enhanced support and resources for parents, particularly those with lower educational attainment, could help bridge the gap in parental involvement, ultimately benefiting students' academic achievements.

Principals, Teachers and PTA Chairperson Professional Qualification

Under this item, the principals, teachers and PTA chairpersons were asked to provide their professional qualifications to assess their level of expertise and readiness to support parental involvement and learners' academic achievement. This analysis aimed to determine whether their years of service and corresponding qualifications had equipped them with the necessary knowledge and skills to enhance school governance and promote better academic outcomes through active parental engagement. Results are presented in Figure 5.

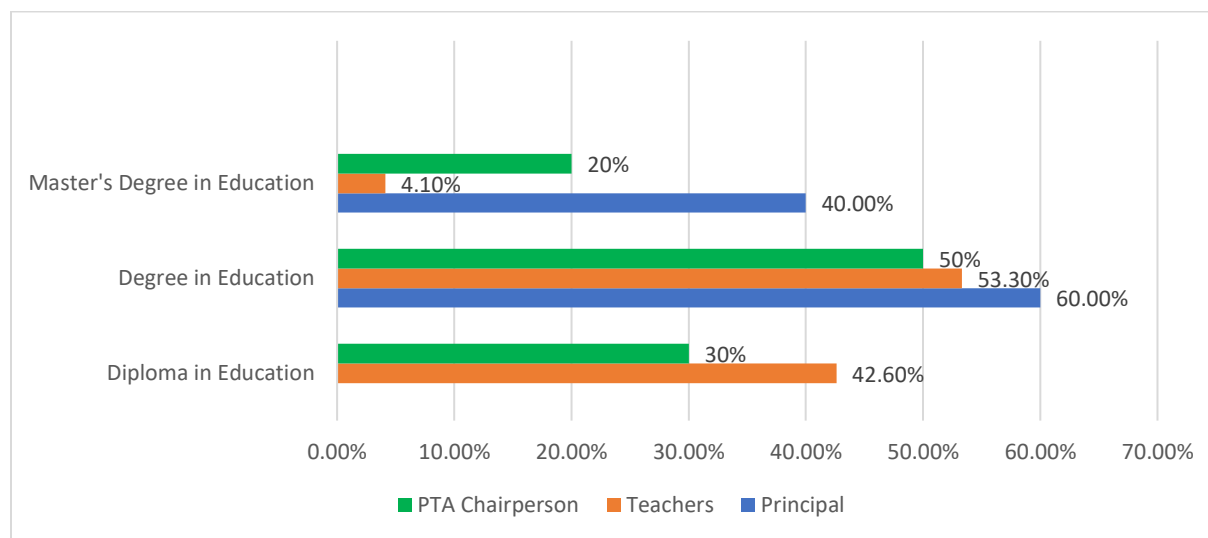


Figure 5: Principals, Teachers and PTA Chairperson Professional Qualification

Source: Field Data, 2025

As seen in Figure 5, the results show that principals, teachers and PTA chairpersons have varied qualifications. It indicates that (60%) of the principals had a bachelor's degree and 40% had a master's degree qualification. The advanced qualification indicates that principals are well-prepared to implement effective strategies that foster parental involvement. Among the teachers, (42.60%) had a diploma qualification, and only (4.10%) had a master's degree qualification, with the majority (53.30%) holding a bachelor's degree qualification. This implies that the majority of teachers have a solid academic foundation, but there is limited advanced specialization among the staff. The low percentage of teachers with postgraduate qualifications could affect their pedagogical knowledge and ability to implement innovative strategies for enhancing parental involvement and student achievement. On the other hand, the majority (50%) of the PTA chairpersons had a bachelor's degree qualification, while (30%) had a diploma and (20%) had a master's degree qualification respectively. Overall, these findings indicate that most principals and educators working in Dilla Town's public primary schools are bachelor's degree holders. This suggests that they have acquired the necessary knowledge and skills to foster and support parental involvement in education, which is essential for improving learners' academic achievement. According to Lee et al. (2020), school principals and teachers with higher qualifications are more likely to influence not only the quality of instructional delivery but also the extent to which parents are engaged in supporting student learning, both of which are critical for academic success.

Principals, Teachers and PTA Chairperson Years of Work Experience

Principals, teachers, and PTA chairpersons were asked to provide information on their years of work experience to assess their level of expertise and readiness to support parental involvement and learners' academic achievement. The aim was to establish whether their professional experience had equipped them with the necessary knowledge and skills to foster effective parental engagement, thereby contributing to improved academic outcomes. Results are presented in table 3.

Table 3: Principals, Teachers and PTA Chairperson Years of Work Experience

Items	F	%
Principals Years of Experience		
0-5 Years	-	-
6-10 Years	-	-
11-15 Years	3	71.4
16-20 Years	1	14.3
Over 20 Years	1	14.3
PTA Chair Years of Experience		
0-5 Years	1	14.3
6-10 Years	2	71.4
11-15 Years	1	14.3
16-20 Years	-	-
Over 20 Years	-	-
Teacher Years of Experience		
0-5 Years	41	33.6
6-10 Years	56	45.9
11-15 Years	12	9.8
16-20 Years	4	3.3
Over 20 Years	9	7.4

Source: *Field Data, 2025*

As seen in Table 3, the results show that teachers, principals and PTA chairpersons have varied experiences and are at different career growth levels. It indicates that the majority (45.9%) of the teachers have experience ranging between 6-10 years, while (33.6%) of teachers have been in service between 0-5 years. On the same, (9.8%) of teachers have been in service for 11-15 years, (3.3%) for 16-20 years, over 20 years with (7.4%) and (4%) had more than 20 years of experience. Having teachers with varied levels of experience in teaching offers multiple benefits. For example, teachers with different levels of experience bring diverse perspectives to the learning environment. Newer teachers might introduce fresh ideas and innovative teaching methods, while seasoned teachers often possess a profound understanding of parental involvement. This range of perspectives enriches the educational experience for students and aids teachers in developing better strategies for involving parents in meaningful ways, such as regular communication, academic monitoring, and collaborative student support. Furthermore, among PTA chairpersons, the majority (71.4%) have 6-10 years of experience, with the rest having 0-5 years (14.3%) or 11-15 years (14.3%). While none has served more than 15 years, the data suggests that the majority have sufficient familiarity with school systems and processes. Additionally, Figure 3 shows that the majority (71.4%) of the principals have been in the leadership position for 11-15 years. On the same, (14.3%) of principals had worked for 16-20 years, and (14.3%) had been principals for over 20 years. These findings suggest that most principals in public primary schools in Dilla Town have enough

experience to effectively oversee and improve the parental involvement in education. This means their skills and expertise are likely to produce positive learner's academic achievement in schools.

It is also important for school principals to have significant experience because they hold important leadership positions in schools, and their experience plays a crucial role in their ability to effectively manage and lead schools. Over time, these principals have developed and refined their leadership skills, encountering numerous challenges that provide them with valuable experience in effectively involving parents in schools. This familiarity allows them to stay informed about educational sector changes, successfully implement new initiatives, and adapt to evolving educational trends, thereby supporting teachers in enhancing positive academic achievement. With limited experience, principals may lack effective understanding of the contribution of parental involvement in education and techniques that come with time and exposure. They might struggle to effectively navigate complex situations, such as poor peer mentorship or a lack of teacher cooperation. Additionally, their ability to mentor and guide less experienced teachers and the selection of student leaders' process could be compromised. Welsh (2023) argued that experience comes from practical knowledge gained through working with teachers and learners in various situations over time. Therefore, principals need a wide range of experience to embrace and support parental involvement in education to enhance learners' academic achievement.

Distribution of Teachers teaching Subjects

Teachers were asked to indicate their teaching subjects to assess their level of expertise and readiness to support parental involvement and learners' academic achievement. This analysis sought to determine whether their subject specializations, years of service, and professional qualifications had equipped them with the necessary knowledge and skills to foster effective parental engagement and contribute to improved academic performance. The results are presented in Figure 6.

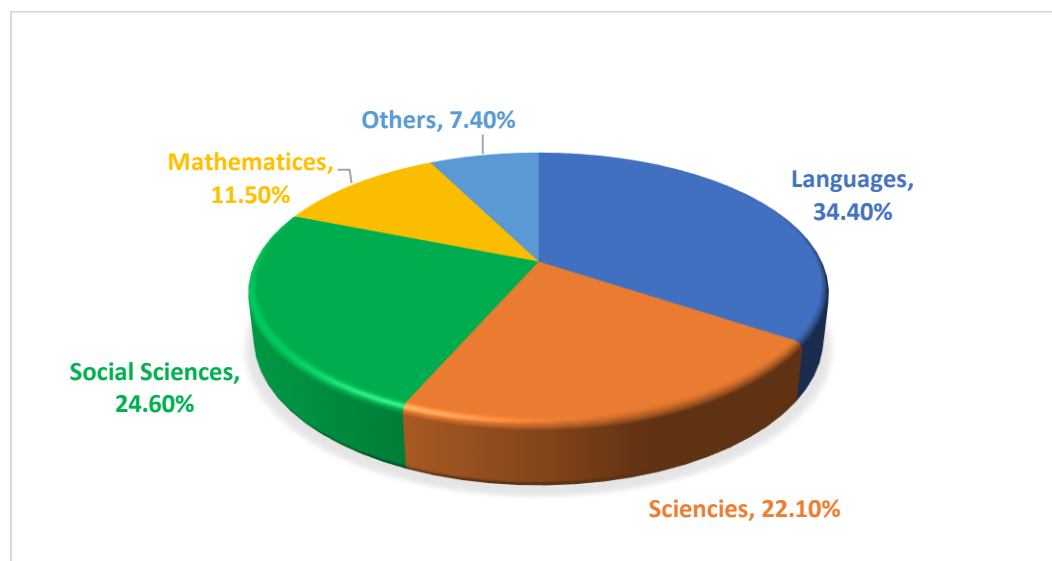


Figure 6: *Distribution of Teachers teaching Subjects*

Source: Field Data, 2025

As seen in Figure 6, the results show that (34.4%) of teachers were teaching languages, while 24.6% of teachers specialize in teaching social sciences. On the same, (22.1%) of teachers were teaching sciences,

(11.5%) of teachers were teaching mathematics and (7.4%) were teaching other subjects. This implies that diversity of subjects can also contribute to a well-rounded education, providing students with a broader perspective. The distribution of teachers by subject area has important implications for parental involvement in education. Subjects such as languages and social sciences, which have higher representation, may encourage more parental engagement due to their relevance in daily life and community involvement. When parents see the connection between their children's education and practical applications, they are more likely to participate actively. In addition, the study's results highlight the importance of subject diversity in promoting parental involvement in education. Understanding the strengths and weaknesses in subject representation, schools can develop targeted strategies to enhance parental engagement and improve students' academic achievement. Schools should encourage parents to participate across all subject areas, highlighting the value of a comprehensive education that encompasses languages, social sciences, sciences, and mathematics. Conversely, the lower representation of mathematics suggests a gap that schools can bridge by organizing targeted initiatives, such as math-focused workshops for parents, to promote confidence and involvement in supporting their children's numeracy development. According to Mutonyi and Mugo (2021), parental involvement is positively influenced when parents perceive a clear link between school subjects and real-life applicability, emphasizing the need for inclusive strategies across all learning areas.

Parental Involvement in Resource Provision and Academic Achievement of Learners

The first objective of this study was to assess whether parental involvement in resource provision influences learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia. The researcher administered questionnaires to teachers and students. On a five-point Likert scale, the teachers and students were asked to select responses that best reflected their beliefs, while principals and PTA chairpersons were interviewed. Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N) were the rating scale. The results are presented in Table 4.

Table 4: Parental Involvement in Resource Provision and Academic Achievement of Learners

Statements	Always		Often		Sometimes		Rarely		Never	
	f	%	F	%	f	%	F	%	F	%
Teachers = 122										
How frequently do parents purchase relevant supplemental books for the learners.	-	-	13	10.7	26	21.3	62	50.8	21	17.2
How frequently do parents buy stationeries for the learners.	15	12.3	33	27.0	29	23.8	35	28.7	10	8.2
How frequently do parents provide to the learners the materials needed to accomplish the assignments.	9	7.4	30	24.6	32	26.2	42	34.4	9	7.4
How often do parents provide with the learning and teaching resources required by the school.	15	12.3	25	20.5	28	23.0	37	30.3	17	13.9

Students = 375										
How frequently do your parents purchase relevant supplemental books.	50	13.3	51	13.6	86	23.1	89	23.7	99	26.4
How often do parents provide with the learning and teaching resources required by the school.	68	18.1	29	7.7	59	15.7	208	55.5	11	3.1
How often do you bring to school all the required learning materials.	57	15.3	72	19.2	74	19.7	104	27.7	68	18.1
How frequently do your parents provide you with the necessary school supplies on time?	44	11.7	63	16.8	44	11.7	155	41.3	39	10.5

Source: Field Data, 2025

As seen in Table 4, the majority (50.8%) of teachers reported that parents rarely purchase relevant supplemental books for the learners. This implies that a significant number of parents are not actively engaged in providing supplemental educational resources for their children. On the same, (21.3%) of teachers observed that sometimes parents purchase books for their children, while (10.7%) reported often and (17.2%) stated that they never do, which suggests a concerning gap in parental involvement. These study results imply that many students lack access to additional materials that could enhance their learning and academic achievement. This further highlights the need for schools to encourage greater parental engagement in supporting students' educational resources. On the other hand, the majority (26.4%) reported that their parents never and (23.7%) rarely purchase relevant supplemental books. This indicates a low level of parental involvement in providing essential academic resources, which may hinder students' academic progress and readiness. On the same, some students, (23.1%) reported sometimes, (13.6%) stated often and (13.3%) reported always that their parents purchase relevant supplemental books. This study's findings align with Koršňáková and Štefánik (2019), who found that having access to and utilizing educational resources enhances learners' academic achievement. This implies that parental provision of academic resources plays a crucial role in reinforcing classroom learning, improving learners' confidence, and boosting academic achievement. Principals and PTA chairpersons were interviewed and one of principal said:

I always ensure that the school works closely with teachers to ensure that every student has access to the required learning materials. Also, I tasked teachers to help identify whether each child has what they need. Additionally, we have a checklist that is used for parents to sign when they provide resources for their children. This system allows for cross-checking to make sure all students receive the necessary materials. Most importantly, through this system, I encourage parental involvement in the teaching and learning process by inviting parents to visit the school and by creating opportunities for them to share any concerns or complaints they may have, especially on resource provision and learners' academic achievement (Principal 1, 15th July 2025).

On answering the same question, one PTA chairperson noted:

I observed that when parents supply the necessary resources on time, it can enhance both the school's effectiveness and students' academic performance. Most importantly, I always encourage parents to provide learning resources to their children on time because doing so not only enables them to study anytime but also motivates them to read more frequently, ultimately contributing to improved academic achievement (PTA Chairperson 1, 15th July 2025).

On answering the same question, one PTA chairperson explained:

As the PTA chairperson, I work closely with the school principal to identify the learning and teaching materials needed. Once the needs are established, I engage parents to support the school through contributions to ensure that every student has the necessary resources. Although I observed that many parents do not frequently buy stationery for their children, we are always working and encouraging them to do so (PTA Chairperson 2, 15th July 2025).

In Table 5, regarding the question of how frequently parents buy stationery for learners, the results indicate that (28.7%) of teachers reported that parents rarely purchase these supplies, while (23.8%) noted that this occurs sometimes. This suggests that a significant number of students often lack the necessary stationery for their studies. In contrast, (27%) report often, (12.3%) report always and (8.2%) (n=49) report never that parents buy stationery for learners. These results imply that although some parents are supportive, there remains a notable gap in consistent parental provision of essential learning materials, which may affect students' preparedness and academic success. The results of this study align with Dini et al. (2019), who stated that the provision of learning materials or stationery by the parents had a positive effect on learners' academic achievement. However, many parents failed in this responsibility.

On the other hand, the majority (55.5%) of students reported that parents rarely provide them with the learning and teaching resources required by the school. Additionally, (18.1%) stated that this happens always, (15.7%) said sometimes, (7.7%) reported often, while only (3.1%) said never. This implies that there is generally low and inconsistent parental involvement in resource provision, which could negatively impact students' ability to fully participate in learning activities and achieve optimal academic outcomes. Similarly, studies by Anyira and Idubor (2020) further recommended that teaching and learning resources be made accessible to both teachers and learners to enhance effective instruction and improve academic achievements. Principals and PTA chairpersons were interviewed, and one of them said: "As a principal, at every parent-teacher meeting, I consistently encourage them to provide their children with stationery and other teaching and learning materials. This helps students to excel in their studies and improve academic achievement", (Principal 2, 15th July 2025).

On answering the same question, another principal noted:

I observed that when parents provide the necessary teaching and learning materials to students, it equips them to complete assignments and homework on time, thereby enhancing their academic achievement. However, at my school, many parents fail to supply these essential resources, which negatively affect learners' ability to keep up with academic demands (Principal 3, 15th July 2025).

On answering the same question, one PTA chairperson stated: "During meetings, we discuss the need for teaching and learning materials, collect contributions from parents, and distribute the resources to students who lack the necessary supplies. This aims at improving parents' involvement and learner academic achievement" (PTA Chairperson 2, 15th July 2025).

Results in Table 5 shows that (34.4%) of the teachers reported that parents rarely provide learners with the materials needed to accomplish their assignments, while (26.2%) stated that parents sometimes do.

This implies that many students lack adequate home support to complete assignments, potentially affecting their academic performance. On the same, some teachers, (24.6%) reported often, (7.4%) stated always and (7.4%) said never do provide learners with the materials needed to accomplish their assignments. On the other hand, (27.7%) of students reported that they rarely bring all the required learning materials to school, while (19.7%) said they do so sometimes. Additionally, (18.1%) reported never, (19.2%) said they often, and (15.3%) stated they always bring everything needed. This implies that a significant number of students may struggle with consistently having the necessary materials, which can hinder their participation in class activities and negatively impact their overall academic performance.

Furthermore, Table 5 results show that (30.3%) of teachers reported that parents rarely, and (23.0%) said sometimes, provide learners with the learning and teaching resources required by the school. This indicates that many learners may not consistently receive the necessary support from home to fully participate in classwork and homework. On the same, (20.5%) of teachers said parents often provide these resources, (13.9%) stated never, and (12.3%) reported always, suggesting varying levels of parental commitment. These results imply that while some parents are supportive, a significant number may not prioritize the provision of learning materials, potentially affecting students' academic success. Concerning the question of how frequently parents provide students with the necessary school supplies on time, (41.3%) of students reported that this happens rarely, and (16.8%) said it happens often. Additionally, (11.7%) stated always, another (11.7%) said sometimes, and (10.5%) reported never. This implies that many students face delays or inconsistencies in receiving school supplies, which can hinder their preparedness and overall academic performance. These results align with Milligan et al. (2019), who found that providing teaching and learning resources can lead to better engagement, improved teaching practices, and enhanced academic achievement for learners. Similarly, research by Amunga et al. (2020) confirmed the importance of parents collaborating with teachers as partners in education to provide necessary learning resources, ultimately boosting students' academic achievement. Principals and PTA chairpersons were interviewed and one of them said:

I work to ensure that every student has access to necessary resources for academic success by regularly reminding parents to provide required materials and following up on their needs. For families unable to afford these resources, I seek support from school partners and community members. However, this support often falls short, resulting in some students having limited access to learning materials, which negatively affects their academic achievement (Principal 5, 15th July 2025).

In answering the same question, another principal noted: “I have observed that many students do not return to school with all the necessary learning materials. When I engage parents in discussing this issue, they often express a lack of funds, which makes it difficult for them to provide these resources. As a school, we strive to manage with what we have, but this sometimes negatively impacts students' academic performance”, (PTA Principal 4, 15th July 2025).

On the same question, one PTA chairperson stated

I observed that some parents do not provide learning resources for their children. Many expressed that insufficient school involvement leaves them unsure of expectations. Others cited financial challenges or being too busy with work to follow up. Some mentioned that teachers assign too many tasks requiring new materials, which they cannot afford. To address these issues, we are collecting contributions from parents to support students lacking essential supplies. However, while waiting for this support, students' academic achievement is negatively

impacted (PTA Chairperson 3, 15th July 2025).

In answering the same question, another PTA chairperson stated

In my engagement with parents, several reasons for disengagement emerged. Many felt excluded from school activities and unclear about their roles due to limited communication. Some lacked subject knowledge and felt unprepared to support their children's academic needs without guidance. Others noted the school's limited involvement, leaving them unaware of expectations. Additionally, some parents lived far from the school, complicating regular engagement. There is a need for increased effort to prevent delays in accessing resources that negatively impact students' academic performance (PTA Chairperson 4, 15th July 2025).

Based on the findings presented in Table 5 and the views gathered from teachers, students, principals, and PTA chairpersons, it is evident that parental involvement in resource provision significantly influences learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia. A large proportion of both teachers and students reported that parents rarely or inconsistently provide essential learning materials such as stationery, supplemental books, and other school supplies. This lack of consistent support contributes to students' limited preparedness, reduced motivation, and lower engagement in academic activities, ultimately impacting their performance. These findings resonate with studies by Milligan et al. (2019), Dini et al. (2019), and Amunga et al. (2020), who established that the availability of teaching and learning resources, supported by parental involvement, enhances learners' academic outcomes. The study underscores the need for stronger school-family partnerships, improved communication, and targeted initiatives such as resource checklists, community contributions, and regular parental engagement to bridge the existing gaps and foster a supportive learning environment for all students.

1.10 Conclusion

The study concluded that parental involvement in resource provision plays a significant role in influencing learners' academic achievement in public primary schools in Dilla Town, Gedeo Zone, Ethiopia. Findings revealed that many parents rarely or inconsistently provide essential learning materials such as stationery, supplemental books, and school supplies, resulting in students' limited preparedness and reduced academic motivation. Teachers and students consistently reported that inadequate provision of resources negatively affects learners' ability to complete assignments and fully participate in school activities. Interviews with principals and PTA chairpersons further confirmed that financial constraints, limited communication, and lack of parental engagement contribute to these challenges. However, principals who encouraged parental participation through regular meetings, checklists, and community support initiatives observed improvements in student performance. These findings align with studies by Milligan et al. (2019), Dini et al. (2019), and Amunga et al. (2020), which emphasize that parental provision of learning resources enhances student engagement and academic success. Therefore, the study recommends strengthening school-family partnerships, improving communication, and promoting structured parental involvement to ensure timely provision of educational materials, thereby improving learners' academic achievement.

1.11 Recommendation

The study recommends that school principals, teachers, and parent-teacher associations (PTAs) strengthen collaboration through regular communication channels, joint meetings, and awareness programs to enhance parental involvement in resource provision. Schools should introduce structured initiatives such as parental resource checklists, contribution schemes, and community-based support

systems to ensure that all learners receive essential educational materials on time. The Ministry of Education, in partnership with local education offices, should develop policies that promote parental engagement in learning resource provision and provide financial or material support to economically disadvantaged families. Additionally, capacity-building programs should be organized to sensitize parents on the importance of their role in supporting their children's education. By reinforcing school–family partnerships, improving communication, and promoting shared responsibility, learners' preparedness, participation, and overall academic achievement can be significantly improved.

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