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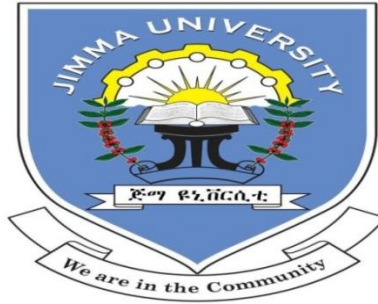
**INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT  
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**THE PRACTICES AND CHALLENGES OF PARENT PARTICIPATION  
IN CHILDREN'S EDUCATION IN JIMMA TOWN PRIMARY SCHOOLS**

**BY: TAKELE GENETI**

**MAY, 2014**

**JIMMA, ETHIOPIA**



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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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**LETTER OF APPROVAL**

This is to certify that the thesis prepared by TakeleGeneti entitled “*The Practices of Parent Participation in Children Education in Jimma Town Primary School*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

**APPROVED BY BOARD OF EXAMINERS**

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## DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "*The Practices of Parent Participation in Children Education In Jimma Town Primary School*", is approved as the original work of TakeleGeneti.

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## **Acronyms and Abbreviations**

**ESDPH** - Education Sector Development Program II

**FDRE** - Federal Democratic Republic of Ethiopia

**KETBs** - Kebele Education and Training Boards

**MoE** - Ministry of Education

**NGO** - Non –Government Organizations

**PTA** - Parents Teachers Association

**SIP** - School Improvement Program

**TGE** - Transitional Government Education

## **Abstract**

The purpose of the study was to investigate the practice and challenges of parents' participation in their children's education in Jimma town primary schools. The study focused mainly on school-parent relationship; parents' involvement in their children's education; parent and PTA participation in school activities and their effort to support school management as well as factors that hinder parent participation were assessed here. The research method employed in this study was descriptive survey, and the data gathering instruments used in this study was questionnaires and interview. The samples taken for this investigation were PTA members, principals, teachers and students of the schools. The sample of the study: 42 PTAs, 14 principals, 77 teachers and 12 students of the selected sample schools were included. The sampling techniques used in this research were simple random sampling technique of lottery method were employed. The data obtained were analyzed by descriptive statistics using frequency, percentage, mean and one way ANOVA test. The findings on the current practices of parent participation in children's education revealed that the level of parent- school relationship were rare. Meaning the participation in school meetings or school conference, communication with school teachers and/or administrations and visiting their children's learning and school activities were found rare. Parents' involvement in guiding, helping with basic and supplementary learning materials, reducing work load and regular follow up of their children education at home and at school level were varied based on their rating scale. Similarly, participation of parents and PTA members in school management activity; such as planning with school leaders, monitoring teaching learning process and supporting were low, except solving school disciplinary problems and providing supportive/constructive ideas. The main factors that hindered parents' involvement in schools were lack of awareness to support their children in education, low economic background (income), time constraints as well as weak school- parent relation which need to be strengthened in the future. This study revealed that, parent involvement in their children's education is not as desired. To conclude, parent's participation was mostly affected by economic and social factors. So to raise parents and PTAs interest and capacity toward their duties and responsibilities: giving training to strength their roles on how to help their children in education at home and at school is the most important tasks to be accomplished.

# CHAPTER ONE

## 1. INTRODUCTION

This chapter deals with background of the study, research objectives that include general and specific objectives and research questions of the study. In addition to this, it presents scope of the study, limitation of the study, significant of the study and definitions of important terms.

### 1.1. Background of the Study

The word Parent has several definitions: one can say a parent is an individual who fosters all facets of a child's growth, (Janeb, 2004), Parents in this view refers to mother and/or father and guardians (Encarta Dictionary). Similarly, family can be seen as a group of people who have biological, emotional or legal ties to each other (McDaniel et al. 1990). Therefore, as the above ideas, it is possible to say, parents are families of students who are stakeholders in educational process.

Hong and HO (2005) in their investigation show parental involvement are multidimensional and multifaceted. Some of the dimensions included parental background factors, aspirations, practices, home learning activities and parent-school contacts. According to Fuller,(1998). successful parent involvement can be defined as the active, ongoing participation of a parents or primary care givers in their children educational achievement. The most basic involvement of parents in their children schooling is the provision of basic needs. Parental involvement helps to reinforce the importance of education and provides the students with the attention in class rooms and at home for their school related activities. Studies of family process indicate that students perform better in school when they are raised in homes characterized by supportive and demanding parents who are involved in schooling and encourage as well as expect educational achievement as a result enhance student's promotion and increased retention rates in school (Charles,.2003). As students spend a considerable amount of time at home and in the greater community, parent can still greatly influence in their children's education. Moreover, some parents have major roles in establishing effective management programs in the class rooms.

Based on the circumstances of the world, the Transitional Government of Ethiopia launched the aggregation of committees as indicated in education and training policy, (MoE, 1994) such as supportive committee like Parent and Teachers Association (PTA) committees from family and

community members involved in school activities, participations in parent advisory committees according to the ability of parent to assist within school setting as necessitated. Therefore, supporting the children's schooling activities could be practiced by helping their school work through providing encouragement, parent school communication which includes parent teacher discussion, phone conversations with school staff to share information, participation in work of the school and the school governance to share school burden activities.

Research on school improvement program in Chicago city, (*Hess and Holloway, 1984*) shows the importance of considering demographic factors as parental participation to student's education through monitoring their homework and actively facilitating for their children learning at home which occurs when parents reinforce classroom activities or educational strategies, good parenting in the home and at school are critical one.

Studies of family influences on student's educational success focus on family differences such as; socio economic status, employment and parent's educational level as well as within the family itself such as parenting techniques, parental encouragement and parental involvement in school (parent-school relationships) process influences for the achievement of learners.

Additionally, studies investigate the relation between parent's participation using parenting styles such as authoritativeness, indulgent, and lazy fairs. The three sets of family process factors that appear to be related to children education success: authoritativeness, parent involvement in schooling, and parental encouragement, (*Hess and Holloway, 1984*) indicates as the most important ingredient. It would not be difficult to understand the extent to which children learn in school is entirely dependent upon what takes place within the class room. Parents do possess an inherent concern on the education of their children. But most of them do not recognize that they should share responsibility in accomplishing this task. Therefore, they assume that sending their children to the school as final result and forget the most valuable participation in the school learning process was affecting children's educational achievement.

In Ethiopia, as noted in ESDP II, MoE, (2002) parent pressure has a positive and significant effect on children's education. However, from the researcher experience where the study undertaken even if parents participation influences children's education success positively, parents did not participate properly in playing their role. So, to minimize the problems and to increase parents' participation in children's education call for investigation.

## 1.2. Statement of the Problem

The Federal Democratic Republic of Ethiopia made reforms in education sector to realize quality education for children. To achieve one of the educational goals, the participation of parents and community is at large found to be paramount in the guideline prepared by ministry of education p (MOE, 2002) which indicates the extent of authorities and responsibilities of parents and communities. Accordingly, they are supposed to play crucial roles in school activities which include participation in annual planning, school financing, constructing and maintaining infrastructure, looking into disciplinary problems, students learning, and other related school activities. Despite this belief, the existing reality shows that parents' involvement in the above mentioned activities seems minimal in primary schools of Jimma town administration and needs to be investigated to know the extent to which these condition is happening and the major obstacles that hinder the parents from playing their role in school matters. However, there conditions are not happening when observed from the existing reality.

From the preliminary investigation and the researcher experience point of view as school principal and education office supervisor when supervised some schools in the town, only very few numbers of student families attended the meetings called by schools. For example in Hibrat and Seto Yedo primary schools from 1213 and 1139 expected student families only 131 and 95 student families respectively attended the meeting in 2005 at the end of second semester .According to schools and Jimma town education office annual report of 2004 and 2005 it confirms that parent involvement and school parent relationships were minimal. Hence, if these things happened and continue like this to happen unless it would be stopped somewhere. Would it be easy to maintain quality of education as government intended in the millennium development education goal? In order to increase the participation of parents they must be helped to recognize the vital role that they ought to play. Is not if necessary to help parents to recognize the vital role they ought to play? These initiated the researcher to investigate the practice and challenges of parents' involvement in children education in Jimma Town primary schools. Based on this, the researcher investigated the practice of parent's participation at home and at school for their children success and challenges that hindered them to do so.

So, this study focuses on the practice and challenges of parent participation in children's education in primary schools and attempt to find answers for the following basic questions

### **1.3. Basic Research Questionnaires**

This study intended to find answers for the following leading questions:

1. What are the current practices of school-parent relations in Jimma Town primary schools?
2. What is the extent of parent's contribution on children's education success in Jimma Town primary schools?
3. In what way do parents play their role to contribute for children success in their education?
4. What are the main factors that hinder parents' participation in school activities?

### **1.4. Objective of the Study**

#### **1.4.1. General Objective of the Study**

The purpose of this study is to investigate the current practice and challenges of parents' participation in children's education in Jimma town primary schools.

#### **1.4.2. Specific Objectives of the Study**

- i. To investigate the current practice of school-parents relationship in Jimma Town primary schools.
- ii. To explore the extent of parental involvement in their children's educations in Jimma Town primary schools.
- iii. To investigate the ways of parents play their role to contribute for children's education success in Jimma Town primary schools.
- iv. To identify factors that hinder parents' participation towards children education.

### **1.5. Significance of the Study**

The research attempted to investigate the current practices and challenges of parents' participation in their children education in selected primary schools of Jimma town by assessing their experiences. Therefore, the result of this research will reveal the current practice of school- parent relations create some awareness in school community how to encourage parents' more in their children education at home and at school. The findings might also raise some suggestions about the effectiveness of parents' involvement and maximize it. Similarly, the factor that affects parent participation may gradually get solution through training parents by school leaders and educators. Additionally, the finding of this research may solve the problem of minimum parent participation

in children education at home, at school and by far encourage other researcher to conduct further investigation on similar problem.

### **1.6. Delimitation of the Study**

The research focuses the practice and challenges of parent participation in their children's education in Jimma Town primary schools.. Because of time and resource constraints are difficult to include all schools in the town in this study. For this reason the study were delimited to six primary schools of Jimma Town administration out of the 23 primary schools found in the town which are thought to be fairly representing the population.

### **1.7. Limitation of the study**

The study in the practice and challenge of parent participation in children's education requires a deep investigation and intensive follow up to get the deep-rooted, actual problems and hinders. However, so many researchers have been conducted in the field of education and still large number of researchers are conducting their researcher too in the area and use the school community specially teachers and principals as a source of information to gather data. As a result teachers and school managers become tired and bored of filling the questionnaires. Because of this, most of them are unwilling and reluctant to respond to the questionnaire and failed to return it. This was the major challenges that the researchers faced while conducting the study. The researcher undertook creating awareness for the respondent principals, PTAs, teachers and the selected students and discussion made on the purpose and benefit that might be obtained from the study. However, with frequent appeals and patience some of the problems solved.

### **1.8. Organization of the Study**

The first stage was preparation for the study which includes proposal development, review of related literature, development of instruments of data collection, selection of samples. In the second stage, the questionnaires were distributed and interviews were conducted. At the third stage, data were organized, analyzed and interpreted. Finally draft and the report were accomplished.



## 1.9. Definition of Key Terms

**Parent:** Parent is the person or persons who has or have care custody and control over and concerned for their children.(Mother, Father, or Legal guardian) of the students.

**Parent Participation:** is the active involvement of families in formulating and implementing educational program of their children/in school activities in different forms.

Have a share or take part in children's learning.

**Education:** System of formal teaching and learning as conducted in the primary schools and others.

**Involvement:** Participate; take part in educational activities at schools and at home. Has a necessary part tries to help children's and the school activities.

**Parental:** Relating to, belong to or provided by parents. Or of a parents; having something to do with a parent or parents.

**Parent Teacher Associations:** School Organization of Parents and Teachers; a school body run by teachers and parents to organize fund raising and social events and encourage cooperation.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITRATURE**

#### **2.1. Introduction**

This chapter deals with review literature of the study. It included the concepts of parents' participation, school- parent relationships, parent involvement, the role of parents' participation in their children education, types of parents' participation and factors affecting parent participation.

#### **2.2. Concepts of Parent Participation**

To provide a frame work for what follows in this section the term parent need to be defined and/or explained. For the purpose of this study, parent is defined as mother and/or father, the person or persons who has/have care custody and control over, concerned for a child (Wolfedale, 1992). As stated in different studies most children have two main educators in their lives-their parents and their teachers. Parents are prime educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school. So, the school and parents both have crucial roles to play. Many forms that is involvement at school (as a governor, helping in class room activities), through to reading and doing at home or assisting with homework and parent school communication, that include parent teacher discussion, phone conversations with school staff, information sent home with child and informal communication, decision making that strengthen participation in parent teacher organizations, policy councils etc. So, communities that practice community collaboration by transforming schools into community provide additional opportunities for parent participation in their child's education (Goldenstein, and Coleman, 2008). As expressed in the study the view of parent participation can be categorized in to: Parents' involve in the school and participation in supporting of the individual at home.

With regard to the education system of Ethiopia, parents are participating in education of their children through Parent Teacher Associations (PTAs), and Kebele Education and Training Boards (KETBs); (MoE, 2002).

In the recent study concern over the ways in which high schools can respond to issues like declining achievement scores, rising dropout and repetition rates, policy makers, researchers, and educational practitioners have focused their suggestions for school reform on influences on adolescent success occur within the boundaries of the school or class room. This research in contrast, reviews on experiences outside of the class room-in the family home support, and participation in school life. Because of the complex interaction between a number of factors only some of which will be taken into account in this analysis.

### **2.3. School- Parent Relation**

Developing an appropriate guideline and determining attainable goals plays important role in creating and improving a school- community/parent relation programs. The participation parent in school activities will be achieved if school- parent/community relations developed. School-community relations is developed and improved if there is a guide line and program of school community relation and its goals.

Gallagher et al, (2005:39), state that developing an appropriate guidelines and attainable goals are essential for school- parent/community relations and the guidelines should emphasize the development and continuance of a strong partnership between the school and the parent. They pointed out that by bringing individuals and groups into a dynamic team, ideas can be exchanged problems examined, practice reviewed, and decisions reached that will enrich the quality and increase popular support of public education. Thus the development of school-community/parent relation plays important role to improve educational quality, equity, access and relevance by increasing popular support or community participation in education.

With regard to the education system of Ethiopia, a decentralized system of education, the New Education and Training Policy (1994), based on the Federal and regional political structure of the country is in operation. To facilitate the implementation of decentralization process, MoE has developed Guidelines for organization of Education Management, Community Participation and Educational Finance (2002), that is under implementation since 2003. The guideline has clearly indicated the duties and responsibilities of each stakeholder and forms of parents and community participation in education. Educational board, district and school administration and staff members play important role in developing school-community relation.

## **2.4. The Need for Parent Involvement**

Most scientific research on parent involvement consistently shows that parent participation increases student's educational success. The importance of parent involvement was reaffirmed in 1997 when the National PTA, in cooperation with education and parent involvement developed national standards of parent programs (White, 1998). Henderson (1994), confirmed that the most accurate predictor of student's success is the extent to which family is involved in the child's education. Also Henderson and Mapp (2002), have found that students with involved parents, no matter what their income or background, are more likely to earn high in test scores, and be promoted, attend school regularly and graduate. Besides, not all parents are involved in school activities even if they are requested in addition as MOE noted on, (ESDP II, 2002), that parental pressure has a positive and significant effect on public school performance.

As suggested in Research Conducted on Parent Involvement in Children Education in 2001, major factors of parent involvement in their education is:

Parents beliefs about what is important, necessary and permissible for them to do with and on behalf of their children, The existent to which parents believes that they can have a positive influence on their children's education and Parent perceptions in their children and school want them to be involved.

Prior research has established that family involvement in children's education is an important factor for student's success. Earlier studies focused on the role that parents play increasing the learning opportunities and the success of student's education. But more recently important advances have been made in the theoretical conceptualization of parental involvement and in the empirical investigations that extend from the elementary to the secondary school grades. Different study conceptualizes parents' involvement in school and family-school connections from a social organizational perspective developed by (Epstein, 1990), (Epstein, 1992 and Lee, 1995) AS they suggest, school, family, and community partner ships include practices initiated by parents, educators, or other community members may occur at school, at home, or in the community and they may have different types of involvement.

The community can assist the school in many ways: by providing direction, by recruiting volunteers to help at school functions, by serving as class presenters, by being mentors, by supporting and encouraging their children's education. When parents are actively involved in their

children's education, student achievement is higher. Even parents with little or no education can support learning. Parents and community groups can be included in decision-making and assume roles.

In the Ethiopian educational system, as proclamation number 260/84 (paragraph 31, number 3), declared, schools are required to organize parents' committees at section, grade and school level. The duties and responsibilities of these committees are summarized to Check suitability of classroom organization to the teaching learning process and offer help to improve conditions. Make sure that students maintain good order/discipline within and outside the school and ensure an educational atmosphere particularly in the school. Study cases of absentee students to minimize the problems of absenteeism and drop out in consultation with parents. Discuss cases of learning difficulties, based on suggestions of home room teachers, and consult parents on these issues.

Call for parents, in consultation with the principal, to cooperate and make follow-up on such matters as student discipline, learning progress and study habits. Coordinate parents to get support for the educational program following the decision of the school committee. Attend staff meetings, when necessary, to forward suggestions for improving the educational process.

Prepare reports, in consultation with the principal. And present to parents' general assembly twice a year. And submit quarterly reports to the respective higher body.

## **2.5. Parents Participation in school program**

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. As stated by MoE (1994), attempts to enhance parent involvement in education occupy governments, administrators, educators and other volunteer parents in all surrounding. It is anticipated that parents should play a role not only in the promotion of their own children's but more broadly in school improvement and democratization of school governance. Accordingly the degree of parent participation is a significant indicator of the quality of students' success in school (MOE, 1994 A.A).

On the other hand, regardless of government policies some parents have always been actively in enhancing their children development and educational progress. This spontaneous activity has taken a number of forms including 'good parenting' in the home which provides a good foundation of skills, value, attitudes and self-concept, visits to school to gather relevant information, providing supplementary materials, help by fixing play and TV watching time home

support teacher(tutorial teacher), and establish good relationships , discussions with teachers to keep child's progress and to discuss emergent problems, and assisting more broadly in the practical activities and governance of the school. So, continuous activities of many parents has been seen as a valuable contribution to children's educational progress and attempts to enhance the involvement of all parents now wide spread with government bodies specially educational concerned. (Charles, 2003), research reports No 433 indicates the impact of parental involvement, parental support and family education. Studies of family processes indicate that students perform better in school when they are raised in home characterized by supportive and demanding parents who are involved in schooling and encourage and expect students or their children school success.

A Variety of techniques exist for involving parents in their children's education. These range from parent school contacts like parent teacher conferences, notes home to parent training for involvement in school policy (Epstein, 1992). They found that teacher's techniques for involving parents in children schooling are: reading activates, learning through discussion, suggestions for home activities. That is supervision and review of homework etc. Also, Epstein(1995) suggests that a comprehensive program of parent participation include: techniques to help parents create home environment conducive to learning, frequent and clear communication from teachers to parents about pupil progress, the use of parents as resource in school (that is volunteers), assistance with educational activities in the home, and involvement in school governance as PTA. As many researchers suggest that in their findings as evidence close supervision and high support for educational activities are important factors in school success. For instance school can maximize the learning conditions for all the students when; establishing a school climate affirming the worth and diversity of all students and having staff and students both take responsibilities for successful learning out comes. Parents provide school supplies, supervision of activities and home environment (Bauch, 1994 and Epstein, 1995)

Another way of involvement includes the school's ability to establish a two way channel of communication about the child they share. A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the schools expectations they are willing to communicate their child's teacher (Fuller and Olsen 1998). Communication between school and home is the goal of

parent involvement and parents should be aware of their role in the communication partnership, communicating needs of their child in a clear manner (Epstein, 1995).

Parents can also participate in committees, parent teacher organizations, and other groups involved in decision making for the school. Parents feel a sense of ownership at school when they know they were involved in creating a policy, providing an activity for students, or changing a policy. They also, develop knowledge of laws that govern the education of their child (Epstein, et al, 1997). Parent and community members are important contributors to the education of children (parson, 1998). Students whose parents are involved in their education gain many benefits. These include higher academic achievement and fewer problems like case of repetition and drop-out rates in school, (Fuller and Olsen, 1998). There is a belief that parent involvement is a stronger indicator in student's education than socio – economic status, parent education, or any other indicator (Fuller & Olsen, 1998). Academically students have higher test scores, higher graduation (completion) or minimum drop-out rates, more homework (school activities completion) when parents are involved (Fuller & Olsen, 1998). In general, when parents are participated in their children education, student's show the effects. It means that, parents make a difference. This indicates parents are important contributors to the education of children (Parson, 1998).

The mutual interest the schools and parents have in each child is that; teachers want parents to be involved; parents want to be involved, as they want their parents and teachers to work together (Epstein, 1995). Also, teachers should use parent involve mental practices to create more understanding of the school environment (Epstein, 1995). Parents and students can both benefit when there is collaboration between home and school. Parents are required to attend meetings & collaboration in earnings. This vision of collaboration is seen as critical to a child's success in school (Hiatt-Michael, 2004).

Families of all cultural back-ground education and income levels encourage their children, talk them about school & keep them focused on learning and school activities (Henderson and Mapp, 2002). The continuity of family involvement at home appears to have positive influence on children as they progress to high school education. This suggests that the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education (Henderson and Mapp, 2002).

Also the most consistent predictors of parent involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement and guide them in how to help their children at home (Epstein, 1992)

In trends of strategic and school development planning in Ethiopia, over many years the student's enrollment increased continuously and significantly. On this basis the main objectives of any educational system is to cultivate the individual's capacity for problem solving adaptability to the environment by developing the necessary knowledge, ability, skill and attitude. (MoE, 1994) similarly, in school Improvement program formulated by MoE to bring educational success on students in school one of the core domains of the program was the school partnership with parents/community.

As many evidence supports that parent involvement programs have a positive impact on children's education (Henderson, 1994) so, it is important when teachers and educational administrators are committed to drawing parents to their children's education, the outcome for children can be very positive. Okagaki (2001) suggests that parent involvement influences student success through both direct and indirect ways. The direct path ways involve engagement in intellectually stimulating activities, expectation for high achievement, provide effective instrumental help, time management, creating an academic climate at home has been shown to successfully help students' success. Also, direct involvement in such activities as reading books, advising, reinforcing, showing techniques of study ways found to have positive effect on educational success of students (Keith and Remers, 1987). Both the characteristics of the school and the family as well as community have been shown to play an important role in predicting, student education success.

How to parents influence the development of attitudes and beliefs that are helpful in dealing with instruction in school. Most research evidence show that parent's attitude expectances, and beliefs about schooling and learning have a causal influence on the children's development of achievement attitudes and behaviors towards educational success (Ames and Archer 1987). On the other hand in study conducted on what research says about parent involvement in children's education in 2001 shows that the most consistent predictors of children education success are parent expectations of the child's academic attainment and satisfaction at school.

So, successful parent involvement can be defined as the active ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents in



their child's schooling is provision of basic needs. Because a parent provides school supplies, provision of activities and home environment (Bauch, 1994 and Epstein 1995).

## **2.6. The Role of Parents**

The role of parents in managing children's educational experiences at home and at school has long been considered critical for children's success in school. However, it is only recently that researchers have begun systematic and extensive investigations of parental involvement beyond the early years of schooling. Recent research has investigated parent's involvement in students' education. Research indicates and educators know that high performing schools are complex institutions. At their focus on achievement and unwavering expectations that all children can succeed in their education and by extension help in minimizing drop out and repetition rates that brings educational wastage in the process. Surrounding this center the confidence and respect of parents and another allocation of material resources are supports the school mission. In high performing schools all members of the school community both individually and collectively hold themselves accountable for student's success (MoE, 2004) According to Epstein and Safran (1996), the role of parent's in their children education has long been recognized as significant factors in educational success and school improvement. They showed in their findings that certain educational organizations and international conferences concentrate entirely on the issues of partnership between schools and parent's. (Example; parents in Education network, Education is partnership conference, Copenhagen, Nov.1996)

Concerning parent's path ways to achievement (MoE, 2004), stated that when school work for families to support learning children are more likely to success in the school. Furthermore student's success in school is the extent to which family encourages and support learning at home, expresses expectation for achievement in school. That is, the role providing students appropriate learning in fulfilling learning materials, keeping the cleanness of their children, following up the regular school time, visiting their children at school and at home for their success (Research on school improvement program in Chicago city) Also, as the document of the new policy emphasizes on the benefit of the society proclamation 260 of 1996/97 laid the legal base for the community to involve in the school affairs that practiced through the established school committee. Now a day school are running their function following this new structures counter problem of parents participation in order to bring the intended change or students success in their education. As Millers (1981), view of positive school climate factors influence contributions

of parent participation enhanced by opportunities to participate in decision, deep environmental activities and high level of communication.

As (Keith and McGrew, 2008), a perspective on child development suggests that parents play a significant role in mediating the relationship between student's intellectual ability and educational success. However, recent studies found that parental factors influenced student's intellectual ability in predicting their success depending on the context of the school phillipson, (2009).

In general as mentioned in the trend parent's participation influence student's education success positively in various ways. Because studies conducted by; (Matebe Tafere, 2006; Getachew. 2001, and Tamiru Tekalegn, 2009) examine contributions of parent's participation in their children education by exploring different indicators. However, from experiences in our country and by far in the surrounding still parent participation is not as required to address their children success. Although as stated by (MoE, 2002), it is impossible to bring educational success beyond the fulfillment of the core four domains identified in bringing change in student's learning in which one is family participating in school through PTAs and KETBs. According the guidelines, the involvement of PTAs is expressed in different forms that include: monitoring teachers and students attendance, when a child is absent from class PTAs discuss with parents the cause of absenteeism and bring the child back to the school. This shows that parent play role in student's enrollment in school. Also, creating conducive school environment to make school children friendly, and supervising any types of construction in the school (MoE, 2002) and same times adjusting the schooling time to needs of students labor for harvesting that intended it minimize students dropouts.

### **2.7. Types of Parent Participation**

Epstein, (1992) in her findings of school and family partnerships establish frame work of types of parent's participation as; parenting: help families establish home environments to support children as students. With parent education and training, family support programs, and home visits. Communication: it should be two ways and meaningful. That is school-home and home-to school programs and children's progress. Conferences with parent, language translators to assist families as need, and regular schedule of useful notices, memos, phone calls, newsletters and other means of communications.

Volunteering: parents are welcome in school, and their support and assistance is important. School and classroom volunteer program to help teachers, students and others.

Learning at home: parents' played an integral role in assisting student's learning at home. Information for families on skills required, homework policies and how to monitor and discuss school work at home.

School decision making and advocacy: parents are partners in the decisions that affect children and families in which its intent is to give parent's voice in decisions that affect their children's education.

Collaboration with the community: community used as resources to strengthen schools, family and student's learning. Families whose children are doing well in school exhibit the following characteristics; establish a daily family routine, monitor out-of-school activities, model the value of learning, self- discipline, and hard work, express high but realistic expectations for achievement, encourage children's development/ progress in school, and encourage reading, writing and discussions among family members.

## **2.8. Factors Affecting Parent Participation**

One of the salient features of school parent relationship is its complex nature. The complexity of interaction among administrators, teachers, parents, PTA and students makes school-parent relationship different from others. It has repeatedly explained that close school-parent relationship is the vital instrument to bring about effective and productive teaching and learning process should be needs closest cooperation and the most perfect understanding between the schools and the home if both are to give their best to the development of the education of the student. However, close school parent relationship is not something which can be easily realized without obstacles. School parent relations are complex for they are composed of different types of procedures, activities and levels of performance. Similarly school parent relationships affect the sum total of organization effort and practices.

Factors which negatively disrupt health school-parent relations can be seen from the degree of openness and closeness of the boundary and its communication ability of the school. The boundary of a school whether it is close or open has its own impact on strengthening or weakening the relations. If the school system is closed and non-competitive, this expected as to find citizens less participative, but expect them to be noted that the absence of parent participation in school affairs has generated a massive public loss of support for school that is potentially devastating. On the other hand, weak communication strategies of school aggravate or worsen the

relation. Emphasizing this point Dean (1981:142), comments: every organization of any site has problems of communication from time to time and needs of work constantly to maintain communication if problems are not to multiply.

As a result, continuous flow of information must be maintained. Another obstacle is associated with poor concepts and lack of understanding between the school and school administrators.

The barriers of close school-parent relations are diversified in nature and mainly in number. The serious constraints are absolute lack of resources in some communities, the burden of poverty, and illiteracy of many communities, the resistant nature of the community and institutions, organizational and administrative obstacles, lack of skill in collaborations of all the potential parents and the difficulty of sustaining participatory processes (Dean,1981).

As Getachew (2001), and Tamiru (2009), indicated in their studies, majority of the parents really want their children to do well and succeed in school. But only a minority of them does what they ought to do. As a result there is gap between parents' intentions and their actions. The reasons for the gap are many and completed. Steinberg et al, (1996), summarized the main reasons for the gap between parents' intentions and their actions in to three categories; they are lack of knowledge, lack of skill and lack of opportunity.

### **2.8.1. Lack of knowledge:**

According to steinberg, (1996), one main reason for the failure of parents to translate their best intentions in to right behavior is a lack of knowledge. Many parents have the right goals for their children, but they do not know what works and what does not, or they have incorrect or misinformed ideas about what works or they do not understand that there are effective and non-effective ways of participation according a particular goal in raising children. That means there was lack of awareness of parents in what and how to support children at home and at school. Because parents expected that, when they send their child to school the responsibility to bring their success was left for school or teachers. So, teachers who view parents as deficient or reluctant in their children education rather than supporters of education progress of child damaged parent involvement (Eccles and Harold, 1996). So, teachers should be careful about parents contributions for their children to become succeed in their learning.

### **2.8.2. Lack of Skill:**

A second reason for the gap between parent's intentions and their action is lack of skill. There are many parents who have the proper intentions and the correct knowledge, but who are not quite able to put this knowledge into practice. These parents may understand general principles of effective parenting, but they may not know the concrete steps one must take to implement them. These problems are solved if there is good school –parent partnership in which teachers or other professional orient or guide the parents how to assist or encourage their children at home.

### **2.8.3. Lack of opportunity:**

A third reason for the gap between parents' intention and their action is limited time or energy because of work commitments, marital stress, and psychological problems. Therefore, parents know what to do and how to do not or cannot practice effective parenting due to limited time or energy factors (steinberg, 1996).

Finally by arguing mentioned idea the researcher experiences in study area as there was lack of interest and expectation of parents for their children education success. That is, instead of support and encourages children for their education; appreciate to daily home related activities like marketing; since the area is cash crop area and to overcome problem of basic needs. Regarding this, as suggested by (Bandura, 1997), the greater the persistent they are. So, the researcher tries to minimize the problems encountered and suggest solutions through investigated findings for future betterments.

In general, there are many reasons which expected as the factors that hinder parents participation contributions to their children become succeed in their education. The mentioned and other factors were raised by respondents while data gathering through open ended questionnaires and interviews.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHOD**

The main purpose of the study is to examine the practice and challenges of parents' participation in children's education in primary schools of Jimma Town administration. Thus, to achieve this purpose a descriptive survey method was designed. Because, a descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing condition (Abiy et al., 2009, P. 30). The data source of the study, subjects, instruments of data collection and procedure, and methods of data analysis were presented in the following order.

#### **3.1 Data Source**

Both primary and secondary data were used. Primary data was collected from school principals, teachers, PTA members/ parents and students of primary schools. Secondary data was collected from school documents such as the minute of the school management and reports.

#### **3.2 Subjects of the Study**

The subjects of the study included 14 school principals, 77 school teachers, 42 PTA members/parents and 12 students.

##### **3.2.1 Target Population**

Target population is Jimma Town administration of 12 public primary schools and 11 private primary schools and total of 23 primary schools were found and targeted. (Jimma Town education office 2005 report).

##### **3.2.2 Sample and Sampling Techniques**

Out of the 23 primary schools of Jimma Town administration, 6 (26%) of schools were selected by simple random sampling technique/lottery method. These are Mendera, Hibrat, and Seto-Yedo from public and Beteseb, Catholic and Tesfa-Tawado from private schools were included in the study. The number of sample teachers from each selected primary

schools were again determined by probability proportion to the size sampling technique. That means each school had contributed to the sample a number of members proportional to its size. Accordingly, out of 231 teachers in the sample schools 77(33%) teachers were included in the study.

A simple random sampling method (a lottery technique) was used to select a particular teacher from each sample schools because a simple random sampling technique provides the best opportunity to obtain unbiased samples. All principals and PTA members from each sample school were taken by purposive sampling technique; because their in-depth information will give optimal insight into an issue which little known (Abiy et al., 2009, P. 64).

### **3.3. Procedures**

The researcher distributed the questionnaires to the respondents and collected after a week from each sample schools. One hundred thirty three (133) questionnaires were distributed for principals, teachers and PTAs/parents and 133(100%) questionnaires were responded and returned. Interviews were conducted with 12 students of the sample schools in face-to-face interactions.

### **3.4. Methods of Data Analysis**

The data were analyzed both quantitatively and qualitatively. Quantitative data were analyzed by using frequency, percentage, mean score and one way ANOVA test. Data were analyzed by narration and description.

#### **3.4.1 Quantitative Data**

As regards to the quantitative data, responses were categorized and frequency was tallied. Percentage and frequency counts are used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS to obtain using the frequency, percentage, mean value and one way ANOVA test of each item.

Percentage and frequency distribution are easier to interpret. Moreover, the study employed mean scores for the analysis of the questionnaires. Mean score takes all scores into account and supports percent. Likert Scale were employed to identify to what extent the respondents agree or disagree. Likert scale is easy to construct and takes less time. The simplest way to describe opinion and provides more freedom to respond. The scale consists of five scales: for ease of analysis and interpretation, the researcher used 3.0 as expected mean. The mean values of each item were interpreted as implementation of the activities. To check the existence of statistically significant difference between the respondents' one-way ANOVA test was also computed for the three groups (principals, teachers and PTAs). If the F calculated (computed) value is less than the table value that is  $\alpha = 0.05$  level with degree of freedom (2, 130) and table value ( $C_{\text{critical}} = 3.07$ ) there is no significance difference between the responses of the groups but if F computed value is greater than the table value there is significant difference between the responses of the groups.

### **3.4.2 Qualitative Data**

The data collected from the unstructured interview, open ended question items and the documents were analysed and interpreted qualitatively. The hand written notes of interview transcribed, categorized and compiled together. The result of document analysis and open-ended questions were summarized and organized with related category.

To this end, analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis. Finally, the overall course of the study was summarized with findings, conclusions, and some possible solutions.

### **3.5 Data Gathering Tools/Instruments/**

Questionnaire, semi-structured interview and document analysis were used as data collection tools.



### **3.5.1 Questionnaires**

A structured questionnaire were carried out to gather the required information about the school - parents relationships, the way parents' involve or support their children education, PTA members involvement in school administration activities, the factors that hinder them from giving support and the solutions they supposed for creating conducive environment involving parents in children's education. The questionnaires was prepared in English language and translated to Afan Oromo and Amharic for PTAs/parent respondents to overcome language barrier.

The questionnaires consist of five parts:

- i. Demographic information of respondents;
- ii. The extent of school-parents relationship where the respondents were requested to select a responses ranging from number 1 to 5 characterized as follows: 1= very rarely, 2= rarely, 3= sometimes, 4= mostly and 5= almost
- iii. The extent of parent involvement to support children's education at school and at home and respondents were requested to rank from very high to low level.
- iv. The participation of PTA members in school management activities were identified for this particular study. These are: 1 = very low; 2 = low; 3 = medium; 4 = high; 5 = very high
- v. Factors affecting parents' participation in supporting their child in which respondents were asked to select a response ranging from 1 to 5. It is characterized by the following Likert scale: 1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree.

Open-ended questionnaires also used for suited to give free responses in a continuous text. It is also more appropriate to elicit sensitive information (Somekh & Lewin, 2005, P. 219).

### **3.5.2 Interview and Document Analysis**

In order to triangulate, the data obtained through questionnaire a semi-structured interview guidelines (a written list of question) were prepared concerning the school-parents relationship, the extent of parents participation in children's education and factors hindering/affecting parent's participation in children's education. Moreover, document analyses will be also carried out by the researcher to triangulate the quantitative data

obtained through questionnaires concerning the extent of parents' involvement in supporting their child education at school and at home.

Finally, the information gained from open-ended questionnaires, interview, and document analysis were analyzed and interpreted against the leading questions.

**Table 1: Representation of population and sample size**

Type School	Name of sample the schools	Population and sample size			
		Teachers		Principals & deputy pr.	Parents/ PTAs
		Total population	33% Sample Population	100% sample Population	
Governmental	Mendara	56	17	3	7
	Hibrat	53	16	3	7
	SetoYedo	50	15	2	7
Private	Beteseb Academy	20	10	2	7
	Qi/Ph/p. Catholic	16	8	2	7
	Tesfa-Tewado	36	11	2	7
<b>Total</b>		<b>231</b>	<b>77</b>	<b>14</b>	<b>42</b>

\* PTAs/parents were 42 parents, 14 principals and deputy principals, 77 teachers, Total= 133 were included.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS AND PRESENTATION OF FINDINGS**

#### **4.1. Introduction**

This chapter comprises two major parts; the first one is characteristics of respondents (their sex, age, service years, and academic qualifications) and the second presents the findings of data which were gathered through descriptive analysis by using frequency, percentage, mean and one way ANOVA test.

The major purpose of this study is to investigate the practices of parent participations in primary schools of Jimma Town administration. For this study, 6 primary schools were selected. Data were gathered from school principals and deputy principals, teachers and parents/PTAs using close-ended and open-ended questionnaires. Students were interviewed to supplement result of questionnaires.

Data from participants are presented in tables followed by elaboration of results. The data gathered through closed-ended questionnaires are analyzed using frequency, percentage, mean and one way ANOVA test. Data gathered through open-ended questionnaires and interview are organized and summarized to supplement the information gathered through questionnaires. For this study 133 questionnaires were distributed to selected respondent parents/PTAs, teachers, principals & deputy principals.

#### **4.2 Characteristics of respondents**

In the questionnaires sample respondents were requested to provide information on their personal profiles including their sex, age, educational status and years of service. The details of the analysis are given in table 2 below.

**Table 2: Participants Profile**

Characteristics		Teachers		Principals & deputy Pr.		Parents /PTAs	
		No	%	No	%	No	%
Sex	Male	37	48.05	8	57.14	23	54.76
	Female	40	51.94	6	42.86	19	45.23
	Total	77		14		42	133
Age	21-30	19	24.67	3	21.43	6	14.28
	31-40	11	14.28	2	14.3	15	35.71
	41-50	20	25.97	4	28.57	13	30.95
	51& above	27	35.06	5	35.71	9	21.42
Level of Education	Grade 1-8	--	--	--	--	9	21.42
	Grade 9-12	--	--	--	--	9	22.11
	Certif/ TTI	9	11.7	--	--	10	23.8
	Diploma	38	49.35	6	42.85	6	14.28
	1 <sup>st</sup> degree & above	30	38.96	8	57.14	8	19.04
Service Year of principal & teachers	0-10	22	28.57	4	28.57	--	--
	11-20	9	11.7	1	7.14	--	--
	21-30	19	24.67	5	35.71	--	--
	31& above	27	35	4	28.57	--	--

As indicated in table 2, 23(54.76%) and 19(45.76%) of parents/PTAs are male and female respectively. 8(57.14%)and 6(42.86%) of Principals are Male and Female. And 37(48.05%) and 40(51.94%) of teachers are Males and females were responded.

Regarding the age of respondent teachers, 19(24.67%), 11(14.28%), 20(25.97%) and 27(35.06%) range between the age gaps of21-30, 31-40, 41-50 and 51 and above respectively. Also, 6(14.28%), 15(35.71%), 13 (30.95%) and 8(19.04%) of parents/PTAs age range between 21-30 year, 31-40 year, 41-50year and 51 and above respectively. Similarly, the age values 3(21.42%),

2(14.28%), 4(28.57%) and 5(35.71%) of principals age fall between the gaps of 21-30, 31-40, 41-50 and 51 and above respectively.

As to the education level/status of respondents, table 2 shows 6(42.67%) and 8(57.14%) of principals categorized under diploma and degrees respectively. 9(11.68%), 38 (49.35%) and 30 (38.96), of Teachers are TTI, diploma and degree holders respectively. And 9 (21.42%), 9 (21.42%), 10 (23.80%), 6 (14.28%) and 8(19.04%) of PTA/Parents' are elementary level, grade 9-12, certificate, diploma and degree level respectively. This indicates some of the respondents need assistance to read and write the questionnaires.

Regarding to service year of respondent, table 2 shows 22(28.57%), 9(11.68%), 19 (24.67%) and 27 (35.06%) of principals have serviced 0-10, 11-20, 21-30 and 31 and above years respectively. And 4 (28.57%), 2(14.28%), 5(35.71%) and 4(28.57%) of teachers have included 0-10, 11-20, 21-30 and 31 and above years respectively. So, experiences of all service years are included in the study.

### **4.3. Data presentation and Analysis**

#### **4.3.1. School- Parent Relation**

In this section, the data indicate the status of school-parent relations that have been gathered from principals, teachers, and parents/ including PTA members and students. A school-parent/community relation is a basic system for improving children's education and helps to maintain students' achievement. Gallagher et al, (2005:12) state a school- parent/community relation is "a systematic function on all level of school system, established as a program to improve and maintain optimal levels of students' achievement and to build public support". For achieving success in the school activities, the school communities and parents are expected to work in collaboration. In this respect, Gallagher et at, (2005:13) state that sound and constructive relations between the school and the parents are achieved through a process of exchanging information, ideas, and viewpoints out of which common understanding are developed and decisions are made concerning essential improvements in the educational programs/objectives.

With regard to questionnaires presents the responses of the principals, teachers, and parents/PTAs on participation of parents in school called meeting or parent-teachers meetings, and their

communication with school administrators and teachers. Each of the items were designed in a form of five point rating scale comprising very rarely, rarely, sometimes, mostly and always. These responses were given values 1,2,3,4 and 5 respectively. The average value was obtained by dividing the sum of each value by the number of rating scale (number of values). Accordingly, the average value is 3. Based on the average value the mean score was interpreted as follows: if the mean score is less than 3, the participation is below average and if the mean score is greater than 3, the participation is above average. Score below average indicates very rarely or rarely participation, average score indicates sometimes and score above average indicates mostly or always. To make the interpretation more specific and to indicate whether the mean shows very rarely, rarely, sometimes, almost or always, it seems logical to interpret the result obtained as follows: If the mean falls between 0.5 and 1.49 scores very rarely, between 1.5 and 2.49 scores rarely, between 2.5 and 3.49 scores sometime, between 3.5 and 4.49 almost and 4.5 and above, scores always (Matebe Tafere, 2006: 43). To check the existence of statistically significant difference between the respondents' one-way ANOVA test was also computed for the three groups. If the F calculated (computed) value is less than the table value i.e is  $\alpha = 0.05$  level with degree of freedom (2, 130) and table value ( $C_{critical}=3.07$ ) there is no significance difference between the responses of the groups but if F computed value is greater than the table value there is significant difference between the responses of the groups.

**Table 3: Respondents' view on School - parent relationship**

No.	Items	Mean of respondents			Degree of Freedom	Computed F value	Significant d/ce
		principa	teachers	Parents			
1.	Parent participation in school called meeting or parent teacher conference	3.36	2.94	3.64	2 130	4.511*	0.013
2.	How often do parents visit their children at school	3.00	3.38	3.14	2 130	0.882	0.416
3.	How frequently parents communicate with school teachers and school administrators	3.14	3.39	3.40	2 130	0.253	0.777

NB: \* Indicates that there is significant difference at  $\alpha = 0.05$  level with degree of freedom (2, 130) and table value ( $C_{critical} = 3.07$ )

In the first item of Table 3, respondents were asked to rate the status of parents participation in parent-teacher meetings or any other school meetings. Accordingly, the mean scores of Principals, Teachers and Parents/PTA members were 3.36, 2.94, and 3.64 respectively. Thus, mean scores of two groups (principals and teachers) are between 2.5 and 3.49 sometimes (moderate) and parent responses which indicate above average. The mean rating of parents and principals were above average and that of the teachers were below average. This result implies that teachers' agreement with the idea was relatively high as compared to principals which were found to be relatively low.

The computed one way ANOVA indicates that there was statistically significant difference between the opinions of the three groups of respondents in their view because the F-value ( $F = 4.511$  with  $p = 0.13$ ) is greater than the critical F-value ( $f = 3.07$  with  $p = 0.05$ ) for (2 and 130) degree of freedom. From this result, it is possible to conclude that parents' participate in school called meeting or conference was not as desired. This agrees with responses of the school principals and teachers to open-ended questionnaire and students to the interview which state that the larger numbers of parents were not volunteer to participate in the school meetings. From the result obtained, it is clear to understand that all groups of respondents seem to have a similar view- parents rarely participate in school meetings.

With regard to parents visiting their children at school (item 2 of table 3), the mean scores of principals, teachers and parents/PTAs are 3.00, 3.38 and 3.14 respectively. The mean scores of all groups of responses indicated that parents sometimes visit their children at school. The mean scores of teachers and parents are above average and of principal respondents is average. This indicates that the three groups agreed with idea that the parents visit their children at school sometimes. The result shows that there is no statistically significance difference between the groups of respondent since the observed value of F ( $F = 0.882$  with  $P = 0.416$ ) does not exceed the critical value of F ( $F = 3.07$ ) for (2 and 130) degrees of freedom at 0.05 level of significance. Thus, the majority of all groups of respondents indicate that same of the parents were not visiting their children at school. Similarly, the responses to open ended questions and interviews indicated as it was rarely.

In Item 3 of Table 3, respondents were requested to give their opinion on the parent communication with school teachers and administrators. And it is found that the mean score of principals, teachers and PTAs/Parents are 3.14, 3.39 and 3.40 respectively which is above mean average (3.00). The result indicates that all groups agreed with the issue that parents communicate with school teachers and administrators about their children's education moderately. The result of ANOVA also shows that there is no statistically significance difference between the three groups of respondents' opinion on the issue under consideration because the calculated value of F ( $F=0.253$  with  $p=0.777$ ) does not exceed the table value of F ( $F=3.07$ ) for the given degrees of freedom at 0.05 level of significance.

Thus, the majority of all groups of respondents have commonly agreed that parents rarely communicate with school administrators and teachers to discuss about academic progresses of their children. This shows that the communication between school and parent was not adequate, and this inadequacy might be due to factors like lack of time, lack of awareness and lack of encouragement from concerned stakeholders as mentioned by parent respondents in the responses to open-ended questions and students' suggestion in interview.

It has been the view of many scholars that close contact between parent and school is desirable because it can improve children's achievements. The findings of Steinberg (1996; 125-126) show that the types of involvement that makes a real difference is the type that actually draws the parent into the school physically attending school program, extracurricular activities and teachers conference. When such sort of involvement occurs regularly, it reinforces the view in the child's mind that school and home are connected, and that school is an integral part of the whole families life.

In general, the result of Table 3 above and the response of open-ended question indicate that parents' participation in school meetings, parents' communication with school teachers and administrators were at a low level. Thus, the present status of school-community relations in Jimma Town does not seem to be at the desired level. This may affect children's achievement and community support to schools and their participation in curriculum implementation. Therefore, School teachers and administrators need to remain committed to communicate with parents about their children's learning. Schools need to assist parents on how to help their children at home academically.



#### **4.3.2. Parental involvement in their children's education**

In this section the data which indicates the current practice of parental involvement in their children's education was gathered from principals, teachers and parents/PTAs. The findings are presented, discussed and analyzed below. The data gathered about parental involvement in their children's education were divided into two parts. In the first part, the responses were gathered from all groups mentioned above and in the second part; the data was gathered from interviewees/students only because items in the second part are mostly related to parents' activities at home. Data gathered from Principals, teachers and parents in table 4 below shows the responses on parental involvement in their children's education by guiding and helping in doing homework, assignments and project work by providing their children with learning materials, offer supplementary learning materials and follow-up whether their children really go to school and do what they expected to do at school. Each of the items were designed in the form of five points rating scale comprising very low, low, medium, high and very high. These responses have been given values 1,2,3,4 and 5 respectively. Based on the average value (3) the mean scores, were interpreted as follows: if the mean score is less than 3 the participation is below average and if the mean score is greater than 3, then the participation is above average. Below average indicates very low or low; average indicates medium participation and above average indicates high or very high participation. Above average or below average did not indicate whether the mean scores shows very low or low, and high or very high. Hence, the mean scores obtained were further interpreted.

**Table 4a: Respondents (principals, teachers and PTAs) responses on parental involvement in their children’s education**

N O	Items	Mean of respondents			Degree of free dom	F. value	Signif icant d/ce
		Principal Als	Teach ers	Parents/ PTAs			
1	Parental involvement in children’s education by guiding and helping in doing homework, assignment and project work	3.00	3.14	3.69	2 130	0.335	0.039
2	The level of parental involvement in their children’s education by providing with basic and supplementary learning materials	2.93	3.13	3.27	2 130	4.6 38	0.011
3	The extent of parental involvement in their children by follow-up whether children’s goes and what he/she do at school	1.99	2.22	2.32	2 130	2.742	0.065

NB: \* Indicates that there is significant difference at  $\alpha = 0.05$  level with degree of freedom (2, 130) and table value ( $C_{critical} = 3.07$ )

In Item 1 table 4a shows that, the mean scores of respondents of parental involvements in their children’s education, in guiding and helping in doing homework, assignment and project work. The result obtained from principals, teachers and Parents/PTAs 3.00, 3.14 and 3.69 respectively. Thus, the mean scores of Principals and Teachers respondents’ average indicate medium and PTAs/ parents responses’ shows above the average high.

The result of one way ANOVA indicated that, there is statically significance difference between the groups of respondent. Since the observed value of F ( $F = 3.335$  with  $P = 0.039$ ) is greater than the critical F- value ( $F = 3.07$ ) for (2 and 130) degrees of freedom at 0.05 level of significance.

The result indicates the existence of statistically significant differences among the respondents. From the three groups of respondents parents’/PTAs scores above the average shows that there is difference level of awareness in between parents what and how to guiding and helping their children’s education. The two groups have commonly agreed at a medium level. Even though,

majority of respondents indicated a medium and students in the interview response indicated as rarely parents involvement.

This result shows majority of parents does not guide or help their children in doing homework, assignment and project work at home. This could be due to lack of time and sufficient knowledge on how to help their children as mentioned by principals and teachers in the responses to open-ended questions.

With regarding to item 2 of table 4a shows that the mean scores of principals, teachers, and PTAs/parents respondent were 2.93, 3.13 and 3.79 respectively. Thus, the mean scores of the two groups of respondents are above average and indicating a medium. The respondent principals' were below the average and PTAs /parent rating scale fall between 3.5 and 4.49, it indicates high level of parental involvement in their children's education by providing basic and supplementary learning materials. One-way ANOVA computed that there was statistically significant difference between the three groups of respondents in their view. Because the F-value ( $F= 4.638$  with  $p=0.011$ ) greater the critical F- value ( $f=3.07$  with  $p=0.05$ ) for (2 and 130) degree of freedom. However, the majority of the respondents have commonly agreed that parental involvement was at a medium level in providing with basic learning materials for their children's education. About 10% of interviewees indicate that there are parents who do not provide basic learning materials such as pen, pencil, exercise book, etc for their children. This affects their academic achievement in particular and curriculum implementation in general.

In item 3 of table 4a, the level of parental involvement by making follow-up whether their children really go to school and what they are expected to do at school. The result obtained indicates that the mean scores of principals, teachers, and parents/PTAS are 1.99, 2.22 and 2.32 respectively. Thus, the mean scores are below average and indicating low. The result of ANOVA also shows that there is no statistically significance difference between the three groups of respondents' opinion on the issue under consideration. Because the calculated value of F ( $f=2.742$  with  $P=0.065$ ) did not exceed the table value of F ( $f =3.07$ ) for the given degrees of freedom at 0.05 level of significance. Thus, the majority of all groups of respondents agreed on a low level of parental involvement in their children's education in making follow-up whether they really go to school and do what they are expected to do at school. However, studies shows that parents do

make a difference in their children’s education by inducing follow-up their activities. Steinberg (1996:123) states that, “there are many students with high ability who do not perform as well as succeeded in their education”. These kinds of students need their parents’ immediate follow up to succeed in their education.

**Table 4b: Only parents responses on parental involvement in their children’s education at home**

No	Item	Very high	High	medium	low	Very low	Total
	Advising children’s to show good discipline at school and at home.	12 28.57%	16 38.1%	4 9.52%	8 19%	2 4.8%	42 100%
2	Reducing work load for their child At home.	6 14.28%	4 9.52%	18 42.9%	11 26.19	3 7.14%	42 100%
3	Arranging time and place for their Children study at home.	4 9.52%	5 11.9%	16 38.1%	12 28.57%	3 7.14%	42 100%

In the table 4b data that indicates parental involvement in their children’s education was gathered specifically from parents only. Each of the items was designed in a form of five points rating scales comprising very low, low, medium, high and very high were rating 1,2,3,4 and 5 respectively. The responses were interpreted in percentage and analyzed based on the score value.

Item 1 table 4b shows, respondent parents of parent participation in their children’s education by giving advice for their children to show good discipline at school and at home. 56.67% of respondents indicated to give at a high level, 9.52 at a medium and 23.8% of them accepted as low level. This show that the PTA/parent group of respondents commonly indicated parental involvements in advising their children to show good discipline is satisfactory. Therefore, families have a great responsibility for shaping their children’s in good discipline as respondents suggested in open ended response.

In item 2 of table 4b revealed that, data on the parents’ involvement in reducing their children’s work load at home 42.9% of the parents’ contribution was satisfactory or medium. However, 32.33% of the parents’ thought the contributions considered as low. While 23.8% of them the respondents reported above average. The result shows that the students have no convenient or

sufficient time for their studies. Suggestions from interviews and open ended questions indicated low level of parents' involvement in reducing workload at home needs to change parent's view towards their children's education. In fact, there are students who even have to feed themselves by working after school as they were parentless or their parent had low income. As example in jimma town some students have skilled in making home furniture after class. such like students couldn't have sufficient time to study and to do their homework.

Regarding to item 3 table 4b shows parental involvement in their children's education by arranging time and space for their children's study are result obtained 50.04% the score value is low. While the results indicated as medium, high and very high level as 28.57%, 11.9% and 9.52% respectively. The arrangement of time and place for their children concluded as low. From this result the students have no convenient or sufficient time and appropriate place for study.

Parents and students respondents commonly agreed that parental involvement in guiding, monitoring and organizing daily or weekly activities of their children was at a medium level. In the response of open-ended question related to this issue, the parent respondents mentioned that their involvement was low due to time construing and lack of experiences on how to organize children activities.

#### **4.3.3. PTA members and parents participation in school management activities.**

In this section attempt is made to assess the extent to which PTA members participated in school management. The data were gathered from teachers, principals and PTA members. Each of the items were designed in a form of five points rating scales comprising very low, low, medium, high and very high. These responses have given values 1,2,3,4, and 5 respectively. The mean scores were interpreted as presented under above Section. One way ANOVA test were also computed to check the statistically significant difference between the respondent as indicated in the table below.

**Table 5: PTA members and parents participate in school Management activities**

No.	Items	Mean of Respondents			Degree of freedom	F value	Significant d/ce
		principals	Teachers	PTAs/ Parents			
1	Participate in Planning annual program and guiding the implementation	2.26	3.21	2.93	2 130	0.877	.410
2	Monitoring teaching-learning process and controlling the proper implementation of school program	2.43	3.12	2.88	2 130	0.964	.144
3	Identify and solving school related Problems	2.34	2.75	3.07	2 130	1.051	.196
4	Solving disciplinary problems	3.93	3.36	3.52	2 130	1.156	.318
5	Examine and approving school budget	2.93	3.49	3.62	2 130	1.736	.180
6	Monitoring effective and efficient distribution of financial resources for different school activities	3.36	3.00	3.08	2 130.	.654	.522

In the first item of table 5, the respondents were asked to rate the level of PTA members participate in planning annual program and implement school activities. Accordingly, the mean scores observed principals, teachers and PTA/parents were 2.86, 3.21 and 2.93 respectively. Thus, the mean score of all groups shows medium average.

The result of ANOVA test shows that there is non-existence of statistically significant different between the three groups of respondents i.e. the computed value of F (F=0.877 with p= 0.410) is less than the table value of F (F=3.07 with p=0.05) for (2 and 130) degrees of freedom. In response of open-ended question majority of respondents indicated the inadequacy of PTA participation occurred due to lack of to time, that is PTA members are engaged in their own

activities for making living, and they do not have related program and experiences in planning with school leaders.

Item 2 of Table 5 indicates the level of PTA members' participation in monitoring teaching-learning process and controlling the proper implementation of school program. The result obtained shows that mean scores are 2.53 of principals, 3.12 of teachers and of PTA/parents 2.88 respectively. The mean scores of the three groups were indicates moderate/ medium level. One-way ANOVA computed F- value ( $F = 1.964$  with  $p = 0.144$ ) is less than critical F value ( $F = 3.07$  with  $p = 0.05$ ) for (2, 130) in degree of freedom, no significant difference among respondents. Majority of the three groups of respondent indicates medium level. In the responses of open-ended question teachers and principal respondents mentioned that, the PTA members lack related experience and have no sufficient time to monitor teaching-learning process. Additionally, factors that mentioned "PTA members and majority of the parents' believed monitoring of teaching – learning process and implementation of the school program were only the duties and responsibilities left to the school administrators".

On the other hand, guidelines for organization of education management, community participation and education finance, (MOE, 2002.27-28), states that, community/parents' involvement in monitoring teaching –learning process through PTA. This indicates the guideline was not implemented in government primary school of Jimma town administration as desired.

Item 3 of Table 5, respondents were intended to rate the level of PTA members' participation in identifying and solving school related problems. Accordingly, the mean scores obtained 2.43 of principals, 2.75 of teachers and 3.07 PTAs/parents are respectively. The result indicates the mean scores of two groups at low level and PTA respondents indicate above the average. The mean scores of all groups show a medium agreement. One-way ANOVA computed shows, statistically it was found that calculated value of F ( $F = 1.651$  with  $P = 0.196$ ) less than critical value F ( $F = 3, 07$  with  $P = > 0.05$ ) degree of freedom. However, significant difference was not observed between the responses.

Similarly, to identify solving disciplinary problems in school and at home indicates in item 4, Table 5 principals, Teachers and PTAs/parents are 3.93, 3.36 and 3.52 respectively. The F-value also indicated that there is no significance difference between the opinions of the three groups of

respondents in their view. Because the F-value ( $F=1.156$ , with  $P=0.318$ ) less than critical value F ( $F=3.07$  with,  $p=0.05$ ) for the above mentioned degrees of freedom.

Item 6 in table 5, also shows the mean scores of principals, teachers and parents/PTAs are found to be 3.36, 3.02 and 3.08 respectively and it was above the mean average (3.0). The respondents agreed at medium values in monitoring effective and efficient distribution of finance resource for different school activities. The significance test tool of ANOVA also showed that the similarity of the idea of the three groups i.e. F value ( $F=0.654$  with  $P=0.654$ ) is less than the table value F ( $F=3.07$  with  $P=0.05$ ) for (2,130) degrees of freedom. The result obtained in the case of PTA members and parents participation in identifying, and solving related problems was not satisfactory as solving school disciplinary problems. Major school problems could be financial; children's education achievement, managerial, disciplinary problems and monitoring effective and efficient distribution of finance for school activity and related problems are unlikely to be solved, without participation of parents/ communities

From the respondents view PTA members and parents shows mean scores above the average and high level. ANOVA indicated as, ( $p > 0.05$ ) there is no significant difference between the above table respondents. Therefore, this indicates that parents give attention to solve school disciplinary problems and concern of safe school environment. On this point schools were implement the guideline of MOE, (2002) to solve disciplinary problem that may be caused by students and others PTA members have responsibility to make decision.

#### **4.3.4. Perception of parents' participation in fulfilling school infrastructure and maintaining of school furniture.**

In this section attempt is made to assess the extent to which parents' participation in fulfilling school infrastructure and maintenances. The data were gathered form principals, teachers and PTA members. Each of the items were designed in a form of five points rating scales comprising very low, low, medium, high and very high. These responses have given values 1,2,3,4, and 5 respectively. The mean scores were interpreted as presented under above Section. To check the existence of statistically significant difference between the respondent one ways ANOVA test were computed as indicated in the table below



**Table 6: Respondents Perception on Parents’ Participation with Fulfilling School Infrastructure and Maintenances.**

No	Items	Mean of Respondents			Deg. Of Free.	F value	Signif icant d/ce
		Principals	Teach ers	PTA/pare nts			
1	Level of parents’ participation in their children’s education by providing money	2.29	2.29	3.00	1.130	1.844	.262
2	With Materials	2.26	2.9	1.86	0.489	1.580	.210
3	With Labor	12.43	2.75	3.07	1.162	1.651	.196
4	By giving constructive ideas	3.93	3.48	3.64	0.712	.855	.428

NB: \* Indicates that there is significant difference at  $\alpha = 0.05$  level with degree of freedom (2, 130) and table value ( $C_{critical} = 3.07$ )

Item 1 of table 6 shows the level of parents’ participation in fulfilling school infrastructure and maintenances by providing money. The result obtained indicates the mean scores were 2.29 of principals, 2.42 of teachers and 3.00 of the PTAs/parents respectively. The mean scores of two groups are below the average and indicating a low. Respondents PTA/parents’ mean score is (3.00) an average and score rating at medium level. With computed one-way ANOVA F-value ( $F = 1.844$  with  $P = 0.262$ ) is less than table value ( $F = 3.07$  with  $P > 0.05$ ) degree of freedom. The result shows no significant difference among the group of respondents. The majority of the respondent group agreed on a low level of Parents’ participation in fulfilling school infrastructure and school maintenance (classroom, furniture. etc) by providing money.

Regarding to table 6 item 2 and 3, the respondents were requested to rate the level of community participation in fulfilling school infrastructure and maintenances by providing educational materials and helping by labor respectively. The result shows mean scores of principals, teachers and PTA/parents (2.34, 2.22 and 2.46) were below the average, and for all groups in both items

shows low participations by providing materials and labor. The observed value of ANOVA test showed that there was statistically no significance difference, since the obtained value of F ( $F=1.580$  with  $p=0.210$ ) less than the table value ( $F=3.07$  with  $p=0.05$ ) for the given degrees of freedom, (2,130).

In the last item table 6 clearly shows respondents' principals, teachers and parents/PTAs were 3.93, 3.48 and 3.64 respectively. The mean scores of the three groups are above the average or high level. The one way ANOVA test of F – value ( $F=0.855$  with  $P=0.428$ ) is less critical value F ( $F=3.07$  with  $F > 0.05$ ) for (2 and 130) degree of freedom. The result shows non-existence of statistically significant difference among the mean scores. The majority of the respondent groups agreed on high level of Parents' participate in providing constructive ideas in fulfilling school infrastructure and school maintenance.

In the data above table indicates in supporting school activities with money, labor and materials is low. Therefore, with low support quality education does not achieve. As Gallagher,(2005:85) states about educational finance; the cost of education given at primary and first cycle secondary education is mainly covered by the government and the community/parents should make a voluntary contribution (support with money, materials, labor and constructive ideas) to expand quality education across by the country. In the responses of open-ended and interview questions shows, parent participation in fulfilling school infrastructure and school maintenance with providing materials, labor support were not accustomed before in this town for schools. The respondents mentioned, most of the time the schools were asked to contribute money for the school activities including construction. on the other hand, regarding parents'/community participation in school the 2002 guideline (MoE, 2002:53,) and ESDP, III it is stated the community will contribute labor, local materials and cash, based on its own capacity(MOE, 2005:57).

#### **4.3.5. Factors that hinder parents' participation in children's education**

There are different factors in extent of participation of parents in their children's education. These factors are social, political, and economic, and may stem from relations with a school community, as well as between the school and parents. In this section; principals, teachers, parents/PTA members and students are respondents on the main factors hindering parent

participations in children’s education. The responses were collected through questionnaires and interview. The form of rating scales are strongly disagree, disagree, undecided, agree and strongly agree in the values 1, 2, 3, 4, and 5 respectively. To check the existence of statistically significant difference between the mean scores of the respondents one-way ANOVA was also computed for the three respondent groups.

**Table 5: Factor that affects parent participation in children’s learning.**

N O	Items	Mean of Respondents			Degree of Freedo m	F value	Sigini Ficance d/ce
		Princip als	Teacher s	Parent /PTAs			
1	Lack of awareness	3.79	3.51	3.14	2 130	2.186	0.117
2	Lack of economic / income	3.43	3.48	3.24	2 130	.726	0.486
3	Lack of interest	3.29	3.56	3.07	2 130	2.475	0.088
4	Lack of parents knowledge	3.36	3.26	3.52	2 130	.517	0.598
5	Time constraint and work load	3.79	3.64	3.62	2 130	.131	0.877
6	Lack of effectiveness of teachers & school administrators activities	2.29	2.44	2.98	2 130	3.327	0.035

Regarding to the first item of Table 7 indicates lack of awareness is one of the factors affecting parent participation in children’s education as the mean scores of principals, teachers and parents/PTAs are 3.39, 3.51 and 3.14 respectively. Thus the mean scores of all groups of respondents are above average indicating that one of the factors that hindered them low level of parent awareness in children’s education. One-way ANOVA was also computed, F- value

( $F = 2.186$  with  $P > 0.117$ ), less than critical  $F$ - value ( $F=3.07$  with  $P = 0.05$ ) for (2, 130) degree of freedom. Shows non-existence of statistically significant difference across the respondents score values. The majority of all groups of respondents agreed that most of the parents have lack of awareness about their children learning. The respondents in the interview and open ended questions mentioned that lack of awareness reflected in their duties and responsibilities that affect parents' participation in children's education and parents have no sufficient understanding about the roles they obliged to play. School will be much more likely to work with communities and communities will be more work likely to come forward work with school. This requires extensive and consistent discussion through workshops, mass media and other means of communication to create awareness to all families.

In reply to whether family economic level hinders parents' participation in children education (item 2 tables 7) as shows the mean scores of respondents principals, teachers and parents/PTAs are 3.43, 3.48 and 3.24 respectively. Thus, the result shows the mean scores of all respondents are above average. The respondent agreement indicates the low level of economy or income affects parent participation in children's education. One-way ANOVA was also computed that there is statistically no significant difference between the respondents of the three groups in their view, because the  $F$ - value ( $F= 0.726$  with  $P=0.486$ ) less critical value  $F$  ( $F=3.07$  with  $P = 0.05$ ) for (2, 130) degree of freedom. All the three groups' of respondents mentioned that due to low economic background/income, parents are engaged or forced in different daily activities to earn their bread and support their family. This indicates some of parents do not have time to support their children's learning.

Item 3 of Table 7 indicates that lack of the interest of parent affects in participation of their children's education. The result obtained shows the mean scores 2.29 of principals, 2.56 of teachers and 2.07 of parents/PTAs respectively. The mean scores of the three groups were below the average indicating disagreed or meaning that parents have interest. One-way ANOVA computed shows  $F$  value ( $F=2.475$  with  $P = 2.475$ ) is less than critical value  $F$  ( $F=3.07$  with  $P > 0.05$ ) for (2, 130) degree of freedom. non- existence of statistically significant difference among the respondents. The majority of the three group of respondents and interviewees indicates parents have interest to support their children's learning but different things that hindered them

like poverty, shortage of time for daily laborers, child discipline, knowledge for assisting doing their homework and support during the study.

In item 4 of table 7 shows that the mean score respondents 3.36 of principals, 3.26 of teachers and 3.47 of PTA/ parents respectively. The mean scores all groups of respondents rating between 2.5 and 3.49 respectively. The mean scores are above average and which shows disagreed. The result of respondents shows that knowledge of parents' could be considered as a factor that hinders their participation in their children's education. From the result of the ANOVA the respondents' similarities in options on the issue were supported. Since the computed F-value ( $F=0.517$  with  $P=0.598$ ) is less than the table value of F ( $F=3.07$  with  $P=0.05$ ) for (2,130) degrees of freedom.

According to Steinberg, (1996), one main reason for the failure of parents to translate their best intentions into right behavior is a lack of knowledge. Similarly, the respondents stated that same parents weren't involved because they have less knowledge on how to help their children. Many of the parents had the right goals for their children but they do not understand what does not nor have incorrect or misinformed ideas about what works effectively and non-effective ways of participation according to a particular goal in raising children education.

Regarding to item 5 Table7 shows factors that affects parent participation in children's education is lack of time and work load. The result obtained reply's the mean scores of principals, teachers and parents respondents are 3.79, 3.64 and 3.62 respectively. The mean score of all groups of respondents are above average between 3.5 and 4.49 indicating the level of agreement as parents have a shortage of time because of their work load makes them busy to support their children's learning activities. One way ANOVA was also computed to check whether significance difference existed or not among the F-value ( $F_2 =.131$  with  $P > 0.877$ ) and less table value in degree of freedom. The result indicates nonexistence of statistically significant differences among the respondents. Therefore, majority of respondents are commonly agreed to that of parents work load and shortage of time.

As it can be seen from the last item table 7 the respondents were requested to rate the level of agreement that factors hindering parents' involvement from school activity were principals, teachers, and parents/PTAs the mean scores 2.29. 2.44 And 2.48 respectively. The result

indicates the mean scores of the groups were below the average, between 1.5 and 2.49 for all items. This disagreement shows the school teachers and school administrators are not factors of affects parents' participation in children's education. One way ANOVA was also computes F value ( $F=3.327$  with  $P = 0.039$ ) is grater the critical F- value ( $F=3.07$  with  $P = 0.05$ ) for (2,130) degree of freedom. The result shows existence of statistically significant differences among the respondent's values and the existence of significant difference between the mean scores of principals and PTAs/parents, between principals and teachers and between the mean scores of teachers and PTAs/parents respondents. However, there is no significant difference between the mean scores of the three groups. Therefore, majority of respondents are disagreed to factor that hinders parent participation from school disliked of school teachers and administrators.

According to interviews and open-ended questions respondent suggested that contribution of parents in their children education is low. Same of parents did not give attention for children learning and they left the responsibility for school or teachers beyond the factors hindered them. In relation to the negative attitudes of teachers and school administrators, in reality afraid that parents' participation may lead to serious interference with their duties and rights. They do not believe that parents are qualified to decide what education is best for their children or to discuss technical matters of curriculum building and instructional procedures. As the respondents concluded item 6 table 7, the teachers and school administration have positive attitudes to their children's educational achievement.

To summarize this chapter respondents give as open ended questions and interviewees suggested the strategies regarding what are to be improved especially, in Jimma town for future in order to increase parents' participation as rewarded for parents the major important contributors for succeed in children's education were inadequate contributions of parents' participation as investigated in the findings. So, parents forwarded for what is to be improved by themselves as core stakeholders MOE, (2007) of children learning. Regarding this, most respondents suggested that, they need to give attention for child education that is parents should give time from what they have and support their child's at home and at school through participating in their learning in different ways. Only, few respondents responded parents should to improve their expectation and practice their responsibilities.

As most respondents revealed, teachers and school leaders need to create awareness and encourages parents through their students, because they are expected as main responsible person to create partnership with parents in the process continuously. As some respondents reported school communities should teach how to help and the way to participate in children learning. Again, few of them responded as teachers and principals needs to become good models for their child's and have positive believes toward parents contributions. Generally, respondents responded teachers and school leaders' needs to create continuous communication with parents and treated children.

The respondents responded, schools need to make attractive, facilitated for children to arise motivation. Some of the respondents suggested the school leader should create better environment for children as well as parents in order to strengthening communication partnership to work together. Others forwarded school leader need to facilitate time as suit parents according to their work schedule to made parents can communicate with school out of their work time. Also, respondents give information for children's to bring their parents to school at least when requested to do and should ask support from their parents at home and at school. Additionally, they need to serve as means of communication /bridge among school and parents.

## **CHAPTER FIVE**

### **5. Summary, conclusion and recommendation**

#### **5.1 Summaries of the findings**

The purpose of this study is to investigate the current practice of parents' participation in children's education in selected primary schools of Jimma Town administration. In order to achieve this purpose the study was planned to find answers for the following basic questions.

1. What is the current level of school-parent relations in Jimma town primary schools?
2. To what extent do parents involved in their children's education in Jimma Town primary schools?
3. What are the main factors that hinder parents' participation in school activities?

The study was conducted in six primary schools of Jimma town administration. Descriptive survey method was used in the study and the population selected using stratified, simple random sampling of lottery method and purposive sampling techniques. The sample population or respondents are school principals, teachers, PTA members/parents and students respectively. A total of 133 questionnaires are distributed and 100% were filled and returned. The respondents are 42 parents, 14 principals, 77 teachers. Semi- structured Interviews were also employed to gather qualitative information to supplement the questionnaires from 12 representatives of sample school students. The data gathered from questionnaires were organized and analyzed using frequency, percentage, mean and one way ANOVA test for computing significant differences among the respondent groups. Finally, the information that is gained from open-ended questionnaires, interview, and document analysis were analyzed and interpreted.

##### **5.1.1. The extent of parents-School relationships in contribution to children education.**

Parents participated in parent teacher meeting and other school called meeting or school conferences were rarely. It was also found that parents rarely visited their children at school and communicate rarely with school administration and teachers to exchange information about their children's academic progresses. Also, the result of interview shows as parents were not involved properly in their children schooling. Meetings between the school staff, the PTA members and



parent /community can improve relationships between the different actors, increase parental and community understanding of schooling issues, and foster interest in participating in school improvement and support for children's education.

### **5.1.2. The level of Parents' involvement in their children's education**

Parent involvements in their children education were found at different levels for different activities at home and at school. That is parent participation by: providing basic and supplementary learning materials and follow up whether their children regularly go to school and how they work at schools and at homes seems low.

Guiding and helping in doing homework, assignment work and project works, by providing with basic learning materials, follow-up whether their children's goes and what he/she do at school were low, arranging time and space for study, and guiding and monitoring their children daily or weekly activities were found to be medium. Advising to show good discipline at school and at home is high but by praising when he/she gets good mark were medium. However, the findings of this study indicated that majority of them did not practice as their responsibilities as expected.

### **5.1.3. PTA member's participation in school management**

PTA member's participation in school management was found to be: Monitoring teaching learning process and controlling the proper implementation of the school program is low.

Planning annual program with school communities and activities of school and its implementation indicated as medium. High in identifying and solving school related problems and solving disciplinary problems that may be caused by students and other school communities, and approving school budget and monitoring effective and efficient distribution of financial resources for different activities is low. It is reported the PTA give more attention to school and home disciplinary problems than other activities. As suggested there is a low active in monitoring teaching-learning process, controlling the proper implementation of the school program and resource mobilization for the school. This indicates that PTA members were not deeply involved in most of school activities as desired. Moreover, Parents' participation in primary school resources mobilization, maintenance and fulfilling infrastructure by contributing money, materials and labor and were found low but supporting with ideas is high. Moreover,

parent's participation in their child home activities by providing supplementary learning materials, reducing home related work load and facilitating time and place for their study found medium in their participation.

The finding also indicates low contribution of parents' due to lack of awareness and low economic background (poverty). The basic assumption of community participation in school maintenance and fulfilling school equipment by raising fund, materials and labor supply is to inculcate a sense of ownership.

#### **5.1.5. Major factors affecting parents' participation**

The main factors that affect the participation of parents in their children's education to be succeed; findings from questionnaires and interviews revealed that the major factors affecting parent's participation were ranked in scale from most agreement to least. The result indicate that parent's participation was mostly affected by economic and social factors. Accordingly, the major factors mentioned by respondents and ranked responses were:

- a. Lack of awareness of parents in what and how to support children at home and at school.
- b. Low economic background (income) to support and demanding with basic and supplementary learning materials.
- c. Time constraints because of work load of parents to encourage and involved in their children's schooling at home and at school.
- d. Low encouragement from the school community. The school leaders does not give consideration that the ways to encourage parents involvement in their children's education.
- e. Lack of strong School- parents' relation.

## 5.2 Conclusion

Based on analysis of data and findings of the study, the following major conclusions were drawn. Through the investigation it is found that, the contributions of current practices of parents' participation in their children's education to support them in order to succeed in education was not at a desired level.

- i. A school- parent relation is achieved through a process of exchanging information or ideas and viewpoints. However, the finding revealed that parents rarely participate in school called meeting or school conferences and rarely visit their children at school and communicate with school administrators and teachers. This shows that current school-parent relation does not seem strong and is loosely integrated.
- ii. Parents were not properly participated in their children education at home and at school level. That is, parent's participation for their children progress in education measured or indicated by different variables such as complete their home work properly, attending school every day, have good score in their exam/test and etc. at home and school.
- iii. PTA member's participation in school management that is, in planning school program and monitoring school activities and participate in planning and approving school budget is low. It doesn't necessarily mean that PTAs did not fully play their roles in schools.
- iv. Participation of parents' to solve disciplinary problems at school and at home is high. This shows parents contribute their effort in giving advice to their children to be a good disciplinary.  
Parents' participation in school maintenance and fulfilling infrastructure by providing money, materials and labor is at low level. But without parents support their children's and the school cannot be successful in education.
- v. The main factors affecting parents participation in schools includes lack of awareness, low economic background (poverty), time constraint on the part of parent, lack of interest to participate, low interaction of parents with their children, lack of low level of education/ knowledge.

### **5.3. Recommendations**

#### **5.3.1. Strengthening parents'- school relationships in children's education of primary schools.**

School- parent/community relation fosters student's achievement, encourages involvement of parents in their children's education and builds up parents' awareness / knowledge, purpose and needs of schools, leading to active participation of community in school activities which result success in children's education. By visiting school parents get the opportunities to see the reality of the teaching learning process. Understand the challenge teachers face and able to identify problems and find solutions. In addition, when parents consult with teachers and students can behave better and regularly attend classes. Sound and constructive school community relation is achieved through a process of exchanging information, ideas and views from which common understanding develops. Communities will be more likely to come forward to participate in schools if they are aware of their duties and responsibilities they share in school. School administration, PTA and KETB and education official have responsibilities to furnish community and parents with complete and accurate information regarding school plan, goals and program, and community/parent duties and responsibilities to share. In addition, the school has the responsibility to let everyone know that the school does, its problems, and opportunities to solve these problem. Hence, to strengthen School-parent relation, the school administrators, educational officials, PTA and KETB it seems that, to take the following activities:

- i. Provide sufficient information about school program and educational policies to parents/communities.
- ii. Promote the understanding level of parents of the roles they are supposed to play in school matters.
- iii. Develop a plan to assess parent/community perspective and participation in school.

#### **5.3.2. Parental involvement in their children's education need to be improved**

For primary school students to do better academic work and develop positive aspiration towards better achievement in their education, parent involvement in their children's learning process is of paramount importance. When parents monitor students more closely, the students are more attentive in class, and in turn, the teachers also teach them more carefully. Though, parents expect better achievement of their children's education their follow up seems very low due to

lack of knowledge or not giving necessary attention. These parents need helps from teachers on how to help their children at home and at school. To improve parental involvement in their children education, school should work toward awareness creation. Furthermore, it is better if the school take the following measures to improve the level of parental involvement in their children's education:

- i. Assist parents to know ways of supporting their children's education both at school and at home.
- ii. Provide information how the school functions and the role parents expected to play

### **5.3.3. Representatives of parents' need to be trained**

Parents' involvement in school ensures a better understanding of what parents wants for their children now, and in the future, it helps them to bring about increased use of community resources in the educational program there by integrating further the schools and the community through their representatives. It seems most of the parent representative (PTA members) were people with neither related experiences nor desired qualification. They lack the skill and knowledge to participate in education management. As a result, their contribution is minimal, or they leave their responsibilities to the school administrators, which minimize parents' participation in school management. Therefore, the selection of PTA members will be consider educational level, experience and willingness of the nominees to participate actively in monitoring teaching-learning processes and in evaluation performances of school programs and activities. In addition, education officials and school administrators seems to provide the necessary training for PTAs members in order improve parents'/community representative's capacity to actively participate in school activities.

### **5.3.4. Schools need to develop program to improve school-parent communication**

Strong relation between schools and parents helps school administrators and teachers to undertake their duties properly so that students succeed in their education. However, the findings indicate that school community relation is at low level. To improve the current practice of parents' participation in school and parents involvement in their children education, Jimma primary schools seem to follow the major activities:

- i. Conduct fixed parent-school meeting at the beginning of academic year and at the end of every semester and if necessary at any time of academic year
- ii. Develop program for encouraging and expanding constructive relationships between the school and community.
- iii. Encourage parents to follow up their children activities at home and at school.
- iv. Arrange discussion program with parent whose children obtained low academic result.

Therefore, Parent's effort and student's achievement will be more successful through effective school-parents' relations. Therefore, community/parents need to undertake the following activities to increase their children motivation, achievements and success in school.

- i. Participate in parent-teachers meeting
- ii. Communicate with school administrators and their children's teachers (classroom teacher)
- iii. Encourage and assist their children by helping and guiding in doing their assignment
- iv. Follow up and monitor their children activities at home and at school.

### **5.3.5. Minimizing Factors that Hinder parent's participation**

Stake holders need to be involved in order to mitigate the factors that hinder parents to participate. In doing so, Jimma Town education officers, Jimma Town administrators and Kebele leaders(Committees) works together with school leaders and communities need to create awareness continuously in order to attract parents to school for increasing their participation. Governmental and non-governmental organization more needs to include:

- i. Parent seems to be programmed in their plan and trying to teach and create awareness for parents' about the contributions of parent's participation for their children educational success.
- ii. Teachers Training College should plan together with primary schools and work in partnership toward create awareness as well as finding solution on how to increase parents participation through using those college trainees.
- iii. Jimma University needs to include parents program as its slogan "we are in the community" shows in Community Based Training Program there by mobilizing

parents about their children learning progress through using trainees work in the communities while visiting householders.

Implementing parents and schools together a program to encourage parents, to foster their children and support parent to parent socialization. Also, using local Medias to create awareness a rose interest and develops knowledge and skills of parents.

Finally, the researcher found that the current practices of parents' participation in implementing in primary school learning in Jimma town administration are not at a desired level. Taking all the above findings it is very important for the school management to strengthen and to improve the relationship that existence between the school and the parents as to improve the quality of education.

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**Annex Questionnaires**  
**Appendix I**

**Jimma University**

**Institute of Education and Professional Development studies,**

**Department of Educational planning and Management; Post Graduate Program**

**Questionnaire to be filled by teachers and principals**

Introduction: The purpose of this questionnaire is to gather information on the current practice of parent participation in their children's education achievement in primary school of Jimma town administration. The success of the study depends on your genuine responses to these questions. Please, read each of the items carefully and respond to the questions honestly and frankly.

Indicate a "√" mark in the box under the response for your choice that is closer to your perception.

Thank you for your cooperation!

**General Instruction**

- Do not write your name on questionnaire.
- For question items that requires your opinion or comments, please give short answers in the space provided.
- It is possible to use Afan Oromo, Amharic or English in writing your comments.

**I. General Directions:**

1. Name of the School \_\_\_\_\_
2. Sex: Male  Female
3. Your age group: 20- 30  31- 40  41-50  51& above
4. Your educational qualification: Certificate/TTI  Diploma  First degree and above
5. Your service years: 0- 10  11- 20  21-30  31 and above

**II. Parents –School relation ship**

1. How often do parents participate in parent- teacher meeting or school meeting involving community?  
always  Mostly  Sometimes  Rarely  Not at all
2. If your answer to question number "1" above is "Rarely or Not at all" what are the main reasons for parents not to participate in meetings?  
\_\_\_\_\_  
\_\_\_\_\_

3. How often do parents visit their children at school?  
Always  Mostly  Sometimes  Rarely  Not at all

4. How frequently students parent communicate with school teachers or school administrators?  
 Always  Mostly  Sometimes  Rarely  Very rarely
5. If the communication of the parents with school principals and teachers were very weak, what do you think are the main reasons? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**III. The level of Parent participation/ involvement in assisting their children education.**

Parents are expected to encourage and support their children learning. Indicate the level of parents involvement by put “√” mark the table provided.

	The level of parents involvement in their children learning	Very High	High	Medium	Low	Very Low
1	By guiding and helping in doing homework, assignment and project work					
2	By providing with basic and supplementary learning materials					
3	To what extent parents follow up their children whether he/she really goes and what he/she does at school?					

4. To what extent parents follow up their children whether he/she really goes and what he/she does at school?

Very high  high  Medium  low  Very low

5. How do you rate the level of parent involvement in their children education?

Very high  high  Medium  low  Very low

6. If your answer to question number “ 6 ” above “Very low or low” what are the main reasons for low or Very low involvements of parents in their children’s learning? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. If your answer to question number “6” above “Very high or high” what are the main reasons? Please give the main reasons. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### IV. Issues related to the types/ Forms of parent participation

The following are the major areas that parent Teacher Association (PTA) members are supposed to participate in your school management.

	The level of PTAs members participation in school management regarding:	Very High	High	Medium	Low	Very Low
1	Planning annual program and activities of schools' and its implementation					
2	Monitoring teaching- learning process And controlling the proper implementation of the school program					
3	Identify and solving school related problems					
4	Solving disciplinary problems that may be caused by students and other school community					
5	Examining and approving the school budget					
6	Monitoring effective and efficient distribution of financial resources for different activities.					

#### V. Indicate the level of parent/community participation in fulfilling infrastructures of school and school expansion or rehabilitation/maintenance:

	The level of parent involvement in school Fulfilling with infrastructures and maintenance	Very High	High	Medium	Low	Very Low
1	Supporting with money					
2	Supporting with materials and equipment					
3	Supporting with labor					
4	Supporting with ideas					

5. If parent participation in the above mentioned is "low or very low" what do you think the main reasons for low participation of parent? Please give your reasons\_\_\_\_\_

6. How do you rate the level of parent participation /involvement in school activities?

Very high  high  Medium  low  Very low

**VI. Factors that hinder parent participation towards Children’s education:**

What are the main factors that affect parent participation in education?

	Issues that hinder parent participations are:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Awareness of students Parent					
2	Family Economic level					
3	Lack of interest					
4	Parents Knowledge					
5	Lack of time/work load					
6	School teachers and administrators activities					

7. If your answer to question “5” above is “Disagree or strongly disagree” what are the main reasons for that hinder parents participation of children education? Please give shot answers:

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8. What do you think to be improved on the parts of school and community so that they work in partnership?

a. To be improved by school:

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b. To be improved by parents/ communities:

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c. If you have comment on parents participation in primary school of Jimma town. Write your comment:\_\_\_\_\_

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***Thank you!***

## Appendix II

### Jimma University:

#### Institute of Education and Professional Development studies,

#### Department of Educational planning and Management; Post Graduate Program

#### Questionnaire to be filled by parents

Introduction: The purpose of this questionnaire is to gather information on the current practice of your participation in your children's education achievement in primary school of Jimma town administration. The success of the study depends on your genuine responses to these questions. Please, read each of the items carefully and respond to the questions honestly and frankly. Indicate a “√” mark in the box under the response for your choice that is closer to your perception and write your reasons for open ended questions.

Thank you for your cooperation!

#### Directions:

- a Please do not write your name on questionnaire.
- For question items that requires your opinion or comments, please give short answers in the space provided.
- It is possible to use Afan Oromo, Amharic or English in writing your comments.

#### I. General Directions:

1. Name of the School \_\_\_\_\_
2. Sex:     Male        Female
- . Your age group: 20- 30      31- 40      41-50      51 and above
5. Your educational level/ qualification: Illiterate      grade 1-4      grade 5-8   
Grade 9-12      certificate/TTI      Diploma      First degree and above

#### II. The level of Issues related to school – parent relationships in children's education.

1. How do you participate in parent- teacher conference and school called meetings?  
Always      Mostly      Sometimes      Rarely      Not at all

2. If your answer to question number “1” above is “Rarely or Not at all” what are the main reasons for parents not to participate in meetings?



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3. How often do you visit your children in school while she/he is learning?

Always  Mostly  Sometimes  Rarely  Not at all

4. The frequency that you communicate with school teachers or/and school administrators?

Always  Mostly  Sometimes  Rarely  Very rarely

5. If your communication with school principals and teachers was “Rarely or very rarely” what do you think are the main reasons? \_\_\_\_\_

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### III. Issues Related to Parental/Family involvement in assisting their children learning

Indicate the level of your involvement in assisting your children learning activities

No	The level of encouraging and assisting Your children:	Very High	High	Medium	Low	Very Low
1	Guiding and helping in doing homework, assignment and project work by arranging time and space.					
2	Providing with basic and supplementary learning materials.					
3	The extent of parent involvement with in follow-up whether children’s do at home and at school.					

4. Do you give advice for your children to show good discipline at school and at home?

Very high  high  medium  low  very low

5. Are you reducing work load at home for your child?

Very high  high  medium  low  very low

6. Do you arranging time and place for your child study at home?

Very high  high  medium  low  very low

7. If your response for questions above is “very low or low” what are your reasons for your agreement might be low? \_\_\_\_\_

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**IV. Issues related to the types/ Forms of parent participation**

The following are the major areas that parent Teacher Association (PTA) members are supposed to participate in primary school management.

	The level of your/PTAs participation in school management regarding:	Very High	High	Medium	Low	Very Low
1	Planning annual program and activities of schools' and its implementation					
2	Monitoring teaching- learning process and controlling the proper implementation of the school programs					
3	Identify and solving school related problems					
4	Solving disciplinary problems that may be caused by students and other school community					
5	Examining and approving the school budget					
6	Monitoring effective and efficient distribution of financial resources for different activities.					

7. If your participation in school management is “low and very low” what do you think are the main reasons for your low participation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VI. Indicate the level of your participation in fulfilling infrastructures and maintenance of the school:**

	The level of parent involvement in school Fulfilling infrastructures, maintenance/ expansion	Very High	High	Medium	Low	Very Low
1	Supporting with money					
2	Supporting with materials and equipment					
3	Supporting with labor					
4	Supporting with ideas					

3. If your response for the above question number “8” is “low and very low”, what do you think are the main reasons for your low participation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VII. The factors that hinder parent participation towards Children’s education:**

What are the main factors that affect parent participation in education?

	Issues that hinder parent participations are:	S.disagree (5)	Disagree (4)	Undecided (3)	Agree (2)	St.Agree (1)
1	Awareness of students Parent					
2	Family Economic level					
3	Lack of interest					
4	Parents Knowledge					
5	Lack of time/work load					
6	School teachers activities					

7. What do you think to be improved on the parts of parents/families and schools so that work in partnership? Write your main reasons

a. To be improved by school: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. To be improved by parents and communities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. If any others area of your participation in children education, please specify \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***Thank you!***

## **Appendix III**

### **Jimma University**

**Department: Educational Planning and Management, Post Graduate Program.**

**Interview questions set for representative students under the study in Jimma town samples primary schools.**

1. How is school parent relationship?
2. How often parent does participates in school conference or school called meeting?
3. What mechanism does school management use to encourage parents' involvement in school activities?
4. What are the types/forms of parent participations in Jimma primary schools?
5. To what extent do parents involved in children's education?
6. Do parents praising when their child got a good result in their education?
7. What are the main factors hindered parent participation in their children's education at home and at schools?
8. Do you have comments on parent/community participation in school?

***Thank you!***

## JIMMA YUUNVERSITII

### Gaffiwwan Qorannoo barnoota diigirii 2ffaa (EDPM) tiin kan qopha'ee dhiyyate.

Gaffii matii baratootan guutamuu

Gaffii wa'e hirmanaa matii baratoota barumsaa mucaa keessannin foyyeessuuf kan rawwataa jirtan feedhii keessannin qorannoo barnootaaf jeecha kan guutamuu dha. Feedhiin naa guutuu keessaniif durseen isin galateeffadha.

### Yaadachisaa

1. Maqaa keessan hin barreesinaa.
2. Kan debbi barbadauuf bakka duwwaa irratti yaada keessan barreessun ibsa.
3. Filannoo deebbi gaafiichaa sanduqqa keenamee keessatti Mallattoo “√” kana deebii dha kan jeettan keessa ka'aa.

### **I.Gaffiwaaligalaa;**

1. Maqaa mana barumsaa:\_\_\_\_\_
2. Koorniyya: Dhi  Du
3. Umurii kee: 20-30  31-40  41-50  50 fi ol
4. Sadarkaa barumsaa : Hinbaranee  kutaa1-8 keessa  kutaa 9-1   
Sertiifikeetti  Diplomma  Digrii jalqabaaf isaol

### **II. Waalitti dhufeenyaa matii barataa fi mana barumsaa ilaalchisee.**

1. Maarii Manni barumsaa dhimma barnootaa irratti mari'achisuu ammaam hirmatuu?  
Yeroohundaa  harkaacaalla  darbeedarbe  yeroomurtae taassa
2. Haala barumsaa mucaa keetti mana barumsaa keessaatti yeroo ammamiif hordofta?  
Yeroo hundaa  harkaa caalla  darbee darbee  yeroo murta'e  taassa
3. Yoo Kan hin hordofnee ta'ee maaliif?\_\_\_\_\_
4. Manabarumsaa fi barsiisaa mucaa keessannii waalin ammaam wayyee barumsaaisaa /ishee waalin haasoftuu?  
Yeroo hundaa  harkaa caalla  darbee darbee  yeroomurta'e  taassa
5. Yoo wa'ee mucaa keessan barsiisaa waliin hin haasofnee maaliif?\_\_\_\_\_

**III. Barumsaa mucaa/ barataa keessaan irra tti sadarkaa hirmanaa isiin qabdan kan ilaalu.**

<b>La</b>	<b>Sadarkaa/ ammaam deggertan ni jajjabeesituun gargartuu:</b>	<b>Baayyee Ol'aanaa</b>	<b>Ol'aana</b>	<b>Giduugaleessa</b>	<b>Gaddianna</b>	<b>Baayyee Gad/anna</b>
1	Hojiimanaa fi gareegargaaranni hojeechuun yeroo fi bakka mijeessun					
2	Wan mana barumsaati barataan akka dubsuu irradeebi'ee hojeetan deggeruu					
3	Meeshabarnootaaguutuun					
4	Ammaala gaarii m/b fi mannaati akka qabatuu goorsuun					
5	Hojii manaa keessa akka itti hin baayyanee gochuu					
6	Baadhaassa keenuu dhan jajjabeesuu					

**Iv. A/ Haala hirmaana gargarsaa matii barataa fi GMB bulchinsaa mana barumsaaf godhuu / iitti hirmatuu ilaalchise.**

<b>Lak</b>	<b>Matii fi GMB hirmaana bulchinsaa M/B godhuu</b>	<b>Baayyee Ol'aanaa</b>	<b>Ol'aanaa</b>	<b>Giduu galeessa</b>	<b>Gaddianna</b>	<b>Baayyee Gad/anna</b>
1	Karoorsuu, hojiin deggeruu fi rawwii maddaluu					
2	Hojii baru-barsiisu hordoofuun to'achuu					
3	Rakko m/b fooyyeessu irraatti hirmachuu					
4	Naamusaa m/b kabchiisuu					
5	Galii fi basii m/b maddaluun murteesuu					
6	Qbbeenyi walqixumaaf qusanoon akka wan karoorfamee firra oluu hordofuu					

1. Yoo baayyee gaddii annaa ta'ee sabaabnii isaamaali? \_\_\_\_\_

**B/ Sadarkaa hirmanaa keessanni mana barumsaa hareesuu, babalisuu fi meshaa**

Lak	Mana barumsaa hareesuu, babalisuu fi meshaa barnoota guutuu	Baayyee Ol'aanaa	Ol'aanaa	Giduu galeessa	Gaddianna	Baayyee Gad/anna
1	Qarshiin gargaruu					
2	Meshaan gargaruu					
3	Humnaan gargaruu					

**barnoota guutuu ilaalchisee.**

4. yoo baayyee gaddii annaa ta'ee sabaabnii isaamaali? \_\_\_\_\_

\_\_\_\_\_

**V/ Akka barnootaa ijoolee keessanni hin deggerees kan isin dhorkuu maalii?**

lak	Kan akka barnoota ijoolee keessan hin deggerees in godhuu	Baayyeen Moormaa	Nan Moormaa	Hin Murtesiine	Nan deggera	Baayyee deggera
1	Hubanoo dhabuu					
2	Sad. Qabeeynaa					
3	Feedhi dhaabuu					
4	Sad beekumsa barnoota					
5	Hanqinaa yeroo sababaa ulfina hojiin					
6	Sochii m/b fi barsiisootaa					

7 Ga'hee mana barumsaa ta'ee kan foyya'uu qabuu jetaan ibsaa \_\_\_\_\_

\_\_\_\_\_

8 Ga'hee matii ta'ee kan foyya'uu qabuu jetaan ibsaa \_\_\_\_\_

\_\_\_\_\_

9 Yaada dabalataa yoo qabataan: \_\_\_\_\_

\_\_\_\_\_

**Galatoomaa!**



**Apedix II**

**በተማሪ ወለጅ የሚሞላ የመመሪቂያ ጽሑፍ ጥያቄዎች**

**መመሪያ**

ሀ/ መጠይቁን ሲሞሉ እያንዳንዱን መመሪያ ይከተሉ። ለምርጫው መልስ በባዶ ሰጥን ዉስጥ ይህን “√“ ያኑሩ።

ለ/ ሀሳብዎን ለሚጠይቁ ጥያቄዎች በባዶ ቦታዉ ላይ አጭር መልስ በመጻፍ ይመልሱ።

ሐ/ በመጠይቁ ላይ ስምዎን ለመጻፍ አይገደዱም።

ስለ መልክዎ ፈቃደኝነትዎ አስቀድሜ አመሰግናለዉ!

**አጠቃላይ መመርያ**

1. ልጅዎ የምማሪበት የት/ቤቱ ስም \_\_\_\_\_
2. ጾታ(የወለጅ) ወንድ  ሴት
3. እድሜ :h20-30  h31-40  h41- 50  h51-እናበላይ
4. የት/ ደረጃ: ያልተማረ  ከ1ኛ- 4ኛ  ከ5ኛ- 8ኛከ  9ኛ-12ኛ ስርተፊኬት   
ዲፕሎማ  1ኛዲግሪእናበላይ

**I. የት/ቤትና የወለጅ ግንኙነት ጋር የተያያዙ ጉደዮች**

1. በወለጅ መምህር እና ሌሎች የት/ቤት ስብሰባዎች ላይ ምንያህል ይሳተፋሉ?  
ሁልጊዜ  አብዛኛዉን ጊዜ  አንዳንዴ  ጥቅት ጊዜ  አልሳተፍም
2. ልጅዎ በት/ ቤት ዉስጥ እየተማረ/ች መሆኑን/ ኑዋን ምንያህል ይከታተላሉ?  
ሁልጊዜ  አብዛኛዉንጊዜ  አንዳንዴ  ጥቅትጊዜ  አልከታተልም
3. ከት/ቤት ሀላፊዎችና መምህራን ጋር የሚገኙት ለምንያህል ጊዜ ነዉ?  
ሁልጊዜ  አብዛኛዉን ጊዜ  አንዳንዴ  ጥቅት ጊዜ  አልገኝም
4. ከላይ በ5ኛ ተራቁጥር ላይ ለተጠየቀዉ ጥያቄ መልስዎ አልገኝም ወይም ጥቅትጊዜ ከሆነ ምክንያቶቹን ይግለጹ



**II. ወለጅች ልጆቻቸውን በትምህርት ላይ መርዳታቸውን የሚመለከቱ ጉዳዮች**

ተ.ቁ	ልጅዎን የሚያበራታቱበትና የሚያግዙበት ደረጃ	እጅግ ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጠም ዝቅተኛ
1	የጥናት ቦታና ጊዜን በመዘጋጀት/መመቻቸት					
2	የኘሮጄክት፤ የቤት ስራዎችን በሰራት መገዝ					
3	እንድያናብ/ታናብ፤ እንድያጣና/ታጣና እና እንድክልስ/ትክልስ በቤት ማበረታታት					
4	ተጫማሪ የመማሪያ መሳሪያዎችን መሞለት					
5	በት/ቤትና በመኖሪያ ቤት መልካም ባህርይ እንድኖረው/ራት መምከር					
6	የስራጫናበመቀነስ					
7	ጥሩ-ውጤትስያመጣ/ስታመጣመባረታቸውስጠት					

**ለት/ቤት አስተዳደር ወለጅ የሚያደርገው ይገዛ በተመለከተ**

**በወለጅና ወመሀ አበላት ለት/ቤቱ የት/ት እንቅስቃሴ ለመደጋፈ የሚደረግ ተሰትፎ**

ተ.ቁ	የርስዎተሰትፎበምንደረጃነው	እጅግከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጠም ዝቅተኛ
1	በት/ቤት ዕቅድ ዝግጅትና ተግባራዊ በማድረግ ላይ መስተፍ					
2	የመማር መስተማር ሂደትን በመቆጣጠርና ተግባራዊነቱን መከታተል					
3	ለት/ቤቱ ችግሮች በጋራ መፍትኤ መፈለግ					
4	የት/ቤቱን ሥነ-ምግባር ጉድለቶችን በመስተካከል					
5	ለት/ቤቱ በጀት ድጋፍ ማድረግ					
6	ለሁሉም የት/ቤቱ ሥራዎች በጀት መስመደብ					

6. ከላይ በ1-6ኛ ተራቁጥር ለተጠየቀው ጥያቄ መልስዎ ዝቅተኛ ወይም በጠም ዝቅተኛ ከሆነ ምክንያቶቹን ይግለጹ፡

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**VI. የት/ቤቱን መሥሪያ ክፍሎች መስፋፊያ፤ ለትምህርት ቁሰቁስ እና ለጥገና በምን ያግዛሉ?**

ተ.ቁ	ድጋፍ የሚያደርጉት በምን ደረጃ ነው	እጅግ ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	በጠም ዝቅተኛ
1	በገንዘብ መደጋፍ					
2	በት/ት መሰሪያዎችን ወይም ቁሰቁስ በመለገስ (በዓይነት)					
3	በጉልበት መደጋፍ					
4	በዕውቀት መደጋፍ					

5. ለ6ኛ ጥያቄ መልስዎ ዝቅተኛ ወይም በጠም ዝቅተኛ ከሆነ ምክንያቶቹን ይግለጹ:

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**VII. ለልጅዎ ትምህርት ድጋፍ እንደይሰጡ የሚያደርግ ጉዳዮችን በተመለከተ እንቅፋት የሆኑት ምንድናቸው?**

ተ.ቁ	የእንቅፋት ደረጃውን በምን ይገልጻሉ	በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
1	የወለጅ ግንዛቤ ማጣት					
2	የወለጅ ገቢ መጣን					
3	ፍለጎት ማጣት					
4	የወለጅ ዕውቀት ደረጃ					
5	በሥራ ብዛት ምክንያት ጊዜ ማጣት					
6	የት/ቤት አስተዳደርና መ/ራን ድረግት					

7. ለልጅዎ ትምህርት ውጤታነት ከወለጅ (ኮርስዎ)፤ ከትምህርት ቤት እና ከተማሪው ምን ይጠበቃል? ሀ/ ከትምህርት ቤት ማሻሻል ያለበትን ይግለጹ:

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ለ/ ከወለጅ ዘንድ ማሻሻል ያለበትን ይግለጹ:

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መ. ሌላ ወይም ተጨማሪ አስተያየት ከለዎት ይግለጹ:

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**አመሰግናለሁ!**