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THE ROLE OF PARENTS INVOLVEMENT IN EDUCATION OF THEIR PRESCHOOL CHILDREN AND ITS RELATIONSHIP WITH ACADEMIC PERFORMANCE AND DEVELOPMENT OF GOOD MANNERS OF THEIR CHILDREN: THE CASE OF SELECTED PRESCHOOLS OF KIRKOS SUB CITY OF A.A.

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INSTITUTE OF EDUCATIONAL RESEARCH AND EVALUATION**

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DECLARATION

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List of Abbreviations

CDAP	Child Development Associate Program
ECCE	Early Child Care and Education
ECCD	Early Child Care and Development
ECEC	Early Child Education and Care
ECE	Early Child Education
EFA	Education for All
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GDP	Growth Development Program
GER	Gross Enrolment Rate
ILO	International Labor Organization
IICBA	International Institute for Capacity Building in Africa
MDG	Millennium Development Goal
MOE	Ministry Of Education
NAEYC	National Association for the Education of Young Children,
NCC	National Children's Commission
OAU	Organization for Africa Union
PTA	Parent Teacher Association
UN	United Nation
UNESCO	United Nation Education Science and Cultural Organization

Abstract

This study was designed to investigate The Role of Parents involvement in education of their Pre-School children and its relationship with children's academic performance and development of art of good manners. Five sample schools were selected among Pre-Schools of two weredas of Kirkos Sub City. 123 parents, 19 teachers, 2 principals, and 1 supervisor have been participated in the research, in one or another way. Questionnaires were administered to collect data from parents, teachers, and school coordinators about the role of parents participation in education of their preschool children.. Interview was also used for some key informants. Secondary sources such as school assessment documents which indicate children's achievement; communication books, parents' attendance during teacher-parent conference days, parents general meeting days attendances; which could indicate the frequency of parents' participation in school matters, and children's conduct sheets were used. Findings from the data analysis indicated that despite its priceless importance, parents' involvement in education of their young children in the investigated preschools was not encouraging. Parents undermine pre-school as a place of fun used for feeding and staying place for their children during work days. The main challenges of parents' participations were: Lack of knowledge or education; Lack of awareness and enough information about how to raise children and how to support them at home on their learning; becoming busy in other businesses and social responsibilities, leaving matters of education for the school alone. But children whose parents participate in their preschool have scored better academic performance and art of good manners than children whose parents do not. Therefore, parents, teachers, school administrators, wereda education offices, government officials, the school society in general have to work together to increase the awareness of parents and maximize their participation through training and workshops on the role of parents, the way they support their children, and on the implication of their involvement in their children's early learning to the success of upcoming primary education and the consequences on the life of their children, at large.

CHAPTER ONE

1.1. Background of the Research

Human beings start to give response to their environment right from the first cry and continue learning to respond every internal and external stimulus. Anziano, et al. (1995) describes this as, “almost from the moment they are born, children are hard at work learning about the world, they stare at things, see, taste, and feel the objects around them. The foundation of all types of learning, formal, or informal begins at home with the family” (P.16). The foundations built during early childhood are the stepping stones to everything what we are now and what we will be in our life time. Those foundations could be personal, psychological, cognitive and social foundations shaped by our parents or families. The treatments we get during this early childhood determine our life time personality. Regarding this Anziano, et.al (1995) stated that” during the first five years of life, children grow and develop rapidly, changing miraculously from helpless infant to capable, independent young children, acquire an enormous amount of information about themselves, about others, and about the world”(P.15).

Other writer, Wynder (1998) described this as:

Early childhood development with High quality sensory stimulation during the first few years of life, through nurturing, singing, talking and reading to babies should exploit this critical learning period. There may be a life-long impact of early experiences and permanent damage if critical periods are missed. A critical period exists during which the synapses of the dendrites are most ready for appropriate stimulation, be it through words, music, love, touch, or caring. If these synapses are not stimulated early, they may never fully develop (p.166).

And then at age 3 or above, parents send their children to pre-school education as a direct extension of home education. As they further grow, children want to know everything by testing, smelling, touching, need to play more, move far more, and learn more from their un-organized surroundings. Anziano, et.al (1995) described this as;

Children learn to use their senses; to walk, run and climb; to speak their native languages; to establish relationships with others; form many basic concepts about objects, people in environment, and how things work and relate to each other. They also form ideas about themselves that can affect their thinking and behavior all their lives (pp.15-16).

According to Couchburn (2001), "Parents and family are the best and chief educators of their children before they enter preschool" (p.219). But when things are systematically organized by professionals, children can get the best out of them. Parents send them to preschool in need of extra and professional support and assistance to their kids. And yet recent research findings indicate that extending parents' participation from home to school environment is invaluable and priceless in improving their children's learning, and even it is beyond creating smooth transition between the two learning environment (Couchburn ,2001, p. 219).

Vygotsky's zone of proximal development describes the importance of social interaction in early childhood learning as; there is an area between what the child is able to do independently and what he/she can achieve potentially when a person with higher level skill / knowledge is guiding or working with the child (Vygotsky, 1978, p.7). According to this theory, child's interaction with families at home and professional teachers at school is invaluable and priceless in the child's overall development. By interacting with more knowledgeable person, the child can learn more advanced patterns of thinking and communication (Telles & Ortiz, 2009).

But do parents know that they have to work in partnership with schools and carry out their own roles to facilitate their children's learning even after they send their kids to school? What do really parents can do as a stakeholder in the school of their little kids? What could be the barriers of their participation? Now that, the researcher has been teaching for about 20 years ranging from elementary to college level and also currently working as a private pre-school director here in our capital, he wanted to identify the role of parents in education of preschool children, factors that affect their participation, and investigate the relationship between parents' participation and children's performance and behavior. Therefore the researcher believed that studying this case will have significant importance on identifying the role of parents' participation in preschool education and its impact on the performance and character formation of their children, and forwards possible solutions to scale up parents overall educational involvement in improving comprehensive early childhood education and thereby produce successful and disciplined young people who acquire the maximum learning competencies as set in the curriculum.

1.2 Statement of the Problem

Laseman (2002) explained that "developing multipurpose, highly adaptive, malleable brain, in the first five or six years of life is generally fine-tuned to the environment and further stabilizes in the years to come'(P.3). The first five or six years of life are particularly sensitive for development of basic skills that are required for optimal functioning of formal education and beyond, (Woodhead ,2006,PP.7-8).

It is also important to mention that good preschool education increases cognitive ability, improves classroom behaviors, demonstrates high level of reading skills, reduces grade

repetitions, and succeeds in school and in life (Sander, 2003; Barnett, 2004; Nord & Lennon, 2000). Contemporary research findings have disclosed that most effective preschool programs of young children are those which involve family participation (Feeney; 1987, P. 369).

A review of Henderson and Berla (1997) on the subject of parents involvement concluded that one of the most accurate predictors of students' performance in school is not income or social states of parents', but the extent to which families are able to create home environment that supports learning; communicates high and have reasonable expectation for their children's achievement, and become involved in their children's school (Henderson, 1987; Fuhrman et, al.; Keith etal.1986).

It is hardly possible to achieve remarkable educational goals and attain the desired educational outcomes without strong participation of family in their children's early childhood education. Child's interaction with families at home and professional teachers at school is invaluable and priceless in the child's overall development. By interacting with more knowledgeable person, the child can learn more advanced patterns of thinking and communication Telles & Ortiz (2009).

MoE(2011), " ministry of education has designed national policy framework for preschool education along with its strategic operational guidelines to alleviate its implementation process. The implementation of preschool education up to the recommendations of those policy documents demands active participation of parents, teachers, school , local community and government education experts at different levels" (p.56).

The most crucial step in implementation of any program is assessing the process and evaluating the extent to which the objectives of the program are attained.

Up to the knowledge of the researcher and till time of conducting this research, no study has been conducted on parents' involvement on the education of their preschool children in the investigated preschools.

The purpose of this research is therefore, to clearly establish the role of family involvement, identify the challenges, assess the current affair of parents' involvement in the investigated preschools, show the gap with respect to the expectation and recommendations of parents' involvement in the education policy documents, and then forward possible solutions to narrow the gap by improving parents' participation in order to improve children's academic achievement and develop positive socially accepted behavior as set in policy document.

1.3. Basic Questions of the Research.

The study tries to find answers to the following basic questions.

1. What are the roles of parents in their children's preschool education?
2. How do the participant parents currently involve in the preschool education of their children?
3. What are the challenges of parents' involvement in preschool education?
4. What are the contributions of parents' participation in education of their preschool children to the academic performance of their children?
5. What are the contributions of parents' participation in preschool education to their preschool children's art of good manners?

1.4. Objective of the Study

1.4.1 General Objective

The general objective of the problem is to identify the role of parents in the preschool education of their children and the describe factors that affect their participation in pre preschool education, investigate the level of its relationship in improving children's academic performances and character formation in the selected preschools and thereby to show the gap between what is expected in the education and training policy documents and the existing reality of parents involvement. in the context of the selected preschools of Kirkos sub city and forward possible recommendations based on the findings

1.4.2 Specific Objectives:

1. To identify the role of parents in the education of their preschool children.
2. To identify the factors that affect parents participation
3. To investigate the current affair of parents participation in the sample preschools.
4. To investigate the level of the relationship between parental participation and children's academic Performance.
5. To investigate the level of the relationship between parental participation in education and the development of children's good manner.

1.5. Significance of the Study

Firstly, the findings of this study give parents an insight on their prominent roles; as stake holders, in their children's early childhood education; know how to support their children in learning activities at home, participate in school activities; develop high concern and become

aware and cooperative to work together for common goals with teachers and school, invest their time, knowledge, and money for the better future of their children.

Secondly, it increases teachers awareness of cultural values and background information about their students, develops their confidence up on the performance of their students as there are supporting parents at home, helps them to effectively use all potentials of resourceful parents as an input for their learning environment. Generally, the teachers will know how important it is to encourage parents to get involved in their children's education.

Thirdly, as children get support both at home and in school, they become more likely to be successful in achieving the proposed intervention goals such as high performance in literacy, number and behavior and above all they become potentially better and successful citizens.

1.6. Delimitation of the Study

It is quite simple to envision how the research would be significantly strong and reliable if its area coverage was broader and as many schools as possible were incorporated in the research. But it becomes more tempting the patience, finance and time of the researcher. Taking this fact in to account the problem is specified to investigate the role of parents in three private and two government kindergartens in Kirkos sub city. Those weredas were selected for the sake of proximity of the researcher. 5 schools were chosen out of 9 preschools in these weredas. There were 606 parents, 29 teachers in the five sample schools. 123 parents, 19 teachers, 2 preschool coordinators, and one educational supervisor have participated in this research.

1.7. Limitations of the Study

1. time; The researcher, as an employee of private school, had very tough time to manage the data gathering process and was subjected to use purposive sampling of schools for the sake of proximity of his working area. This lack of randomization of sampling out of preschools in the sub city, could possibly affects; to some extent, the quality of the data obtained.
2. Returnees of questionnaires: The researcher intended to collect data from 232 parents from the specified population. Unfortunately, 123(20% of the population) parents have returned the questionnaire on the specified time frame that, to some extent, could affect the representativeness of the sample.

1.8 Organization of the Study

The study is divided into five chapters. Chapter one makes up the introduction. Here, the Researcher makes an introduction of the issues to be addressed and particularly, what is to be investigated related to parents roll in early schooling, why and how. The key components of this section are; background of the study, statement of the problem, objectives, research questions, limitations and delimitation of the study, and significance of the study. Chapter two presents the relevant studies conducted by other researchers on relevant topics. Global and local issues on the role of parents in early childhood education and the elements of parents' participation have also been highlighted. Chapter three; it is about the methodology: the research design, Population, sample and sampling procedure, instruments, validity and reliability of instruments, procedure for data collection and data analysis. Chapter Four presents analysis of the findings of the study. While chapter five forms the summary of findings, conclusions and recommendations. It sums up the major findings in line with the objectives and hypotheses of the study based on the data collected.

Definitions of important terms

Preschool- Learning environment formally accredited by education bureau in which children of age 4-6 get along with other children in a formal setting to perform some basic tasks such as recognizing the letters of alphabets, numbers, naming colors and shapes.

Parents' participation- is parents' engagement in activities such as supporting children's learning at home like; reading, storytelling, singing, coloring, cutting, and pasting; communicating with teachers about the overall learning activities of their children, and attending in school events, meetings, and conferences.

CHAPTER TWO

REVIEW OF RELATED LITRATURE

2.1. Global Issues:

2.1.1. History of Pre School Education

The importance of organized education of young children outside home dates back to the time of the Greek philosopher Plato (427-347B.C). Plato believed that children under the age of six have to be taken from home and educated in properly organized environment under guidance of trained teachers in the care and education of young children Willis and Stageman (1954) as cited in Girma (2011,p,7). During the 17thTo 19th centuries, John lock, Rousseau, Pestalozzi, Froebel, Dewey, Maria Montessori and others visualized schools of early child hood as one of the means of improving social conditions chowdhury (2002).

The England philosopher John lock(1632-1704)was one of the first philosopher to recognize and write about the fact that children possessed individual difference in intelligence and personality traits and he is also one of the first to assert that children can learn through play,(Anziano. et, al 1995, p.7).The French philosopher Jean-Jacques Rousseau(1712-1778) believed that children are born good and innocent and advocated that children should be allowed to follow their own natural interest and curiosities (p.7).A Swiss educator Johann Pestalozzi(1746-1827)became impressed by the ideas of Rousseau about the nature of children and opened school of children for the poor and he emphasized learning through the senses and hand on activities that reflect the interest of a child, (p.7).

German philosopher Friedrich Froebel (1782-1852) was also influenced by Rousseau's ideas and established the first school of children between the ages of three to six in 1830's and

called that school "kindergarten." Froebel's concept of schools for young children gradually spread over Europe and United States, Anziano. et, al (1995, p,8).Until the beginning of 18th century, the first two years of child life had to do with physical survival than with quality of mind. Extending quality of mind through education was a concern of just few reformers, such as Froebel and Susan Isaacs (2007, p 13).

Again in 1907, an Italian physician, maria Montessori opened children's school in Rome and she was teaching using a variety of special sensory materials developed by her own and now ontessori school is very popular all over Europe and US America (p.8). McMillan (1921), (cited in Anziano et al, 1995, p.8) stated that in England, between 1908 and 1910, Rachel and McMillan established the first "Nursery school" to provide care for children of working mothers. The school which operated from early morning until evening, served as inspirational for many of the early American schools of young children. During the great depression in the 1930s, the federal government of United States formulated operation of 3,000 nursery schools around the United States aiming to educate young children and to provide an employment for women. An estimated 75,000 children attended those schools (Anziano et al 1995, p. 10).

Enrollment in privately owned and operated preschools and child care centers continued to increase during the 1970s and 1980s and parents and educators become concerned about the qualities of these child care providers. The federal government established the child development associate program (CDAP) in the 1970s that offers training for child care providers and set minimum licensing and certification standards. In the mid of 1980s,the National Association for the Education of Young Children(NAEYC), an association of early childhood professionals, established accreditation standards governing facilities, teachers training, teacher-

child ratio, and curriculum (Anziano et al,1995:11). Certain privately operated preschools, such as Montessori schools, follow specialized curriculum and may require specialized teachers training (p. 11).

Wood head (2006) also pointed that “numerous progressive transformations occurred in children’s physical, mental, cognitive, social and emotional competencies from early infancy to the beginning of schooling in modern societies. Those transformations mark the acquisition of skills and capacities, ways of relating, communicating, learning and playing”, (p.13).

As it has been mentioned earlier, early childhood education and improving the lives of young children is becoming one of the most burning national and global issues. Many researches have been conducted, policies have been designed; varieties of programs have been developed. The world conference on education for all held in Jomtien, Thailand in 1990 followed by A Call to Action on education for all adopted by the Fourth African International Conference on Early Childhood Development, Dakar, Senegal, November 2009 aiming at expanding and improving comprehensive early child education and care (ECEC) (Wood head, 2006, p. 4): declaration of Damascus Adopted by the High Level Conference on Early Childhood Care and Education, Damascus, Syria, September 2010; World Conference on Early Childhood Care and Education Building the Wealth of Nations ,Russia, Moscow27 -29, September 2010:Regional Meeting, on ECCE, Santiago, Chile, May, 2010, could be some example where the participants pledged to provide early childhood education, to massively reduce adult illiteracy by the end of the 2015,(Moscow framework preamble,2010, p.1).

The education for all (EFA) movement is a global commitment to provide quality education for all children, youth, and adults in the year of 2000 that about 164 governments met

at the world education forum in Dakar and pledge to achieve EFA and developed six goals to be met by 2015. The first goal is expanding and improving comprehensive early childhood care and education especially for most vulnerable and disadvantaged children, Moscow framework preamble (p.1).

In the sub Saharan African enrollment increased from 5 million in 1999 to million in 2007, where the gross enrollment ratio is 10% in 1999 and 15% in 2007. Looking beyond the regional data reveals a diverse array of country experiences. Among the countries for which data are available seventeen states in sub Saharan Africa have coverage a rate of less than 10%, Ethiopia is among the countries(UNESCO, 2010).

One of the factors that hinder the promotion of early childhood education research result carried out in the developed as well as developing countries identify household poverty and low level of parental education as two of the most pronounced problems(UNESCO,2010)

2.1.2. Significance of Early Child Care and Education

As it has been mentioned in Anziano, et al (1995) as:

researchers found that children who had attended preschool had greater academic achievement; more likely to graduate from high schools; to go to college; obtain and hold job; have low rates of juvenile delinquency;..., than who had not. Parents in highly developed countries are highly sensitive to their children's pre-school educations manifested by hiring professional nannies, babysitters, tutors, and by closely working with preschool activities to play their own role in the life of their children early learning's (p.18).

According Martin Wood head (2009), "A healthy cognitive and emotional development in the early years translates into tangible economic returns. Early interventions yield higher returns as a preventive measure compared with remedial services later in life"(p.18). Policies that

seek to remedy deficits incurred in the early years are much more costly than initial investments in the early years (P.18). Barnett and (1995)“The proper nurturing of young will increase the return to primary and secondary investment, eventually raising productivity and income level with in the society”(P.27).

Early intervention is crucial. The skills developed in early childhood form the basis for future learning and labor market success, making early childhood a critical time of human capital accumulation Delays in cognitive and overall development well before a child enters primary school often have long-lasting consequences for children, their families and society at large, and they are more costly to remedy. Conversely, evidence from many countries shows that quality ECE can narrow the “opportunity divide” and reduce poverty, ethnic and linguistic is advantages, ILO (2012).

Preschools is yet another aspect of the children's learning environment in which they get along with other children's in formal setting and also some basic tasks such as recognizing the letters of alphabets and naming colors .(Edward F. Zinger and et al,1987, P.368). Similarly, According to ILO(2012)positive impacts of ECCE on readiness for further education are well documented, leading to a growing view that it should be seen as a public good ECE programs can: improve school readiness; make enrolment in the first grade more likely; reduce delayed enrolment, drop-out and grade repetition; and increase completion and achievement.

Similarly, a good preschool provides experiences that let children learn by doing. It stimulates their senses through art, music and tactile material. It encourages children's to observe, talk, create and solve problems. Preschools most important contribution is to make children feel that school is fun, learning is satisfying and they are competent (Diane E. Papalia and et al. 1999, P.340).

Moreover, Pre-primary education introduces children to basic learning skills that are needed in primary schools and enhances their chances of success in the education system. Expanding access to pre-school program will serve two purposes i.e. enhancing the quality of education and improving the internal efficiency of primary schools. This level normally includes children of ages 4-6 enrolled in the pre-primary education. Government is not involved in the construction and operation of such schools but it has a critical role in policy development, curriculum design, standard setting, supervision etc. (MOE, 2010, P.15) Under ESDP IV.

Generally the better equipped children are at the start, the more effective education in school will be, and because investments in high quality preschool programs for low- income and ethnic minority children- who would otherwise be in sufficiently “Expanding pre-school program that is it will serve two purposes: enhancing the quality of education and improving the internal efficiency of primary school. The successful pilot program of creating ECCE classes on formal primary school compounds will be further promoted. Improving internal efficiency implies reducing cost of education wasted for grade repeaters and a school dropout.

Early childhood interventions have a further social rationale in helping reduce inequalities linked to poverty, gender, race/ethnicity, caste or religion. Studies in the United States showed that the benefits of ECE are higher for marginalized children. In developing countries, the ECE benefit has been shown for girl's enrolment and completion of primary school (UNESCO, 2007, P.113;

World Bank, 1999, P.2). Investment in early development can help to reduce economic and social inequities. Children living in conditions of poverty and/or discrimination often fall behind their more fortunate peers at an early age. This reinforces existing differences. In the short run, investments in ECCD programs can reduce (but seldom eliminate) the growing gaps in

development, and therefore can reduce the differential consequences. Indeed, there is increasing evidence that children from more-disadvantaged backgrounds can profit more from good early childhood programs than more-advantaged children. 2.3. The Formative Age of Life.

According to Athey (2007), "professionals working in early child education have particularly important role to play in the search of pupils understanding between the age of 2 and 5. These are the ages which basic concepts are formed" (p.32). Anziano et al (1995) described this as; 'almost from the moment they are born, children are hard at work learning about the world, they stare at things, see, taste, and feel the objects around them (p.16).

Donaldson (1993) explained that, "The belief that children are highly active and efficient learners, competent inquirers, urge to understand ... more and more evidences keep coming to support this view that it is true of human beings from the earliest monthly life." (as cited in Riley ,2007, p.1) and added that children's minds not at any stage, not ever, to be taught of as receptacles into which stuff called knowledge can be poured.

Riley continued to explain this idea that the years from 2 to 7 are characterized by cycles of synapse refinement of nervous system, that lead to new stage of learning, so dramatic shifts in understanding seems to occur very quickly. By age 7, sensory systems have become more integrated, language has made major leaps, and maturation of higher level association areas enable the child to reason more logically and reflect on questions and ideas (Riley, 2004, p.556). According to Shore (1997), Children who receive sensitive care in the first year of their life are less likely to respond to minor stresses by producing cortisol, and their cortisol levels quickly return to normal after they have experienced stress One implication of this research is that children, who are emotionally neglected, abandoned early in life, or abused, are more likely to

have difficulty in learning and may have more trouble experiencing empathy, attachment, or emotional expression in general.

Other writer, Wynder (1998) stated the following:

Early childhood development with High quality sensory stimulation during the first few years of life, through nurturing, singing, talking and reading to babies should exploit this critical learning period. There may be a life-long impact of early experiences and permanent damage if critical periods are missed. A critical period exists during which the synapses of the dendrites are most ready for appropriate stimulation, be it through words, music, love, touch, or caring. If these synapses are not stimulated early, they may never fully develop (p.166).

Burk and Johnson (2004) further indicated that children with proper nurturing do not engage in violence activities during their adolescence. On the other hand the improper nurturing of young children will result not only in a more violence but also in more stress related diseases impacting negative on productivity and health care costs and affecting the economic prospect of citizens and the nation in general. A cost-savings argument - Investments in early childhood development are preventive and can reduce the need later on for social welfare programs, reduce the need for costly remedial programs in schools, reduce health costs, and even reduce the costs of the judicial and criminal system Robert (2004)

2.1.3. The Formative Age of Life.

According to Athey (2007), "professionals working in early child education have particularly important role to play in the search of pupils understanding between the age of 2 and 5. These are the ages which basic concepts are formed" (p.32). Anziano et al (1995) described this as; 'almost from the moment they are born, children are hard at work learning about the world, they stare at things, see, taste, and feel the objects around them (p.16).

Donaldson (1993) explained that, "The belief that children are highly active and efficient learners, competent inquirers, urge to understand ... more and more evidences keep coming to support this view that it is true of human beings from the earliest monthly life." (as cited in Riley ,2007, p.1) and added that children's minds not at any stage, not ever, to be taught of as receptacles into which stuff called knowledge can be poured.

Riley continued to explain this idea that the years from 2 to 7 are characterized by cycles of synapse refinement of nervous system, that lead to new stage of learning, so dramatic shifts in understanding seems to occur very quickly. By age 7, sensory systems have become more integrated, language has made major leaps, and maturation of higher level association areas enable the child to reason more logically and reflect on questions and ideas (Riley, 2004, p.556).

According to Shore (1997), Children who receive sensitive care in the first year of their life are less likely to respond to minor stresses by producing cortisol, and their cortisol levels quickly return to normal after they have experienced stress One implication of this research is that children, who are emotionally neglected, abandoned early in life, or abused, are more likely to have difficulty in learning and may have more trouble experiencing empathy, attachment, or emotional expression in general.

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2.2. The Role of Parents in Promoting Early Child Care and Education

In the national policy framework for ECCE of Ethiopia MoE(2010), Parents and other care givers are the most important s in the life of the child. They play a key role in children's development. Their role is to socialize the children and inculcate life principles and spiritual, cultural, and moral values fir his/her character development. (p30)

Managing and expansion of early child care and education is not a task to be left to single organization or body. Ramsay and Johnson (cited in Zaray, 2011, p.31) particularly emphasized the cooperation work of the school and parents to promote the holistic development of the child. According to them, the two most significant environments for the child are the home and the school. Although, these two environments impact the child separately the experience in one environment also affects the other.

According to Sadeed (2004) "having regular and good communication and partnership between teachers and parents is essential for consistent positive experience both at home and in

school” (as cited in Nigussie Gemechu, 2011, p.28). Parental involvement in school helps the teacher understand the child more and better and able to work together effectively (Robinson, 1996, p.63). Similarly Chow hurry (2001) further explained that home-school or parent- teacher relationship help to create what the children are like, better understand with regard to preschool education, an opportunity for parents to meet other parents and learn from their experiences. Home and school are the two worlds for preschool children where total development takes place. Thus, school administrators and teachers have to create strong alliance with partners.

2.3. Role of Teachers in Encouraging Parents in Preprimary School

Effective preschool teachers in encouraging parents in preprimary school can perform the following activities:

1. Ongoing information concerning program/classroom standards and activities is provided to families and the community and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community.
2. Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits.
3. Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family.

Inform parents about nutritious food choices (e.g., parent conferences, family nights, newsletters) to extend and reinforce children's classroom learning.

2.4. Parents' Participation in Preschool Education

Parents' participation has typically been defined as parents' engagement in activities such as volunteering at school, communicating with teachers participating in academic activities at home, and attending school events, meetings, and conferences Hill & Taylor (2000). Epstein (1995) has refined six types of parental involvement into a categorical model of parental involvement that has been acclaimed as well-defined and comprehensive Georgiou (1997) and Kohl et al (2000). Epstein's six types of parental involvement that incorporate school-based involvement, home-based involvement and home-school communication are the following:

2.4.1 Parenting

The first type of parental involvement is parenting. Parents can support their children's school success by providing a home environment that fosters readiness to learn by rearing their children in positive ways, providing healthcare and nutritious meals, and ensuring regular school attendance (Becker & Epstein, 1982; Eccles & Harold, 1996; Epstein, 1984, 1987a; Moles, 1993). This type is analogous to Grolnick and Slowiaczek's (1994) personal resources. Parents' resources not only include the behavioral resources described by Epstein's first type but also personal resources, such as parents' positive attitude, caring, and expectations toward school and learning.

2.4.2 Parent Teacher Conference

Parent-teacher conferences are the most typical form of communication between home and school (Becker & Epstein, 1982; Shores, 1998). These conferences provide an opportunity for parents and teachers to discuss students' progress and problems and allow parents to inform teachers of family experiences that may support learning. Home-school notes are another

effective way for teachers to communicate with parents (Becker & Epstein). Teachers may also send home student folders that contain work for parents to review or information about school activities (Becker & Epstein 1982; Eccles & Harold, 1996).

Volunteering

The third type of parental involvement is volunteering. Parents help and support schools by volunteering in classrooms, attending sporting events and concerts, and helping with fundraising activities (Becker & Epstein, 1982; Eccles & Harold, 1996; Moles, 1993). Moreover, while parents are at the school attending performances or sporting events, teachers can talk with them about other volunteering opportunities, their child's progress, or important school information (Epstein, 1987b). Parents' presence at school strengthens school programs and communicates to the children that school plays an important role in their lives Epstein, et.al (1997).

2.4.3. Learning at Home

In the fourth type of parental involvement, teaching at home Epstein (1995), the teacher suggests ways that parents can help their children with homework or other school-related activities. For example, teachers frequently ask parents to read with their children, take their children to the library, and borrow books. Teachers may also ask that parent's talk with their children about their school day. Some teachers may ask that parents' provide rewards or punishments based on school performance or behavior. Parents may also review report cards, schoolwork, and tests; play games or use everyday activities to enhance academic learning; and tutor children to supplement the teacher's instruction at school (Becker & Epstein, 1982; Epstein; Moles, 1993; Shores, 1998).

2.4.4. Decision Making

The fifth type of parental involvement, decision making (Epstein, 1995), includes parents in decisions about school programs via the parent teachers association: PTA/PTO, advisory councils, and school improvement committees (Becker & Epstein, 1982; Eccles & Harold, 1996; Moles, 1993). Being involved in these organizations allows parents to learn about school programs, policies; curriculum, and budgets (Epstein, 1987b; Epstein et al., 1997). Consequently, parents can suggest ideas for school improvement and voice opinions about the quality of the school and school programs. Parents are also encouraged to be involved in advocacy groups independent of the school (Epstein, 1987b, 1995). These Groups review federal, state, and district budgets; report on school goals and processes, problems, and resources; and work to increase school funding.

2.4.5. Community Collaboration

The sixth and final type of parental involvement is collaborating with the community (Epstein, 1995). The school collaborates with the community to identify resources and services for the school and families, and to identify ways that the school and families can help the community. Examples of collaboration are providing information to families about health, cultural, recreational, and social support resources available in the community; recruiting applications for summer programs that promote learning and talents; and showing how families and schools can serve the community by recycling or helping seniors. Epstein (2005a) continues to maintain these six types of parental involvement as a comprehensive model for examining the shared responsibility between school, family, and community in the success of children.

2.5. The Importance of Parents' Active Participation in Early Education

According to David Collins (1998), "there is a need for schools to develop good relationships with all parents, keeping them well informed on all matters (not just when things have gone wrong), welcoming them into school, helping them to be clear about their rights and responsibilities and how they can help in education of their children" (p.79).

By the time children start formal primary education, they are not vacant. They have learnt a lot of life skills from their families and they are in the state of motion of learning. Concerning this, Cockburn Cockburn (2001) said that, "from a crying babies squirming in their mother's arms, they have become articulated individuals who can run, jump, and dance about, and they can reason, make decision, and sing songs (p.47). Children come to school wrapped in values, skills, attitudes, and behavior of their families. Contemporary research findings have disclosed that most effective preschool programs of young children are those which involve family participation (Feeney, 1987, p.369).

This report focuses on one critical aspect in supporting high quality learning experiences for young children – that of family involvement in early care and education programs. Family is the primary influence of young children and sets the stage for how they grow and develop Bronfenbrenner (1986). The more parents are involved with their children, the more positive learning and general life outcomes occur Baker, Goesling, & Letendre (2002).

Furthermore, children of involved parents typically display higher levels of achievement, more acceptable behavior and greater motivation in school Keith (1999). Students who excel academically often have parents who are interested in their children's learning from an early age and who engage in supportive learning activities, such as rhyming and shared book reading (Wade & Moore, 1998). It is important that the key role families play in supporting their child's

learning at home and in early care and education programs be understood, facilitated, and nurtured across the array of services and programs available to young children and their families. According to Athey (2007), "governments intend to put support parents and care givers at the heart of its approach to improving children's life, through early learning" (p.24). Dowling (2005:30) (as cited in Riley, 2007, p.45) pointed out that "we all need other people to help us learn and young children need adults and other children". Healy (2004) stated that: "The growth of child's mind towards the capacity of adult thinking is one of the most dynamic aspects of brain development. Nature builds the framework, it is up to the child, parents and schools to complete the walls and do the interior decorations" (p.108).

Barnardos' National Children's Resource Centre(2006), "Parents have a crucial role to play in relation to their children's overall self-esteem and more specifically the image that child parental involvement in their education an important source of continuity from birth through-out preschool years, and even to adult hood" (p.9). Parents' involvement facilitates children's development of pre-literacy skills such as phonological awareness and letter name knowledge Powell et al., (2010). These skills have been shown to be essential for later school success Blackman (1994). Over, the transition to preschool marks the beginning of an important relationship of home and school Powell et al, (2010).

The relationships that you build with parents as a teacher will bring about collaboration between home and school to enhance children's development. Contemporary research suggested that the most effective programs for young children are those which involve their families.

Family involvement in early childhood program can range from simple talks when only there is a problem to frequent and regular participation (CockBurn ,2004, p.368). In ideal situation, parents and teachers work closely in a variety of ways. They plan and attend parent

education program, communicate regularly, sit on policy setting, contribute to the decision making on the development of the program through work on facilities, fundraising, and lobbying the community (Feeney et al,1987, p.374).

Wolfendale (1983) Pointed out that parents have been traditionally been viewed as clients and not as parents. She argued that the concept client impulses that parents are dependent upon experts' opinions passive in receipt of services need of redirection preferable to decision making and perceived as inadequate and deficient. In contrast to the clients concept, the parents concept include these characteristics, parents are active and central in decision making and perceived. And its implementation parents are able to contribute to as well as receive services (reciprocally) and parents share responsibility. Thus parents and professionals are mutually accountable Curtis (1981). Curtis further stated that one way of making closer link between home and school is to organize workshop/meeting for parents in early child learning. Both parents and the school need to share common perception and responsibilities about the child mutual involvements, accountability and cooperation as well as reciprocal communication systems are more vital Seigel, (2002),(as cited in Girma , 2011, p.20).

One of the most essential basements for educational advance is a closer partnership between the two parties i.e. school and parents to every child's education (Curtis, 1998, p.134). For effective preschools, parent-school relationship that aims at creating better physical and psychological environment for children's optimum growth and development is essential. The role of parents in preschool education can never be underestimated since they are the first teachers to lay the foundations for primary educations (Chowdhurry, 2002, p.172).

But according to Morrissette (1999) Parents involvement in preschool education is not without its opposition. It continues to be a complex and controversial issue. One example of this

is “Rethinking parental participation in special education issues that arose about parents involvement in early childhood intervention includes that parent child relationship may be affected when parents assume the role of “teacher” therefore affects the child’s rearing practice. Professionals may assume that parents have the skills to observe identity and plan educational goals for their child. If parents possess those skills then there may not be a need for a professional in the early childhood intervention field. It questions the abilities of parents to be involved in the individual family service plan and individuals education plan processes.

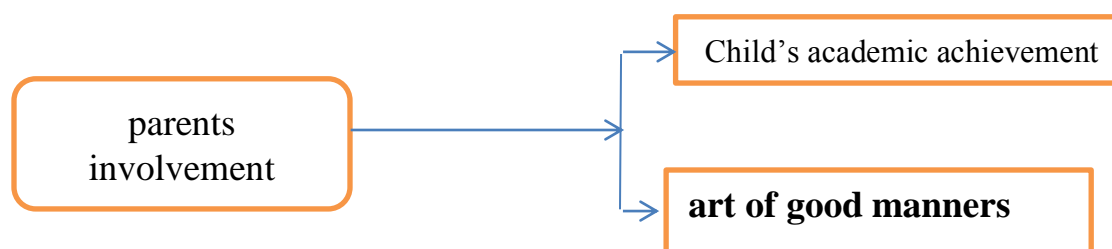
2.6. Factors that Affect Parents Participation in their Children’s Early Learning

According to Cock Burn (2004) “Not all parents are comfortable to coming to school, essentially because schools let them down, by failing them academically and/or socially. Some schools develop strategies to encourage these parents to participate more fully in their children’s education” (p.27),and continued saying “ for example adult literacy and other classes run during school hours to create better relation with parents in the future. Then school climate is also one of the factors that affect parents’ participation. Communication, knowledge, meeting preference, time, personal affairs, economic problems (p.27), parents and teachers’ attribution are also other constraints. Parents’ beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children’s education; and Parents’ perceptions that their children and school want them to be involve.

2.7. Theoretical Framework

The concept of parents’ involvement can be tied to Ecological system theory of the American psychologist Bronfembrenner. He believed that child development is a function of everything in its surrounding environment. This psychologist has divided the child’s surrounding

in to five different levels: the microsystem, messosystem, exosystem, macro system and cronosystem. His theoretical model has been represented by five concentric circles locating the child at the center. The area between any two of the circles represents a system. The inner most system closest to the child at the center is the microsystem which the most influential system in development of the child. This closest system includes home or family, teachers, day care or schools, peer group or community environment of the child. Interaction within microsystem typically involves personal relationships with family, classmates, teachers and care givers, in which influences go back and forth. .how those groups or individuals interact with the child affect how the child grows. Similarly, how the child reacts to those people in his microsystem also influence how they treat the child in turn. More nurturing and more supportive interaction and relationship understandably fosters the child's improved development. Apparently, the relationship between parents' involvement and children's academic achievement and developing socially accepted arts of good manner can be described as the following box and line model.



2.8. Local Issues: History of Preschool Education in Ethiopia.

According to UNESCO- (2007/8:12) the concept of ECCE dates back to the 17th century Ethiopian philosophers Zara Yaaqob and his disciple Walda Haywa. The traditional education system is deeply rooted in the Ethiopian Orthodox Church and is recognized as one of the oldest education system in the world. While others associated its development to religious education given to children at the age of four in which children learnt alphabets and in church services in

the medieval Ethiopia. Mastery of the alphabet was followed by reading and recitation of religious text that began with the psalms of David.

The modern preschool education in Ethiopia goes back to the first decade of the 20th century when Emperor Menelik established the first kindergarten in 1908, eight years prior to the foundation of the first modern primary education, Emperor Menelik Primary school. This first modern kindergarten was established in Dire Dawa for the children of French consultants who were helping building the first rail road in Ethiopia Demeke (2003) as cited in Girma (2011, p, 2).

As Workneh Abebe and et al cited Tefera et al (2012:16) this first secular pre-school opened during the first decades of the twentieth century was attached to private schools in Addis Ababa, such as the English School, the German School and the Lycee Gebre Mariam. It was only in 1962 that the Ministry of National Community Development and Social Affairs set up a few workers. The first six month training program for pre-school workers was established in 1971. By 1972, there were 37 privately owned pre-schools and 30 community pre-schools in urban centers. According to Zeray (2011:26) the 1974 socialist was considered as a turning point of in the history of early childhood education in Ethiopia. 1981 an independent commission called the national children's commission (NCC) was established with the task of caring and educating Ethiopian children. Among other things a manual for kindergarten was produced in 1982 by the commission. Preschool education became part of national education policy, a national curriculum developed and preschool teacher training established in Addis Ababa. From 1975-1990, unlike the imperial regime, the major changes in the preschool program were not only the rapid increases of preschool institution from 77 to 912 but also the location of preschools. Preschools were established in rural area.

The introduction of modern preschool education to Ethiopia was almost at the same time it was introduced in America and England. But, according to the annual abstract of ministry of education(MOE,2009/10,) (as cited in Girma, 2011,p,2), out of the recent preschool age population (7,127,365) children of appropriate age of 4 to 6 , only about(343,315).children have been registered to have access to the preschool education in(3518)kindergartens most of which are privately owned and operated all over the country. This statistics indicates that the gross enrollment percent of preschool of the country is only 4.8%, (MOE, 2009/10).

Notwithstanding this progress, the gross enrolment rate remains low, at 6.9% in 2009/2010, and enrolment is heavily concentrated among urban areas (Addis Ababa has a GER of about 50%) and among fairly well-off social groups. Under ESDP III, the government was expected to provide incentives to private providers as well as to rural communities to set up ECCE schools. However, this has succeeded much better with private providers than with communities. In various regions, with the support of development partners and in close collaboration with the local communities, an interesting initiative has been launched with success: it consists of organizing a pre-primary class within an existing primary school. This has helped spreading ECCE into rural areas MOE (ESDP IV, 2010, p.29).

When we come to the political arena of our country, Ethiopia, as a politically active country of our continent, it is striving to meet the MDG'S and also GDP goals by setting time, plan and human resources to achieve them within the specified time frame. Ministry of education is working hard towards 100% school children enrollment parallel the global educational goals and poverty reduction programs.

Despite the fact that it has been more than a century since the establishment of modern preschool in Ethiopia, and yet the above statistics indicates that no significant changes have been observed both in expansion and provision of quality preschool education.

2.9. Parent's Involvement under Ethiopia's Educational Policy Documents

2.9.1. Education and Training Policy Document

As indicated in MoE (2007) document of school improvement program (SIP), ministry of education addressed four major domains to improve schools. The domains are teaching and learning, environment, community participation, and leadership and management.

The implementation of the SIP demanded active participation of all stake holders mainly the teachers, students, Parents, educational experts in different levels. (MoE, 2011, p. 56). Based on education and training policy, the Ethiopian government launched the first education sector development program(ESDP-1) in 1997 whose main trust to improve quality, relevance, efficiency, expand access ,..., achieve universal access of primary education by 2015(MoE, 2005, P.4).

Different evaluation on implementation of ESDP disclosed that Ethiopia made significant progress in education as a result of ESDP1 2 3.(MoE, 2007). despite the rapid improvement in the number of trained teachers schools and institution, and access of education, challenges however remained in order to realize quality and internal efficiency.to improve the short coming related to quality, MoE launched the general education policy implement package (GQUIP) in MoE, 2007).

Among the four programs of GEQUIP, SIP was the major one, under which community participation that calls for parents overall involvement in the education of their children.

Rahel (2014) explained parents' involvement in school decision making as:

Being included in school board member, participate in parents advisory committee, being active member of PTA.(P.16). Rahel (2014) further continued that" it is important for schools parents to aware that parents involvement supports student's learning, behavior and attitude regardless of many influencing factors.(p.15).

Under the 13rd standard of SIP (MoE, 2010), a number of parents involvement activities have been listed as follows:

Supporting their children at home

Communicate with their children's teacher at the end of each semester.

Receive report card of their children's learning achievement

Support the school financially.

Contribute learning materials to school

Volunteering work contribution (pp,26-27).

2.9.2. National Policy Framework of Early Child Care and Education (ECCE).

In the policy framework strategic operational guideline (MoE, 2010) it has been proposed to build ECCE service delivery on four pillars, of which the first is parental education participation. Ministry of education listed working guideline principles as follows:

- Adequate opportunity should be provided throughout the year for interaction and communication between parents and teachers.
- Parents and teachers should regularly share information on the child progress
- Regular parent- teacher association meeting should be held within the year.
- Comprehensive information should be made available for all parents.
- Information about home environment should be available to the teachers.

- Parents and community will be given opportunity to provide support for running Preschools (p.50).

On the above mentioned operational plan (MoE,2010), ministry of education has proposed that all preschool arrangement will promote high quality parent child interaction and joint involvement of teachers and parents shall be maintained to discuss the child's progress and the type of support the child needs in the family(p.10). one the strategic objectives of monitoring and evaluation of ECCE framework is to promote and strengthen required partnership and collaboration among all stakeholders for the effective delivery of services and programs for young children (P.31).

In the framework of ECCE (MoE, 2010), "increased opportunity of parents and community mobilization, enhanced enrolments in primary education, increased productivity and poverty reduction are some of the benefits of investing in the early years" (p.19).

The document continuing explaining as, as children exposed to quality early childhood development experiences, do better in schools, hence grow up to get better paying job when they enter the labor market and have high living standards in consequence(p.19).

All parents are empowered and supported to ensure they are effective in their role and responsibilities for bringing up children. Parental education also focuses on improving practical nurturing skills of parents.(p.23).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Study Design and Method

A descriptive survey research design has been used to analyze quantitative and qualitative data primarily based on the nature of data needed to collect. According to the design, mixed approach and triangulation method have been employed to achieve the intended objective. Concurrent data analysis was used by conducting separate initial data for each type. Firstly; frequency of parents' participation, the numbers of hours which parents spend per week in supporting their children in education at home, and the rate of art of good manners that all were collected using close ended questionnaire children's academic performance collected from school assessment were continuous data . Therefore collection of such continuous numerical data could provide a rationale for the use of quantitative research approach. Secondly, information that were gathered from some key informants such as parents, teachers, preschool coordinators, school supervisors using semi structured and in-depth interview were verbal(qualitative) in their forms that demanded the use of qualitative research design. Finally, triangulating results of one approach by other increases the credibility of the research.

3.2 Sample and Sampling Techniques

Out of seven private and four governmental pre-schools found in Kirkos sub-city wereda 2 and 9, three private and two government preschools were selected using stratified sampling method to include both school types. There were a total of 606 preschool students in those five schools. Considering the 95% confidence level and 5% error, 232 children and their respective

parents (232 parents) were chosen firstly, using quota sampling from each school and followed by a random method and lottery sampling to select participant parents in each school. And there were 29 teachers, 19 (61%) of them were involved in the study because they were teachers whose students were involved in the research. Unfortunately, only 123(nearly 20%) parents have returned the questionnaire up to the specified time frame. Even though this sample size was not reliable at 95% confidence level and 5% error, it is still reliable at 95% and 10% error of estimate. This still enables the researcher to generalize the findings to the specified population.

The participant parents were requested to fill the consent paper to allow themselves and their children to be part of the research and fill structured questionnaire. All teachers of students who were randomly selected were made to rate the conduct of the kids and the participation rate of the parent of each selected child. Two senior Pre-school coordinators, two parent committee members, one senior teacher and one educational supervisor in the weredas were purposely selected and involved as key informants for an in-depth interview.

3.3 Population of the Study

The population of this research is limited to three private and two governmental preschools found in Addis Ababa, Kirkos Subcity, wereda 2 and 9 (neighboring weredas). There were a total of 606 parents and 29 teachers in all. The following table shows the names of the schools and total number of Parents and teachers in each school.

Table 1. Population of the study

	Name of Pre-School	Location wereda	School type	Total parents	Sample parents	Total teachers	Sample teachers taken
1	New Grand	9	Private	137	33	6	4
2	Nexus	9	Private	150	27	6	4
3	Biherawi	9	Govt.	98	24	6	4
4	Temenjayaj	2	Govt.	90	12	5	3
5	Birhan Int.	2	Private	131	27	6	4

The target populations for this research are pre-schools parents and their children from the selected pre-schools mentioned above.

3.4 Data Collection Instruments

The following data collection instruments were used to collect the intended data.

3.4.1 School Stored Data

The researcher has gathered children's academic achievement from schools stored continuous assessment. Conduct sheet and children's portfolios, children's Communication books, parents' conference attendances, and general school parents' meeting minutes were investigated where ever possible in order that the teachers can rate parents' participation on school affairs.

3.4.2 Questionnaire

Kumar (1996) describes that questionnaire is extensively used in most educational researches to collect data that are not observed directly. The data that were intended to collect from parents concerning their participation in their children's education both at home and in school activities were collected using a closed ended questionnaire, as there were considerably many participant parents. The questionnaire also had some open ended questions in order to

collect additional information concerning participants' comments, suggestions, deep feelings that help to generate rich data.

3.4.3 Semi Structured Interview

The importance of an interview has been explained best by Best and Khan (1993) as interview will be more appropriate to gather data with deep explanations and ideas of individual participants, in this case, the key informants such as the preschool coordinators, parent committee members, and education supervisor that best understand the issue. Interview helps to find out what is really in the mind of the participants, what they think and how they feel about the issue. The interview guiding questions asked to parents and teachers were almost the same in order to triangulate the data.

3.5. Methods of Data Analysis

Based on the nature of the problem, the data collected were both qualitative and quantitative in nature. Then the researcher has intended to use both qualitative and quantitative approaches described in the design. According to the design, mixed method concurrent approach has been employed to achieve the intended objective. Concurrent data analysis was used by conducting separate initial data for each type. The data obtained from an in-depth Semi structured interview of the key informants have been analyzed qualitatively by coding, developing theme, and interrelating those themes. The data obtained from parents questionnaire and the data obtained from teachers have been analyzed quantitatively using descriptive and inferential statistics and some standardized statistical tests such as t- test, correlation, and regression using SPSS.

3.6 Data Quality Assurance

Firstly, out of 11 target pre-schools in the study area, two governmental and three private preschools were chosen as a sample purposely for the sake of proximity of the working area of the researcher. Secondly, above 20% of pre-school parents and their children were randomly selected proportionally from each grade levels in each preschool. This randomization helps to evenly distribute the attributes throughout the sample and then increases the quality of the data. Participants from different school types, government and private, also improve the representativeness of the data. Thirdly; triangulating the research using qualitative and quantitative approaches were used. Finally, as successful and comprehensive parents involvement can be achieved through strong partnership of teachers and parents, Parents' involvement has been rated both by the parents themselves and also by the main teachers of their children. Those two different rates of parents' involvement, by the two parties of the partnership, have been treated for significant difference and also separately processed against children's achievement. This personal triangulation has also its own positive contribution on the truthfulness of the data and dependability of the findings.

CHAPTER –FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION.

The main purpose of this chapter is to present and analyze the data and interpret the research findings and also used to explore and gain an insight to relate variables such as; parents' involvement and children's behavior and performance in school; and variables such as home support and children's performance. The mixing of both data usually happens during interpretation and discussion section by transforming one type to the other, or integrating, or comparing both data side by side in the discussion as follows.

4.1 Characteristics of Respondents

Participant parent's descriptive statistics has been summarized in the following table in terms of their gender and their educational background from each preschool.

Table 2. Educational Background of participant parents.

Educational Background	New Grand		Birhan Intl.		Nexus		Biheraw i		Temenj a Yag		Total
	M	F	M	F	M	F	M	F	M	F	
Below grade 10	0	0	0	1	0	2	3	7	3	4	20
Grade 10 complete	1	4	0	1	1	0	3	1	-	-	11
Grade 12 complete	1	3	5	3	3	2	0	1	0	1	19
Certificate	1	2	2	2	2	2	2	2	-	-	15
Diploma	6	4	3	4	3	3	3	0	1	0	27
Degree	3	5	2	4	5	1	2	0	0	1	23
Masters	1	1	-	-	4	1	-	-	-	-	7
PHD	-	-	-	-	0	0	-	-	-	-	-
Total	14	19	13	14	18	11	13	11	4	6	123

As we see on the above table of parents' qualification, at least 103 parents (84%) are grade ten and above that they can easily read and understand the questionnaire and respond according to their personal understanding.

Table 3.Total number of participant Parents

	New Grand	Birhan	Nexus	Birherawi	Temenjajaj	Total
Nursery	9	10	5	6	3	33
Lower KG	12	10	12	12	3	49
Upper KG	12	7	12	6	4	41
	33	27	29	24	10	123

The above table indicates that children's of participant parents in terms of their class in their preschool. An effort has been made to take proportion from each levels of each school. This helps to give all parents of children from the three levels an equal chance to be part of the study.

Table 4.Participant Teachers

New Grand	Birhan	Nexus	Biherawi	TemenjaYaj	Total
4	4	4	4	3	19

In all the pre-schools, all teachers are females.

Table 5. Participants for structured Interview

Parents	Coordinators	Teacher	supervisor	Total
2	2	1	1	6

The importance of an interview is to gain the participant's internal feelings and their internal thinking about parent's role in their children's early learning activities. It helps to get detailed explanations and very thick information from relevant individuals such as parent committee members, coordinators , senior teachers and sopervisors.. The two parent for the interview have been selected as they were active parent committee leaders one from each school

type. The teacher, school coordinators, and the education supervisor were selected according to their seniority of their work experience.

4.2 . Presentation and Analysis of Data to Each Research Questions

The data obtained from respondents using structured interview and questionnaire were interpreted to provide scientific response for each Research questions.

Research question1: what are the roles of Parents in the education of their Preschool Children?

This basic research question was the first open ended question both in questionnaire and the interview asked to the participants. Participants' response of this item has been summarized as follows:

Besides their good parenting and caring their children, parents can involve in education of their young children both at home and in school in activities such as ;helping the child to do home works, participate in reading books at home, storytelling , facilitate learning resources, motivate learning, scheduling the child's study, play, sleeping time. They have to consistently communicate with teachers about the day to day academic and social affairs of the child, attend school event activities, Suggesting and forwarding comments, participating on decision making on school meeting, support the school of their children financially and so on.

Many scholars wrote about the role of parents' participation in preschool education:

Parents can help their children with homework or other school-related activities. Parents can support to read with their children, take their children to the library, and borrow books, talk with their children about their school day, provide rewards or punishments based on school performance or behavior, Parents may also review report cards,

schoolwork, and tests; play games or use everyday activities to enhance academic learning; and tutor children to supplement the teacher's instruction at school (Becker & Epstein, 1982; Epstein; Moles, 1993; Shores, 1998)..

4.2.1.What could be the role of a School to Improve Parents' Involvement?

Interviewees explained as follows;

The main roles of the school to improve parents' involvement are: Prepare training and workshop for parents on the issues of their children's learning, Prepare in school or outdoor events that parents can participate like carnivals, sport days, visits etc. Improve handling of children, motivates parents to develop belongingness, prepare Parents meeting program, Classify issues and activities in which parents can participate, Parents need to commit that they have an obligation on their children's leanings, Schools have a long way to go in training and giving awareness to parents on the importance and benefits of participation, Facilitating the school with sufficient books, materials, games, in and outdoor, Prepare parents-teachers communication books. Prepare basic adult education program for those who can't read and write and training on parents' involvement for those who can, has to form strong parent-teachers committee and schooling committee, Inviting parents during planning & decision making. It has prepared communication books and we all communicate with parents day to day, Celebrates many school events such as cultural, Christmas celebration, children's day, great run. Parents are coming every quarter and there are general meeting every semester, participating in parents' teachers committee in the preschool and when written messages and calls are done.

4.2.2. What could be the Role of Teachers to Improve Parents' Involvement?

The key informants were interviewed the role of teachers to improve parents' involvement and they described it as:

Inform parents' day to day activity of their children, Report when children have problem or difficulties, Contacting parents in person, Respect parents, Accept individual differences, Give continuous feedback for parents, Identify children talent, Continuous follow up and writing comments & messages on communication book or on homework books, Calling phones and discuss with parents (they can miscall), Schedule parents meeting at least at some interval of times. Disclosing children's problems & difficulties as early as possible & discuss with parents, Politely explaining the importance of parents' involvement for their children performance and behavior, School feedback program where parents get informed about their children's strength and weak sides on their behavior or academic cases, Teachers need to be free to discuss not only school matters but also some social & personal matters with parents this makes their partnership stronger and functional.

4.2.3. What should be the Role Government to Promote Parents Involvement?

The interviewees explained the role of government as:

The government should promote Parents' involvement program by the following ways: Prepare policies rules and regulations on parents' involvement, motivate parents to participate in their children's education and school matters, Train teachers who are well aware of the role of parents in education, Promote the importance and role of parents in early learning's through media and Participate parents' in school improvement program.

4.3. How does the Current Status of Parents' Participation in your Pre-School look like?

The education supervisor explained as follows:

Schools usually invite parents to participate in the following ways:

In helping child at home in doing home works, Reading books and telling stories, Buying some educational materials, visiting schools, attending meetings and card days, Communicating with teachers regularly, Sport activities in schools and Support schools financially to improve the facilities. But the current practices of parents' participation in school matters were not encouraging: They think that pre-school is fun and is used for feeding and staying place for their children during work days. They think that it is like feeding and care centre only and even Some of them do not show up during card days.

Response to the same question from parents and teacher interview has been also summarized as;

Parents explain extremely busy, they do complain about the tough life they lead to make a living ,some say they do not have time to work on their children's education, some of them do not know what they can possibly do to support their children at home, some parents are not educated at all. Some of parents undermine the academic part of preschool education and they do not give it due attention. In any way, the current practice of parents' involvement in this regard is very, very low, in short.

As it is the main question of the research, participant parents have been invited to rate their participation by raising finitely many predictors that can be measured based on their current observation and based on some communication means. In similar way, teachers have also rated the involvement rate of every participant parent because the self-rating of parents must be supported by the witness of the other party of the partnership. The purpose was to know what

parents can say about their participation and how much that was accepted by their children's teachers because home- school participation means the partnership between parents and teachers. Those ratings were almost the same this was approved by independent T-test to compare these means and found to be no significant difference (with $p\text{-value}=0.776>0.05$). In fact the average of parents' self-rating was 2.35 and teachers rating was about 2.21. On the other hand it has been tried to see this parents' participation if there was any significant difference between parents' participation if there was significant difference between private schools and governmental schools.

Again the independent T-test of comparison of means of teachers rating of parents' involvement of both school type were run and found to be that there is significant difference between the two means ($p\text{-value} < 0.01$). The mean of the government schools was 1.95 and that of private schools was 2.68. ($df=121, p < 0.01$). From this result we can say that parents' involvement is in a good start in private schools than the government schools. The result of government kindergartners cannot also undermine though they need a big improvement. And private pre-school are better does not mean that they are at the summit of it, they have a lot of things to do it to encourage and systematically support parents to actively participate on their children's early learning's.

One of the school coordinator on interview described it as;

“Parents' participation at this level is at the start. May be better in private school, even there, if we have to compare it with what is in the literature, it is not yet started.”

4.4. Rate Participation of Parents

Table 6. Rate participation of parents

Item No	item issue frequency of;	High		Sometimes		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%
1	Teachers invite parents in class room activities such as storytelling, reading , drawing, singing, and teaching.	-	-	1	5.2	10	52.3%	8	42%
2	How often teachers communicate with parents	1	5.2%	8	42%	7	31.7%	3	15.8%
3	How often do schools prepare training and workshops	0	0%	5	26.3%	6	31%	8	42%
4	parents' involvement in financial contribution and fund raising	1	5.2%	5	26%	6	31.7%	7	36.8%

Table 6 item 1 indicates how often teachers invite parents in class room activities such as storytelling, drawing, singing, teaching. Out of 19 teachers about 10 of them have said rarely (52.3%) and never 8 (42%) that summed up to a total of (94.2 %).

Table 6 item 2 stated that how often teachers communicate with parents about 8 (42%) said sometimes and 6(31.7%) said rarely that both summed up 14(74%)

Table 6 item 3 of this teacher's questionnaire was "how often do schools prepare training and workshops for parents?" About 4(21%) have said rarely and 8(42%) said never and both summed up to (63%).

Table 6 item 4 was about financial contribution and fund raising of parents' involvement and 5(26%) responded sometimes, 5(26%) said rarely and 7(36.8%) said never at all. These result imply that about 12(63%) witnessed that parents do participate rarely or never at all.

Imagine that all the above questions have raised important predictors of parents' involvement all of them have been denied by the big portion of the participant teachers. Again implying that parents' participation or involvement in their children's early childhood learning is at the bud

stage. On the other hand it has been tried to see if parents' involvement practices has significant difference between private schools and governmental schools.

4.5. The Challenges of Parents' Involvement in Preschool Education

Teachers explained that the following ideas are parents' involvement challenges

Those are; Lack of knowledge or education, Lack of awareness and enough information about how to raise children and how to support them at home on their leanings. Busy in other businesses and social responsibilities, leaving matters of education for the school alone, Negligence of parents and undermining participation Even under good circumstance, Divorce and single parent problems- incapable of participating clapping by one hand, Lack of time going early in the morning and coming late after the children have already slept, Parents' addiction could be one of the reasons not to participate. Lack of concern, proper care, and attention to their children and extreme carelessness and negligence of their children learning matters In the first place, parents and teachers have said a lot about the current condition of their schools regarding.

From the interview the education expert explained that:

Challenges of parents' involvement in school program were: Parents have no time, They are very busy in their life, Most of them are negligent and do not care about their children, Lack of awareness about the importance of their participation, Luck of good communication with the school and Acceptance and approaches of teachers also another challe

4.6. Relationship between Parents' Participation in Education and Children's Academic Performance

In order to deal with this basic question, academic performance of every child were collected from school roster and parental participation of the parent each child was quantitatively graded by the main teacher of the child. The teachers have been oriented to grade the involvement of each parent out of 5 based on parent's responsiveness to communication book; teachers-parent conference day (quarter report card day) attendance, parents general meeting attendance, if any, and day to day parent- teacher communication. Finally these two sets of numerical data were correlated for the existence of significant relationship using Pearson correlation coefficient as follows:

Null hypothesis: there is no any significant relationship between parent's participation and academic child's performance.

Alternative hypothesis: there is statistically significant relationship between Parents involvement and children's academic performance.

The following histogram indicates the precondition of test of correlation.

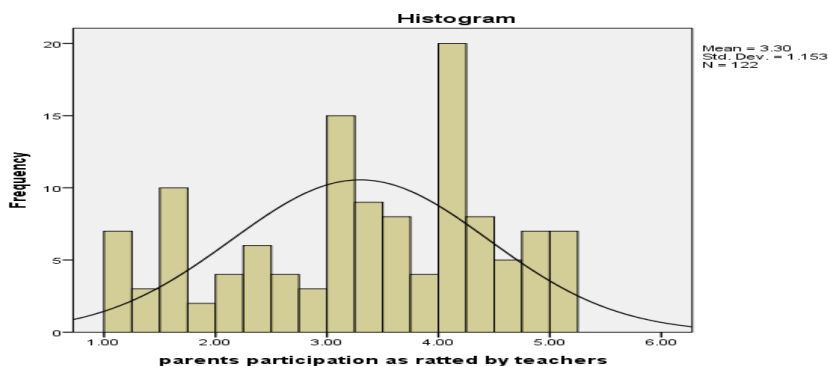


Fig 1. Histogram of parents involvement rate

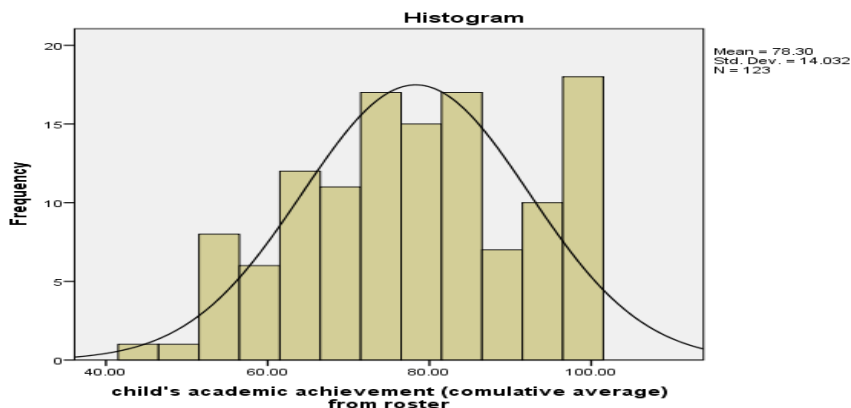


Fig 2. Histogram of children's Academic Performance

The above histograms are graphical representation of parents involvement rate and children's academic performance respectively. As we see the histograms are nearly normal distribution. Therefore, it is possible to apply some parametric statistics such as correlations, regressions, and t-test; as the methods work well unless the distribution is too far from normal. As we can see; most of the data are densely populated to the right in the histogram. The mean of the scores is 78.3 with standard deviation 0.971. As the teachers have rated the students out of five, the mean 3.82 is larger than the pass mark 14.03. The large standard deviation standard deviation indicates the deviation of each value from the mean value is wide and this enabled the data to be scatterd from the mean and the distribution are nearly normal, we can use correlation and regression in order to verify their relationship as follows:

Table 7. **Correlation of** Parent involvement rate to Child academic performance

Correlations			
		parents participation as rated by teachers	child's academic achievement (cumulative average) from roster
parents participation as rated by teachers	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	122	122
child's academic achievement (cumulative average) from roster	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	122	123

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

As the above result shows that there is statistically significant relationship between parents' involvement and children's performance. This has been indicated by the value of Pearson correlation coefficient $r = 0.653$ at $p\text{-value} < 0.01$ level that forces us to reject the null hypothesis and then accept the alternative hypothesis. The positive sign of $r = +0.651$ indicated there is positive relationship between the two variables and the magnitude 0.653 is nearer to +1 showing that the relationship is strong. This means that the increment of one variable is followed by increment of the other, or vice versa even though we can't conclude that one is the cause of the other. Then it is possible to represent using a form of linear equation and then to predict the value of one in terms of the other, by outlining the equation that governs this relationship using regression line equation. First let us see the scatter plot of the relation which can predict the position of the line that best fits the relationship. Here the predictor variable is parents' involvement and it is also called the independent variable where as the predicted or dependent variable is the academic performance of the children. A very small p-value and considerably large value of r indicate that prediction is acceptable.

The above result shows that there is statistically significant relationship between parents involvement and children's performance. This has been indicated by $r = 0.653$ at p-value 0.01 level that forces us to reject the hypothesis and then accept the null hypothesis. The positive sign

Regression

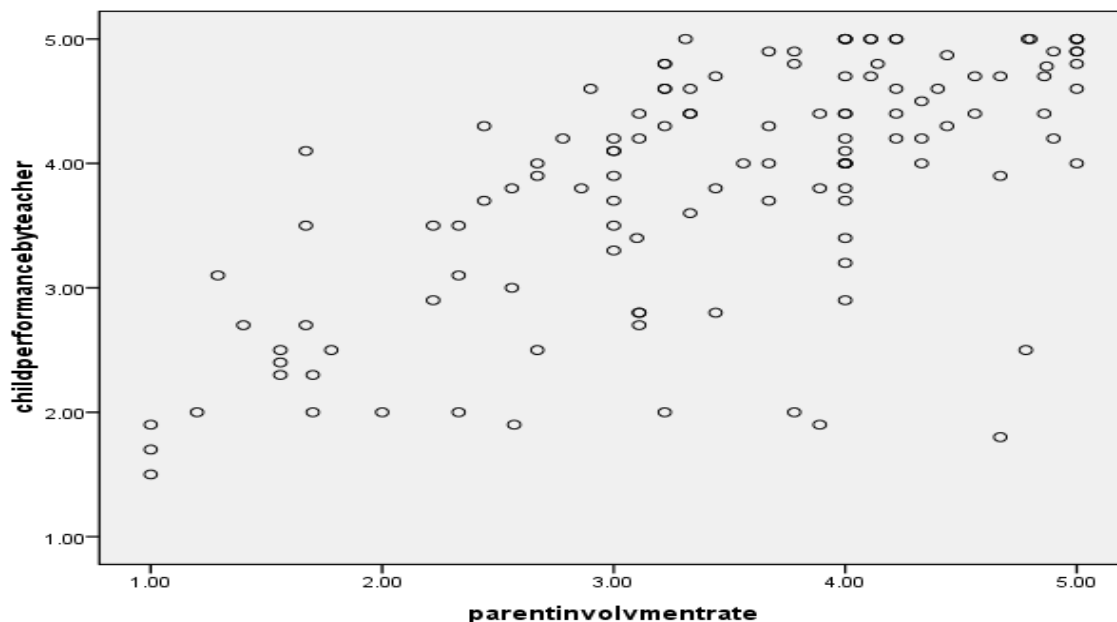


Fig 3. Child performance vs. parent involvement scatter plot.

As the scatter plot indicates, most of the points flow obliquely from bottom left to the right top of the x-y plane. This shows that as the value of parents' participation increases (decreases) so does the value of children's performance accordingly. The line that is equal distance from all points similarly goes increasingly from left to right. It is also an increasing graph of linear function of the form $Y=ax + b$ where b is the constant value and a is the coefficient of the independent variable x . (PI).

**Table 8 Regression coefficients
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.027	2.924		17.792	.000
	parents participation as rated by teachers	7.918	.837	.653	9.456	.000

Dependent Variable: child's academic achievement (cumulative average) from roster.

$$Y = b_0 + \beta X$$

Then these values of b_0 and β are obtained from regression results of SPSS from the above regression table

Here Child's performance = $b_0 + \beta$ (parent's participation)

Child's performance = $52.027 + 7.92$ (parent's participation)

$$Y = 52.027 + 7.92x$$

This means a child can perform only 52 out of hundred without parents' participation, the child's result will be increased by 7.92 which is nearly 8 when parents participation is increased by 1.

For instance if the parents performance value is 2, then the predicted value of child's performance will be

$$Y = 52.027 + 7.92 (2)$$

$$Y = 52 + 16 = 68$$

There for, for any value of parents participation in the interval of the data, it is possible to predict the value of his/her child's performance, in fact this works for any value in both variables not beyond the values in the data gathered in both extremes.

Table 9. Regression model of summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653^a	.427	.422	10.62241

a. Predictors: (Constant), parents participation as rated by teachers

The other important point to mention is the regression model of summary.

All these values tell us that the extent that the predictor variable parent's participation explains the predicted variable (Independent) children's academic performance. But out of these three values, the value of adjusted R= 0.422 is most dependable; i.e. parents involvement alone can explain about 42.2% of the total of academic performance of their children. It is possible to alter the performance of our children by altering parents participation rate.

4.6.2. The above result has been tried to triangulate with the results of correlation and regression using data obtained from parents' self-rating and arrived in the same conclusion with $r = 0.474$ and $p\text{-value} < 0.01$. The regression equation of prediction was found to be:

$$\text{Child academic performance} = 1.942 + 0.582 (\text{parent's Involvement}).$$

4.6.3 Again, test of existence of significant relationship was conducted between parents' support at home in terms of hours and children's academic achievement using Pearson correlation co-efficient, r .

Table 10. Correlation coefficient

Correlations		home support of parents in hours per week	child's academic achievement (cumulative average) from roster
home support of parents in hours per week	Pearson Correlation	1	.576^{**}
	Sig. (2-tailed)		.000
	N	123	123
child's academic achievement (cumulative average) from roster	Pearson Correlation	.576^{**}	1
	Sig. (2-tailed)	.000	
	N	123	123

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

The result showed that there was strong positive relationship between the two variables($r = +.576$).

Parents' involvement rate of private and government schools were compared for significant difference using independent t-test and the following result was obtained:

Null Hypothesis: there is no difference between parents involvement of private school and that of government school.

Alternative hypothesis: there is statistically significant difference between parents involvement in private and government school.

Table 11. T-Test
Group Statistics

	school type as private or government	N	Mean	Std. Deviation	Std. Error Mean
parents participation as ratted by teachers	Private	88	3.6119	1.04746	.11166
	Government	34	2.4841	1.01872	.17471

An independent T-test was conducted was conducted to compare parent's involvement rate of private school and government school. Significant difference between them, there was significant difference in parents' involvement in private school($M = 3.6119$ & $SD = 1.047$)and government school ($M = 2.484$ & $SD. = 1,0187$) conditions ($t = 5.37$ and $p < 0.01$).

This result shows that parents' involvement in private school is significantly higher than in the government school. The result had also an impact on the academic achievement of students of the two school types.

Similarly, an independent t-test was conducted between academic achievement of private school and government school students. .There was significant difference between academic achievement of private school students ($M = 81.67$ & $SD = 13.49$) and achievement of

government school students. ($M = 69.47$ & $SD = 11.48$) Condition ($t = 4.667$ & $p < 0.01$). That means private school students achieve significantly better than that of the government school students.

One of my key informants, idea supports this result and said “ look the child is double advantageous there is caring teacher at school and supporting parent at home when a parent is motivated he starts to invest everything for his child, by giving his time, love, material, and creating conducive educational atmosphere at home, then the performance is trivial.”

4.7. The Relationship between Parents' Participation in Preschool Education and Children's good manner.

This relationship can be examined using correlation and regression as follows...

Null hypothesis: there is no any statistically significant relationship between Parents' involvement and children's art of good manner.

Alternative hypothesis: there is statistically significant relationship between Parents involvement and children's good manner.

Table 12. Correlations of parent involvement and child's art of good manner.

Correlations			
		child's social conduct rated by teacher	parents participation as rated by teachers
child's social conduct rated by teacher	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	123	122
parents participation as rated by teachers	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	122	122

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.729^a	.531	.527	.60629	.531	136.012	1	120	.000

a. Predictors: (Constant), parents participation as rated by teachers

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.061	.167		12.346	.000
	parents participation as rated by teachers	.557	.048	.729	11.662	.000

a. Dependent Variable: child's social conduct rated by teacher

In the correlation table above the value of $R = 0.729$, $R^2 = 0.5314$ and Adjusted $R = 0.527$

(R = Pearson correlation coefficient whose value is between -1 to +1)

The positive value of $r = +0.729$ indicates that there is direct relationship and the magnitude indicates the relationship is stronger as it is closer to +1. The value of adjusted $R = 0.527$ indicates that the independent variable, parents' participation, explains the dependent variable child's behavior up to 52.% leaving about 47.3% to other factors. Now that there is a correlation, it is possible to determine the regression line equation.

From the result of regression using SPSS; the large value of frequency distribution value and very small value of p-value < 0.01 implies that there is a statistically significant relationship between the two variables and the prediction power of the regression line equation is acceptable and strong. The equation is $Y = b_0 + \beta x$ and From the above tables of results of regression: $b_0 = 2.061$, $\beta = 0.557$ $Y = 2.061 + 0.557 X$ That is; Childs behavior = 2.061 + 0.557 (parents Involvement).

Based on the above equation, for every increment of parent involvement by 1, child good manner increases by 0.557. One of the key informants have mentioned in this regard as when there is parents' participation; children can't have double personality as there is a good intimacy between his/her parents and his/her teacher. Another teacher claimed that when the teacher knows the family background of the child, it becomes easier for the teacher to treat the child and manage his/her behavior better.

The results of 1.1 and 1.2 have been triangulated by the results of correlation and regression based on the values of parents' self-rating and the value that rated to their children. The result obtained by the same track has shown that there is positive correlation ($r = 0.466$, $p < 0.01$).

Table 13. Correlations between parents involvement rate and children performance as rated by parents

		Child performance by parent	Parent self-rate
Child performance by parent	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.000
	N	123	123
Parent selfrate	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	
	N	123	123
**. Correlation is significant at the 0.01 level (2-tailed).			

Has divided parents' involvement activities in to three categories. Parents' active involvement starts at home. Any support at home related to education is called home based involvement, the first category of Epstein. The other two are school based and school-home based involvement. Now, the objective is to test the first: the extent to which home support explains the child's overall performance and behavior.

From the interview of the education supervisor, he explained that:

Children whose parents actively participate have better performance than children whose parents do not participate based on the following reason: The student will get double advantage then perform better than the one who is not supported at home, When parents are aware of the importance, they prepare conducive environment at home, buys learning materials to their children and the children grow with complete personality, When children are guided by their parents they can go extra mile than children whose parents do not participate.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summaries of the Findings

1. Many scholars wrote about role of parents' participation in preschool education: parents can help their children with homework or other school-related activities. They can support their children to be able to read , take their children to the library, and borrow books, talk with their children about their school day, provide rewards or punishments based on school performance or behavior, Parents may also review report cards, school work and tests; play games or use everyday activities to enhance academic learning; and tutor children to supplement the teacher's instruction at school (Becker & Epstein, 1982; Epstein; Moles, 1993; Shores, 1998).Parents can participate in decisions making about school programs via the parent teachers association, they can also be involved in any activities in their communities that create ethically well done and conducive learning environment such as opening public libraries and other recreational places.
2. Even though in the national education and training policy document the expectation of parents involvement in their children's school was very high; the current practices of parents' participation in the investigated schools was not encouraging. Most parents did not have awareness about the importance of their participation; undermined pre-school as a fun playing; feeding, staying place or care center for their children during work days. They did not give due attention to the academic work and do not follow up the day today learning activities of their children indicating that parents' participation or involvement in their children's early learning is below the expected standard.

3. The majority of the participants believed that educational level, family incomes, life psychology or point of view, communication skills, schools climate, and family leadership style are factors that affect parents' involvements in preschool education.

The main challenges of parents' participations as repeatedly described in the open ended questionnaires were: Lack of knowledge or education, Lack of awareness and enough information about how to raise children and how to support them at home on their leanings; busy in other businesses and social responsibilities leaving matters of education for the school alone, Negligence and extreme carelessness of parents and undermining the of participation even under good circumstance.

4. Importance All parents and teachers have agreed that the strong partnership of parents and teachers is unquestionably important to the child's overall development. Concerning this, one of the key informants has explained it best as "look; when parents help their child; the child is double advantageous: there is caring teacher at school, and supporting parent at home. When a parent is motivated to participate he/she starts to invest everything for his/her child, by giving his/her time, love, material, and creating conducive educational atmosphere at home, then the child's performance is crystal clear." This was also supported by the positive correlation result ($r=0.653$) obtained that says for every increment of parents participation by 1; the child's performance increases by 7.82. This result agrees with those scholars; in the literature, that support the importance of parents participation.
5. According to the result obtained in this research; positive relationship was found between the rate of parents' involvement and children's rate of good manners. For every increment of parent involvement rate by 1, child positive behavior rate increased by 0.557. One of the key informants also explained that as when there is parents-teachers strong partnership; children

can't have double personality and they do not lie or cheat as there is a good intimacy between his/her parents and his/her teacher.” Another teacher claimed that when the teacher knows the background of the child through parents communication, it becomes easier for the teacher to treat the child accordingly and manage his/her behavior much better. Again this result also agrees with those scholars; in the literature, that support the importance of parents participation in the development of socially accepted behavior.

Conclusion

1. As it is described in the national education and training policy document; parents have a lot of roles to play in collaboration the teachers of their children, the school management and the society. The issue of children's learning is not something that should be left for the school teachers only. There has to be strong bond between parents and teachers in order to cultivate the overall personality and lie a perfect foundation of the future life of children specially at their early school years. Parents can help their children with homework or other school-related activities. They can support their children to read and count; create learning environment at home by facilitating learning materials, motivating, scheduling study time, play time and sleeping time as well, talk with their children about their school day, provide rewards or punishments based on school performance or behavior, consistently communicate with teachers about day to day activities of their children and many more. In this regard parents' participation in the investigated preschools was not satisfactory according to the data obtained.
2. The main challenges of parents' participations were: Lack of knowledge or education, Lack of awareness and enough information about how to raise children and how to support them at home on their leanings. Busy in other businesses and social responsibilities, leaving matters of education for the school alone, Negligence of parents and undermining participation even under good circumstance, Lack of concern, proper care, and attention to their children and extreme carelessness and negligence of their children learning matters. This is the result of weak bond among Stake holders to work effectively in constructive manner.

3. Almost all the participants have believed that parents' participation has positive contribution to the overall performance and development of good manners. This has been supported by the positive correlations of the variables obtained in the research.
4. For every increment of parent involvement, child good manner increases. One of the key informants have mentioned in this regard that when there is parents' participation; children can't have double personality as there is a good intimacy between his/her parents and his/her teacher. From this parents child who participate regularly in preschool have good behavior than parents who didn't.

Recommendation

1. As in the literature; parents have a lot of things to do with the teachers of their children, the school, and the community they live in . They can support their children to be able to read , take their children to the library, and borrow books, talk with their children about their school day, provide rewards or punishments based on school performance or behavior, Parents may also review report cards, school work and tests; play games or use everyday activities to enhance academic learning; and tutor their children to supplement the teacher's instruction at school (Becker & Epstein, 1982; Epstein; Moles, 1993; Shores, 1998).Parents can participate in decisions about school programs by attending general school meetings or via the parent teachers association, they can also be involved in any activities in their communities that create ethically well done and conducive learning environment such as opening public libraries and other recreational places.
2. Understanding the positive contributions of their participation; parents have to work hard in supporting their children at home in reading; doing home works ; giving time in telling stories; help to identify socially accepted behaviors; providing reward and punishment

based on school overall performance feed backs; developing strong bond and actively communicate with teachers of their children on the day to day school activities of their children. And actively participate in creating conducive educational environment in the community where their children raise.

3. School administrations; teachers; and wereda education office experts of the investigated schools have to be cooperative; work hand in hand and make strong effort to aware parents on the importance of parents participation and also train parents how to support their children at home and how to communicate with school teachers, and consistently motivate parents to participate in decision making of school matters.
4. This study is not the final solution to solve the problems of parents participation in preschools of the study area, so the researcher recommends intellectuals to further study the issue deeply and broadly.

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APPENDIX-A
ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH AND EVALUATION
POST GRAGUATE STUDY

A questionnaire to be filled by participant parents

Dear parent: The purpose of this questionnaire is to collect information and investigate the importance of parents' participation in preschool education. Your genuine response to this questionnaire has significant contribution to solve the issue. The information will be confidentially used only for the desired objective of the research. There is no any form of risk that you face by being part of this research. And yet, you have full right to be or not to be part of this research. You should not write your name on any page of this paper.

Thank you in advance for your cooperation.

Demographic Part

1. Gender Male Female
2. The Highest level of educational qualification obtained
 - A. Under grade 10E. Diploma
 - B. Grade 10 complete
 - C. Grade 12 complete
 - D. Certificate
 - F. Degree
 - G. Masters
 - H. Doctoral Degree
3. What is your relationship to the child?
Mothe Father Guardian
Other (please specify) _____
4. Number of children (under 18) at home _____
5. Number of adult at home who cares for the children (including you) _____
6. Number of hours you spend supporting the child at home in a week _____
7. Monthly income of the family _____
8. Occupation _____
9. Total family size _____
10. How often you assist your child with homework in a weak?
Daily 2-3 times a weak less than twice a weak

Child's Information

11. Child's gender: Male Femal
12. Child's date of birth or age _____

Parents role in education of their pre-school children and its relationship with children's performance

Dear parent: Please rate the degree of your participation for each of the following Activities.

5 = excellent 4 = very good 3 = good 2 = weak 1 = very weak

S. No.	Activity Item	1	2	3	4	5
1	School-Based involvement					
13	I participate in planning classroom activities with the teacher					
14	I attend school meetings and give comments					
15	I attend parent school conference (card days) every terms					
16	I give quick response for letters sent by the school					
17	I participate in parental & social activity at my child school					
18	I participate in planning school trips					
19	I talk with other parents about social events					
20	I participate in fund raising activities at my child's school					
21	I volunteer in my child's classroom activities (singing, storytelling, drawing)					
22	I attend at parents workshop or trainings offered by the school					
II	Home based involvement					
23	I review my child's communication book everyday					
24	I review my child's school works					
25	I keep home work time ,meal and bed time for my child					
26	I praise my child for his/her school & home works					
27	I take my child places in the community to learn special things such as zoo, museum, and others					
28	I prepare study time and place at home					
29	I bring or buy home learning materials for my child (books, logos, videos, toys)					
30	I spent time with my child working on creative activities (like singing, dancing, acting, painting, reading, cutting, pasting, storytelling, drawing, and etc...)					
31	I spend time with my child working on number skills					
32	I spend time with my child working on reading/writing skills					
33	I maintain clear rules at home that my child should obey					
III	Home-School conferencing					
34	I talk with teachers about my child's learning or behavior					
35	I schedule meetings with administrators to talk about problems or to gain information					
36	I talk to my child's teacher about my child's daily school routine and classroom rules					
37	I talk to my child's teacher on the telephone					
38	I talk to my child's teacher about how much my child gets along with his/her classmates in school					

39	I talk to my child's teacher about my child's difficulties					
40	I talk with my child's teacher about school works he/she is expected to practice at home					
41	I talk to my child's teacher about our personal matters					
42	I participate on decision making on some matter of my child's school					
43	I share in forming school policies, programs, and, transitions					
44	I participate in school reform fund raising and development					
45	I participate in community awareness of health, culture, social support, and others					

General questions (Mark by circling your choice)

46. How do you rate your participation in your child's school activities, in general
5 = excellent 4 = very good 3 = good 2 = weak 1 = very weak
47. How do you rate the academic performance of your child, in general?
5 = excellent 4 = very good 3 = good 2 = weak 1 = very weak
48. How do you rate the overall behavior of your child, in general?
5 = excellent 4 = very good 3 = good 2 = weak 1 = very weak
49. To what extent does your ethnicity affect your participation in your child's learning?
A= High B = Medium C= Low D= No effect
50. To what extent does educational level of a parent affect their participation in schools of their children?
A= High B= Medium C= Low D= No effect
51. To what extent do you think economic factor affect parental participation?
A= High B= Medium C= Low D= No effect
52. To what extent do you think parent's attitude (attribution) affects parents participation
A= High B= Medium C= Low D= No effect
53. To what extent communication skill of parents affects their school involvement?
A = High B= Medium C= Low D= No effect
54. To what extent does school climate affect parental involvement?
A= High B= Medium C= Low D= No effect
55. To what extent does parental family leadership style affects their participation in their children's learning?
A= High B=Medium C=Low D=No effect.
56. What is your leadership style at your home?
A= Autocratic B=Participative C= Laissez-faire

57. What do you think are the factors that affect parents to actively participate in school activities? Please write some.-----

58. What should the school do in order to encourage parents participation?-----

59. What should teachers do or know to have good partnership with parents?

Parents' Interview Guiding Questions

1 What do you know about the role of parents in preschool education?

2. In what activities can parents participate in preschool education, what are the manifestation of good parents involvement?-----

3. What do you think is the importance of parents' participation in schools in the life of their children? -----

4 What do parents and teachers do cooperatively?-----

5. What do you think are the challenges of parents' not to participate in school? And their solutions?-----

6.What should be the relationship between parents ' and schools look like?-----

7 What should the school do in order to facilitate parents' involvement?-----

8 what can the government do to facilitate parents' participation in preschool education?

12. የልጅ እድሜ

እባክዎ በሚቀጥለው ስንጠረኻ ውስጥ ያሉ ልዩ ልዩ ተግባሮች ላይ የእርስዎ ተሳትፎ ለመመዘን በሚከተለው መልኩ ዋጋ ይስጡ

5 እጅግ በጣም ከፍተኛ 4 ከፍተኛ 3 መካከለኛ 2 ዝቅተኛ 1 እጅግ ዝቅተኛ

ተቁ	ልዩ ልዩ ተግባራት	5	4	3	2	1
13	ት/ቤት ተኮር ተሳትፎዎች					
14	ክልጄ መምህር ጋር በክፍል ውስጥ በተግባር እሳተፋለሁ					
15	ቡድን ቀን በመገኘት ክልጄ /ከመምህር ጋር እወያያለሁ					
16	ት/ቤት ለሚል ከውደብዳቤ መልእክት ፈጣን ምላሽ እሰጣለሁ					
17	በት/ቤት ልዩ ልዩ የወላጆችና የተማሪዎች በአል ላይ እገኛለሁ					
18	በተማሪዎች ትምህርታዊ ጉዞ ላይ እሳተፋለሁ					
19	ከሌሎች የት/ቤቱ ወላጆች ጋር ስለ ት/ቤቱ እወያያለሁ					
20	በት/ቤቱ ልዩ ልዩ ሥራዎች የገንዘብ ድጋፍ አደርጋለሁ					
21	በልጄ በክፍል ውስጥ በበጎ ፈቃደኝነት በአስተማሪነት አገለግላለሁ					
22	ት/ቤቱ በሚያዘጋጀው የወላጅ ስልጠናና ወርክሾኝ እሳተፋለሁ					
ተ.ቁ	የቤት ውስጥ ትምህርታዊ ተግባራትን በተመለከተ					
23	በየእለቱ የልጄን የግንኙነት ደብተር አያለሁ					
24	የልጄን የቤት ሥራዎችን አያለሁ እሰራዋለሁ					
25	የልጄን የጥናት፣ የጨዋታና የእንቅልፍ ሰዓት እጠብቃለሁ					
26	ልጄን በተገቢው ሁኔታ በትምህርቱ አበረታታለሁ					
27	ልጄን ወደ ልዩ ልዩ መዝናኛ ቦታዎች እወስዳለሁ					
28	የልጄ የማጥኛ ጊዜ አዘጋጃለሁ					
29	ለልጄ ልዩ ልዩ መጫወቻዎችና መማሪያ ቁሳቁሶች እገዛለሁ /የመጻሕፍት/ ወዘተ					
30	ክልጄ ጋር ልዩ ልዩ ትምህርታዊ እንቅስቃሴዎች አደርጋለሁ ምሳሌ መዘመር፣ መዳነስ፣ ተረት ማንበብ፣ መሳል መቀባት					
31	ልጄን ቁጥር ነክ ነገሮችን አስጠናለሁ					
32	ልጄን ንባብና ጽሑፍ አስጠናለሁ					

33	ልጅ የቤት ህጉችን እንዲያከበር አደርጋለሁ					
34	ከልጅ መምህር ጋር ስለ ልጅ ትምህርት እና የባህሪ ጉዳይ እወያያለሁ					
35	አስፈላጊውን መረጃ ለማግኘት ከት/ቤት ማናጅመንት ጋር ቀርቤ እነጋገራለሁ					
36	ከልጅ መምህር ጋር ስለ ልጅ የት/ቤቱ ውሉ እና እለታዊ ተግባር እወያያለሁ					
37	ከልጅ መምህር ጋር በስልክ እወያያለሁ					
38	ከልጅ መምህር ጋር ልጅ ከጓደኞቹ ጋር ስላለው ግንኙነት መስተጋብር እወያያለሁ					
39	ከልጅ መምህር ጋር ስለ ልጄችግሮች እወያያለሁ					
40	ከልጅ መምህር ጋር ልጅ ቤት ውስጥ የሚሰራቸውን የጽ/ቤት ስራዎች ላይ እወያያለሁ					
41	ከልጅ መምህር ጋር ስለ ግልሁኔታችን እናወራለን					
42	በልጅ ት/ቤት ጉዳዮች ውሳኔ አሰጣጥ ላይ እሳተፋለሁ					
43	በልጅ ት/ቤት ፖሊሲዎች፣ ደንቦች፣ መመሪያዎች ሀሳብ እሰጣለሁ					
44	በልጅ ት/ቤት መሻሻል ላይ ገንዘብ አዋጣለሁ					
45	ከማህበረሰቡ ጋር ስለ ልጅ ት/ቤት ሁኔታ እወያያለሁ					

46- በአጠቃላይ እርስዎ በልጅዎ ትምህርት ጉዳይ ያለዎት ተሳትፎ እንዴት ይመዘኑታል
 5 = እጅግ በጣም ጥሩ 4 = ከፍተኛ 3 = መካከለኛ 2 = ዝቅተኛ 1 = እጅግ ዝቅተኛ

47- የልጅዎ የትምህርት ውጤት እንዴት ይመዘኑታል
 5 = እጅግ በጣም ከፍተኛ 4 = ከፍተኛ 3 = መካከለኛ 2 = ዝቅተኛ 1 = እጅግ ዝቅተኛ

48- የልጅዎ ጠቅላላ የባህሪ ጉዳይ እንዴት ይመዘኑታል
 5 = እጅግ በጣም ከፍተኛ 4 = ከፍተኛ 3 = መካከለኛ 2 = ዝቅተኛ 1 = እጅግ ዝቅተኛ

49- የርስዎ ወይም የቤተሰብዎ ብሔርብሔረሰዎች ሳትፎ ላይ የሚያሳድረው ተጽእኖ ምን ያህል ነው

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ- ምንም ተጽእኖ የለም

50- የወላጅ የትምህርት ደረጃ ወላጆች ተሳትፎ ላይ የሚያሳድረው ተጽእኖ ምን ያህል ነው

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ- ምንም ተጽእኖ የለም

51- የወላጅ የቤተሰቦች የገቢ ሁኔታ በልጃቸው በትምህርት ተሳትፎ ላይ የሚያሳድረው ምን ያህል ነው ይላሉ

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ- ምንም ተጽእኖ የለም

52- የወላጅ አመለካከት በልጃቸው ትምህርት ተሳትፎ ላይ የሚያሳድረው ተጽእኖ ምን ያህል ነው ይላሉ

ሀ- ከፍተኛ ለ - መካከለኛ ሐ- ዝቅተኛ መ- ምንም ተጽእኖ የለም

53- የወላጅ የመግባባት ችሎታ በልጃቸው የትምህርት ተሳትፎ ላይ የሚያሳድረው ተጽእኖ ምን ያክል ነው

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ - ምንም ተጽእኖ የለም

54- የትምህርት ቤት ነባሪዎች ሁኔታ ለወላጅ የትምህርት ተሳትፎ የሚያሳድረው ተጽእኖ ምን ያህል ነው ይላሉ

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ-ምንም ተጽእኖ የለም

55- የወላጅ የቤተሰብ አመራር ስልት በልጆቻቸው ትምህርት ተሳትፎ ላይ ያለው ሚና ምን ያህል ነው ይላሉ

ሀ- ከፍተኛ ለ- መካከለኛ ሐ- ዝቅተኛ መ-ምንም ተጽእኖ የለም

56- የእርስዎ ቤተሰብ የአስተዳደር ስልት /ዓይነት/ ከሚከተሉት የትኛው ነው

ሀ- ጥብቅ አመራር ሰጪ አይነት

ለ- አሳታፊ አመራር ዓይነት

ሐ- ልቅ የሆነ አስተዳደር ዓይነት

57- ወላጆች በልጆቻቸው ትምህርት በሚገባ እንዳይሳተፉ የሚያደርጉ እንቅፋቶች ምን ምን ናቸው ይላሉ

58- የወላጆች የትምህርት ተሳትፎ ለማሳደግ ትምህርት ቤቱ ምን ማድረግ አለበት ይላሉ

59. የወላጅ የመምህር ግንኙነት ለማሳደግ መምህራን ምን ማድረግ ወይም ማወቅ ያለበቸው ነገር ምንድነው ይላሉ

በድጋሚያ ስለደረገ ልንት-ብብርም ስጋና ዩንአቀርባለሁ።

APPENDIX-B
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH AND EVALUATION
POST GRAGUATE STUDY
Questionnaire to be filled by teachers

Dear teacher: The purpose of this questionnaire is to collect information and investigate the importance of parents' participation in preschool education. Your genuine response to this questionnaire has significant contribution to solve the issue. The information that you give us will be confidentially used only for the desired objective of the research. There is no any form of risk that you face by being part of this research. You have the right to be or not to be part of this research any time. You should not write your name on any page of this paper.

Thank you in advance for your cooperation.

Please show your answer by marking "X" where ever needed.

1. Gender Male Female
2. Educational level Certificate Diploma 1st Degree 2nd Degree
Other (specify) -----
3. Service experience in teaching preschool ----- years
4. Service in this school only----- years
5. Do you know enough background information about your students? Yes No
6. To what extent can you rate your student's behavior and performance?
5= Excellent 4 = Very good 3 = Good 2 = Weak 1 = Very weak
7. How do you Rate your partnership with your students' parents?
5= Excellent 4 = Very good 3 = Good 2 = Weak 1 = Very weak
8. How often do you communicate with parents?
5 = always 4 = mostly 3 = sometimes 2 = rarely 1 = never
9. Number of home works you send per week _____
11. Number of communication messages to send to parents per week _____
12. Number of times you discuss with parents per year _____.
13. To what extent are parents of your students free to communicate with you about their children?
5= Excellent 4 = Very good 3 = Good 2 = Weak 1 = Very weak

14. How often do you invite parents to participate in your classroom activities such as teaching, storytelling, drawing, singing, dancing or another?

5 = always 4 = mostly 3 = sometimes 2 = rarely 1 = never

15. How often do you communicate with parents through telephone?

5 = always 4 = mostly 3 = sometimes 2 = rarely 1 = never

16. How often does the school prepare events that parents should participate?

4 = mostly 3 = sometimes 2 = rarely 1 = never

17. How often does the school prepare training or workshop for parents?

4 = mostly 3 = sometimes 2 = rarely 1 = never

18. How often does the school call parents meeting to discuss school matters?

4 = many times 3 = sometimes 2 = rarely 1 = never

19. How far is the Parents-Teachers Association (PTA) is practical in participating in school matters?

5 = Excellent 4 = Very good 3 = Good 2 = Weak 1 = Very weak

20. Do parents contribute and support the school financially or in other form?

4 = many times 3 = sometimes 2 = rarely 1 = never

General Open Ended Questions

21. What do you think are the factors that affect parents to actively participate in school activities? Please write some.-----

22. What should the school do in order to encourage parents participation?-----

23. What should teachers do or know to have good partnership with parents?

Dear teacher:

Please, try to rate carefully the level of participations of the parents of the following children based on your previous observation and the academic performance of each child based on their day today activities, continuous assessment, and portfolios ‘according to the following rating system:

5 = excellent 4 = Very good 3 = good 2 = needs support 1 = very weak

School Name-----Child’s Code_____

S.n	I Academic performance of the child	1	2	3	4	5
1	Knows all English & Amharic letters					
2	Reading skill in English					
3	Reading skill in Amharic					
4	English Speaking skill					
5	Amharic speaking skill					
6	Eligibility of hand writing					
7	Knows numbers from 0 – 100					
8	Relates numbers to real world					
9	Counts numbers up to 100					
10	Identifies shapes, colors, and sizes					
	II Behavior of the child					
11	Asks permission					
12	Respects classroom rules					
13	Uses polite words at proper time					
14	Plays, works, and shares with others					
15	Keeps and gives turns at play time					
16	Respects peers, elders, or teachers					
17	Has good table manners					
18	Has good awareness for cleanliness in and outside classroom					
19	Keeps his/her material organized					
20	Cooperativeness to others					
S.N	III Degree of participation of the parent	1	2	3	4	5
21	Reviewing communication book & responding accordingly					
22	Signing parents signature on home works on time					
23	Calls for information exchange					
24	Gives quick response for school calls & messages					
25	Attends card days and discuss with the teacher					
26	Gives comments about school activities					
27	Communicates with other parents in school					
28	Shares in classroom activities					
29	Visits the school to follow up child’s activities					

APPENDIX-C
ADDIS ABABA UNIVERSITY
INSTITUTE OF EDUCATIONAL RESEARCH AND EVALUATION
POST GRAGUATE STUDY

Parents, Coordinators, and educational supervisors Guided Interview

1. What do you know about parents' involvement?

How do you explain active participation of parents and its benefits?

What can parents do as stake holders? And active participants? -----

What is your school doing in promoting parents' participation?(How do you communicate parents)

2. What are the challenges of parents' involvement program?

What can the government do to promote parents involvement program?

How do you explain the current parents' participation of your school's context?

Do you think that children whose parents actively participate have better performance than children whose parents do not participate? Why?

9. In what type of school activities do you invite parents to participate?-----

10. What Is the current practice of parents participation in your school, in general?

How can you support parents' involvement in early childhood program?

Many thanks.