

**STATUS OF PARENTS INVOLVEMENT IN SCHOOL AND
THE NEED FOR EMPOWERING THEM**

***THE CASE OF THREE SPECIAL DAY SCHOOLS
FOR THE HEARING IMPAIRED***

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empowering them

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Acronyms/Abbreviations/

CWD -	Children With Disabilities
CWHI-	Children With Hearing Impairment
FGD -	Focus-Group Discussion
HI -	Hearing Impaired
HIC -	Hearing Impaired Child/Children
HRTs -	Home-Room Teachers
SETs -	Special Education Teachers
UNESCO -	United Nations for Education, Science and Culture, Organization
EFPWDs -	Ethiopian Federation of Persons with Disabilities
CWSN -	Children with Special Needs
SNNPs -	Southern Nations Nationalities and Peoples state
NCC -	National Children's Commission
SD -	Schools for the Deaf
SSD -	Senteria School for the Deaf
MSD -	Mazoria School for the Deaf
HSSD-	Harar Special School for the Deaf
SHI -	Schools for the Hearing Impaired
PHIC -	Parents of hearing Impaired Children
SCWDs -	Schools of children with Disabilities
CWDs-	Children with Disabilities
EHI -	Education of the Hearing Impaired

Abstract

It was intended to investigate the status of parents' involvement in three schools for the hearing impaired and the need for parental empowerment. Data sources were parents, teachers and principals. The basic /research/ questions investigate issues surrounding the part parents of hearing impaired children (PHIC) play in schools, the endeavor of the school (teachers and principals) to build the capacity of parents for involvement and the channels in operation for parent-school communication. The instruments used were sets of interview guides, focus-group discussion and a check list. The data gathered were analyzed qualitatively in the main, except for the use of numbers and percentage in a part of it. The finding was that: 1) the effort of staff to raise parental participation in schools is insignificant. 2) parental interaction with school (by way of commenting, suggesting etc) on issues of their children was found to be low. 3) the channels connecting the school with parents are loose. Generally, only staff, are involved in the education of CWHI in school.

The implication is that the administration should conduct awareness creation/raising programs for parents on their role in the education of the children with hearing impairment. The staff, moreover, has to empower parents to involve in meetings, conferences, seminars to suggest, or comment, etc about the education of their hearing impaired children. To this end, of course, teachers and administration should devise feasible parent-school /teacher communication channels. Moreover, the staff needs to help parents foster the experience and courage of classroom visit. Above all, it is highly invaluable that parents are empowered toward exercising their rights. The Ministry of Education should technically collaborate with the organizations financing the schools, especially in staff professional up-grading which seems to tolerate no more delay.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Problem

Educational process in similar way as in those of other social sectors involve the interaction of many parties. Specifically speaking, the joint endeavor of parents & school is very likely to produce more effective outcome than their isolated activities while working toward one and same goal.

The need for parental involvement streams from the thinking that school alone cannot handle every problem children confront in the course of their schooling. The roles of parents include program choice, fulfillment of learning environment, planning the curriculum, participating in monitoring and assessment of the effectiveness of the whole program. This assertion holds true for all parents indiscriminate of the kind of schools their children go to. Ordinary or special parent-teacher contact is very important for parents to accomplish these tasks.

Schools can employ various means to have parents and teachers come together to work on the problems of the education: To mention, but a few, conferences, teacher's home visit and joint parents- teacher goal setting, and parents classroom visit are significant opportunities. These are good channels for the teacher as well to analyze the realities at home to determine feasible course of action in the lessons they offer for special education teacher (SETs), to carry out the educational intervention appropriately. His/ her knowledge of the child's home and school profile, obtained through home visit, plays significant role. Home visit guarantees the

teacher a reliable knowledge to identify what both parties, parents and teachers, should do and can expect from each other in turn while working in partnership.

One of the ways that can help to maintain such partnership is, parents' participation in day -to- day assessment process to identify all the strengths and weaknesses for more improvement or effective early intervention; parent –teachers conference is another mechanism for promoting their relationship.

Despite overall perception of the advantage of parent-teacher partnership, practically there seems more often than not, to prevail serious gap of adequacy owing to various factors.

Educators are expected to empower parents by way of valuing their opinion and respecting their culture. Teachers need to learn more about reaching out to parents to foster parents' capacity of informed decision- making in all stages of educational process if a difference is to be made.

Parents must be sensitized to their rights and obligation in the process of their children's education. One of the possible measures of parents' realization of their rights in school is the status of their access to the educational records of the children. Access to academic performance records will allow parents to have clear profile of their children's school life in order to fill in possible gaps discovered. In fact, this opportunity can significantly rely on adequate school leadership and/ or its sensitivity to the role of parents in school life on the part of teachers. In general the investigator believes that parents involvement is a guarantee for success in schools for CWDs, and in SHI, in this context, which of course calls for the endeavor for

empowering them on the part of staff and perhaps other relevant bodies, as well. Yet, the existence of this phenomenon in, SD in Ethiopia, seemed to the writer needing rectification/ascertaining through investigation.

To this end, basic questions/ issues of survey surrounding parents' involvement in schools for the hearing impaired (SHI) v. the need for their empowerment were raised. The survey focused on three schools identified, known as Senteria School for the Deaf (SSD), Mazoria School for the deaf (MSD), and Harar Special School for the deaf (HSSD). In order to broaden view about the issues raised various literature from abroad and the limited available indigenous ones were consulted. Data were collected using instruments developed-interview guide, Focus-Group Discussion (FGD), checklist. The survey involved parents, teachers and principals as informants. The data were, for the major portion, treated/analyzed qualitatively. The result was discussed followed by conclusion which led to a recommendation.

1.2 Statement of the Problem

A child's education can be affected by a number of factors. To mention, but a few, school- related elements, the adequacy of the school's physical facility, the educational status of the teachers, and their interest and experience, and the status and style of administration etc are very important. However, in the question about absence of equal sharing between both school and parents is equally vital without which success, will be difficult or impossible to attain the desired goal because it is unwise to assume all responsibilities to school. Education should be perceived as a project involving all stakeholders wherein parents are as significant actors as school. This notion emanates from the simple thinking that the learner is nothing but some

kind of citizen who evolves for his/her full personality out of the joint womb of both family and school. Thus, ranging from the moment of enrollment at school through the termination every stage demands the involvement of parents for successful schooling.

This general understanding works with any school and any parents. Of course, when it comes to special education in general and the education for the deaf in particular the role parents play in school and the necessity of their mutual assistance with it becomes greater and greater in all aspects, both in degree and in kind. Because, success in education is equated with the function of partnership established between the two parties, parents and school, and the part that the former play. Generally, in fact, such partnership and empowerment parents for involvement calls for the commitment of the school /teachers.

However, it was felt that a gap of awareness, about the role parents play in schooling of their hearing impaired children, prevails. Briefly, to investigate the status of the relationship between school and parents in SHI, in Ethiopia, and the need for empowering parents for involvement is very important issue.

1.3 Basic Issues/Research Questions/ to be answered

1. Do parents of hearing impaired children (HIC) understand schools regulations and their rights in the education of their HIC?
2. Do parents of hearing impaired children (HIC) realize the schools' regulations and their rights in the education of their HIC?
 - 2.1 Do parents participate in the school's formal or informal Discussions?

- 2.2 Do parents of HIC follow-up their children's school progress?
 - 2.3 Are there attempts made by administration and teachers to promote parental involvement through invitations to talks, conversations (related to their children's education?)
 - 2.4 Is there any parent orientation program in schools (on the basic concepts of parenting HIC, deaf, and deafness, and use of signal language)
 - 2.5 How often do parents visit school? (classroom, record office, play ground etc.)
 - 2.6 Are there any regular or specific communication mechanisms between parents and school?
 - 2.7 How often do teachers visit the families of HIC?
3. Are there any basic constraints against the participation of parents of HIC in school?

Objectives: The purpose of the study is to assess the level of parents' involvement in schools of their HIC in line with the status of intervention activities underway for empowering them. The final intention is to seek possible solutions to problems, if any, that may be revealed to all concerned.

Specific Objectives: The investigation is intended to:

- Identify whether parents of HIC realize the school's regulation, and their rights and obligations.

- Learn if parents of HIC follow-up their children's schooling, and participate in the school's educational talks, conversation, discussions, etc?
- Recognize whether or not training is offered to parents to promote their participation in the education of the children.
- Find out the status of parents' visit to school and teachers' home/family visit.
- Specify problems working against parental empowerment (if any) and suggest solutions to parents, teachers and relevant authorities.

1.4 The Significance of the Study

Anybody or an organization advocating child right or rendering services to the child should acknowledge the role of education as important component of the package.

In fact, educational services demand a firm networking of all multisectoral parties. The two most immediately responsible ones, for the child's education, are parents and school. Their efforts are complementary to each other to bring about desired change of behavior. Of course, there should be deliberate, programmed and continuous interaction between them.

Schools should be open to utilize parents' skills and experience for maximum benefit in the process of successful decision-making, planning, programming, and evaluation of the whole course of educational activities (Stealla, 2000). Other researchers showed the benefits of home-school contact some of which are the promotion of the child's communication ability and effectiveness of teachers, etc (Tibebu, 1989).

Unfortunately, in Ethiopia as it may also be the case in many other developing countries, the attention paid to special needs education including the education of children with hearing impairment (CWHI) seems to be minimal, if not absent. Where as concerns for the regular schooling are used to be part of the tradition, discussions and decisions over human, material and financial resources/ inputs all revolve around the orbit of regular education, regular school, regular teacher, regular students, etc.

However, morally, legally as well as ethically, issues of the education of the HI as part of human rights in general, and in responses to international and regional conventions, should receive high regard and attention of the public, empowering parents of the hearing impaired for involvement. Thus, the study is so significant both in attempting to bring to light the issues of parent-school partnership in SHI while it may add to existing literature in the field as well

1.4 Definition of Some Terms

Hearing Impairment The most general term for malfunction of the auditory mechanism; does not distinguish either the anatomical area primarily involved or the functional nature of the impairment (Good, 1959).

Home-room teacher a teacher who is assigned to a home room to which pupils report during the day for administrative purposes, who is responsible for some formal records relating to the pupils, who serves as the pupils' counselor (Good, 1959:285.)

A deficiency in one's ability to hear; ranging from a mild loss to a total lack of hearing ability (deafness). At the level of severe loss, defined as 70-90 db measured on an

audiometer, hearing impaired individuals require extensive training in communication methods (Verguson, 1990 . 152).

Deaf (deafness)

Defined as a condition in which the auditory sense is not the primary means by which speech and language are learned and the sense of hearing is so lacking or drastically reduced as to prohibit normal function as a hearing person (Verguson, 1990:45)

Home-school Relations

Relationship between the school and its staff members and the parents of children in the school with particular regard to the ways in which the school staff and parents work together in helping pupils to derive maximum benefit from their educational experiences (Good, 1959: 285).

School- An organized group of pupils perusing defined studies at defined level and receiving instruction from one or more teachers, frequently with the addition of other employees and officers, such as a principal various supervisors of instruction and staff of maintenance workers (Good, 1959: 512).

Parents: A father or a mother; a protector or a guardian (stein, 1967).

Principal: The administrative head and professional leader of a school division or unit such as a high a high school, junior high school or elementary school (Good, 1959:436)

Foster Parents: An individual who assumers legal responsibility for raising or rearing a child and takes the place of the child's parents.

Parent Involvement: A term used to describe a wide range of programs (Parent-counseling, volunteers services, parent education, advocacy training) in which parents are active participants. (Vergason,1990.)

Sign Language: Any form of communication based on the systematic use of physical gestures, that can be differentiated by deaf individuals (Vergason, 1990.)

Special Education: The education of pupils for example, the deaf and the blind).
547 Good, 1959:547.

Special Day School: Any institutions for learning that services exceptional children during daytime hours. This type of school has no residential services.

Delimitation of the Study

The study included three schools for HIC which are working as special day school and financed by foreign missionary NGOs. It involved all available teachers and principals as well as 32 (43 percent) parents (considered either a father or a mother only) of CWHI in the respective SHI. For the purpose of involving these group of informants the term parents operationally entertains both a father and a mother, and foster parents, too.

Limitation of the Study

Time and financial constraints restricted the number of parent informants to the size indicated, pooled from total 2 of 75. Besides, the inclusion of both father and mother of each child could have permitted access to more comprehensive data. Moreover, if the investigator did not need translator to communicate with parent participants it would allow for better access to more comprehensive data.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This section introduces and analyses diversified experiences and earlier research findings or results of various investigators which have been believed most related and relevant to the present study.

2.1 A Brief Account of Education For the Hearing Impaired

In the Middle ages, people with handicaps used to be ostracized, imprisoned or executed, and were also treated as objects of amusement before Church intervened to foster humane care for them and provided them asylums. It was following this period that interest in educating the handicapped grew out of the humanism of Renaissance in brief (Sadker & Sadker, 1998).

In fact, it was so intolerable for the disabled to mix with their non-disabled counterparts in schools to the extent that the society exercised the proverb "out of mind out of sight" when it expelled them from school for fear they would cause discomfort to the "normal" ones. However, the year following World War II saw hope for promise to the field of special education when teaching of the blind and the deaf began (Sadker & Sadker, 1998).

Special education as a scientific study and education of exceptional children started in 1955 when Pedro Pone Leon, a Spanish, taught a small number of deaf children to read, write, speak and master academic subjects.

Further, the trend of educating the deaf continued with the first assertion of George Dalgarno, an English, that deaf people are as capable as their hearing counterparts for learning. In Great Britain it was in 1767 that permanent school for the deaf established with the establishment of the first school for poor deaf children in London the following year.

In its organized form, education for the HI began in 1817, in the United States now *the American school for the Deaf*. Besides, school for the deaf an institution with the name "*The New York Institution for the Deaf*" was opened the following Year. Moreover, the first day school classes began in 1969 in Boston.

The trend of the development of education for the handicapped in general and that of the hearing impaired in particular is similar to the situation in other developing countries. The history of organized services for the handicapped is not of recent origin. It is associated with the growth of urbanization and the development of modern education as well as the concern and involvement of new missionaries (Tibebu, 1989: 5)

In Ethiopia, the first school for the hearing impaired known as Mekanisa school for the Deaf was founded in 1955 E.C. Presently there are seven day class non-boarding schools for the hearing impaired across the country (Mekre, 2000)

Whatever the history about disability was, it is of importance presently to summarize what human right movements advocacies and the right of the child are like including

the rights children with disabilities from both international and national perspectives under the following heading.

2.2 An Overview of Both Local and Global Perspectives of the Right of Persons with Disability

Conferences or conventions endorse declaration about the provisions of equitable services to persons with disabilities nationally and internationally. Accordingly, UN Charter, articles 55 and 56, indicated all States Parties, including Ethiopia, should ascertain improved livelihood of citizens in all sectors. The Charter addresses specifically issues of equal opportunities of persons with disabilities one of whom are the hearing impaired. This is equally stressed by Children Youth and Family Welfare Organization, (CYFWO, 1992) Moreover, ILO's 1955 declaration entitles people with disabilities equitable education, training, and employment. This declaration is serving as important source of educational laws in many countries to date (Ethiopian Federation of Persons with Disabilities, EFPWD, 2000, No. 4)

A conventions on the rights of the child, (article 28 No.1/1989) recognizes the right of the child to education in general and accessibility to higher education progressively on the basis of capacity through all possible ways (Children Youth Family Welfare Organization, 1992). Similarly, UN recognized, in the declaration it endorsed, equal opportunities (CYFWO 1992) for persons with disabilities in all sectors and urged State Parties to ensure the accessibility of equitable education at all levels according to article 6 (EFPWDs, 2000). In Ethiopia too, there are decrees and polices referring to disability in general. The Penal Code of 1957 articles 48 and 49, for example, basically defend the interest of persons with disabilities, young or adult, in spite of

practical trends. Decree No. 70/1972 is another source of disability policy which established the rehabilitation agency for the realization of article 6 that advocates the rights of citizens with disabilities to the services they are entitled to. Besides the constitution of FDRE sub article 5 of article 41, as well recognizes the rights of people with disabilities to economic, social and cultural welfares according to the country's economic capacity (Berihun 1997). Specifically it has also been stated in issue Education Sector Strategy of Ethiopian Transitional Government that education of good quality would be accessible to all children and it declares, special education to those who need it provided the country's economic status promises for doing so.

Unfortunately, when it comes to practices of the conventions or decrees and polices, especially in Ethiopia, it is all a subject of question in its own right. Policy makers tend to retreat from the agreements conventions, local or global, reached; used as excuse is " according to the economic capacity of the country" when failure to meet the sprits of the policies results (Sisay, 2000). In this relation, Tirussew (1998) declares that children with disability need education no less than their peers. It is no more different from irony to say these children have the greatest need for education as far as they are the least served. It should be considered imperative that every concerned party secure appropriate provisions for the young with disabilities irrespective of whatever pressures on the education system.

In issue "Education and Training Policy" (FDRE, 1994) it has also been indicated that one of the objectives of the land being offering education both to the handicapped and the gifted. In its overall strategy it is pledged that special education be provided for people with special needs. The FDRE (1996) Developmental Social Policy

observes the necessity of making all effort to meet international and regional conventions about the right of children with disabilities(CWDs). Yet the policy did not include issue of education for special needs children in the list of priorities put under its chapter “Areas of special Attention and action Priority” (MoE, 1994).

Whoever claims the advocacy of the child, however, should observe that of the parents’ too inseparably. In this relation, Children, Youth and Family Welfare Organization (1992) strengthens this statement pointing out that State Parties shall respect the rights and duties of parents. This has special meaning about parents of CWDs particularly about parents of HIC, in this context. The Policy of Social Welfare of FDRE (1996) also strongly confirms the above declaration.

The attention for parents training is in terms of their role in the process of upbringing their children in all aspects of life including their role in educational interventions conducted in school. But an awareness of their significant is not an end in itself. All stakeholders should strive for empowering parents where gaps of adequacy are suspected. This arises from the thinking that schools especially those for CWDS including SHI can get no where in the absence of parents involvement.

2.3 Views About Parents Involvement in School

Some hold an unwise opinion about education as being solely the responsibility of teachers and an intellectual development profited only in school setting (Tirussew, 1998: 2-3).

Nevertheless, shaping a personality through the programs launched in school must be seen as a joint task of both teachers/ schools and parents.

A study (Briggs, 1995: 29) is reflective of parental negative attitude toward involvement in schools. It was reported that 2/3 of Newzealand and American parents accepted invitation to attend school information meetings where as Australian parents justified their own non-attendance. I trust the school's choice of program and am happy to leave it entirely in the teacher's hands, child protection is unpleasant subject and I'd rather not know about it, the timing of the meeting was inappropriate.

Parents' attitudes towards schools and teachers, can be influenced by parents own previous experience in education and their self-perception as competent parents. (The implication is that). Those parents with pleasant memory of their school days are very likely to be committed to their children's schooling and have more realistic view of situations at schools of their child than those who had bad childhood experience (Campion, 1985).

Parents' low interest and unsatisfactory attendance in a training for promoting their parenting capability of CWDs was observed in another study. Even those who participated were unable to practice the outcome of the training.

A study indicated (Barr and Johnson 1997) teachers' own attitude towards parents for relationship with parents. " Communication between parents and teachers need to be honest, open and frequent."

Some see the involvement of parents in the schooling of their children with suspicious eyes. According to Lello (1993:59) there are certain approaches that present parents role as being “ consumers” to mean that they play no part in an attempt to make a difference in the education process. The author, however, believes that parents should be empowered to contribute to their best capability in day-to- day activities of school. Others tend to suggest that parents have little or no time to deal with the education of their children in school actively and are unable to confer with the staff on any matter (discipline, academy, health).They also lack professional skills and are ineffective even if they take part in the learning process of their children with special needs (Wiles, 1963: 237) .

Likewise, many parents devalue their involvement in school and are rather disinterested to participate in decision- making and implementation process, their being unprofessional may justify their non-involvement (Hegarty , 1993: 163)

Moreover, often it may be unwise to expect parents (Orellove & Sobsey, 1987) to take responsibility for teaching. Neither should this be considered as an indicator of the child’s performance in school. In general, however, it should be noted that parents can specify the type of achievement or change they expect of school to make by the end of program coverage. (Wiles, 1963:237). Furthermore, nowadays, there seem to flourish opinions in favor of parental involvement in routines of schools. This statement has an elaborate (Hegarty, 1993: 163)

There is a growing body of evidence that parents value the opportunity to be involved when it is presented appropriately. They may need guidance and encouragement to begin with, but the chances are that if they are given a meaningful role they will seize and welcome to place a high value on their contact with school.

Although working with parents is a mandate, educators often view parents from distance. Moreover, parents' action, if any, seems to be made under constant scrutiny by the very professional they rely on to help them help their children (Ferrell, 1986). In other instances it is complained the management is too serious for parents to approach. Most parents are intimidated when entering the school compound, consequently. Parents feel uncomfortable to appear before the heads and teachers with any sort of complaints. In other words, the walls of the school seemed be ment for detaching the child's life from the outside world (Lello, 1993). Besides, parents themselves lack confidence to come closer to teachers as a reflective of their own educational background in which case much is expected of teachers to normalize the situation. Wiles (1963: 238) discuss the same issue in detail.

The first step in brining parents into any planning is to make them feel welcome in the school. Too many times parents have had unsatisfactory experience with the school when they were students. They have come to look up on teachers with a feeling distaste or distrust. ---teachers must take the first step before parents become convinced that teachers sincerely want parents in on the thinking about the school program 238.

Still, the author has disclosed the fact that some staff hesitate to accept the participation of parents and even tend to consider it as an intrusion of unprofessional party in their business.

Other studies equate school success with the degree of parental involvement in school which is in turn subject to various home factors like the number of family size and its economic status. Parents involvement/ participation in special schools happen to show an inverse relation with the number of children in the family and the

living standard in which case the larger family parents and low income groups are often less likely to take an active part in schooling of their child with exceptional needs (Orelove & Sobsey, 1987). In attempt to secure a certain educational goal, a review indicated, the influence of the family's economic, and intellectual background should receive focal attention ((Mathewos, 2000).

2.4 The Role of Parents of the Hearing Impaired and Parent Teacher Shared Responsibility

Parent-teacher organization is one of the important channels for cooperation between them when striving toward common goal and mutual benefit (Moffatt & Howell, 1955). To this end, it is expected that parents be genuine, courteous, friendly, and trustful to teachers. Moreover, parents have to be able to recognize how stressful/demanding a schoolwork is to teacher.

Punctuality is another quality demanded of parents to produce affirmative effects of their partnership with teachers. Besides, their attitude toward the school teachers should be good model to that of their children. Positive modeling is expected of parents. With this regard, Coker (1992), supplements that the basis of partnership between parents and professionals is a mutual /reciprocal respect for each other.

The complex process of education (Girma, quoted in Hambtamu Ed, 1996) goes beyond mere classroom activity; it addresses a lot more things that necessitates the interplay of parents and the school as the rationale for the need of their co-work. It is further specified that real change is a phenomenon that hatches out of like- minded

collaborative act such as the one under discussion. The recognition and awareness of this general view, on the part of parents, or home is of great importance.

With this regard, there is an optimistic observation (Mittler, 1993:8) that a growing tendency of shift from involvement in or collaboration of parents with school to involvement of partnership of equals. This, in fact, relies on the effort to empower parents for enabling them to advocate the choice of an education which centers on their children's needs and the context of their lives. The following depicts the authors basic idea in more elaboration.

There is a universal commitment to partnership principles with parents but practice frequently lags behind. A UNESCO survey of partnership between parents and professionals which we carried with the help of parent societies in 70 countries highlighted some examples of good practice but also revealed many examples of parents feelings that they were not receiving basic information about their child, not being involved in the discussion and decision- making and not sharing in the teaching of their child with teachers and other professionals involved .

2.5 Rationales for Parents' Involvement in Schools of the Hearing Impaired

It requires a wise thinking of the school administration and teachers to employ parents skills and experience in SCWDs for the enhancement of the outcome of the education. Of course, their willingness to assume responsibilities pertinent to the educational process or instructional program matters to great extent (Moffatt & Howell, 1955:103).

Some of the important points of the above statements are that parents are potential human resources in the program of their CWD. However, it is imperative that the administration and teachers take the initiatives. The parents, in fact, should be convinced to accept the responsibility unconditionally.

An experience demonstrates that parents participation is deliberately scheduled ahead of time; not spontaneous. Briggs (1995:29) shares such an experience (incidence)

Newzealand education authorities recognize the need for consistent parents involvement when they designed the national curriculum "Keeping ourselves safe" The curriculum designers built parents participation and evaluation into every stage of the program. Parents learn how to reinforce safety concepts at home, how to provide opportunities for practice and how to test children to find out what they have learnt.

Issues of parental involvement is part of curriculum designers task. In which parents have a lot of roles to play accomplishing the different activities carried out in school. The home being the extension of school, as regards follow-up and evaluation of everyday performances of the child great emphasis is laid on parents' role in the assessment and education of their children (Reed, 1984).

The work of the schoolteachers can hardly be complete where parents contribution only little. Perhaps their input in the program is far beyond being complementary to that of the school. Communication to the whole child will be a function of parental participation in their child's schooling. For example, Barr & Johnson (1997) state there is a great deal of information with parents that teachers require in skill development like reading. In this connection, Mittler,(1993:8) shares a research experience briefly. "What we have learned from the early intervention projects through out the world is that program that have involved parents and families have consistently achieved better outcomes for children."

A report of a study (Hegarty, Pocklington & Lucas, 1981) showed that the full involvement of parents in the education of their CWSN dictates the children's achievement school success. It has also been agreed that (Matewos, 2000) the determinant under discussion, the participation rate of the family in the school, has a great bearing on children's grades /scores. The study revealed that those children whose parents are involved in their schooling have outshined their counter parts. The generalization is in a way supported in a report (Briggs, 1995:95). "American, Australian and Nezerlands research shows that the most effective child protection programs are those which involve children's primary care-givers this is especially important when working with young and disabled."

Moreover, parents' participation in intervention program is essentially demanded to secure optimal child development (Orellove & Sobsey, 1987). There is further appreciation for the benefit of family's role in schooling of . Parents are highly rated as being influential factors in the educational process including service delivery to children with handicaps throughout the history of SNE (Harington, as cited in Reynold & Mann, 1987). The reason is simple "There is no substitute for parents' interest, support and involvement, without it, the school will never achieve as much as it could with it" (West- Burnham, 1987:45).

The history of special needs education (Anrold, as cited in Ross, 1987:115-122) saw many significant developments one of which is the recognition to the crucial role of the family. Further, the insistence for family participation streams from the thinking that teachers should not alone blame or be praised for the success or failure of each

and every objective and over all output of the broad educational goal which is seen through the performances of individual learners (Bourbon- Palais, 1999:6).

The involvement of parents in schools plays multipurpose role. It is advantageous for both the child and parents (Schultz, Carpenter & Turnbull, 1991: 17-18) "The involvement of parents in schools can have some real benefits for parents as well as the students with whom they work. They develop the methods being used. They learn new approaches they can use at home."

Success in educating the function of (Cerna, as cited in Potts et al, 1995) a firm relationship between parents and professionals. The author lays more emphasis on the role of joint efforts in approaching parents of at-risk children in order to bring about changes in the education. Many agree to this general notion (Campion 1985; Sintayehu, 1998 and Fontana, 1995). Tirussew's (1998:4) statement strengthens same assertion (Amharic).

ወላጆችና መምህራን ያለባቸውን ከፍተኛ ኃላፊነት በመገንዘብ ተቀራርበው በመሥራት የሀገናትን ሁለንተናዊ እድገት ለማጎልበት ለወደፊት ለከሰተ የሚችሉ ችግሮችን ከወደሀ ለመከላከል ያልተቆጠበ ጠረት ማድረግ ይጠበቅባቸዋል።

What it means is that parent need to work in close partnerships with teachers to bring about holistic development of the child and to curb all possible problems to occur in prospect with the understanding that only teacher's effort can get no where.

Nolan and Tucker (1988) Observes partnership as being the joint business of family members and those with the concern of offering guidance and counseling services. Interaction with families, in this respect, is a source of pleasure. Those families who

place high value on their children's early years acknowledge all the inputs invested on the part of their teachers (Feeney et al, 1987:369). The authors add further that the child's well being traces itself both in their teachers and parents who are with useful information which is the basis for their meeting on equal ground. They further illustrate this idea in the following. "Parents bring knowledge and experience of their child as a unique human being, and you the teacher bring your theoretical knowledge of children in general. Both types of information are vital if you are to create the best possible educational experience for each child."

It is similarly believed that children can be described, for at least part of their personality, in terms of the role of the interpersonal relationship between parents and teachers. Because whatever aspect of limitation in children's behavior belongs less to themselves than to their immediate environment, to parents and teachers mainly in this respect (Fontana, 1995).

Moreover, the advantage of parent-teacher co-operation may be looked at from the perspective of promoting parental skill in child rearing with its multiplying effect in teaching as well (Wall, 1979). Likewise ,Barr and Johnson (1997) remark that the betterment of a child is dependent upon the mutuality of parents and teachers who exchange valuable information in the process of the schooling of the child. This opinion can lend itself to three possible conclusions. Firstly, it signifies that both parties are the sources of significant information that flows reciprocally two- way about the child's education. The second point, the extension of the first one, is that the information both provide work, not in isolation but in complementary to each other's effort by way of exchanging.

In this connection Wiles (1963) says that the utilization of parents as resource suggests the spirit of togetherness which brings each party to know each other with the recognition for what each other contribute. Mutual assistance between school and the home is believed to generate more desirable learning outcome.

According to Barr and Johnson (1997) the advocacy for parent's involvement in the educational process of their children in school follows the recognition of one important fact behind it. That is, they are parties whose norm, conviction, beliefs, etc.. come to school with the child. Lello (1993:59) similarly illustrates this same issue. He remarks that it is naive to disregard the primacy of parents as educators of their children for various reasons.

... Their physical, psychological, emotional and spiritual imprint is something the child carries through life as a burden or as blessing.... what takes place in the home is vital and far outweighs in importance the growing power of parents in running of the school..

This is a clear rationale for the importance of family or parental involvement in school where both formal and informal activities are carried out toward the attainment of change of behavior in children.

More over, the fact that children pass the longest time with their parents suggests that the latter have better coping power with challenges and obstacles in connection with their schooling.

The skills and strengths they have developed can help them better going even in the worst situation that would enable us to value their involvement in school (Stainaback & Stainback, 1990: 231)

The comparative statement by Fallen & Mc Goven (1978 : 94) describes the role of parents as in the following. "Almost all of the programs capitalized on the widely held

belief that there is no better teacher than the parents who have been taught to recognize and to meet the developmental needs of their child.”

It is far from over emphasizing to conclude that most activities regarding the education of children call for the involvement of parents in schools if a certain forecasted change of behavior in them is to be realized. The significance of parents involvement in school has, further, been amplified below according to Halliwell and Williams (as quoted in Tony, 1992). Parents who wish their children to be active citizens society invest adequate amount of resources in their schooling, “Parents utilize much of their personal time, energy and even their financial resources because they want their children valued, and participating members of their schools

There are instances where in parents regularly meet teachers to discuss how they should help their children at home (Stainback and Stainback, 1990).

A Kenyan, Arnold (as quoted in Ross, 1988):122) justifies the need for the participation of parents in the schooling of their children with special needs and the necessity of encouraging their involvement in issues related to the children’s program from various perspectives in relation to a study conducted in Kenya. Home is considered as significant non-formal learning environment within which parents play important roles as first or natural teacher more than professional can do. According to the author ,today more than ever, parents’ knowledge and experiences about the needs, interests and ability of their children to schools is growing significantly.

A study amplifies this same fundamental issue: "increasingly teachers are assuming the roles of consultants to parents and viewing parents as the real experts in their child's life" (Pancsofar, as quoted in Ceciler & Lester , 1987: 1151 –1152).

Parents are so trustworthy participants in the accomplishment of tasks relevant to the education of their children in school. The assumption about their capability to accept responsibility streams from the recognition that they are better sources than any one else of more exhaustive information about their children in the long struggle to enable them to lead independent life. Heward and Orlansky (1988: 486-487) have their own justification to support the aforementioned opinion:

All parents are counselors in the sense that they deal with the changing emotions, feelings, and attitudes of their developing child. But in addition to all of the normal joys and pains of helping a child grow, parents of handicapped child must deal with the feelings their child has as a result of his particular disability, parents play an important role in determining how handicapped child comes to feel about himself.

Various terms have been employed all in favor of the decisiveness of parental involvement in schools of special needs education. Bennathan's (as cited in Davie and Galloway is 1996: 132) opinions are the reflective of this very position. "Parents have a special role to play in acknowledging their children's special needs and their cognitive capacity so that they can reduce the causes of frustration and confusion of children."

2.6 Means Of Maintaining Parent-teacher Relationship in Special School and The Role of Teachers in This Respect

Irrespective of social class, race, etc. every parent aspires for glorious and prosperous future of his/her of spring. In fact, education is the sole means towards the realization of this vision. In this long journey, there should be no reservation on

the part of the parents to fulfill what are needed in all aspects, materially, financially and intellectually for the education of their children. The report of Stainback and Stainback (1990: 220) confirms to the above opinion.

Many families of children with disability have a vision of what they want for their children's lives and they are working to actualize that vision. Their dreams for their children's future are not unlike what any parent wants for his/ her child: good life, happiness, friends' support, active membership in the community.

The author further suggests that parents can actualize these dreams of their children only through participation in the routines of schools through various possible means. One of the routes for parents to share their skills, experience and knowledge with teachers, in the education of their children is, classroom visit.

It is generally encouraged that parents be in closer relationship with school for optimum / maximum advantage out of the instructional program. The more parents work in cooperation with teachers, in all relevant activities, the better the learning process and the superior the achievement. Lawrence (1988) rates parents classroom visit, to this end, highly. In view of the author, for the child's advancement in his/ her education, the priority for parents is approaching the teacher so that access to classroom will be possible, in fact, with the knowledge of the head teacher. Access to their child's classroom is not a matter of charity but right to be realized in accordance with the procedure of the individual school. As this regard, Hegarty et al, (1981) present a research field experience. The report of the study was that each parent was invited to activity sessions and various teaching in which his/ her respective child was involved. Most of the parents' time is spent in the classroom. Each visit is followed by parent- teacher meeting/ discussion. This experience occurs once in six weeks on average. According to the report, parents obtained great joy

out of it through the opportunity to see their children in action with the involvement of incredible capacity and level of performance.

Bennathan (as quoted in Ron and David, Ed., 1996:84) introduces another means used as a good medium of communication between the teacher and/or schools and parents- i.e. parents evenings. The author adds that it is a little bit strange and as result not widely welcomed experience. Parents evenings has shown a growing number of children accompanying their parents. Of course, some teachers used it as an ample occasion in which they meet both the parents and the children at the same time to persuade the former to listen to their children. They enjoy informal evenings which may be full of various recreations or refreshments to enhance appropriate relationships.

Similarly, Barr and Johnson (1997:601) recommend what teachers should do for parents for effective classroom visit.

Identify several days when parents can visit choosing days that are representatives of typical reading and writing instructional activities. Suggest that they observe and then ask questions during a designated time when you are not teaching. Be sure to discuss your plans for parental visitation with your principal before issuing invitations. Most principals will welcome this idea and appreciate your willingness to communicate with parents.

It takes wise thinking or farsightedness and rich experience on the part of the teacher to fix the particular time found most convenient for both the parents and the teacher him/ herself especially in terms of identifying periods of skill development lessons or activities. In order to avoid any chance of parents', lack of readiness the authors are of the opinion that , the plans should be issued to them ahead by the teacher.

Perhaps as it may demand obtaining the consent of the principal for any kind of interaction or communication system to take place in the school; the teachers have to facilitate such a precondition before inviting parents to come to enjoy the actual life of their children in the classroom.

As one of his/ her professional tasks a teacher, especially that of children with special needs, should attempt to alleviate parents' concern pertaining the technique of managing their child (Sintayehu, 1998).

In other words, a teacher working with a child with a handicap has the opportunity to cooperate with parents to yield the desired outcomes, i.e. helping the child develop adaptive behavior and adequate social skills at home the effect of which can extend to school.

The direct contact of a teacher with parents can assure him/her whether or not the significant changes observed in school appear similarly at home. It is an ample opportunity for the teacher as well to forward to the parents, feasible alternatives, where necessary, to deal with special needs of their child and to review his/ her overall progress on continuous basis cooperatively. Likewise, a direct teacher-parent contact (Wall, 1979) is a gainful situation for remedial and constructive program which will develop to real enhancement of parental skills so that the teaching will be a multiplying effect.

It is possible that teachers of special needs children, including those of the HI involve parents in specific tasks with certain purposes one of which can be building a parent understanding and support for assessment for the benefit of the child (Mc Afee & Leong, 1997). Shepard (1997) believes that whatever kind of mechanisms of relationship exists between teachers and parents one of the easy flow of diverse experiences, skills etc. in the classroom from parents. The author is, however, unsure if both parties-teachers and parents-realize how important resources the latter are in school. This has also been discussed in a similar study Irwin (1996) depicted the fact that parents assume, themselves as listener with only the teacher speaking.

The question as regards the way a teacher can form a warm relationship with parents may be answered variously. Whatever manner or model of interaction, Webster and Wood's (1989:27) statement remains very important. "As you enrich the lives of their children and help them with the task of parenting, you can develop warm relationship that may even bloom to friendship".

The spirit of the statement seems that the basis for good foundation of working relationship between parents and the teachers is the latter's own impartial love and care for the children. This is to mean the establishment of conducive interaction with parents calls for the teacher's dedication to the interest of their children with special needs in general. Parents-teacher positive relationship, in other words, will be automatic where good teacher -student interaction has been warranted.

Different educators and authors suggest various ways in which parents and teachers can contact each other. Hegarty et al (1981: 493) forward the following as one of the possible models for parent- teacher interaction.

Fetching children to and from school is the most regular sort of contact and one that can shape parent's perceptions of the school special centers in important ways. Many teachers of young children make a point of being out to receive the children and exchanging a word with parents. In some schools, parents are free to come in and help get their child ready for going home. The advantage of this sort of contact is that it is natural and easy and is achieved without any disruptions of the school day.

In this connection, Feeney, Christensen & Moravcik (1987: 369) observed that there is, often times, positive transfer of skill and knowledge used for dealing with children to work with the families as well. This could mean that supposing the teacher is child- loving, respecting, understanding, sympathetic and enthusiastic, in dealing with the children, so will he/ she, most likely, be in entraining parents.

The role of a teacher is further stressed (Hegarty, 1993:162) as in below with regard to establishing relationship between parents and other relevant parties. "Teachers have a significant go-between role and can provide valuable link between parents and professionals; they can help parents to find their way round the system, explain their rights to them, and interpret official information and reports."

Teachers are practitioners with whom parents can most immediately share their opinion or experience about their child. They employ parents as being the closest source of information pertinent to instructional decisions or modifications and/ or change of behavior along the line of objectives set. It is teachers whom parents rely on for the transmission of the schools' regulations and official notes in more understandable terms. The author discusses that for parents and teachers of special

school to exchange views or share interest one of the good means are teachers' home visit.

2.7 Training and Counseling Services To empower Parents

Parent training:- Parents often get difficulty handling their children. Particularly the attempt of helping children succeed in their education causes a great deal of stress to parents in general. This circumstance might double itself when referring to the situation of parenting children with special needs of education for various reasons (Heward & Oralsky, 1988). A report of a study conforms to the foregoing view.

It is this reality that necessitates offering training or education to parents. Parent education is a program geared towards assisting/ empowering them to enhance self-awareness, more effective methods of dealing with behavior problem and techniques of measures or action against it. Education and/or training can bring about better understanding between the parents and the child resulting in healthy communication, and successful family life (Mac Donald, 1987). Parents need to have appropriate communication skills that facilitates their interaction with school, as well.

They can acquire communication skills (Pancsofar, as quoted in Cecler & Lester, 1987) and make use of them for receiving any services available from others for promoting their parenting style. One of the conditions that urge parents of children with disabilities to seek training is the very manners of the children. In spite of the general experience that children act out frequently, the condition of those with handicap peculiarly demands the acquisition of systematic and exceptional training skill on the part of parents (Heward & Oralsky, 1988). It is suggested that

components like knowledge of the child's program, instruction about quality family leadership and issues regarding how they can work with fellow parents, parents of children with similar disabilities, be included in family education (Fallen & McGoven, 1978).

A similar argument is about the need for care-givers participation in the training which is designed for parents so that it would be easy for them to provide the necessary opportunities for children to practice what they learnt in school (Briggs, 1995).

The recognition of parental involvement in school is not an end in itself (West word, 1995). If parents are to take part successfully there has to be some kind of training available with the coverage of skills regarding how to listen to children, encourage them, etc. because it can yield a superior out come in this respect.

A very relevant statement is " Parent effectiveness training emphasizes learning human relations strategies that include the use of active listening" PP. 1149-1150. A similar opinion is " Parent training programs teach techniques such as active listening and problem solving".1148-1149 (MacDonald and Garnett, as quoted in Ceciler & Lester, 1987).

In spite of all the above consensus of educators, it is complained that practical services are rare and / or often made available following a great deal of friction with those in charge. A report of a survey testifies that half the number of interviewee parents had to go through either a long process or court hearing in order to receive the services they sought or deserted (Nisbet, 1992).

In the opinion of Heward and Orlansky (1988) parents of special needs children also need to learn about the systematic teaching techniques as well as the know-how of using special equipment such as brace, hearing aid, wheelchair, and adapted eating utensils. The aforementioned has of great resemblance with that of Mittler et al (1993:6).

Where childhood disability cannot be prevented our efforts must be focused on early identification and family support and empowerment. Early intervention projects... presents an innovative approach to home-based support of the whole family which has been adapted and used in many developing countries . P.6.

As it has earlier been stated the necessity of providing training and education to parents of children with disabilities arises from the great value placed on their participation to accomplish the shared responsibility of educating their children with special needs in school. Likewise, parents' commitment can be secured only if they are offered essential skills on assessment. Parental capability to decide and plan on the fundamental issues of their children in schools is mainly the function of honest discussion held with them in a way that they develop confidence and feel important (Reed, 1984).

It is insisted on that parents of children with special needs especially those whose children are with hearing impairment should obtain a certain training which help them anticipate possible associated disabling conditions. Parents' ignorance of disability and its inherent characteristics make the need for the provision of desirable skills or training to parents (National Children's Commission, 1983).

Many more factors can be listed as to the justification of providing skill training to parents of children with any handicaps. It mainly emanates from the occurrence of strange phenomena or experience, the disability itself, among the family. For instance, unprecedented deafness (in the family) can be a source of immense stress and disturbance to parents during the child's early years and the likelihood circumstances in prospect may be more worrying. The following articulates the whole situation.

Because of parents lack of knowledge/ orientation about deafness, they maybe uncertain about whether the child will ever become self- sufficient and assume productive role in society, they may assume the child will be a lifelong burden, emotionally and financially draining family resources... Medical care consultations are almost mandatory; immediate fittings of the child with hearing- aid which may cost hundreds of dollars can quickly erode a young family financial resources (Moore, 1987: 135).

The author describes the possible threats occurring to the life style of the family with a deaf child. The problems touch all angles of the living circumstances of the household that parents may easily go irrational or crazy as to answers to the "Why?" the "Who?" and the " how?" of the new experience unless they are given adequate training or intervention services. The deafness of the child is likely to endanger the basic channels of communication between him/ her and the mother; often speech or vocalization together with which gestures work for efficient communication under normal situations will be terrible when deafness occurs (Webster, 1986).

It is common experience that the presence of a child with severe handicaps is considered as liability to the rest of the family particularly where the tendency of over caring for the disabled is evident at the expense of the other members of the family, in which case the situation of parenting becomes worse. With this regard, Reed (1984: 128) presents more elaborate recommendation to parents:

.... A mother can and should play a great part in the development of her hearing impaired child. However, a note of caution should be

introduced. She must not spend so much time and thought on the hearing impaired child that her husband and other children become neglected. Each members of the family has a part in helping the child but they too need love and affection from one another--- Many problems in the home have been the result of too great a devotion to the handicapped child.

Clearly, it is possible to judge the necessity of optimum training for parents and the whole family at large on the techniques of appropriate reaction to the strange encounter deafness, in the family to maintain stability of the household and to ensure the development of the child's potential to the maximum possible extent.

Parents need to obtain help with the choice of adequate educational program in order to maximize his/ her adjustment to the role as student in school environment (Moores , 1987)

Counseling :- in ordinary circumstances the beginning of parenthood is a turning point in the life of a young couple. It marks a change in their lives adversely. When it is identified that the child is abnormal, the whole thing comes as a heavy load which lasts as far as his/ her adulthood (Hegarty, et al, 1981).

The first time parents join school with their deaf child for enrollment they do not have any clear expectations of the program in the end; they would be pessimistic as a result of the feeling of crisis accompanying the diagnosis (Meadow. 1980). Obviously, this is high time for parents to obtain some kind of psychological rehabilitation. Because, it is a critical point where they are more emotional and less stable than not seeking strong assistance or guidance to maintain equilibrium as much as possible. Naturally, it will take parents a lot, if not impossible, to admit the

occurrence of disability to the child that they would wish they would not rather have a child at all than experience life-time grief out of having one with handicap.

In this respect, Ainscow (1992: 188) has his own remarks as regards how one can go about helping parents of children with impairment.

We, as society, learn that if we regarded the birth of every disabled child as a precious gift and were prepared to provide the necessary resources to the children and their parents to allow these gifts to develop, then perhaps we would be spared the distressing sight of individuals and groups of parents perusing the latest fashionable care for their child's blindness deafness, or other disability at whatever cost to themselves and friend. 169- 182.

Among the potential factors behind the necessity for parental counseling is (Heward and Orlansky, 1988:486-7) the great stress the handicap, owing to its own inherent condition, exerts on the interpersonal harmony of the family members especially on the relationship between the husband and the wife. The difficulties include, argument over who should blame for the child's disability, how it can be dealt with the management of likely behavior problem and how much of the resource (time, money, energy) should be allocated for caring the child with the handicap so that the rest of the family members would not feel neglected. To this end, support or counseling must be available for parents of children with disabilities. They need to be oriented sufficiently (Colleridge, 1993). The significance of counseling parents having disabled child can be seen from other equally important perspective "Parents may feel guilty bitter or angry... go through panic when they can not receive responsibility for their child" (Webster & Wood ,1989: 27)

Some observations indicate that in spite of parents seeking help or guidance with handling their child's behavior with special needs, it is complained that professional inadequacies on the part of educators, exacerbate their parenting problem (Meadow,

1980)A similar report has been presented as in the following (Webster & Wood, 1989:27)

The parents of hearing-impaired child are likely to come in to contact with a wide range of professionals such as audiologists, doctors, ear and throat consultants, speech therapists educational psychologists and teachers of the deaf. Professionals must be careful to share information with each other and with the most significant adults in the child's life , parents and teachers; parents some times have to cope with conflicting ideas and suggestions from the professionals they meet.

Consequently, it is insisted that the rehabilitation services provided in special needs schools have to involve trained personnel in the field- in the areas of counseling, vocational guidance, administration etc.. (NCC 1981: 40 : Nov. 2-7.) This same issue attracts the attention of many others. For instance, Bennathan (as in Ron and David, 1996:141) elaborates it on the basis of additional mentioning as regards the impact of professional caliber.

In building a listening skills the emphasis should be on developing teacher's skill as teachers, not on expecting them to acquire a new skill, for example, in counseling. Although teachers should not try to act as consolers, they do require some counseling skills, for example, talking to parents about child's learning or behavioral difficulties or talking to an individual child about complex family matters, requiring sensitive response. 141.

The whole thing is that an immense value is placed upon teacher's skill development if he/ she is to be able to accomplish his/ her professional obligation in the attempt to bring about behavioral changes in the learners as desired while also assuming the role of counselor in approaching both children with special needs and their parents. Tibebu (1989) stresses the necessity of teachers' training as well as sufficient orientation to parents. The difficulty that parents of children with hearing impairment experience becomes so complex that they highly value the advice or counseling services offered by trained professionals.

They appreciate the counseling intervention service they are offered to ameliorate their psychological trauma resulting from the failure of expectation of having a

normal child. In other words lack of information on handling a deaf child is problematic experience. At times, parents tend to assume it is no use talking to a child who can not hear. Contrarily, a study revealed mothers bother their hearing impaired child with floods of talk where he/ she can make little or no meaning out of it (Webster, 1986).

The prolonged care of child with special needs involves frustration, disappointment, and profound emotional distress that a parent is likely to be of no help to his/ her child that a conscious effort of teachers is expected to make difference (Hegarty et al, 1981).

Categories of counseling have been identified while dealing with assisting parents to help their children perform well in school and in life.

Counseling can range from informal infrequent teacher- parent exchanges to long-term programs that involve all family members. The three categories are: providing information about the nature of the disabling, the psychotherapeutic approaches to parents focusing on helping parents to work through and solve emotional stresses and conflict often precipitated by the presence of a disabled child in the family and, third category in parent training program in which parents learn more effective means of communicating with their children and a method for better managing their children's behaviors (Garnett, as quoted in Ceciler & Lester, 1987:148-149)

The salient issues are that teachers can make difference improving the worse situation of the family in which a child with disability is a member. This may be effected by availing counseling services to parents to ensure their capacity to overcome emotional stress and maintain healthier parent- child interaction.

The Warnock Report, a report presented to a famous conference in England on issues of parenting, also recognized the importance of providing counseling and guidance services to parents of children with hearing impairment (Reed, 1984). In general, a family who has been offered adequate advice and support is very likely

able to resist the feelings of stigma, guilt and shame . Such a family can understand the nature of disability and will develop the capacity to minimize its impact. It will also be easier for a well-advised and supported family to apply appropriate trainings and rehabilitation techniques for the optimum development of the child with impairment (Arnold, as quoted in Ross, 1987).

In the process of effective counseling (Ewing, 1960) attention should be focused not only on the child, the parents, too, deserve help in various models. The services available need to be provided to both. Of course, there is a dissatisfaction on the part of parents with the services rendered according to Mariga 1992:59) as summarized below. "Services for disabled people and their families are in an embryonic stage in most developing countries. It is unlikely that these nations will even have the resources to develop the range of specialist services now available in developed countries."

It is difficult to view the range of desired services for persons with special needs independently of the nation's status of economic, social, cultural and technological development. The whole issue can be summarized that the more developed a country is, the better will the social welfare be for both people with special needs and their families.

The intensity of parental caring problem in the family with hearing impaired child is specific to the hearing status of the parents themselves. In this connection, Meadow (1980) observes that 90% of HI children are born to hearing parents and the relationship between such parties and their hearing impaired child is more

problematic than the nature of relationship among the family in which at least one of the parents is deaf. In the case of the former the range of family counseling needs, more likely, to be extensive than the latter.

One of the problems that related to this point is the issue of communication. These hearing impaired children born to the non-hearing parents can more easily interact than their peers. Alemayehu (1997) urges, in this connection, that teachers are expected to train parents in sign language and have to conduct awareness raising schemes about the overall nature deaf and deafness to parents.

Many are of the opinion that a teacher plays a key role to empower parents for adequate involvement in the intervention process of the education of the hearing impaired. But Tirusew (1993) reminds that in order for making difference in education in school, teachers themselves particularly teachers who work with children having disabilities need to possess special training in the specific areas of disabilities for effective outcome. A report of a study (Felekech, 2000) conducted in two schools for the hearing impaired showed that there is a serious problems in the learning teaching process as a result of inadequacy in sign language on the part of teachers.

2.8 Parents` Right in Special Needs Schools

Parents are highly concerned about the whole educational process of their child with special needs (CWSN). For instance, decisions made and measures taken to any aspect of the child's behavior by the school may worry them. It should be on the basis of precise careful reports from other professionals such as teachers. It is, moreover, argued the formal actions to any problems have to be preceded by

informal and sustainable follow-up and the need should be documented when working with children of special needs school. Besides, the planning of any course of action by school administration must come after ascertaining the consent of the family and the pupils themselves. Likewise, there should be evidence supporting the school's measures as regards whether or not an adequate assessment has been accomplished as basis of determining the child's educational needs. Parents are keen observers if the school is acting in their child's best interest. If they find the school's actions to be void of the involvements of other professionals, they appeal against the decisions (Webster & Webster, 1993). The fact that school has the mandate for the education of children, being evident parents also claim shared responsibility in some aspects of the process; especially when it comes to planning and decision making of certain important issues parents claim they should participate.

In agreement with this, Imber & Geelm (1995) claim that whenever evaluation is carried out it is mandatory that s notify such intention preferably in written language of the parents to enable them to be aware of the whole course of action. This minimizes possible gap of knowledge or communication between the school and parents. It has also positive impact of fostering feeling of trust and team spirit. To this end the authors further stress, if the evaluation is to be genuine it needs to include all areas of skills and should be free of any bias or subjectivity as well. (Webster and Wood, 1989:27) supplement as in below.

Parents should be involved in discussion about suitable alternatives where any specialist resources are located and the kind of support a child is likely to receive. Parents will be helped to make informed decision if they are able to visit schools and are given unbiased guidance. It is important, too, that parents are given frequent opportunities to discuss a child's progress in school.

Many agree that the intensity of problems with child rearing is not uniform across all families. In this respect dealing with CWSN may largely differ from dealing with those in ordinary circumstances. Pancsofar (1987: 1151-1152) addresses this same issue:

Parents of students with disabilities are faced with the needs not apparent to parents of students without identifiable disabilities. They are no longer passive recipients of services but assume a strong advocacy role on behalf of their children

An experience in a country, according to Nolan & Tucker (1988) teaches that Local Education Authority (LEA) assesses the situations of a child with disability and informs parents primarily to accomplish formal assessment. Because, the author specifies, all that parents claim is an informed decision by the body authorized as assessors (school, LEA, etc). The reason is that informed decision will allow opportunity for parents' to discuss and comment. Their presence during an examination accounts for, parental involvement, at least in past, in the issues of their disabled child in school. The authors appear to summarize that the final decision of any affair of assessment and actions in the educational process of a child with disability must be the outcome of the collective opinions, views and belief of both parties-the school/teachers or other pertinent bodies and parents. In view of Schultz, Carpenter and Turnbull (1991) as well, one can understand that parents of handicapped children have the right of access to all educational records for reviewing as desired.

An experience in America is introduced as in below, with this regard, (Sadker & Sadker 1998: 348:) 'The family Right and Privacy Act allows parents and guarantees access to their children's educational records'. Moreover, written parental permission is needed before those records can be shared with anyone else other

than professionals connected with the school the student is attending or another school which in he/she seeks to enroll.

They can request for explanation or justification of whatever decision made by the school. They may urge the school for amending inaccurate information especially if it reflects or bears any elements of invasion of privacy. Besides, parents are never indifferent to the exposure or illegal release of their child's assessment document or profile to any outsider without obtaining the necessary consent from them, as parents, except who are authorized or who deserve it. Generally the control of information flow about their child with handicaps (CWH) is at the disposal of parents.

Webster and Webster (1993) seem to agree with the point under discussion and propose further that schools should communicate to parents the changes of records on the academic as well as social behaviors of their CWH in written at least once in a year. For instance, copies of those comments, impressions, or decisions of a teacher, or an educational psychologist working in a school for the HI must be handed in to parent when requested, in fact. The authors are of the position that as the age of 18 is attained even children themselves need to be given the copy indicating their progress or any change, for that matter. The implication, in general, is that parents' good knowledge of ongoing activities in the school is so vital to smooth process of the education because it accelerates the move toward the goals foreseen.

The same idea has been addressed in the famous report known as Warnock (1978:153) as in the following.

Parents and, as far as possible, the children and young people with special educational needs themselves have the right to share in the decisions about how their needs are met (Potts, as cited in Potts, Armstrong & Masterton, 1995:153)

The report signifies that as regards the issue of meeting the needs of children demanding special education the prime participants are the family themselves including the pupils who demand educational service. Hegarty (1993 :152) has a high regard for equal partnership of parents with schools in the process of special needs education. The education of special needs children is nothing but a shared responsibility or task laid up on the shoulder of both parents and teachers/ schools. According to the author, of course, there had been notable changes or development in terms of schools' tendency to recognize parents' right to obtain information from them in line with the Act of 1986 and parents' Charter established.

However, other researches depicted that parents were unable to have access to most records, but scanty information pertinent to their children's program. Even this set of information is characterized by number of inadequacies. To mention, but a few- according to Ferrell (as cited in School, 1986:1) they were often incomplete and frequently appear after a program has been started and ran or effected indifferently to parental informed consent. For example, to conference about evaluation of the child's progress invitation to parents is often times by- passed, or too late, if at all.

Invariably, the responses of parents in a survey witnessed that there had been an insignificant contact between parents and teachers. If at all teachers set a point of contact often times that will be with little or no prehand information about it which is a function of underestimation for parents role in view of teachers (Orellove & Sobsey, 1987).

In conformation with this view Feeney, Christensen and Moravcik (1987) emphasize the significance of parental consent prior to decision-making of schools as regards any sort of treatment arranged for the child besides the classroom routines.

It is highly significant that any decisions at school level consider parents knowledge about the decision to enhance program effectiveness. In this connection, the White Paper stressed the importance of parents' receiving the details of inspector's findings about their children with disability, including those with hard of hearing or deaf. The report attaches parental access to such a document and related records with state of power exercise as parents in school program of special needs children. Parents have the right to request for and obtain all relevant information from the school straight forward. (Lello, 1993).

The major issues are that access to records, as far as the educational process of handicapped children is concerned, is parental right; they should be requested for consent before any decision is made for an action. The underling issue is that the school running the program of special needs education can get no where without the involvement of parents. Parents have the right to the extent of urging teachers to recognize their right as parents as well as requesting for the establishment of laws that can meet the needs of their handicapped children (Harrington, as cited in Ceciler & Lester 1987).

Moreover, according to the author, parents have the right to educate their children to the maximum extent possible. Besides, they can claim for independent evaluation wherever any inadequacy is felt to exist.

2.8.1 Summary

The review of the literature was not an end in itself . It served different purposes. It allowed for the exploration of the general trend in the field of special education of children with disability and for the introduction to researches on schooling of the hearing impaired to widen the horizon of insight in the present study. The review also served as source of tools for data gathering.

In this section it is attempted to summarize the salient points of reports or discussions that the various researchers and reviewers, as regards parental empowerment and involvement, and school-parent relationship, presented especially in relation to the education of the hearing impaired.

(The review showed) some parents are reserved from involving in schools for various reasons. There is the tendency to trust teachers for all issues of their children's schooling. Lack of time is also complained. Parents' own level of education, too, counted as affecting the degree of their involvement. The part teachers play in trusting the role parents can have is very important. In some instances parents underscore the value of their taking part in the process of the education of their children. Actually parents' involvement is not understood as substituting the professional roles of teachers at any rate.

The general trend is that school's success relies, for its major magnitude on the strength of partnership it keeps with parents and on the attempts made to empower them to ensure sufficient commitment. In so doing schools/teachers have immense responsibility to prevent/avoid all likely constraints, which stream both on the part of the family and themselves, that prevents parents away from interacting with the staff. In addition, in the process of partnership each party ought to be genuine, punctual, respectful and understanding to each other. Because, education especially that of the children with disability including the education of the HI is the function of collaborative and like-minded stakeholders. The review revealed rationales for the increasing belief about the necessity of involving parents in schooling of children particularly those with auditory handicap. Parents are understood as prime teachers of their children by virtue of the fact that they are with whom the children stay the longest hours. The home is the immediate reference to rich experiences, skills, norms, and attitudes of the society at larger which are carried over to school via the children. It is mandatory, as a result, for teachers to approach parents if they are to provide successful instruction. Out of parental involvement in school all parents, school/teachers, children benefit. Such two-way communication is a cause for good parenting style and appropriate instruction to teachers respectively. Parent-school relationship in the education of the hearing impaired allows for better management of behavior problems associated with the disability. Special benefits out of firm partnership with parents is accomplishing their professional duties like dealing with CWDs on the part of teachers. Parent-school relationship can be established in various ways. Among the various mechanisms discussed is parents' classroom visit. The proponents of the model showed its advantage as channel for parents to share their experience with

the teacher while it helps them, in turn, witness the real social and academic status of their child among his/her peers as well. The reciprocal dimension of this is teachers' home visit. It allows the teacher to know the real child for designing his/her classroom conditions as realistically as possible. Special occasions like parents' evenings and certain recreational arrangements provide opportunities which promote informal talks between parents and teachers on equal basis about the interests and talents of the child. To effect these mechanisms of contact requires the teachers' dedication to devise individualized teaching and possibility. Teachers' impartial and unconditional love for their students is the basis to work with parents. For parents, involvement they should be empowered. Simply it can mean obtaining training on the realities of 'deaf' and 'deafness', skill of sign language and aspects of communication between the child and the family, and family leadership in general. Parent training is especially vital for hearing parents as contrast to its necessity for their non-hearing counterparts. There, however, exists mismatch between the general assumptions or theoretical grounds and practices in instances. Parents claim the right to involvement in various issues of schools' program, the program of their hearing impaired children, in this context.

The school should obtain the consent of parents or ascertain their informed decision whenever (taking any measure) assessing the child to describe/label for eligibility to special assistance or otherwise. Parents are entitled to reviewing the academic record of their children and comment it. They can ask for the reports kept on his/her progress or his/her social and academic stand relative to his/her fellow peers.

The issue of teachers, own professional adequacy in the field is, in fact, not over emphasized if they are to help parents interact which school as desired.

CHAPTER THREE

3. METHODOLOGY

3.1 Characteristics of Data sources /Informants

This section presents the profile of the respondents/informants as in below. Teacher participants as data sources include 3 females and 12 males. Teachers with the age of 24-30 years cover 93% of the total participants; 40% of the informants were between 31 and 40 years of age. Seven are married and eight unmarried. Five of the single ones are those of Harar Special School for the Deaf; two of them belong to Mazoria School for the Deaf. One of the single ones is from Senteria School for the Deaf. Their academic status ranged from grade 9 to 12th +1 and 12 + T.T.I. Eight of them have completed grade 12. Five have T.T.I. training one of which has had additional short-term training in special needs education. One teacher with grade 9 level of education is a hearing impaired himself. Their service years in the profession vary from five to twenty-seven. Each works as "all-rounded" teacher. Meaning every one is supposed to take which ever subject irrespective of choice as the condition of human resource demands. The average weekly workload by period is twenty-five for a teacher.

The principals are all males with slight variation in their education. Two of them have been through first-round training toward a qualification for a T.T.I. certificate. The third one has already qualified as a teacher of first cycle or lower primary school.

Each school varies from the other in its organization composition of grade level and student population. Senteria School for the Deaf runs First cycle or primary school (Grades 1-4) with student's population of 18. It has 4 teachers, and a principal.

Similarly, the grade level organization of Mazoria School for the Deaf being is 1-4, a strange thing about it is that the middle grade levels are astonishingly missing. There are not grades two and three as such. In this school the number of teachers are five. Harar School for the Deaf runs educational program of both first and second cycle. It entertains 19 first cycle and 7 second cycle students with 6 teachers currently.

The number of parents interview (both real parents and foster parents) is in gross 32 the composition of which is 25 (15 mothers and 10 fathers) and 7 foster parents (3 foster fathers, 4 foster mothers). The literacy status of parents/ foster parents ranges from no education, the vast majority, to secondary education with the proportion of the former covering 93%. Out of the remaining literate section of parent informants, five are mothers who attended up to grade six. Similarly, two foster parents (both males) have had primary education. Still one foster father completed junior secondary school.

Eighty-nine per cent of parent informants in Senteria and Mazoria Schools for the Deaf can hardly communicate in Amharic; they speak Sidamigna and Hadiyigna as mother tongue respectively, while those in Harar can express themselves in the Amharic language with linguistic background being Afan Oromiffa and Harari. The dominant livelihood of participants is small-scale farming and petty trade. The vast majority of mothers earn living as house wives. Sixty-three per cent of the parents are those whose children have been attending in the respective schools from two to eight years or five years on average. The parent with family size 5-12 constitutes 78% of the total informants of the group. Partially, among mother participants six are those who lost their husbands in death rearing their HIC alone

3.2 Instruments

Different sets of Semi-structured and instructed interview guides of 60 items were conducted with parents and principals (about 30 items to each group) respectively. Besides, a focus-group discussion (FGD) consisting of 15 items / basic issues was held with 5 teachers, on average in each school. Moreover, a checklist was administered to the same teachers.

There are two reasons for the use of interview guide with parents. They are almost all unable to read and write. The other reason is it was believed to illicit or generate more information in desirable depth. The rationale for using it with principal is, besides being manageable for handling, it also allows for drawing data more exhaustively than perhaps any other techniques, can do.

As to the use of two techniques to obtain data from the some teachers, a couple of reasons can be mentioned. The teachers can be viewed in terms their dual roles in the schools. In addition to working as any subject teacher, each of them assumes the responsibility of a homeroom teacher.

The instruments underwent the judgment of experts for adequacy. Thus, as a result of their being original, not adapted, they had been all commented on and enriched by experiences of five professionals (two with linguistic background, and three are fellow special education professionals) before they were used in field. Of course, amendments were made both during pre-and post-pilot study (in Mekanisa School for the Deaf). Moreover, the internal consistency of the checklist was secured to be 0.98 with the use of KR. 20.

3.3 Selection of Sites and Informants

The selection of data sites was purposive. That is, out of the few (seven schools for the HI) across the country those which met the criteria determined were chosen. The criteria were being special day school and having the same or similar funding source. In general securing uniformity among the schools, at least in part, was the basis of selection as in the aforementioned.

Thus, four of them met the requirement. They are Mekanisa SD, Senteria SD, Mazonia SD, and Harar Special SD. Mekanisa SD, served as a pilot study site and the rest (three) were selected to be sources of data for the main study.

These schools, including the Mekanisa SD share the two factors in common. They are all special day schools and are all financed by foreign-based religious missionaries. Except Harar special SD, which is funded by African Outreach Ethiopia, the rest obtain their financing and leadership from Church of Christ Mission, American Mission.

3.4 Procedure of Informant Involvement

Out of 18, 26 and 31 parents (considering either parents of each child/ not both parents/ a father or a mother or a foster father or a foster mother from a family) 8,11, and 13 were selected from Senteria, Mazonia and Harar SSD respectively. In other words, 32 informants were included as data sources out of 75 parents whose children are attending in the school under study. The individual school's parent size was based on the decision to involve 43% of the population. Access to the list of these

informants became possible in terms of the students registers/form or enrollment. The selection of the particular parent participants took place through the use of simple random sampling technique.

As regards teachers, totally 15 (3 females and 12 males) participated in providing data. Four of them belong to Senteria School for the Deaf (SSD). Those of Maozria School for the Deaf (MSD) are five. In Harar Special School for the Deaf (HSSD) there are six teachers (3 females and 3 males). As the size of this group of data sources is small enough all were included for the purpose.

Pertinent to participants of focus-group discussion, still owing to the size of teachers all available in each school took part in it. In other words, those respondents to whom a checklist was administered provided data though focus-group discussion.

With regard to the involvement of principals, in the three schools, as there is one in each the three of them served as informants.

3.5 Data Collection Procedure

A consent was established with all participants at each site. An assistant in each site was oriented about the study and the data collection procedure with the major task being translating the interview guide prepared in Amharic in to vernacular (Sidamigna and Hadiygna) for data from parents. The translators are native speakers in their respective localities. They have good command of Amharic as well. In Harar SSD translation was not necessary. Parent informants can communicate in Amharic. This interview was conducted involving three parties, the investigator, an assistants and

informants where each took turn to respond. As each item of questions in the interview guide was posed by the investigator in Amharic, translation followed all the information being tape-recorded parallel.

For the interview with principals no translation was necessary. It was run in Amharic. The researcher conducted it in person. These data were also tape-recorded to permit the ease of processing later. The focus-group discussion was held with (homeroom) teachers chaired by the researcher in which the participants took great interest to forward their opinions and views.

The discussion seemed to have revealed realities surrounding the issue under investigation in their respective schools for HIC. The checklist was self-administered (administered in person). Full return was secured with all item completed, consequently.

3.6 Method of Data Analysis

Opinions, and views/ positions of respondents were first coded, categorized and organized logically. Following, the data obtained through various means and from different sources were carefully analyzed descriptively in the main. In other words the analysis involved essentially qualitative method except for the smaller portion of the data that partly was summarized in simple figures and percentages.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

The results obtained and analyzed followed by the discussion are in response to these basic questions.

4.1 Results

4.1.1 Interview With Principals

This section presents the result of interview conducted with school principals. The first three key questions are the necessity of involving parents in school, the role of school administration for raising parents' participation, and how a parents are given the opportunity of being involved in decision making as regards different affairs of their children's education.

Two of the principals agreed that it is good enough that parents are involved in the school's program. They say for example, that the participation of parents is very important for raising the rate of enrollment which is at risk presently. The response indicated teachers had to trouble going in to each locality to persuade parents to enroll their children in school. If, however, parents take part in school activities on regular basis this problem and the like can be alleviated, according to the interviewee. The third principal nevertheless, argued that, he does not see the significance of parents' involvement as far as the missionary organization, Church of Christ Mission, readily provides all the school needs. In his view, parents involvement in school is necessary only in conditions where the public have to render the necessary materials and financial assistance / or have to support for the organization of the physical facility.

As to how far parents/ take part in meetings and decision-making activities none of the principals indicated this to be the case. In general, inspite of accepting the basic idea of parental involvement in any of the schools thee is no practice/no effort has been made to materialize it.

The other set of questions investigated as to how mutually parents and teachers work together, how far parents visit classroom, and the status of teachers' home visit

With regard to parent teacher-partnership in the educational process of hearing-impaired children only one principal reported the existence of a slight positive experience. The rest said that it is in rare circumstances, if any, that parents talk to teachers no matter what problems occur to their children or encounter in their education; it was learnt also parents meet school whenever they need to inform that a child is absent from school on specific reasons.

Two of the informants (principals) replied that parents' classroom visit has never been exercised in their respective schools while, of course, they asserted it is quite beneficial to the success of the learning process. The third, informants, however, reported this to have been taking place in his school.

Those who found the parents' classroom visit to be strange phenomena also witnessed no effort of the school administration toward it.

The experience in all sample schools as regards the situation of teachers' home visit is homogeneously negative. Its non-existence was ascribed to a list of factors some of which are distance from home to school, work intensity on the part of teachers,

shortage of transportation means, on the part of parents and principals own lack of experience in this respect.

Other pieces of information pertinent to parents' involvement by way of commenting on or questioning about any aspects of their children's schooling and whether they have access to the records of their respective children were also collected.

Two of the principals (in Mazoria and Harar SSD) stated that those parents who happen to talk to staff, though in rare cases, raise questions like where they can send their HIC after completing his/ her studies in the school, why the school can't run its programs on boarding basis, etc.

The response from principal (Senteria School for the Deaf,) is entirely different. His view is that satisfied with the monthly financial support, parents don't raise any question about the process of the education.

What participants principals unanimously agree with is that there is no the experience of requesting for the child's personal record or file on the part of parents; utmost the popular means to contact is during opening and closing. If there is any formal organ through which school and parents join each other and the status of parents awareness of the regulation of the school was another question. It was reported that there is parents committee in Harar School for the Deaf, which functionally seems to be of little use. It was explained introducing any further element to the administrative structure once established is hardly possible, if not forbidden in the rest of the

schools Church of Christ Mission is in charge of. The whole thing is that there is little school – coordinated means of relationship among parents.

The principal interviewee, in Senteria School for the Deaf defined parents' right being just as entitled to enroll a child in school and understood their obligations as are acts of monitoring proper utilization of the money provided monthly, and sending the child to school regularly. Parents are warned, according to the interviewee, to repay the money rendered, 35 Eth. Birr, which is meant for supporting their education, if the child drops out or is absent from class for longer days. As part and parcel of their duties they should report to the school on absenteeism as soon as possible. The response from the parent participant in Harar school for the Deaf partly complements the one in the aforementioned parents obligations as being just sending their children early to school.

The interview included a question on status of teachers' sign language skills and the degree of their attempts to train parents to use it. The responses obtained indicated that all but one teacher among those in Senteria SD, properly use sign language both as a medium of communication and instruction.

However, pertinent to providing training to parents, no effort has been made as a result of which there seems to exist communication crisis between each member of a household and the respective HIC according to the interview. These principal informants explained children with hearing impairment undergo experiencing a conflict of using two kinds of sign languages the formal (school's) and home-bound sign languages. It is difficult for them to communicate messages to parents with the

formal sign language they studied in school. They shift to that of family- bound " sign communication" abandoning the school's when they go home. The informants say they sense how big the magnitude of the problem is. Unfortunately, no attempt has been made to meet parents and alleviate the problem. One of the major difficulties is absence of parents cooperation to take their time for the training, according to an informant.. As regards the availability of parents even if invited; Senteria and Matoria School for the Deaf have no much dissatisfaction with the responses of parents, provided they are called upon to participate in occasions arranged. The principal in Harar School for the Deaf complains about it.

HIGHLIGHTS of Interview Conducted with Principals

General Area	Specific Issues	Most Frequent Responses
Knowledge/skill in special needs education on the part of teachers	Knowledge of hearing impairment, sign language	Have little know of HIC; have skill in sign language
Opinion on significance of home-school relationship	The benefit communicating with each other (school and parents)	<ul style="list-style-type: none"> - There is no need - It's beneficial - Both parents and staff can make use of it
Question on practical condition of home – school contact	If there is any role admins. played with this respect	<ul style="list-style-type: none"> - We sometimes do - It is not customary, for sure
Regarding channels working, as go-between, parents and school	<ul style="list-style-type: none"> - Parent –school association - Parent committee, forums etc 	<ul style="list-style-type: none"> - The organization does not permit - There is no one - There is (the case of HSSD) a committee - We conduct meetings (sametiones)
Rights and obligations of a parent of HIC in school	<ul style="list-style-type: none"> - What parent is expected to do; to what extent he/she cant take part in school 	<ul style="list-style-type: none"> - They do know it; they send the child to school
Status of parent-teacher communication	<ul style="list-style-type: none"> - how often they meet, when and where, what the cannels are 	<ul style="list-style-type: none"> - When they enroll their children - When parents are called upon - There is no parent classroom visit

The role the school administration played in this respect (above question)	- if teachers are encouraged to visit the family, parent classroom visit is facilitated, etc	<ul style="list-style-type: none"> - None of these was/is done in here - We have no experience - We exercise it
The condition of parents' response to school invitation	<ul style="list-style-type: none"> - Availability - Punctuality - Interest 	<ul style="list-style-type: none"> - Somehow available - A little less punctual - Do not seem to have sufficient interest,
Trend of reacting to what is being done/going on is school on the part of parents	Courage to comment, suggest, ask , etc	<ul style="list-style-type: none"> - Very little, if any - Uncustomary - Satisfied
The medium of communication is school	<ul style="list-style-type: none"> - If every teacher is able to use sign language 	<ul style="list-style-type: none"> - Almost all teachers are able to use sign language
As regards if there is training/education for parents	<ul style="list-style-type: none"> - In sign language - On parenting HIC - Concept of HI 	<ul style="list-style-type: none"> - Little is attempted - There is lack of experience
Issue of involving parents in school	<ul style="list-style-type: none"> - If they are invited to meetings, conference - If encouraged to give suggestions, comments 	<ul style="list-style-type: none"> - We do invite - Done infrequently - Done rarely (never at all)

Regarding parents' access to their children's school records	<ul style="list-style-type: none"> - Review of academic records, assessment results, minutes etc 	<ul style="list-style-type: none"> - Totally not familiar
Suggestion on what should be done as to empowering parents for involvement	<ul style="list-style-type: none"> - Solutions to the problems felt or identified 	<ul style="list-style-type: none"> - The school should make more effort - Teachers should obtain professional training better - The government should take interest - Train parent

4.1.2 Interview With Parents/ foster parents

This part of the study presents data obtained from parents/ foster parents/ .

“Do you know how many subjects your child studies at school?” was one of the questions included in the interview. The majority of informants in each site reacted they really do not know. To those who say that they know the number and kind of subjects their children study, a follow- up question as to what subjects their children like and dislike most/ have difficulty with was posed. Accordingly, Sign Language, Maths and English have been frequently mentioned as least favorite of their children. The informants stated that they did nothing to help their children overcome the difficulty in question. When asked as to what measure they took to alleviate it. It was also raised if they talked to the respective teachers bout it. The responses forwarded were principally alike. It was only on casual occasions that they attempted to discuss the problems.

As regards the rate of academic success of their children in terms of promotion from for grade to grade the interview disclosed that 53% of the respondents witness that at least a child was detained once in a grade. Possibly this can explain / justify an aspect of parents status of involvement in the education of their children. In fact, the reasons include, distance factors, lack of family stimulation, the children's own laziness, the difficulty level of the content or the curriculum, the impact of the hearing limitation, itself and parents economic status.

As regards if any corrective measure the parents have taken, too few of the problems were reported to have been within their control. Pertaining measures to problems that occur owing to the students' own inattentiveness or failure to attend class one

parent reported of telling his child to write dates on each pages of his note book which contains each school day of exercises so that it will be easy for him(father)for monitoring class attendance every evening. The majority of informants whose children repeated same grade did nether talked to teachers nor attempted themselves to minimize the chance of failure in an exam or risk of detention. They never raised issues of failure in a grade/ subject or promotion to the next grade. Most parents of children with inadequate academic standing cannot locate typical reasons causing failure. Parents of first graders whose children repeated same grade level relate the failure of their children to the strangeness of the school as new environment.

As a measure for parents involvement in the education of their children one of the questions included in the interview was an inquiry if the participant's know the name of the school. The responses obtained indicted almost half the No. of the informant don't know it at all being from distance of 4.7 km, away from their places on average.

With regard to the means/ floors parents use to meet school or teachers, answers of four major categories have been identified. The most dominant response category consists of "biannual occasions" i.e. the times of school opening /enrollment and closing as poplar means of contact. A considerable proportion of responses in another category revealed that the common opportunity for parents to join school to be when accompanying the child, especially if very young, to school gate as well as when fetching him/her home back from school for safety purpose in case of any possible traffic accidents (car, cart etc.) and human abuse. A good number of

interviewees responded that parents go to school just due to calls from school /due to the unusual phenomena that related to their children.

Besides, parents meet school i.e. teachers or principals wherever he/ she has to inform the child would be absent from school owing to various reasons (illness household problem etc.).

To a question about parents' knowledge of the rules and regularity of the school few of respondents said they have little information. The majority stated they know the rules and the regulation of the schools. However, the sets of these rules and regulations, according to the informants, included simple routines of schools. They say school demands students to arrive early, welcome them, teach and send back home in time.

A related question was what their rights and obligations of parents are; the answers included just little more than what any parents whose children have not joined school could tell. (offer food and clothing, send to school, and fetch him /her home in time).

With regard to their opinions about the advantage of the relationship between school and parents, the aggregation of responses is affirmative. The dominant category of reactions indicated that parents to some degree sensed the importance of school-parent relationship as a floor for settling issues or problems that evolve in the day-to-day the child's school life, especially as regards monitoring and controlling misbehavior jointly with school. In general, the trend of working with school has been supported by over whelming number of participants in spite of serious limitation in

aspects of the practice. On the other hand, a few said that they had no opinion over issues of school-parent partnership. They stated they can't just decide on its significance to the improvement of the program.

Responses to "how often each parent met any staff since his/ her child began studying at the school other than the time of enrollment" ranged from "once" to "four times" Informants with the former reaction outnumber their counterparts or the response category in the latter. Inclusive answers were "only to day"; "this is my first time "," I came on the occasion of committee election," ,the case of those in Harar School for the Deaf. Others said they joined the director when they sought permission for their children where conditions demanded the child's absence from school.

It was inquired as to what part the school's administrative body played to coordinate parents and teachers efforts. Dominantly the answers were " I don't knows". A good proportion of respondents underscore the effort of the principals as regard facilitating parent-teacher communication. Comparatively, a significant number of interviewees were reserved from commenting on this issue as a result of their own non- involvement in the process of the school program.

"How the school administration involves parents in the procedure of settling/dealing with decisive issues of the educational program" was one of the questions posed to the informants. To such a question inquiring of the extent of principals' effort to encourage the participation of parents in settling various matters of their children's education, few responded affirmatively despite the difference in how each put his/ her

statement. It has clearly been commented that the school's administrative body never involved parents in any decision-making in the program.

The interview investigated in a way how far parents know the teacher of their child". The question focused on whether they know the home-room teacher (HRT). Nevertheless, only a few of the informants responded they knew their respective children's homeroom teachers. Most parents from all sites reacted they know the director more than the teachers. However, as regards "how they came to know the directors themselves" their answers were eventually nothing more than " Because he is a director", "since my child is student here" ,"We belong to the same village etc. None of the answers can precisely prove parents' acquaintance to have emerged out of his/ her actual involvement in the education of the child as a parent.

One of the components of the interview was regarding the status of parents visit to classroom i.e. how often, if ever, parent/ guardian has had a visit to classroom while lessons are underway to enjoy their children's actual interaction with peers. The responses split in to two categories including a one-member/informant category who responded positively. All the rest seemed to be astonished at the presentation of the question to them seeing it as having no relevance to their order as parents of hearing impaired children in the business of schools.

To the question posed to elicit response as to the means of communication between their child and the other members of the household all, but two, parents said they use "sign language". It is a homebound "sign language". Included are gestures, objects, demonstrations or dramatization; bodily movements are other techniques

devised to facilitate communication. What is implied is that children experience two kinds of sign languages, the formal school level sign language and the informal one earlier mentioned. Exceptional are two. They use oral communication. They are partial hearing and post-lingual hearing impaired.

To the inquiry surrounding the extent of teachers effort to train parents to use the formal sign language to enhance communication between family and the children no interviewee could witness any existence of such attempts.

'Is there any kind of parent representative body?' was another approach to investigate how far parents work with school. Accordingly, the Harar school for the Deaf has got two- year old parent-committee the role of which has, however, been difficult to tell for them since its establishment to mean that it is not functioning. In the rest of the schools it was reported that there had never been any sort of committee like that.

If teachers conduct home visit program was one of the questions. To this almost homogenous responses but all negative were given. There is an exceptional teacher who belongs to Matoria school for the deaf being deaf himself. "Lalishe" is his nick name. According to the staff he is a corner

stone practitioner in the field to mobilize the efforts of both staff and parents to maintain the sustainability of the program in spite of the enrollment increasingly going down.

Highlights of Interview Conducted With Parents

General Area	Specific Issues	Most Frequent Responses
Awareness of the child's type of school subjects	If it is possible for him/her to tell the specific subjects (e.g Amharic, English, Maths, etc) the child is studying	<ul style="list-style-type: none"> - Fore sure, I don't known - Really, I don't know them
Most difficult subjects to the child	As to which school subjects she/he has problem with most	<ul style="list-style-type: none"> - I don't know - English, maths, sign language
How a parent meets school teachers	The number of times the parent he met teachers/school since his/her child joined the school.	<ul style="list-style-type: none"> - Never other than to day; only today, - Once; I never came to school
Measures taken when the child fails to study a lesson item/ subject	If consulted teachers, talked to teachers, other parents, etc encouraged by yourself	<ul style="list-style-type: none"> - Talked to nobody - Told him/her to study hard - Just looked at the exercise book but said
The child's status of dilatational performance	The conditions of scores, ranks, promotion, detention, repetition of same grade etc.	<ul style="list-style-type: none"> - Never failed - Once-twice failed - Never failed
Communication medium with the child at home	Home- bound sign language "normal" language	<ul style="list-style-type: none"> - Objects/action (aid Ethiopia) family /language - Follow lip move

Relationship with school	Acquaintance with staff/principal, teachers	<ul style="list-style-type: none"> - Know only the principal - Know Ato (a name of teacher is men trained)
The role the school played to promote training	Attempts made to mobilize teachers to train parents in the concepts of “deaf “ “deafness”, use of sign language	<ul style="list-style-type: none"> - No effort was made - I don’t know - I never came my self
Distance form school	Residence; distance from school in hours/kilo meters etc	<ul style="list-style-type: none"> - 3 hours - 4 hours - 10 - 30m - 4 - 10 km
General opinion on parent-school relationship	<ul style="list-style-type: none"> - Advantage, benefit for beneficiaries - Disadvantage 	<ul style="list-style-type: none"> - Very useful; it is good for managing children’s behaviour.
Means of communication parents use to meet school	<ul style="list-style-type: none"> - The floors/ forums exercised - Opportunities, channels in use 	<ul style="list-style-type: none"> - No means - Only at enrollment/ School opening - On closing
As to how far the school involves parents in relevant activities	<ul style="list-style-type: none"> - Invitation to meetings for participation in any available formal talks etc 	<ul style="list-style-type: none"> - The school does nothing - I don’t know - Doesn’t involve parents

Parents follow-up of their children's education	- Visit to classroom; ask for records to comment, suggest about the performance.	- Never did - We never did so - I'm illiterate myself
Teachers' home visit experience	Reach the families, counsel, advice the siblings, extended family of the HIC	- Only Lalishe does (Maorial S.D) know - They never did that - It is strange
Parents' classroom visit	Watching their HIC participate, interact, assist the teacher providing experience	- We never did that - This is even my first day to come here - His/her father used to come to school
If there is any organ linking parents with school as parent representative	Presence or absence of association (parent-teacher ass.) parent committee, etc	- There is no one - They say there is parent committee (the case of larger S.S.D) - I don't know
Do to you know your child's most immediate person among staff	If he/she knows his/her child's homeroom teacher	- I know only the principal he is good person; I talked to him
Understand/realise the school's regulations	What are the regulations how far do you stick to it, things, you can/cannot do	- I know them - Send the child early - Give him food; clothing etc

4.1.3 Focus-Group Discussion With Home Room Teachers

As has been mentioned earlier a focus-group discussion was one of the sources of the data used for the investigation.

The major sets of issues upon which the discussion was framed included the status of teachers skill in the use of sign language and their attempts to train parents to visit home, teachers' conviction on the advantage of inviting parents to classroom, to visit and the mechanisms for communication between teachers and parents, and the tendency of parents to reach school/teacher to learn to know the real situation of their children in school.

The discussion disclosed that all, but one most junior teacher use sign language properly in all occasions with HIC. It was reported that teachers acquired the skills through workshops, seminars and on private basis, that is, through initiating peer-training opportunities. Moreover, it was learnt that three of the teachers those from HSSD have got short term training on special needs education. Unfortunately, it was learnt no attempt has been made to train parents to use sign language.

With regard to teachers' opinion on the advantage of inviting parents to classroom one participant, says that it is out of tradition and would be awkward even if attempted to practice it. This informant further argued it is rather disadvantageous, mainly, in that the entrance of a parent or any stranger for that matter distracts the attention of the pupils. This view faced strong counter argument from the rest of the participants. They believed that parents' classroom visit allows them to enjoy the actual performance of their respective children in the learning process. It was added

that such opportunity encourages parents to promote the rate of attendance and will minimize chances of attrition. Moreover, it enhances parents' involvement in the education of their child both at home and in school, according to the discussion. Besides, rather than calling upon parents suddenly on occasions or on disciplinary problems, academic crisis etc., the practice of involving parents under normal circumstances through mechanisms like the one in discussion can bear good results.

As regards inquiry about the mechanisms used for maintaining relationship between teachers and parents, it has been learnt that there is no formal or regular systems for communication between them. Distance factors, and transportation inadequacies stood major constraints or justifications besides slow responsiveness of parents even if attempts are made to establish certain means like meetings or conferences. The discussion also involved a question that investigated how far parents ask to know more about any aspect of their children's education, and whether they request for the academic records of their children to express their own opinion on decisions made.

According to the discussion, discouraged about the future of their HIC, most parents prefer silence to saying any thing about matter of their children schooling to the extent supposing the education demanded fee, no parents even would, perhaps, send their child to school. The discussion in fact disclosed , the fact that a few of parents who come closer often complain about where to educate their children followed by the completion of grade levels in the present school. They similarly claim the change of the program into boarding. Vocational training is one of the benefits they want to be offered to their children in the schools.

The discussion revealed that parents do not realize that they should request for the personal file /record to follow-up his/her child's educational progress . In summary, it was understood as being entirely unfamiliar practice.

A question was posed further with regard to the part the school administration played to orient parents on the school's regulation their obligations and rights for adequate participation or as to how far parents are stimulated to realize their rights and obligations through the administration was posed. The discussion witnessed that little was done both on the part of administration and teaching staff. If at all attempted, that would occur in less organized and less formal status. Often times, popularly, during enrollment parents avail themselves with their respective children and are given a form to fill in. This time they may be provided with explanations on completion of some of the items in the form which may "define" the degree of relationship (linkage) between a parent and school. Well, parents feel they are responsible for solely enrolling the child in school.

As regards teachers' tendency to visit the home setting or family, the responses obtained through the FGD was entirely non-affirmative. The reasons for failure included, lack of experience, distance factors or lack of transportation, lack of time, experience and incentive as well and unread ness on the part of parents to entertain such practice.

When it comes to parents' reaction to schools'/teachers' call the discussion showed on the whole there, is no much complaint about it. Even through there is low interest

considerable proportion of parents avail themselves, if at all there is a call on the part of the school/staff.

Pertinent to the system of the communication in schools between the Hi and hearing community members of school, it was discovered sign language is used both as instructional medium and means of communications, a formal sign language. Of course, as a medium of instruction there is a limitation that the curriculum allows for communication in a fixed number of words for each grade level to use sign language. However, the school sign language remains in school when the children go home and a lot of communication crisis occur among the family. The child tends to drop the school's and resorts to the home's 'sign language' in the mean time and begins to adjust to the formal one when he/she goes to school and it goes on. There is no attempt to train the whole family, or at least the parent.

Regarding the presence or absence of any channels of partnership between school and parents discovered was that there is no a way or forum formally established to link the two parties; only on occasions of accident, besides the biannual contacts, during enrollment/school opening and closing, except that the presence of a parent committee was cited (only in HSSD) which was meant for inspecting the efficiency of teachers for the sake of determining their salary increment. Moreover, as to whether parents realize schools regulation, their right and obligation, as parents in school, the FGD revealed the presence of little affirmative circumstances.

4.1.3.1 Cause for parental non involvement in view of teachers

Causes for little or no relationship between parents and school and absence of parents' involvement in school and possible solutions as suggested by informants.

Informants unanimously responded that the relationship between school and parents is inadequate. Six categories of reasons have been identified as to the problems.

Points in one of the categories relate the inadequacy to the condition of the school administration. Schools have been reported to have no experience of organizing meetings or similar occasions that involve parents to discuss issues of the education of the hearing impaired children. They stated there is no the trend of including such things (programs) in action plan /or annual plan. The result of this study in terms of the role of the authority play to maintain the involvement of parents in school is unlike the finding in Briggs' (1995).

A good proportion of informants were also of the position that parents are much less concerned for their hearing impaired child than for the hearing siblings. The major reason is that they lose or give up hope about the success of the child in life generally. The cultural stigma also played a considerable adverse role for absence of adequate parent-school relationship. They never value the effect of his/her child's study at school . This is, according to the data, related with their level of awareness about special needs education in general and the education of the deaf in particular as well as their literacy It is in such circumstances of family empowerment and early intervention practices are recommended (Mitter, 1993 NCC, 1981). Distance factors has also been cited as being one of the important barriers against reasonable partnership between the two parties.

Teacher's lack of readiness to welcome and entertain parents deliberately and on regular basis, perhaps as a reflection of their limitation of professional competence,

was one of the most dominant factors for the inadequacy of the relationship. The problem in here seems to be the effect of absence of adequate training for teachers in the field with out which it is hardly possible to meet the goal.(Tirussew 1998; Tibebe 1989.)

The fact that parents are so poor (live on too low-paying manual labour), subsistence agricultural activities and petty trade, counts among the reasons for parents' non-involvement. Moreover, lack of time significantly contributed to parents inability to support the education of their children. The fact that parents feel desperate about the child's future fate was also important reason for their little or non- involvement.

Solutions Proposed by the informants:

- ❖ Give parents awareness raising training frequently
- ❖ Bring, the school closer to the center of their places
- ❖ Disseminate / Broadcast issues of disability education generally and of hearing impaired children particular through mass media as widely a possible
- ❖ Provide vocational training to hearing impaired children through governmental and non-governmental organization.
- ❖ Provide economic assistance / support to parents of hearing impaired children so that they should be able to educate their children through governmental and non-governmental agencies.
- ❖ All stakeholders should take part in the process of educating the hearing impaired.

The informant further related how teachers value the role of parent school relationship, the situation of parents' response to school's invitation and the status of

partnership among parents of CWHI. The participants believe parent-school relationship guarantees shared responsibilities on various issues of the child's education and over all development. Some of the instances that demonstrate this position are the simplicity of monitoring children's disciplinary problems. It lessens the difficulty of controlling notorious or naughty children and can maximize the change of affirmative effects of advices given and decisions made. The discussion revealed parents respond fairly quickly to the invitation or calls from school. As regards interrelationship among parents of different families of HIC briefly, the informants stated that as far as the formal aspect of its concerned it is inexistent.

Some of the Most Important Contents of FGD

Issues Of Focal Points		Responses
General	Specific	
Parents follow-up of their children's school progress, contact with teachers/school	Asking for educational records, assessment, result, etc	<ul style="list-style-type: none"> - Done rarely - A few carry out - No parent does it - Contact rarely
Teachers view of the role of partnership with parents.	The role of involving parents in school (visit to classroom, attending meeting etc)	<ul style="list-style-type: none"> - Very useful - Beneficial for both the family and school
Communication systems working in school community.	Medium of communication with HIC and of classroom instruction	<ul style="list-style-type: none"> - Sign language both in side and outside classroom
Teachers' role to raise parents' follow-up, capacity of their children's education in school	Encouraging to talk to teachers, comment on educational proves, events, measures, visit classroom	<ul style="list-style-type: none"> - Parents are unlearnt, unfamiliar, hardly attempted; there is no the trend at all
Teachers' professional competency	<ul style="list-style-type: none"> - Knowledge of special needs education - Skill in sign language 	<ul style="list-style-type: none"> - Three teachers have short term training on S.P,N - Education except 1 all have S.L. skill
Mechanisms of communication between parents and teachers/school	Parent-association; parent committee; parent-teacher assoc. Conferences, meetings etc	<ul style="list-style-type: none"> - During enrollment, and closing - There is none

		<ul style="list-style-type: none"> - Such experience is absent - Hardly attempted - There is no the trend at all
Rate of parents response to schools invitation	<ul style="list-style-type: none"> - Participation in meetings - Availing themselves, punctuality interest to involve in school activities. 	<ul style="list-style-type: none"> - Many avail themselves - In fact, less punctual; less interested
Circumstances of teacher's home visit	Visit to families of HIC; interest to learn the home; behaviour of the child	<ul style="list-style-type: none"> - There is lack of time - No incentive - Parents are not ready to entertain, distance factors, lack of transpiration - The trend is new.
Parents tendency to approach teachers for consultation	The courage and interest they have to come closer to teachers and ask for solutions when facing difficulties, share, experiences, comment, etc.	<ul style="list-style-type: none"> - A few exercise it - Rarely occurs; never a place, - Discouraged about the future of their HIC
Teachers' attempt to raise/empower parents	Provision of training in sign language, in basic concepts of "deaf", "deafness" etc	<ul style="list-style-type: none"> - Little was done - Lack experience
The role the administration is used to build parents' capacity for involvement	Facilitating training, initiating orientation, invitation of professionals	<ul style="list-style-type: none"> - Nothing was done - Totally uncustomary

4.1.4 Results on the Checklists

This part of the result has been presented in two sections. The first one investigates the status of teachers' effort to promote the education of the HIC in terms of involving parents in school.

Results are presented with the responses of respondents summarized in Tables with the use of numbers and percentages. Each table is followed by brief explanation on its contents.

The second section examines the level of parents interaction with schools as viewed from teachers' perspectives in relation to the education of the HIC. The tables in this section also are explained.

Section 1

Table I: The condition of teachers' home visit

Home visit. How teachers value the role of parents of HIC in school

No	Items	<u>Options</u>				Total	
		Yes		No			
		No	%	No	%	No	%
1	Visit the home/ the families of HIC	1	6.7	14	93.3	15	100
2	Need parents participation for the success of my work	14	93.3	1	6.7	15	100

Item No 1, in Table I, examines teachers' tendency to use home visit as a means of communicating parents to empower them for adequate parenting and involvement in schools of their HIC. Accordingly, 93.3 per cent of the respondents indicated they do not conduct home visit. To tem No 2 which inquires teachers' response regarding the

role of parents' involvement for the success of their children's schooling 93.3 per cent of the respondents indicated that they value parents' participation in schools of their CWHI.

Table II,

1. Teachers inclination to present information on children's progress to parents
2. Teachers' attempt to acquaint parents with school's regulations to raise their participation rate

Ser.No	Items	Options					
		Yes		No		Total	
		No	%	No	%	No	%
1	Make educational records of children available to parents on request	13	86.7	2	13.3	15	100
2	Acquaint parents with schools regulations	8	53.3	7	46.7	15	100

Item No 1 of table II serves two inseparable purposes. On the one hand, it elicits response on relationship between teachers and parents while it assess the status of the latter to involve in the education of their HIC in school, on the other hand. Whatever the case, 86.7% of the respondents showed they present educational records of their children to parents when it is so requested.

Table III.

- Teachers' effort to orient and train parents on parenting skills

Ser.No	Items	<u>Options</u>				Total	
		Yes		No			
		No	%	No	%	No	%
1	Orient parents on parenting their HIC	12	80	3	20	15	100

Clearly, the table shows that teachers make effort to raise parents' capacity to handle their HIC as indicated by 80 per cent of the respondents, with 20 per cent of them responding 'no':

Table IV: Encourage parents for classroom visit

The effort made by teachers to orient parents to exercise their right and obligation

Ser.No	Items	<u>Options</u>				Total	
		Yes		No			
		No	%	No	%	No	%
1	Orient parents to maintain their right and accomplish their obligation	5	33.3	10	66.7	15	100
2	Encourage parents to visit classroom	4	26.7	11	73.3	15	100

Item No 1 of Table IV is based on the basic question of the survey that inquires if teachers orient parents of CWHI to exercise their right and accomplish the obligation they should do in the educational intervention process in the school.

It is thus, indicated that one-third of the informants (33.3 percent of the whole respondents) indicated they orient parents pertinent to the rights they can claim and the obligation they should fulfill during their children’s schooling. On the other hand, the majority (66.7 percent) of the respondents answered the question "no".

With regard to the item examining if teachers encourage parents to visit classroom, to the last item in the table,"Yes" responses are below one-third; meaning it is only 4 participants (26.7 percent) who reacted to it positively. In contrast, 11 respondent or (13.3 percent) provided "No" answers to the item indicating the existence of little or no attempt to encourage parental classroom visit.

Table V: The status of teachers’ sign language skill

Whether or not teachers train parents to use sign language

Ser.No	Items	Options					
		Yes		No		Total	
		No	%	No	%	No	%
1	Have training on sign language	13	86.7	2	13.3	15	100
2	Train parents in sign language	-	-	15	100	15	100

It is clear from Table V that the greatest proportion of the respondents (86.7 percent) had training on sign language according to reactions to item No1. whereas two (13.3 percent) of the informants indicated they do not have the skill in question as evidenced in item No 2 of the table.

Section 2 – Status of parents participation in schools of their HIC from teachers perspectives

Table I:

Parents inclination to see/ talk to teachers for assistance in time of problems with their HIC

Follow-up of the child education in school .

Ser.No	Items	<u>Options</u>					
		Yes		No		Total	
		No	%	No	%	No	%
1	Talk to me when having problems related to the child is academic and social behavior	6	40	9	60	15	100
2	Follow-up the child's academic progress (ask, comment, complain etc)	7	46.7	8	53.3	15	100

This table, in item No 1 depicts, in view of significant percentage of informants (40 per cent), parents get closer to teachers and talk to them about problems they under go experiencing in terms of both the child's social and academic behaviour. But relative to this, the larger proportion of the respondents, sixty per cent, do not declare the existence of the phenomenon in discussion. Similarly, whether or not parents are used to inquire the situation of their HIC academic status in school in item No 2 of the table, nearly the same proportion of response distribution is observed for both the negative and positive options (seven and eight respectively)

Table II:

Parents readiness cooperative to provide teacher with useful information home behavior.

Parents' status of following the schools' regulations.

Ser.No	Items	Options					
		Yes		No		Total	
		No	%	No	%	No	%
1	Provide me with information on the child's home behavior as requested	14	83.3	1	0.7	15	100
2	Follow the school's regulations	5	33.3	10	66.7	15	100

With regard to parents' readiness/ cooperation to provide information useful to teachers on their children home behaviour, almost all participants (93.3percent) responded positively as depicted in item No 1 of Table II, in spite of one informant's reaction. When it comes to the question of parents status of follow up of the regulation of the school 33.3 per cent of teacher respondents indicated "Yes" while two-thirds (66.7 per cent of them) where as the negative option attracted 66.7 per cent of them.

Table III:

Parents' tendency to realize their rights and obligations in schools of their HIC
Parents' participation in formal or informal school's discussions, gathering, and conversation related to their child's education

Ser.No	Items	Options				Total	
		Yes		No		No	%
		No	%	No	%		
1	Realize their parental rights and obligations in school in relation to their HIC's education	5	33.3	10	66.7	15	100
2	Take part in formal or informal gather, discussion in school	8	53.3	7	46.7	15	100

In item No 1 of Table III, one-third of respondents indicate that parents observe/follow the school regulation. On the contrary the rest of them marked that the absence of such parents' behavior. Meaning 66.7 per cent of the participants checked "No" as regards parents' realization of what they can and should do as parents of CWHI in school. In the same table to the item No.2 investigates if parents of HIC get involved in discussions, gathering (formal or informal) nearly proportional responses were obtained for each contrasting response category, "Yes" or "No"

Table IV:

The tendency of parents visit to classroom.

The state of parent's response to school invitation/calls for participation in any relevant activities.

Ser. No	Items	Options					
		Yes		No		Total	
		No	%	No	%	No	%
1	Take initiative for visit to classroom	1	6.7	7	99.3	15	100
2	Responds to schools invitation/ calls	13	86.7	2	13.3	15	100

As to the meaning of Table IV about item No 1, 93.3 per cent of the respondents indicated that parents do not visit classroom. On the contrary, 6.7 per cent of the informant groups' responded positively (indicated) the existence of this practice. However, when it comes to parent reaction to the invitation of school 86.7 per cent of the respondents reacted positively with the rest of the participants (13.3 per cent) indicating absence of such behavior on the part of parents.

4.2 Discussion

This part of the thesis interweaves the salient issues revealed in individual result sections. It discusses the major findings in a general way and by citing examples from the specific sections of the result at times for facilitating recollection of source of particular data about issue in discussion.

The necessity of parents' participation in school program is not equally welcome by all principal participants/data sources. To begin with, one of the principals, reduces

parents' involvement to contributing materials and financial requirement when construction or maintenance of the physical facilities of school takes place. In his view, as these and related requirements and facilities are fulfilled by the organization in charge, Church of Christ Mission, parental involvement can mean nothing to the school. In fact, both parties, those who recognize the necessity of involving parents in the education of their HIC and the one who underestimates their role have one core point in common; that is, there is little or no practical circumstances in their respective schools. Briefly, principals do not seem to involve parents in whichever stage of the educational process. Briefly, the trend of working with parents is lacking. As a matter of fact, the situation in the sample schools mismatches with the general beliefs held about the role of parents in schools (Feeney, et al, 1987: 369; Fallen & Mc Govern, 1978:94).

The focus-group discussion (FGD) held with teachers revealed that every member recognizes the basic idea or the significance of parent-school/ teacher relationship for the success of the schooling of CWHI. In fact it, is only a few of them. Parents too, place a high value of the advantage of maintaining school-parent partnership of course they justify that it lessens the difficulties of settling day-to-day disciplinary issues or child misbehavior. Actually none of the views or opinions from all groups of the preceding data sources, principal interviewees, parent interview and FGD participants, represent any practical experience to any extent.

Unfortunately, the finding on whether there is any kind of parent-school/teacher conference or equivalent forum in the school, the vast majority of teacher informants witnessed non-existence of any thing like that at all. (Table XI).

As to parent informants, a few of them were in deed unable to decide regarding the significance of parent's involvement in school program. The effort of principals' to raise the involvement of parents is very poor either. The interview with parents indicated that the administration neglects parents' role in comments, suggestions, and questions related to the education of their HIC. It means, only the staff by themselves accomplish all the responsibilities such as those aforementioned.

However, in view of teacher's (responses to checklist) this same issue appears to have some-how different picture in that about half the number of the participants reacted positively of the status of parents' participation in school.

Basically, in fact, most of the teacher informants (93.3 per cent of them) checked that parents' involvement is needed for the accomplishment of their professional tasks as teachers. Because parents are good sources of information about the pupils with hearing impairment. (Section I Table I).

The finding on whether parents can tell the name of their children's school similarly revealed the inadequacy of the relationship between the two parties. It was only four parents among the cases who were able to tell the names of their respective children's school.

The question on parents' awareness of and respect for the regulation of their children's school was another point of measure of the relationship between the two parties and parents' involvement. It was learnt that most parents know the schools' regulations. But their whole 'knowledge' about it was reduced to listing a few of every

day routines of school, like well coming students at arrival and sending them back home after school.

Actually, the checklist also verified that just one-third of the respondents indicated that parents follow the schools' regulations. Similarly, whether or not parents realize/make use of their rights and accomplish their obligations in school of HIC unanimous (affirmative) responses were obtained from parent informants. Nevertheless, the items mentioned as explanation for the concept "rights" included only the provision of clothing and food to the child and sending him/her to school, the routines which are even much less than an average of desirable requirements of parental obligations.

Moreover, the finding obtained from teacher informants revealed negligible affirmative state of parents exercise of their rights and obligations. The result It has also been explained in interview with one of the principals, that parents' rights and obligations can mean nothing more than their entitlement to enroll children at school, monitoring and ensuring their attendance and proper use of the school materials and financial resources/ inputs provided by the school. In this respect, attempts made by teachers to raise parenting skill was witnessed, of course, by very great proportion of teacher respondents.(Section I Table III). However, the responses through FGD did not reveal the presence of as much effort as indicated through the checklist according to the majority of the respondents. Similarly, the amount of effort made by both the administration and teaching staff is minimal with regard to familiarizing parents with their rights and obligations. Actually, the finding through the checklist as regards the status of teachers' effort also showed similar situation. (Section I Table

IV). Here is revealed discrepancy between the recommendation made in some surveys and the finding this investigation came up with (Pancsofar, 1987; Schultz etal, 1991, and Imber and Geelm 1995)

With regard to the mechanisms used, for teacher-parent communication the focus-group discussion (FGD) revealed absence of any appropriate or regular channels. The finding disclosed lack of transportation and /or distance factor and parents' illiteracy and complaints about lack of time to be the most significant constraints. One thing, in fact, was evident. That is, among the three schools for the hearing impaired, one of them, i.e., Harar school for the Deaf, has got a two-year old parent committee which is actually nominal according to parent informants. The data obtained through FGD also revealed the same thing. The reasons for absence of such an organ in the rest of the schools is that the organization in charge, "Church of Christ Mission" never allows any new structure to extend to the original one in the school, according to the interview with the principal .

As to the question presented for opinion to (homeroom) teacher informants (FGD) on the importance of inviting parents to classroom, as a mechanism for maintaining relationship between teacher and parents, they were positive except that one of them hesitated to accept the basic philosophy . The argument of the opponents was that parents' classroom-visit can result in nothing but distraction or interference with the lessons. The opinion, in fact, encountered a strong/ firm opposition of the majority of the counterparts. In any case, as far as the practical situation is concerned there is no affirmative responses. The interview with parents, too, revealed almost entirely the same finding as that of the FGD above. It was only a parent who

claimed that he is used to visiting classroom. The finding, obtained through the checklist, similarly showed that no parent experiences classroom visit at all.

As regards the role teachers played to encourage parents for classroom visit negligible proportion of the participants (26.7 percent) showed the existence of any practical effort. (Section I Table IV) The general positions in many other studies contradicted with this result (Barr & Johns on 1997; Lawrence, 1988 and Hegarty et al, 1981).

Moreover, in view of two of the principals, there has never been conducted parents' classroom visit in the history of the schools' experience. In fact, the principals have positive view about its significance. The reason attached to the absence of such practice is lack of insight or experience and effort on the part of principals themselves. Responses from all informant groups with every instrument agree to this point.

The commonest opportunity in which parents join school is while taking their child to school and fetching him/her back home after school. Likewise, the finding from the same source showed, also, that parents join school whenever called upon by the latter. In this connection, the list checked by 86.7 percent of the teacher-respondents witness that parents respond to school's invitation for participation in meetings, conferences and other events related to the education of their HIC (Section II Table IV). Similarly, the interview with principals depicted that the majority do not hesitate to avail themselves whenever invited.

The other occasion in which parents communicate school/ teacher is when ever the former have to inform the latter that the child would be absent from class.

Still the other opportunity that parents employ to contact school/ teachers is on both opening and/ or closing ceremonies, an event which are biannual incidences.

To a question focusing on whether they/ parents know who the homeroom teacher of their respective children are, it was a few of the interviewees who responded affirmatively. Most informants indicated that they would know the principal rather than teachers. But even their explanations about their acquaintance with the principals are not indicative of the kind of relationship a parent can establish with such a staff. The data from all sources indicated also that there is no parent-teacher conference or similar means for the parties to meet each other.

To the question regarding the efforts made by the administration to bring parents and school/teachers together, the responses of parent interviews became, "I don't know", and or "no effort".

One of the possible aspects of parents' involvement in the education of their children can be expressed in the day-to-day follow-up made at each stage of the educational process. This can include involving in commenting on decisions or forwarding opinions suggestions about their children's education or school life etc. In this respect, it was learnt, only a few of parents, if any, do ask for clarification on matters that so demand.

The propositions of other researches (Potts, 1995; Webster and Webster, 1993 and Webster and Wood, 1989) regarding the participation of parents in the real schools' program seem to fail compared to the finding of the present study. Satisfied with assistances and provisions from the missionary organizations in charge of the schools for the students, parents hardly raise any questions. In fact, financial and material provisions cannot be considered as an end in itself. Actually the finding obtained through the checklist revealed that parents talk to teacher whenever they get difficulty with the educational matters of their HIC. However, its certainly became questionable in view of considerable proportions of the participants. In other words, a part of the finding indicated that parents take low interest to approach teachers and inquire why their children get difficulty with their academic subjects and how they can overcome it. Most parent informants reported that their children failed in their exams; still these parents are unable to know why they failed and what measure to take. It seems that conclusions reached by some educators/researchers as regards the necessity of training for parents especially, parents of the hearing impaired serves here (Heward & Orlansky, 1988; Westword, 1995 and Mac Donald, 1987). In fact, some of the cases are ascribed, to the academic inadequacies of their children, and to the challenges of distance traveled by the students. Others related it to individual differences or intellectual factors. The rest view it from the angles of family stimulation and impact of social environment. Still other parents try to associate failures of success with the level of difficulty of the curriculum/ the contents of the lessons offered in class. Exceptional responses were from those parents whose children are in grades 1-2 who tended to justify such failures as natural phenomena. Their logic/point was that a child adapts to school life in this manner during the first a few years of stay. Moreover, the result showed there is no experience, on the part

of parents, for reaching school to request for the child's academic records to assess or measure his/her every day progress so as to render any possible assistance in time , according to interview. The FGD similarly, showed that parents hardly carry out academic follow-up of their CWHI. Having agreed with this, most teachers say they accomplish this part of their professional duty by making the academic information they kept on their children's progress available to parents on request for it (Section I Table II).

Obviously, in order for parents to be involved in the process of educating their CWHI and for adequate parenting, they need to be trained to a reasonable degree. On the whole, the part played in the sample school is only in this respect seems to be also encouraging (Section I Table III). When it comes to teachers' attempt to train parents in sign languages, there prevails serious deficiency as witnessed by all data sources. Regarding teachers attempt of home visit the finding showed that just one teacher, a junior one and hearing impaired himself, conducts such inactivity. Others never experience going to the family of the HIC. Data from all informants maintains this conclusive statement.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

It was intended to investigate the status of parents' involvement in schools of their HIC and the need for empowering (enabling) them. On the basis of survey or research findings and similar investigations in various literature, both local and abroad.

Two basic and interrelated questions were raised for investigation: They are about parents' involvement in schools of their HIC and the art the administration and teachers play to raise parents' participation rate. To this end, study sites were purposively selected. They are Senteria School for the deaf, Mazoria School for the deaf and Harar Special School for the Deaf. Principals, parents and teachers of the respective schools took part as informants. Data were collected through interviews, FGD and checklist. Each piece of data collected from the individual sites and informant groups was appropriately organized and analyzed in line with every question raised for investigation.

Dominantly, the findings obtained depicted little affirmative status of parents' involvement in schools of their hearing impaired children. Similarly, it was learnt that there hardly exists adequate partnership between parents and school. Teachers and administration strive little to orient parents for involvement in school of their hearing impaired children in spite of the fact that they seem to be in favor of the general idea that parental involvement is beneficial. Different factors were raised as causes of inadequate relationship between school and parents or for absence of mutual

assistance between the two parties. The major ones include parents' educational background (almost all are unlearned), their living standard (most live on petty trade and/or small scale agriculture), distance from school, and teachers' own professional inadequacy. Participants suggested their opinion as to remedies.

On the whole, the investigation revealed the prevalence of a great gap between the actual situations in the schools and what is in principle expected to exist pertinent to the issue in question.

5.2 Conclusion

All data sources with the exception of insignificant number of informants value the involvement of parents in the educational process. Each party, teachers and administration, (except one principal) acknowledges the necessity of involving parents in the life of the education of the hearing impaired in school. Parents themselves sense the same thing. However, as it comes to the realities/practices the schools under study, there seems to exist little practical situation. Briefly, parents seem to be not involved in the process.

In spite of the one in the checklist, the general finding revealed non-or low parental involvement in school of their HIC. It should be noted, of course, there is a certain discrepancy in, a few cases, between responses from teacher informants obtained with the use of checklist and those from the same participants collected through FGD. To the judgment of the investigator the affirmative responses, through a few ones, that tend to mismatch with the less affirmative tone responses provided through FGD are refutable. The responses given during FGD seem to be more

acceptable. The role teachers/ School played to empower parents for involvement was found to be minimal.

Most parents do not know even the names of their children's schools and home - room teachers as an indication of their loose or no relation with the staff. Parents do not know seem to exercise their rights and obligation as parents. Probably the very concepts of parental right and obligation did not gain clear vision on the part of the staff, too. Some staff consider parents' right merely as being entitled to enroll their children in school.

Mechanisms for parent-teacher communication have been found to be a matter of casual and infrequent occasions just like sudden invitation of the school, attendance-related matters wherein parents avail themselves to inform that the child would be absent on certain reasons; taking the child to school for safety purpose and fetching him/her back home, and the bi-annual occasions- the opening and closing ceremonies.

The trend of parents to meet and talk to teachers about educational problems of their children is extremely limited or non-existent. They never ask for the academic status of their children; neither do they request for the review of child's assessment records.

There is no a structure or organ working on behalf of parents in each school. Parent teacher association is lacking. In fact, there prevails a parent committee only in the case of Harar School for the Deaf, which is two-year old, and does little.

The teachers' knowledge/ awareness of the family circumstance is limited that their chance help the children in their learning process is less likely because they do not exercise home visit program in general.

There exists parents' lack of concern owing to conditions of living, distances traveled, lack of and probably due to encouragement on the part of both teachers and administration Attempt, made to promote parental involvement on the part of both administration and teachers looks to be low.

Probably the cumulative effect of this inadequate parental involvement and less effort from school to empower parents has its own negative bearing on the program in general and grave influence on each child's academic performance in particular.

5.3 Recommendation

Short Term

1. Teachers should encourage parents as much as possible to feel free to work with them on issues / challenges of the education of their children
2. Parents should observe that their relationship with school and involvement can bring about real changes.
3. The administration of each of school should:
 - Promote sustainable relationship with professionals in the immediate organ of the Ministry of education, Woreda education office, for successful running of its respective programs.
 - 3.1 Devise possible means of communication with similar schools for exchange of experience as regards working with parents.
 - 3.2 Include the programs of involving parents in relevant activities in their

action plans.

4. The managing bodies of the school should observe the necessity of training the staff in special needs education so as to enable them value the relationship between the school and parents and realize their conviction in practice.

4.1 These organizations (organization in charge of the schools) should recognize the significance of parent-teacher association for the success of the mission they are advocating.

- 4.2 Orient parents that the hearing impaired deaf can show change of behavior when both work closely with each other.

Long term

1. The Ministry of Education should cooperate with the organizations in charge of the schools' management to up-date and/or up-grade the professional standard of the staff to help them cope with the challenges of the latest trends, i.e. demand for involving parents in the education of their hearing impaired children.
2. It is highly vital that the Government take better interest in matters of special needs education in general and in issues of the education for the hearing impaired in particular in all aspects, for instance, in personnel training and staffing qualified teachers in the field.

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Appendix –A

Description of Research Sites, Data Sources, and Instruments

Sites (Schools)	Year of Foundation	Data Sources											Prin- cipals	
		Student pop.			Parents		Teachers		Home teachers		Pop.	Sample		
		M	F	Total	Pop.	Sample	Pop.	Sample	No	%				
Maoria	1964	18	13	31	31	13	30	5	5	100	5	5	100	1
Senteria	1965	7	11	18	18	8	19	4	4	100	4	4	100	1
Harar	1980	12	14	26	26	11	26	6	6	100	6	6	100	1
Total		37	38	75	75	32	75	15	15	300	15	15	300	3

Data Sources and Instruments

Data Sources Instruments or Items	Instruments	Characteristics of
Parents/guardians	Interview	Original not adapted
Teachers	Checklist and questionnaire	“ “ “
Principals	Interviews	“ “ “
Home room teachers	Focused-group discussion	“ “ “
Documentary archives	Charts	From the schools

Appendix - B

Table showing Basic Profile Or Data Source Sites

Ser.No	Items	N a m e s o f S c h o o l s		
		Senteria School for the Deaf	Mazoria School for the Deaf	Harar School for the Deaf
1. Year established		1971	1971	1987
2. Organization in charge		Church of Christ	Church of Christ	African International out Reach Ethiopia
3. Location		SNNPs	SNNPs	Harari/Oromia
4. Number of students		18	31	26
5. Number of teachers		4	5	6
6. School Level		1 st Cycle (1-4)	1 st Cycle (1-4)	1 st & 2 nd cycle
7. Teachers Education		12---T.T.I	9-12	12-12+1
8. Teachers Service Years		5-27	3-15	4-14
9. Range of Teachers Age		29-58	24-36	28-34
10. Marital Status of Teachers		1 unmarried	3 unmarried	1 married
11. Mother tongue		1 Kambatigna	1Kambatigna	1 Oromiffa
12. Religion		Christians	Christians	Christians
13. Range of teachers work load in period		24-27	8-35	18-26

Appendix- C

A Table Showing the (calculation of) Internal Consistency of the Pilot Responses to the Checklist.

Teacher respondents	The items as represented by their respective serial numbers																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	X
A		1							1	1	1	1			1									1		1	1	1		10
B		1	1	1	1		1				1	1		1							1	1		1						11
C		1		1		1			1	1	1	1		1			1		1		1				1	1	1			14
D		1									1														1		1			4
E	1	1	1											1	1	1										1	1			9
F																										1	1			7
G	1	1		1					1					1																56
	2/7	6/7	2/7	3/7	1/7	1/7	1/7	0/7	3/7	2/7	4/7	3/7	0/7	4/7	2/7	1/7	1/7	0/7	1/7	0/7	2/7	1/7	0/7	2/7	2/7	4/7	5/7	1/7	2/7	

$\Sigma x = 56$
 $X = 8$

$$1. \quad S^2 = \frac{\Sigma (x - \bar{x})^2}{N-1}$$

$$= 19.3$$

$$2. \quad KR - 20 = \frac{N}{N-1} \cdot \frac{(1 - \Sigma PQ)}{S^2}$$

$$= \frac{29}{29-1} \cdot \frac{(1-4.372)}{19.3}$$

$$= \frac{29}{28} (1-0.052)$$

$$28 = 1.034 (0.948)$$

KR.20 = 0.98

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name : Merga Ligdi

Signature _____

Place and Date of Submission: A.A.U.

June 2001

Advisor(s)

Name 1/ _____

2/ _____

Signature _____

APPENDIX - E

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋክልቲ
የትምህርት ሳይኮሎጂ የትምህርት ክፍል
ለመምህራን የቀረበ መጠይቅ

ዓላማ የመጠይቁ ዓላማ መስማት የተሳናቸው ተማሪዎች ወላጆች/አሳዳጊዎች ከት/ቤት ጋር ያላቸውን ግንኙነት መሠረት በማድረግ በትምህርት ሥራ እንቅስቃሴ ውስጥ ተሳታፊ እንዲሆኑ ሆኑ በመርዳት አቅም ማሳልበት ዙሪያ ያሉትን ሁኔታዎች ለማጥናት እንዲቻል መረጃ ለመሰብሰብ ነው። ለጥናቱ መሣካት ከፍተኛ አስተዋጽኦ የኖረዋል። ስለዚህ የርሶዎ ምላሽ ለጥናቱ መሳካት ከፍተኛ አስተስተዋጽኦ ይኖረዋል።

ለትብብርዎ ምስጋናዬን በቅድሚያ አቀርባለሁ።

የት/ቤቱ ስም _____

ክፍል አንድ:- የግል መረጃዎች

1. ጾታ _____
2. ዕድሜ _____
3. የአፍ መፍቻ ቋንቋ _____
4. ጋብቻ _____
 ባለ ትዳር _____
 ከጋብቻ ውጪ _____
5. ሃይማኖት _____
6. የት/ደረጃ _____
 12ኛ ክፍል _____
 T.T.I _____
 ዲፕሎማ _____
 የመጀመሪያ ዲግሪ _____
 ሌላ ካለ ይግለጽ _____
7. የትምህርት ዓይነት _____
 የሰለጠኑበት _____
 የሚያስተምሩበት _____
8. የሚያስተምሩ/አቸው _____
 የክፍል ደረጃዎች _____
 የክፍሎች ብዛት _____
 የተማሪ ብዛት _____
 በሳምንት የክፍል ጊዜ ብዛት _____
9. የአገልግሎት ዘመን በመምህርነት _____
 በዚህ ት/ቤት _____
 በሌላ ት/ቤት _____
 ጠቅላላ _____
 በሌላ መያ:- በዚህ ት/ቤት _____
 በሌላ ት/ቤት _____
 ጠቅላላ _____

ክፍል ሁለት

ከዚህ በታች በንዑስ ክፍል "ሀ" ሥር የተዘረዘሩት አረፍተ-ነገሮች አንድ መምህር መስማት በተሳናቸው ተማሪዎች ት/ቤት ሲሠራ እንደየሁኔታው ሊያከናውናቸው የሚችለውን ተግባሮች እና ከወላጆች/አሳዳጊዎች ጋር ሲኖረው የሚችለውን ግንኙነት በህርይ ይገልጻሉ ተብሎ ይገመታል።

እንደዚሁም በንዑስ ክፍል "ለ" ሥር የተዘረዘሩት ግን በመምህሩ እይታ በት/ቤቱ የወላጆችን ተሳትፎ ወይም እንቅስቃሴ እንደ ሚገልጹ ይገመታል። ስለዚህ በእያንዳንዱ አረፍተ-ነገር ፊት ለፊት ከተቀመጡት አማራጮች (አዎ/አይደለም) መካከል በሚስማሙበት አረፍተ-ነገር አንፃር አዎ በሚለው ስር ይህን ምልክት (X) ያድርጉ፤ የማይስማሙበት መሆኑን ለመግለፅ አይደለም በሚለው አማራጭ ሥር ምልክቱን (X) እያስቀመጡ ጥያቄዎቹን ይመልሱ።

ጥያቄዎች አዎ አይደለም

ንዑስ ክፍል 'ሀ'

1. ስለ ተማሪዎች የያዘኩትን መረጃ ወላጆች/አሳዳጊዎች በጠየቁኝ ጊዜ አቀረብላቸዋለሁ። _____
2. የት/ቤቱን ደንብና ሥርዓት ለወላጆች/ አሳዳጊዎች አስረዳለሁ። _____
3. የወላጆች/ አሳዳጊዎች ተሳትፎ ለሥራዬ ያስፈልጋል። _____
4. የወላጆች/ አሳዳጊዎች ተሳትፎ እንዲገብብት ተገቢውን የግንዛቤ ትምህርት እሰጣለሁ። _____
5. የተማሪዎችን ቤተሰብ በየጊዜው እገብኛለሁ። _____
6. ለወላጆች በተቻለ መጠን የምክር አገልግሎት እሰጣለሁ። _____
7. ለወላጆች/አሳዳጊዎች መብትና ግዴታቸውን በተመለከተ የግንዛቤ ትምህርት እሰጣለሁ። _____
8. ወላጆች/ አሳዳጊዎች የክፍል ጉብኝት እንድያደርጉ አደፋፍራለሁ። _____
10. መስማት በተሳናቸው ልዩ ፍላጎት ትምህርት ስልጥኛለሁ። _____
10. በምልክት ቋንቋ ወላጆችን/አሳዳጊዎችን አሰልጥኛለሁ። _____

ንዑስ ክፍል 'ለ'

1. ወላጆች በልጆቻቸው ትምህርት አያያዝ፤ ፀባይ፤ ወዘተ ችግር ሲገጥማቸው ቀርበው ለመፍትሔ ያነጋግሩኛል። _____
2. ወላጆች/ አሳዳጊዎች ስለ ልጆቻቸው የት/ቤት ህይወት ለመረዳት እየቀረቡ ይጠይቁኛል። _____
3. ወላጆች/ አሳዳጊዎች የት/ቤቱን ደንብና ሥርዓት ያውቃሉ። _____
4. ወላጆች/አሳዳጊዎች ስለልጆቻቸው አስፈላጊ የሆኑትን መረጃ በጠየቁቸው ጊዜ ያቀርቡልኛል። _____
5. ወላጆች/ አሳዳጊዎች መብትና ግዴታቸውን ያውቃሉ። _____
6. ወላጆች/ አሳዳጊዎች የመማሪያ ክፍል በትምህርት ክፍል ጊዜ ጉብኝት ያደረጋሉ። _____
7. ወላጆች/ አሳዳጊዎች በጠራሁአቸው ጊዜ ይገኛሉ። _____

APPENDIX - F

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋክልቲ
የትምህርት ሳይኮሎጂ የትምህርት ክፍል

ከክፍል ተጠሪ መምህራን የቡድን ውይይት(Focus-group Discussion)
መረጃ ማሰባሰቢያ ቅፅ

ዓላማ:- ይህ የቡድን ውይይት የተዘጋጀው መስማት በተሳናቸው ተማሪዎች ት/ቤቶችና ወላጆች መካከል ያለውን ግንኙነት እንዲሁም በት/ቤት የወልጆችን ተሳትፎ ሁኔታ ለማጥናት ነው። ከዚህ አንጻር እናንተ የክፍል ተጠሪ መምህራን እንደመሆናቸው መጠን ምላሾቻችሁ እጅግ ጠቃሚ ናቸው ተብለው ይገመታል። ምላሾቻችሁ ሁሉ በታላቅ ምስጥር ይይዛሉ። እንግዲህ እኛ አጥኝዎች በምንሰዘራቸው መነሻ ሃሳቦች መሠረት ወደ ውይይቱ እንገባለን።

በቅድሚያ እናመሰግናለን።

የት/ቤቱ ስም _____

ክፍል አንድ የቡድኑ አባላት በኮድ (ሀ፣ለ፣ሐ፣መ፣ሠ) እና የግል መረጃዎቻችሁ

የግል መረጃዎች	ሀ	ለ	ሐ	መ	ሠ
1. ጾታ	_____	_____	_____	_____	_____
2. ዕድሜ	_____	_____	_____	_____	_____
3. አፍ መፍቻ ቋንቋ	_____	_____	_____	_____	_____
4. የጋብኝ ሁኔታ	_____	_____	_____	_____	_____
ባለትዳር	_____	_____	_____	_____	_____
ከጋብቻ ውጪ	_____	_____	_____	_____	_____
5. ሃይማኖት	_____	_____	_____	_____	_____
6. የትምህርት ደረጃ	_____	_____	_____	_____	_____
7. የትምህርት አይነት	_____	_____	_____	_____	_____
የተማራት	_____	_____	_____	_____	_____
የሚያስተምሩት	_____	_____	_____	_____	_____
8. የሚያስተምሩት/አቸው	_____	_____	_____	_____	_____
የክፍል ደረጃዎች	_____	_____	_____	_____	_____
የክፍል ብዛት	_____	_____	_____	_____	_____
ጠቅላላ የተማ. ብዛት	_____	_____	_____	_____	_____
9. ተጠሪ የሁኔታ ክፍል	_____	_____	_____	_____	_____
10. የአገልግሎት ዘመን	_____	_____	_____	_____	_____
በት/ቤት	_____	_____	_____	_____	_____
በጠቅላላው	_____	_____	_____	_____	_____

ክፍል ሁለት:- የውይይት መነሻ ሀሳቦች (ጥያቄዎች) እና ምላሾቻቸው በተሳታፊዎቹ እንደ (ሀ፣ለ፣ሐ፣መ፣ሠ) እንደ ተሰጡ

1. የምልክት ቋንቋን ክፍል ውስጥ ትጠቃሚላችሁን?
 - 1.1. ቋንቋንዎን ትችላላችሁን?
 - ሀ _____
 - ለ _____

ሐ _____
መ _____
ሠ _____

1.2 መልስዎ አዎ ከሆነ ወላጆችም እንዲጠቀሙበት የስልጠና ፕሮግራም አለወይ ወይ ?

ሀ _____
ለ _____
ሐ _____
መ _____
ሠ _____

2. በእናንተ እምነት ወላጆችን አቅርቦ በትምህርት ጉዳይ ላይ አስተያየት ጥቆማ ወዘተ እንዳ ሲጠቀሙት ለማድረግ አብሮ በማቀድና በመወሰን የመስራቱ ጠቃሚነት ምን ያህል ነው? በዚህ ረገድ በትምህርት ቤቱ ያለው ተጨባጭ ሁኔታ ምን ይመስላል?

ሀ _____
ለ _____
ሐ _____
መ _____
ሠ _____

3. ለመሆኑ ወላጆች የት/ቤቱን ደንብና ሥርዓት፤ እንዲሁም በት/ቤቱ የወላጅነት መብታቸውን ያውቃሉን ? ደግሞስ በዚህ ይጠቀሙበታል ወይ? እንደትስ ልያውቁ ይችላሉ? ምህራን እና የት/ቤቱ አስተዳደር በዚህ በኩል ምን ሚና ይጫወታሉ?

ሀ _____
ለ _____
ሐ _____
መ _____

ሠ

4. ወላጆች ስለ ትምህርቱ አሰጣጥ እና የልጆቻቸው የትምህርት ይዘታ ወደ ትምህርት ቤት በ መምጣት ምን ያህል ይከታተላሉ ደግሞስ እናንተ (ለክፍል ተጠሪ ለመምህራን) እና ለት/ቤ ቱ

አስተያየቶች ጥያቄዎችን ወቀሳዎችን/ ምክሮችን ያቀረባሉን?

በዚህ ረገድ እናንተ ምን ሚና

ትጫወታላችሁ

ሀ

ለ

ሐ

መ

5. ወላጆች የልጆቻቸውን ልዩ ልዩ የትምህርት መረጃ ወይም ሪከርዶች (የግል ፋይሎች) ወደመምህራን እየመጡ ይጠይቃሉን? አግባብነቱስ /መብትነቱስ እስከ ምን ድረስ ነው?

1.1 መምህራንስ በዚህ በኩል ወላጆችን የልጆቻቸውን የዕለት ዕለት እንቅስቃሴ እንዲከታተሉት ምን ያደፋፈሪረክቸዋል

ሀ

ለ

ሐ

መ

ሠ

6. ለመሆኑ መምህራን ከወላጆች ጋር የምትገናኙባቸው ሥልቶች ወይም አጋጣሚዎችምንድን ናቸው?

6.1 የትሰ መየትኞቹ ጊዝያትሰ መገናኘት ትችላላችሁ?

ሀ _____

ለ _____

ሐ _____

መ _____

ሠ _____

ረ _____

7. ስለ አንድ ተማሪ አንድ ውሳኔ ሲወሰን የወላጅ ተሳትፎ አስፈላጊነት ምን የመስላችኋል?
የት/ቤቱና የእናንተስ ተጨባጭ ሁኔታ በዚህ በኩል ምን ይመስላላ?

ሀ _____

ለ _____

ሐ _____

መ _____

ሠ _____

8. ወላጆች (በት/ቤቱ በኩል) ጥሪ ሲደረግላችሁ ለመገኘት ፍቃደኛ ናቸው ምን ያህል ይገኛሉ?

ሀ _____

ለ _____

ሐ _____

መ

ሠ

ረ

9. እናንተ መምህራን ተማሪዎች ቤተሰብ እየሄዳችሁ ጉብኝት ታደርጋላችሁ ወይ?

10. ወላጆች የትምህርት ይዞታ ፀባይ ግድፈት እንዲሁም ከባህሪ ችግር አንፃር ምን ያህል ቀርበው ለምክር አገልግሎት ይጠይቋችኋል?

11. የት/ቤቱ አስተዳደር የወላጆች ተሳትፎ እንዲጎላብት ምን ያህል ጥረት ያደርጋሉ?

12. በአጠቃላይ የወላጆች ተሳትፎ መጠንና ከት/ቤቱ ጋር ያላቸው ግንኙነት ደረጃ ምን እንደ ሚመ ስል ያብራሩ

12.1 በዚህ በኩል አሉ የሚሉአቸው መሠረታዊ ችግሮች ካሉ ይጥቀሱቸው

12.2 ለጠቀሱቸው ችግሮች የመፈት ሐሳቦችን ያስቀምጡ

APPENDIX -D

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋክልቲ
የትምህርት ሳይኮሎጂ የትምህርት ክፍል
ከወላጆች/አሳዳጊዎች መረጃ ማሰባሰቢያ ቃለ-መጠይቅ

ዓላማ: ይህ መጠይቅ የተዘጋጀው መስማት የተሳናቸው ተማሪዎችን ወላጆችን አሳዳጊዎችን፤ በትምህርት ሥራ ሂደት ውስጥ ተሳታፊ እንዲሆኑ በመረዳት ዙሪያ ያሉትን ሁኔታዎች

ለማጥናት ነው። በዚህ መሰረት እርስዎ እንደወላጅነትዎ ወይም አሳዳጊነትዎ መጠን የሚሰጡን ምላሽ እጅግ ጠቃሚ ነው። መልሶችዎ ሁሉ በታላቅ ሚስጥር ይይዛሉ። ከእርስዎ የምናገኘውም መረጃ ለጥናቱ አላማ ብቻ ያገለግላል። ስምዎንም አናሰፍርም። በዚህ መሠረት ጥያቄዎቹን በእርጋታ እያዳመጡ ይመልሱልን።

ስለ ትብብርዎ እናመሰግናለን።

የት ቤት ስም _____

ክፍል አንድ:-

1.1 የመላሾች የግል መረጃዎች

1.1.1 ፆታ _____

1.1.2 ዕድሜ _____

1.1.3 የአፍ መፍቻ ቋንቋ _____

1.1.4 ሃይማኖት _____

1.1.5 ብሄረሰብ _____

1.1.6 ከልጁ/ልጅቷ ጋር ቅርበት _____

አባት _____

እናት _____

አሳዳጊ _____

1.1.7 የአባትና እናት አኗኗር

በጋብቻ አብረው _____

በሥራ ምክንያት ተለያይተው _____

በፍቅር ተለያይተው _____

በሞት ተለያይተው _____

አይታወቅም _____

1.1.8 የትምህርት ደረጃ :-

1.1.8.1 አባት _____

1.1.8.2 እናት _____

1.1.8.3 አሳዳጊ _____

1.1.9 ሥራ:-

1.1.9.1 አባት _____

1.1.9.2 እናት _____

1.1.9.3 አሳዳጊ _____

1.1.10 የቤተሰብ አማካይ የወር ገቢ _____

1.2 የልጁ/ጅቷ የግል መረጃዎች

• ስም _____

• ፆታ _____

• ዕድሜ _____

- የሚኖረው/ምትኖረው
 ከአባትና እናት ጋር _____
 ከእናት ጋር _____
 ከአባት ጋር _____
 የክፍል ደረጃ _____
- በት/ቤቱ ቆይታ ዘመን _____

ክፍል ሁለት:-

ቀጥሎ የምናቀርባቸው ጥያቄዎች ወላጆች/አሳዳጊዎች ከትምህርት ቤቱ መምህራንና አስተዳደር አባላት ጋር ያላቸውን ግንኙነት መሠረት በማድረግ በትምህርቱ ሥራ

ተሳት ፎክቸው እንዲሳለብት የሚደረገውን እንቅስቃሴ በተመለከተ ይሆናል። እንግዲህ ጥያቄዎቹን በጥሞና እያዳመጡ ይመልሱአቸዋል።

1. ልጅዎ በት/ቤቱ

- 1.1 ስንት የትምህርት ዓይነቶችን ይማራል/ትማራለች? _____
- 1.2 የሚማራቸው/የምትማራቸው የትምህርት ዓይነቶችስ ምንድን ናቸው? _____

2. ልጅዎ እክፍል ደግሞ/ማ ታውቃለችን?

- 2.1 መልስዎ አዎ ከሆነ
 - 2.1.1 ስንት ጊዜ? _____
 - 2.1.2 ለምን ይሆን? _____

- 3.1.3 ምን እርምጃ ወሰዱ? ለማንሰ አማካሩ? _____

3. እርስዎን ጨምሮ መላ ቤተሰብ ከልጁ (ልጅቷ) ጋር በምን ዘይ/ ቋንቋ/ ይግባባል

4. የምልክት ቋንቋን ያውቃሉን?

- 4.1.1 መልስዎ አዎ ከሆነ እንዴት ሊያውቁ ቻሉ? _____

- 4.1.2 በቋንቋው ከመሰልጠን አንጻር የትምህርት ቤቱ መምህራን እና አስተዳደሩ ምን ሚና ይጫወታሉ

ክፍል ሦስት:- በዚህ ክፍል ሥር የሚቀርቡት ጥያቄዎች ከልጁ/ልጅቷ ትምህርት ጋር

በተያያዘ በወላጅ/አሳዳጊ እና በት/ቤቱ መካከል ባለው ግንኙነት ላይ ትመስርቶ እን የወላጅ/አሳዳጊን ተሳትፎ ሁኔታ ይመለከታሉ። ጥያቄዎቹን በእርጋታ እያዳመጡ ይመልሱ።

1. የልጅዎ ት/ቤት ስም ያውቃሉን? አዎን ካሉ ምን ይባላል? _____
2. የት/ቤቱ ሃላፊ ያውቃሉን? _____
 - 2.1 መልስዎ አዎ ከሆነ _____
 - 2.1.1. ስማቸው ማን ይባላል _____
 - 2.1.2. እርስዎ የት/ቤቱን ሀላፊ እንዴት ሊያውቁ ቻሉ? _____
3. ት/ቤቱ እርስዎ ከሚኖሩበት ሥፍራ በሰዓት ሲሰላ/ ወይም በኪሎ ሜትር/ በግምት/ ምን ያህል ይርቃል? _____
4. እርስዎ እንደ ወላጅ/አሳዳጊ ከትምህርት ቤቱ ጋር ተገናኝቶ በመሥራት አስፈላጊነት ላይ ምን አስተያየት አለዎት? አስፈላጊህ ነውን? እንዴት? _____
5. ወላጆች ከት/ቤቱ ጋር የሚገናኙባቸው ስልቶች ወይም መድረኮች ምንድናቸው? _____
6. እርስዎ የት/ቤቱን ደንብና ሥርዓት/ህግ አውቀው ይገለገሉበታልን?
 - 6.1 መልስዎ አዎ ከሆነ _____
 - 6.1.1 ደንብና ሥርዓቱን ማን ገለጸልዎ ወይንስ እንዴትና መቼ ሊያውቁ ቻሉ _____
 - 6.1.2 በዚህ ረገድ የት/ ቤቱ አስተዳደር/መምህራን ሚና ምን ነበር? _____
 - 6.1.3 መልስዎ አዎ ከሆነ ምን ምን በማድረግ _____
 - 6.1.4 በደንቡ መሠረት እንሰዎ ምን ምን አድርገዋል _____

7. የርስዎ ልጅ እዚህ ት/ቤት መማር ከጀመረበት/ችበት ጊዜ ጀምሮ ስንት ጊዜ ወደ ት/ቤቱ ሄደው ያውቃሉ? _____

7.1 ወደ ት/ቤቱ ቅጥር ግቢ እንደልብ ከመግባት አንጻር ችግር ያጋጥማልን? _____

8. በት/ቤቱ በሚካሄዱት ልዩ ልዩ ስብሰባዎች/ ውይይቶች እና ተመሳሳይ መድረኮች የት/ቤቱ አስተዳደር ወላጆችን ያሳትፋልን? _____

8.1 መልስዎ አዎ ከሆነ _____

8.1.1 የርስዎ ልጅ በት/ቤቱ መማር ከጀመረበት/ችበት ጊዜ ጀምሮ ስንት ጊዜ ተሳትፈው ያውቃሉ? _____

9. ስለ ልጅዎ አጠቃላይ የት/ቤት ሕይወት ለመረዳት የግል ፋይሎን/ሷን ጠይቀው መርምረው ያውቃሉን? _____

መልስዎ አዎ ከሆነ በዚህ በኩል ከት/ቤቱ አስተዳደር ወይም መምህራን የሚደረግለትስ መሰትንግጾ ምን ዓይነት ነው? _____

ክፍል አራት:- ቀጥለው የሚቀርቡት ጥያቄዎች በመምህራንና በወላጆች/አሳዳጊዎች መካከል ስላለው ግንኙነት ሁኔታ ይሆናል። በጥሞና አዳምጠው የመልሱ።

1. የልጅዎን መምህራን ያውቃሉን? _____

1.1 መልስዎ አዎ ከሆነ _____

1.1.1 የክፍል ተጠሪ መምህሩ ማን ይባላሉ? _____

1.1.2 ምን የትምህርት ዓይነት ያስተምራሉ? _____

1.1.3 ሌሎች የሚያውቁአቸው መምህራን እነማን ናቸው? _____

1.2 ከመምህራኑ ጋር ይገናኛሉን? _____

1.2.1 መልስዎ አዎ ከሆነ _____

1.2.1.1 የርስዎ ልጅ በት/ቤቱ መማር ከጀመረበት/ችበት ጊዜ ጀምሮ ስንት ጊዜ ከመምህራን ጋር ተገናኝተዋል? _____

1.2.1.2 በምን ሰዓቶችና ? _____

1.2.1.3 በየትኛው ሥፍራ? _____

2. ወደ ክፍል ገብተው ልጅዎ እየተማረ/ች ገብኝተው ያውቃሉን? _____

2.1 መልስዎ አዎ ከሆነ _____

2.1.1 ለምን? _____

2.1.2 በማንሰ አስገብኝነት? _____

2.1.3 የርስዎ ልጅ በት/ቤቱ መማር ከጀመረበት/ችበት ስንት ጊዜ _____

2.2 ጎብኝቼ አላውቅም ካሉ ለምን? _____

3. መምህራን ቤተሰብዎን ገብኝተው ያውቃሉን? _____

3.1 መልስዎ አዎ ከሆነ _____

3.1.2 አላማቸውስ ምን ነበር? _____

3.1.3 የርስዎ ልጅ በት/ቤቱ መማር ከጀመረበት/ችበት ስንት ስንት መምህራን ቤተሰብዎን ገብኝተዋል? _____

4 ስለ ልጅዎ የትምህርት ቤት ህይወት (ትምህርት፣ ጤንነት ወ.ዘ.ተ) ሆኖ የመምህራንን ማስታወሻ ወይም የዕለት ዕለት መዝገብ ጠይቀው ያውቃሉን? _____
4.1 መልስዎ አዎ ከሆነ ስለልጅዎ ምን ያሟረዱት አለ? _____

5. መምህራንን እና ወላጅን በማገናኘት ረገድ የት/ቤቱ አስተዳደር ምን ያህል ጥረት ያደረጋል? _____

6. በት/ቤት የወላጆች ተሳትፎ እንዲገብብት መምህራን ምን ጥረት ያደርጋሉ _____

ክፍል አምስት:- 1. በወላጆች/አሳዳጊዎች መካከል ያለው ግንኙነት ሆኖ በቂ ነውን
1.1. ለጥያቄው የሰጡትን መልስ ምክንያት ያብራሩ? _____

2. በወላጆችና በት/ቤቱ ማህበረሰብ መካከል ባለው ግንኙነት እና የወላጆችን ተሳትፎ በተመለከተ አስተያየትዎን ይስጡ _____

APPENDIX - G

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋክልቲ
የትምህርት ሳይኮሎጂ የትምህርት ክፍል
ከት/ቤት ርእሳነ መምህራን ጋር የተደረገ መረጃ ማሰባሰቢያ ቃለ መጠይቅ

ዓለማዊ:-

መስማት የተሳናቸውን ተማሪዎች በሚያስተምሩ ልዩ ት/ቤቶችና ወላጆች/አሳዳጊዎች መካከል ያለውን ግንኙነት መሠረት በማድረግ የወላጆች ተሳትፎ በትምህርት ሥራ እንቅስቃሴ ዙሪያ ያሉትን ሁኔታዎች ለማጥናት ነው። ከዚህ አንጻር ስለሆነ የእርስዎ ምላሽ እጅግ ጠቃሚ ነው። መልሶችዎ ሁሉ በታላቅ ሚስጢር ይይዛሉ።

ትብብርዎ እናመሰግናለን።

የት/ቤቱ ስም _____

ክፍል አንድ:- የመላሾች የግል መረጃዎች

- ጾታ _____
- ዕድሜ _____
- የአፍ መፍቻ ቋንቋ _____
- ብሔረሰብ _____
- የትምህርት ደረጃ _____
- አሁን በት/ቤቱ የሥራ ድርሻ _____
- አገልግሎት ዘመን _____

- መስማት በተሳናቸው ልዩ ት/ቤቶች መምህርነት _____
- መስማት በተሳናቸው ልዩ ት/ቤቶች ሐላፊነት _____
- በሌላ _____
- ጠቅላላ አገልግሎት _____

ክፍል ሁለት:- ከዚህ ቀጥሎ የማቀርባቸው ጥያቄዎች በአንድ ት/ቤት መሪ ወይም የተወሰነ የሥራ ሀላፊነት በተሰጣቸው ክፍሎች እና ወላጆች ዙሪያ ያሉትን ሁኔታዎች ይመለከታሉ። እንግዲህ ጥያቄዎቹን በጥሞና እያዳመጡ የመልሱ ልኛል።

1. በልዩ ትምህርት በተለይም መስማት በተሳናቸው ልዩ ትምህርት ሥልጠና ወይም ሴሚናር ወይም መስል አወደ ጥናት አለዎትን? _____
2. በት/ቤቱ ለትምህርቱ ሥራ ስኬት የወላጆች /አሳዳጊዎች ተሳትፎ አስፈላጊ ነውን።
 - 2.1. መልስዎ አዎ ከሆነ
 - 2.1.1. እንዴት? _____
 - 2.1.2. ለወላጆች ተሳትፎ መጥፎበት ት/ቤቱ ምን አድርጓል? _____
3. በት/ቤቱ የወላጆች ውክልና ያላቸው ግለሰቦች/ አባላት አሉን
 - 3.1. መልስዎ አዎ ከሆነ ይጥቀሱአቸው
 - 3.2. የሉም ከሆነ ለምን?
4. የአንድ ወላጅ/ አሳዳጊ ዋና ዋና መብትና ግዴታዎች ምንድን ናቸው?
 - 4.1. መብት?
 - 4.2. ገዴታ?
 - 4.3. ወላጆች/ አሳዳጊዎች በት/ቤት የወላጅነታቸውን መብት ያውቃሉን?
 - 4.3.1. መልስዎ አዎ ከሆነ እንዴት ሊያውቁ ቻሉ? በዚህ መሰረት ምን ምን አከናውኑዋል
 - 4.3.2. መልስዎ አያውቁም ከሆነ የት/ ቤቱስ አስተዳደር የወላጆች መብትና ገዴታ ያሳውቃልን? _____

5. የወላጆችና የመምህራን ግንኙነት በተመለከተ
 - 5.1. የት/ቤቱ መምህራን እና ወላጆች እርስ በርስ ግንኙነት ስፋት ምን ያህል ነው።
 - 5.2. የሚያገናኙአቸውስ ጉዳዮች ምንድን ናቸው?
 - 5.3. በምን አይነት ስልቶች ወይም ዘዴዎች ይገናኛሉ?
 - 5.4. በየትኞቹ ሰዓቶችና ቦታዎችስ ይገናኛሉ?
 - 5.5. ወላጆች የክፍል ጉብኝት ያደርጋሉ ወይ ?
 - 5.6. በዚህ በኩል የት/ቤቱ አስተዳደርስ የሚያደርገው ጥረት ምንድን ነው?
 - 5.7. መምህራንስ ቤተሰብ ይጎብኛሉን?
 - 5.8. ወላጆች የክፍል ጉብኝት ያደርጋሉን ?
6. ወላጆች ባልገባቸው ባልተስማሙበት ጉዳይ ላይ፤ አስተያየት፤ ወይም፤ ቀሬታ ለት/ቤቱ አስተዳደር ያቀርባሉን?
 - 6.1. መልስዎ አዎ ከሆነ እነዚህኑ በምን መድረክ/ ዘዴ ያቀርባሉ/ይገልጻሉ
 - 6.2. ባለፉት ሁለት ዓመታት ይቀርቡ ከነበሩት ጥያቄዎች፤ ቀሬታዎች፤ አስተያየቶች መካከል ጥቂቶቹን ይጥቀሱአቸው?
 - 7.1.1 አስተያየቶች _____
 - 7.1.2 ጥያቄዎች _____
 - 7.1.3 ቀሬታዎች _____
 - 6.3. በ/ት/ቤቱ ልዩ ልዩ እንቅስቃሴዎች ሲጋበዙ የወላጆች ተሳትፎ ምን ይመስላል?
7. በት/ቤቱ ትምህርት በምን ቋንቋ ይሰጣል?
 - 7.1.1. መምህራን የምልክት ቋንቋ ያውቃሉን?
 - 7.1.2. እርስዎስ?
 - 7.1.3. ወላጆችስ ያውቃሉን?
 - 7.1.3.1. መልስዎ አዎ ከሆነ እንዴት ሊያውቁ ቻሉ? የስልጠና ፕሮግራም አለን?
8. ወላጆች/ አሳዳጊዎች የልጆቻቸውን የግል ፋይል
 - 8.1.1. አስቀርበው ያያሉን?
 - 8.1.1.1. መልስዎ አዎ ከሆነ ምን ዓይነት መስተንግዶ ይደረግላቸዋል?
 - 8.1.1.2. መልስዎ የለም ከሆነ ለመጠየቅና ለማየት መብቱስ አላቸውን?
9. ወላጆች/ አሳዳጊዎች በአብዛኛው ከት/ቤት ጋር የሚገናኙት
 - 9.1. ምን ጊዜ ነው
 - 9.2. በምንስ ጉዳዮች ላይ ነው
 - 9.3. ት/ቤቱ በልጆቻቸው ላይ ልዩ ልዩ ውሳኔ መስጠት ሂደት ያስትፋቸዋልን?
 - 9.4. የወላጆችስ የተሳትፎ ዝንባሌ ምን ይመስላል?

ክፍል ሦስት

1. በወላጆች/ አሳዳጊዎች እና ት/ቤት መካከል ስላለው አጠቃላይ ግንኙነት ያልዎት አስተያየት ይስጡ?
2. ት/ቤቱ ከወላጆች ጋር ተገቢ ግንኙነት እንዲያደረግ እንቅፋት የሆኑ ችግሮች ካሉ ይጥቀሱአቸው?
 - 2.1 ለጠቀሱአቸው ችግሮች የመፍትሔ ሃሳቦችን ይስጡ?

APPENDIX -H

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ፋክልቲ
የትምህርት ሳይኮሎጂ የትምህርት ክፍል

የትብብርን ታሪክ/ Background information/ በሚመለከት መረጃ መሰብሰቢያ ቅጽ

1. የት/ቤቱን ሥም _____
2. ት/ቤቱ የተቋቋመበት ዘመን _____
3. የት/ቤቱ ተጠሪነት/ የበላይ አካል _____
4. የት/ቤቱ የክፍል ደረጃ _____
5. የት/ቤቱ የመምህራን ብዛት _____
 ወንድ _____
 ሴት _____

6. በልዩ ት/ት ፍላጎት የሰለጠኑ መምህራን ብዛት _____
 ወ _____
 ሴት _____

7. የምልክት ቋንቋን የሚያውቁ መምህራን ብዛት _____
 ወንድ _____
 ሴት _____

8. የክፍሎች ብዛት
 1ኛ ክፍል _____ 5ኛ ክፍል _____
 2ኛ ክፍል _____ 6ኛ ክፍል _____
 3ኛ ክፍል _____ 7ኛ ክፍል _____
 4ኛ ክፍል _____ 8ኛ ክፍል _____

5. የተማሪዎች ብዛት

ክፍል	ወ	ሴ	ድምር	ክፍል	ወ	ሴ	ድምር
1ኛ	—	—	—	—	—	—	—
2ኛ	—	—	—	—	—	—	—
3ኛ	—	—	—	—	—	—	—
4ኛ	—	—	—	—	—	—	—

10. የአንድ መምህር አማካይ ክ/ገዜያት በሳምንት _____

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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Signature 

Place and Date of Submission: A.A.U.

June 2001

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2/ _____

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