



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

ASSESSING SCHOOL-COMMUNITY ENGAGEMENT AND ITS EFFECT ON
STUDENT RESULTS IN GOVERNMENT AND PRIVATE PRIMARY
SCHOOLS: THE CASE OF YEKA SUB-CITY, ADDIS ABABA.

By:
Anwar Kemal

JUNE, 2022
ADDIS ABABA, ETHIOPIA

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ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this study is my original work and has not been presented for a degree in any other universities or Colleges, and that all the sources of materials used for the study have been duly acknowledged.

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This is to certify that the thesis prepared by Anwar Kemal entitled: " Assessing the effect of school community relation on quality of education: The case of governmental and private schools; in Yeka sub city." And submitted in partial fulfilment of the requirements of degree of Masters of School Leadership from Addis Ababa University complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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ACRONYMS/ ABBREVIATIONS

ANOVA: Analysis of Variance

DW: Durbin-Watson

E.C.: Ethiopian Calendar

EDPM: Educational Planning and Management

ESDP: Education Sector Development Program

GEQIP: General Education Quality Improvement Program

MoE: Ministry of Education

N: Number (of cases/sample size)

PSTA: Parent-Student-Teacher Association

r: Pearson correlation coefficient

R²: Coefficient of Determination

SAR: Student Academic Results

SCE: School-Community Engagement

SD: Standard Deviation

SES: Socioeconomic Status

SIP: School Improvement Program

SPSS: Statistical Package for the Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organization

WEO: Woreda Education Office

β : Beta coefficient (Standardized Regression Coefficient)

ABSTRACT

This study assessed school-community engagement (SCE) practices and examined their effect on student academic results (SAR) in government and private primary schools within Yeka Sub-City, Addis Ababa. Recognizing the policy emphasis on SCE and anecdotal reports of low engagement, the study aimed to provide comparative empirical data on the status of SCE and its relationship with SAR in this urban context. A mixed-methods concurrent triangulation design was employed. Data were collected from 48 primary schools (24 government, 24 private) through questionnaires administered to 264 stakeholders (PSTA members, principals, WEO professionals) based on Epstein's six types of involvement framework, semi-structured interviews with 12 WEO Heads, and analysis of documents including SAR data (Grade 8 exams, inspection reports, promotion/repetition rates). Quantitative data were analyzed using descriptive statistics, correlation, chi-square, and regression, while qualitative data underwent thematic analysis. Findings revealed significant disparities: government schools exhibited lower SAR and markedly weaker SCE across all Epstein dimensions compared to private schools, particularly in 'Learning at Home' and 'Collaborating with Community'. Private schools demonstrated stronger engagement, especially in 'Learning at Home' and 'Communicating'. A strong, positive, and statistically significant relationship was found between SCE levels and SAR (Adjusted $R^2 = .750$, $p < .001$), indicating SCE is a major predictor of results in this context. Key challenges hindering engagement, especially in government schools, included low parental awareness and socioeconomic constraints, inadequate school leadership capacity (lack of EDPM training), negative teacher attitudes, and systemic weaknesses in training and support. The study concludes that SCE significantly impacts SAR, and the disparity in engagement contributes to the results gap between school types. Recommendations focus on strengthening leadership capacity (EDPM qualifications, training), improving communication strategies, enhancing PSTA functioning, providing targeted parental support programs, especially in government schools, and promoting systemic support for SCE through policy and resources.

Key words: School-Community Engagement, Student Results or Student Academic Results

CHAPTER ONE: INTRODUCTION

This chapter elaborates background of the study and statement of the problem in depth. It also contains objective of the study as well as basic research questions.

1.1. Background of the Study

The collaboration between schools, families, and the broader community is internationally recognized as a cornerstone of effective education and positive student development (Henderson & Mapp, 2002; UNESCO, 2004). This concept, often termed school-community engagement, moves beyond viewing parents solely as fundraisers or audiences, positioning them and other community members as active partners in the educational process (Epstein, 2018). Effective engagement encompasses a wide range of activities designed to build trusting relationships and shared responsibility for student success.

Several frameworks exist to understand the multifaceted nature of this engagement. Epstein's (2001, 2011) widely adopted framework outlines six key types of involvement that schools can foster: Parenting (assisting families with child-rearing skills and setting home conditions to support learning), Communicating (designing effective forms of two-way communication about school programs and student progress), Volunteering (recruiting and organizing parent help and support), Learning at Home (providing information and ideas to families about how to help students with homework and other curriculum-related activities), Decision Making (including families as participants in school decisions, governance, and advocacy), and Collaborating with the Community (coordinating resources and services from the community for students and families, and providing services to the community). Other researchers emphasize the distinction between school-based involvement (e.g., attending meetings, volunteering in classrooms) and home-based involvement (e.g., helping with homework, discussing school), both contributing significantly to student outcomes (Hoover-Dempsey & Sandler, 1997; Cotton & Wikelund, 2001).

A substantial body of research demonstrates the positive effects of robust school-community engagement on various student results. Studies consistently link higher levels of family and community involvement with improved student attendance, reduced dropout rates (Sheldon & Epstein, 2005), better social skills and classroom behavior (Jeynes, 2007), increased academic

achievement across different subjects and grade levels (Henderson & Mapp, 2002; Fan & Chen, 2001), and more positive attitudes towards school and learning (Epstein, 2018). This positive influence is observed across diverse student populations, although the *nature* of effective engagement may vary based on context (Hoover-Dempsey et al., 2005).

Recognizing these benefits, Ethiopia has integrated community participation into its national education policies for decades. The Education and Training Policy (MoE, 1994) emphasized the need for community involvement in school management and support. Subsequent initiatives, including the Education Sector Development Programs (ESDPs) and the General Education Quality Improvement Program (GEQIP), have further mandated the establishment and strengthening of Parent-Teacher-Student Associations (PSTAs) and promoted community participation through frameworks like the School Improvement Program (SIP) (MoE, 2008; MoE, 2015). The underlying goal of these policies is to enhance the quality and relevance of education and ultimately improve student learning outcomes and results.

In urban centers like Addis Ababa, the educational landscape includes both government schools, which serve the majority of students, and a growing number of private primary schools. These school types often operate within different resource contexts and may attract student populations with varying socio-economic backgrounds, potentially influencing the dynamics and effectiveness of school-community engagement practices (World Bank, 2018). While national policies apply broadly, the specific ways engagement is implemented and its actual impact on student results within these different school types in a specific urban locality like Yeka Sub-City requires focused investigation. Understanding the current realities of engagement and its linkage to student performance in both government and private primary schools is crucial for developing targeted strategies to leverage community partnerships for educational improvement in this context.

1.2. Statement of the Problem

While Ethiopia's national education policies (MoE, 1994; MoE, 2015) and established international research (Henderson & Mapp, 2002; Epstein, 2018) strongly advocated for school-community engagement as a vital lever for improving educational quality and student outcomes, the researcher identified a significant gap in understanding the *practical realities and effectiveness* of these partnerships within the specific, complex urban context of Yeka Sub-City,

Addis Ababa, prior to undertaking this study. This concern was underscored by local administrative observations; a report from the Yeka Sub-City Education Office (2021) itself stated that many schools within the sub-city experienced low community engagement and insufficient parental involvement in children's learning. It was recognized that the mere existence of national policies promoting Parent-Teacher-Student Associations (PSTAs) or requiring community participation elements within School Improvement Programs (SIPs) did not guarantee meaningful or impactful engagement on the ground, aligning with the issues highlighted in the sub-city report.

The first critical aspect of the problem identified, therefore, was the lack of detailed, comparative empirical data on the status and nature of the school-community engagement that *was* occurring, despite the generally low levels reported. At the outset of this research, it was unclear, for instance, to what extent Epstein's (2001) six types of involvement were being actively implemented across different school types (government and private), or whether there were significant disparities in the level or focus of the engagement that did exist. Furthermore, how effectively formal structures like PSTAs were functioning remained uncertain. Without a clear baseline understanding, even acknowledging the reported low levels, efforts to enhance engagement remained speculative.

The second, and arguably more crucial, aspect of the problem that motivated this research was the lack of investigation into the direct relationship between these specific engagement practices (however prevalent) and measurable student academic results within the Yeka Sub-City context. The sub-city report highlighted low engagement, but its direct link to student performance needed empirical verification locally. Specifically, before conducting this study, it was unknown whether variations in observed engagement demonstrably correlated with better student performance indicators in Yeka's primary schools. It was also uncertain whether this relationship differed significantly between government and private schools, or whether certain types of engagement, even if infrequent, were proving more influential on student results than others within this particular urban environment.

The perceived consequences of this knowledge gap, amplified by the Education Office's report, were substantial at the time the study was conceived. It was understood that without context-specific, comparative evidence linking the nature of existing engagement to student outcomes,

resource allocation and strategy development might be inefficient. Opportunities to leverage community potential, even from a low baseline, might have been missed, potential inequities could remain unaddressed, and the evaluation of national policy implementation at the local level remained incomplete.

Therefore, this study was deemed necessary to bridge this critical gap. The researcher sought to move beyond policy rhetoric and administrative reports by providing a systematic, comparative assessment of school-community engagement practices and rigorously examining their relationship with tangible student academic results in both government and private primary schools within Yeka Sub-City, Addis Ababa. The anticipated findings were deemed essential for informing evidence-based decision-making aimed at understanding and strengthening partnerships to effectively enhance student success in this urban educational landscape.

1.3. Basic Research Questions

Based on the identified problem, this study sought to answer the following specific questions:

1. What is the status of student academic results, as indicated by Grade 8 regional examination performance, external inspection outcomes, and school-level promotion/repetition rates, in the selected government and private primary schools in Yeka Sub-City?
2. What is the level and nature of school-community engagement, operationalized through dimensions based on Epstein's framework (Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with Community), currently practiced in these selected government and private primary schools?
3. What is the relationship between the level of school-community engagement (overall and by dimension) and the measured student academic results in these schools?
4. What are the perceived challenges hindering effective school-community engagement in these schools, according to key stakeholders: principals, teachers, parents, WEO officials?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of this study was to assess school-community engagement practices and examine their relationship with student academic results in selected government and private primary schools within Yeka Sub-City, Addis Ababa.

1.4.2. Specific Objectives of the Study

To achieve the general objective, the following specific objectives guided the research:

- To determine the status of student academic results (using Grade 8 regional examination performance, external inspection outcomes, and school-level promotion/repetition rates) in the selected government and private primary schools in Yeka Sub-City.
- To assess the level and nature of school-community engagement practices (based on Epstein's framework dimensions) currently implemented in these selected schools.
- To examine the relationship between the assessed levels of school-community engagement and the measured student academic results in these schools.
- To identify the perceived challenges hindering effective school-community engagement in these schools based on stakeholder perspectives.

1.5. Significance of the Study

This research aimed to deepen the understanding of school-community engagement practices and their relationship with student academic results, specifically within the contrasting contexts of government and private primary schools in Yeka Sub-City, Addis Ababa. By providing context-specific, comparative data, this study offered several important contributions:

Informed Local Practice and Policy: This research was designed to assist school principals, teachers, PSTA members, and Woreda Education Office (WEO) officials in Yeka Sub-City by providing empirical evidence on current engagement levels, identifying effective practices, and highlighting specific challenges within both government and private school settings. The findings offered actionable insights for tailoring engagement strategies, allocating resources

more effectively, and potentially informing WEO policies aimed at strengthening school-community partnerships across the sub-city.

Enhanced Stakeholder Awareness: By examining the relationship between engagement and student results, the study sought to raise awareness among all stakeholders (parents, teachers, administrators, community members) about the tangible impact of their involvement and collaboration on student academic success within their specific school context.

Guided Future Research: The study identified specific gaps and comparative dimensions related to school-community engagement in an urban Ethiopian context. This was likely to motivate further investigation into specific aspects, such as the factors driving differences between school types, the long-term impact of particular engagement strategies, or effective approaches for overcoming identified barriers in similar urban settings.

Input for Professional Development: The outcomes of this research could serve as a valuable resource for designing targeted professional development programs for school leaders and teachers in Yeka Sub-City, equipping them with evidence-based knowledge and practical strategies for fostering more effective school-community engagement tailored to their specific school type and context.

Contribution to Equitable Education: By comparing engagement practices and their impact in government and private schools, the study shed light on potential disparities. This information could contribute to discussions and initiatives aimed at promoting more equitable opportunities for strong school-community partnerships and, consequently, improved student outcomes across different school sectors.

In summary, this study not only sought to understand and potentially improve school-community engagement practices within Yeka Sub-City but also aimed to contribute empirical evidence to the broader conversation about strengthening these vital partnerships for enhanced student success in Ethiopia's diverse urban primary education landscape.

1.6. Scope of the Study

The focus of this research was to assess school-community engagement practices and examine their relationship with student academic results within selected government and private primary schools located in Yeka Sub-City, Addis Ababa. This study aimed to compare the levels and

types of engagement occurring in these different school settings and investigate how these engagement practices correlated with measurable student performance indicators.

The key variables explored were "school-community engagement" (independent variable, operationalized using dimensions adapted from Epstein's (2001) framework: Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with Community) and "student academic results" (dependent variable, operationalized using specific metrics such as Grade 8 regional examination performance, external inspection outcomes regarding student achievement, and school-level promotion/repetition rates). School-community engagement was assessed through stakeholder perceptions collected via questionnaires and interviews, supplemented by document analysis (e.g., PSTA minutes, SIP reports). Student academic results were gathered primarily through official school records and WEO data.

The study was geographically confined to Yeka Sub-City, Addis Ababa, Woredas from which sample schools were drawn. This sub-city was selected as it represents a diverse urban educational environment with a significant presence of both government and private primary schools, providing a suitable context for comparative analysis.

The research was conducted over a period from January to June 2022. This timeframe included distinct phases: Preparation (January 2022): Finalizing research design, securing ethical clearance and permissions, adapting/developing data collection instruments. Data Collection (February - April 2022): Administering questionnaires to teachers, parents, and student representatives; conducting interviews with principals and WEO officials; collecting relevant school documents and student result data. Data Analysis (May 2022): Processing and analyzing quantitative data using SPSS (descriptive statistics, correlation, chi-square) and qualitative data using thematic analysis. Reporting (June 2022): Compiling findings, drawing conclusions, and formulating recommendations within the final thesis document.

1.7. Limitation of the Study

While this study provides valuable insights into school-community engagement and its effect on student academic results in Yeka Sub-City, certain limitations should be acknowledged:

Geographical Scope: The findings are specific to the selected government and private primary schools within Yeka Sub-City, Addis Ababa. Caution should be exercised when generalizing

these findings to other sub-cities, rural areas, or different regions within Ethiopia, which may have distinct socio-economic and educational contexts.

Cross-Sectional Design: The data were collected at a single point in time (February-April 2022). While this design allows for the examination of relationships between variables, it cannot definitively establish causality. A longitudinal study would be required to track changes over time and better infer causal links between school-community engagement levels and student academic results.

Reliance on Self-Reported Data: A significant portion of the data, particularly regarding the implementation of school-community engagement practices (based on Epstein's framework) and perceived challenges, was collected through questionnaires and interviews relying on stakeholder perceptions. Such data may be subject to potential biases, including social desirability or differing interpretations of engagement activities. While triangulated with document analysis, the perceptual nature remains a limitation.

Sampling Strategy: The purposive selection of schools, while ensuring balance between government and private sectors, means the school sample is not strictly random, limiting statistical generalization to *all* primary schools in Yeka Sub-City. Similarly, targeting PSTA representatives based on availability within selected sections might introduce minor bias if available members differ systematically from unavailable ones.

Statistical Model Assumption: The Durbin-Watson statistic obtained in the multiple regression analysis indicated positive autocorrelation, suggesting that a key assumption of the standard linear regression model was potentially violated. While the overall strength of the relationship between SCE and SAR is strongly supported by multiple analyses (correlation, chi-square, R-squared), the precise regression coefficients and p-values should be interpreted with some caution.

Operationalization of Variables: While standard indicators were used, both "School-Community Engagement" (measured via perceptions of Epstein's typologies) and "Student Academic Results" (measured via specific exam, inspection, and progression data) are complex constructs. The chosen measures capture key facets but may not encompass the full complexity of these variables.

Acknowledging these limitations helps contextualize the findings and highlights areas for future research to build upon this study.

1.8. Operational Definitions

For the purpose of clarity and consistency within this study, the following terms were defined as:

School-Community Engagement: The range of interactions, partnerships, activities, and communication channels established between the school (including its leadership, teachers, and staff) and its stakeholders (students, parents/guardians, PSTA members, and relevant community entities) aimed at supporting student learning, development, and overall school improvement. This was assessed based on dimensions adapted from Epstein's (2001) framework.

Student Academic Results: Measurable indicators of student performance and progression within the selected primary schools. In this study, these included Grade 8 regional examination pass rates and average scores, school rankings based on external inspection reports related to student achievement, annual student promotion rates, and student repetition rates.

Government School: A primary school (typically Grades 1-8) operating within Yeka Sub-City that is fully funded, managed, and administered by the Addis Ababa City Administration Education Bureau and the Federal Ministry of Education.

Private School: A primary school (typically Grades 1-8) operating within Yeka Sub-City that is owned, managed, and funded by non-governmental individuals, groups, or organizations (including for-profit, non-profit, faith-based), licensed by the relevant government education authorities, and often charging tuition fees.

Primary School: An educational institution providing the first cycle (Grades 1-4) and second cycle (Grades 5-8) of basic education in the Ethiopian system.

Parent-Student-Teacher Association (PSTA): The formally established body within Ethiopian schools comprising representatives of parents, students (typically upper grades), and teachers, intended to facilitate communication and collaboration for school improvement.

School Community: All individuals directly involved with or having a stake in a specific school, including students, parents/guardians, teachers, school leaders (principals, vice-principals), administrative and support staff, PSTA members, and potentially influential local community members or organizations connected to the school.

Woreda Education Office (WEO): The administrative body responsible for overseeing and supporting government and private schools within a specific Woreda (district) under the Addis Ababa City Administration Education Bureau.

1.9. Organization of the Study

This thesis was organized into five distinct chapters to present the research in a logical and structured manner. **Chapter One** introduced the study, outlining the background, statement of the problem, research questions, objectives, significance, scope, limitations, operational definitions, and the overall organization of the thesis. **Chapter Two** provided a review of relevant literature, covering theoretical frameworks related to school-community engagement, empirical studies on its effects and influencing factors, identified research gaps, and presented the conceptual framework guiding the study. **Chapter Three** detailed the research methodology, including the research approach and design, population and sampling techniques, data collection instruments and procedures, methods of data analysis, and ethical considerations. **Chapter Four** presented the findings of the study through data analysis and interpretation, addressing each research question using descriptive statistics, inferential analysis (correlation, chi-square), and thematic analysis of qualitative data, alongside discussion linking findings to existing literature. Finally, **Chapter Five** summarized the key findings, drew overall conclusions based on the evidence presented, and offered specific recommendations for stakeholders aimed at enhancing school-community engagement for improved student results in Yeka Sub-City.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This section discusses multiple theories related to parental involvement and school-community engagement, focusing on their relevance to the research questions and objectives of the study.

2.1.1 Epstein's Framework of Six Types of Involvement

Epstein's Framework of Six Types of Involvement is foundational in understanding parental involvement in education. This framework categorizes the various forms of engagement that schools can foster:

1. **Parenting:** This type involves providing a supportive home environment conducive to learning. Schools can assist families by offering workshops on child development and effective parenting strategies.
2. **Communicating:** Effective communication between schools and families is critical. This includes establishing two-way communication channels that keep parents informed about school programs and their children's progress.
3. **Volunteering:** Schools can encourage parents to participate in school activities, enhancing the educational experience for students and strengthening community bonds.
4. **Learning at Home:** Schools should provide parents with resources and strategies to help their children with homework and learning activities, empowering parents to take an active role in their children's education.
5. **Decision Making:** Including parents in school governance and decision-making processes fosters a sense of ownership among families.
6. **Collaborating with the Community:** Schools should leverage community resources to support student learning, involving partnerships with local organizations and businesses.

This framework is particularly relevant to the thesis as it provides a structured approach to understanding how various forms of parental involvement can influence educational outcomes. By applying this framework, the research can identify specific areas where schools in Yeka Sub-City can enhance their engagement strategies to improve student performance (Epstein, 2001).

2.1.2 Hoover-Dempsey and Sandler Model

The Hoover-Dempsey and Sandler Model focuses on the psychological aspects of parental involvement, emphasizing why parents choose to engage in their children's education. The model identifies several factors that influence parental involvement:

- **Parental Beliefs:** Parents' perceptions of their role in education significantly affect their level of involvement. If parents believe that their engagement is critical to their child's success, they are more likely to participate actively.
- **School Invitations:** The extent to which schools encourage parental participation can motivate parents to engage more actively. Schools that create an inviting atmosphere and actively seek parental involvement can enhance engagement levels.
- **Child's Characteristics:** The age and needs of the child can also influence parental involvement. For example, younger children may require more direct parental assistance, while older students may encourage more independence, impacting the nature of parental engagement.

This model informs the thesis by highlighting the importance of understanding the motivations behind parental engagement. By exploring these motivations within the Ethiopian context, the research can identify barriers that prevent parents from participating in their children's education, thus informing strategies to enhance involvement (Hoover-Dempsey & Sandler, 1995).

2.1.3 Social Capital Theory

Social Capital Theory posits that social networks and relationships provide individuals with resources and support that can enhance their educational experiences. In the context of education, parental involvement can create social capital that benefits students. Key aspects include:

- **Networks of Support:** Strong relationships between families and schools can lead to better educational outcomes. When parents are connected to a network of support, they are more likely to engage in their children's education.
- **Community Resources:** Schools that leverage community resources can provide additional support for students and families. Community engagement can enhance

educational offerings and provide opportunities for students that schools alone may not be able to offer.

This theory is pertinent to the thesis as it underscores the importance of building strong relationships within the community to foster educational success. By examining how social capital operates in Yeka Sub-City, the research can identify ways to strengthen community ties and enhance parental involvement (Bourdieu, 1986).

2.1.4 Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory emphasizes the multiple layers of influence on a child's development, including family, school, and community environments. The theory outlines several systems:

- **Microsystem:** This refers to the immediate environment, including family and school, where the child directly interacts. Strong, positive relationships in this system can significantly impact a child's development.
- **Mesosystem:** The interactions between different microsystems, such as the relationship between home and school, are critical. A supportive relationship between parents and teachers can enhance student outcomes.
- **Exosystem:** This includes external factors that indirectly influence the child, such as parental workplaces and community resources. These external systems can affect parental availability and involvement.

This theory supports the thesis by providing a framework for understanding how various environmental factors interact to affect student outcomes. By examining these systems in Yeka Sub-City, the research can provide insights into how to effectively engage parents and communities to support student success (Bronfenbrenner, 1979).

2.1.5 Theory of Planned Behavior

Ajzen's Theory of Planned Behavior explains how individual attitudes, subjective norms, and perceived behavioral control influence intentions and actions. In the context of parental involvement, this theory suggests that:

- **Attitudes:** Parents' beliefs about the importance of their involvement can motivate them to engage. If parents perceive that their involvement positively impacts their child's education, they are more likely to participate.
- **Subjective Norms:** The expectations of peers and the community can influence parental behavior. Parents may be more inclined to engage if they see other parents doing the same.
- **Perceived Control:** Parents' perceptions of their ability to participate in school activities can affect their level of involvement. If parents feel they have the resources and support to engage, they are more likely to do so.

This theory is relevant to the thesis as it highlights the psychological factors that influence parental engagement. By understanding these factors, the research can identify strategies to empower parents in Yeka Sub-City to become more involved in their children's education (Ajzen, 1991).

2.2. Empirical Review: Factors Affecting School-Community Relationships

2.2.1 Socioeconomic Status

Research indicates that socioeconomic status (SES) significantly influences parental involvement and, consequently, school-community relationships. Coleman (1986) emphasized that family background is a strong predictor of academic achievement. Studies show that families with higher SES are more likely to engage in school activities, communicate with teachers, and advocate for their children's education (Lareau, 2003). In contrast, families from lower SES backgrounds often face barriers, such as time constraints and a lack of resources, which can limit their involvement (Muller, 1991).

For instance, a study by Sui-Chu and Willms (1996) found that students from economically disadvantaged backgrounds had lower levels of parental involvement, which negatively affected their academic performance. This finding highlights the need for schools to develop strategies that engage low-SES families and foster meaningful partnerships.

2.2.2 Cultural Background

Cultural differences play a crucial role in shaping school-community relationships. Research shows that minority parents often feel marginalized and disconnected from schools, which can

hinder their involvement (Rudniski, 1992). Litwak and Meyer (1974) found that parents from racial and ethnic minorities tend to have less affinity for school due to differing values and communication barriers. These cultural disconnects can result in misunderstandings and limited engagement, further exacerbating educational disparities.

A study by González et al. (2005) explored how culturally relevant pedagogy can improve relationships between schools and culturally diverse families. The findings indicated that when schools embrace and respect cultural differences, parental involvement increases, leading to better student outcomes.

2.2.3 Parent Literacy

Parental literacy is essential for effective engagement in a child's education. Liu (1996) found that children perform better academically when their parents are literate and can provide a supportive home learning environment. Unfortunately, many parents with low literacy levels struggle to assist their children with homework, particularly in subjects requiring proficiency in English (Finders & Lewis, 1994). This lack of literacy can create a barrier to parental involvement, limiting the effectiveness of school-community partnerships.

Research by Edwards (1995) highlights the importance of literacy programs for parents, indicating that improving parental literacy can enhance engagement and, consequently, student achievement. Schools that offer resources and training for parents can help bridge this gap.

2.2.4 Family Structure

The structure of a family significantly impacts parental involvement and school-community relationships. Lee (1991) noted that children from stable family environments typically experience better educational outcomes. Conversely, students from single-parent or non-traditional family structures may face additional challenges, although they can still succeed with appropriate support (Motsinger, 1990).

Research shows that schools can play a pivotal role in supporting diverse family structures by providing resources and creating inclusive environments that encourage all parents to participate. Programs that acknowledge and address the unique needs of different family types are vital for fostering effective school-community relationships.

2.2.5. Working Parents

Working parents often encounter challenges in engaging with their children's education due to time constraints and demanding work schedules. Onikama (1998) found that many working-class parents wish to be involved but struggle to attend meetings and school events. This disconnect can prevent meaningful engagement and limit the development of strong school-community relationships.

Schools can support working parents by offering flexible meeting times, providing online resources, and creating alternative engagement opportunities that accommodate their schedules. By doing so, schools can enhance parental involvement and strengthen community ties.

2.2.6. Teacher Attitudes

Teacher attitudes towards parental involvement significantly impact the development of school-community relationships. Research indicates that teachers who view parental engagement as a burden may inadvertently discourage participation (Henderson, 1988). A study by the Iowa Department of Education (1996) found that mixed messages from school staff about the importance of family involvement can lead to confusion and disengagement among parents.

Positive teacher attitudes and proactive communication strategies are essential for fostering strong partnerships with families. Training programs for educators that emphasize the value of parental involvement can help create a more inclusive school environment.

2.3. Research Gap

Despite the wealth of research on parental involvement and school-community engagement, significant gaps remain, particularly in the context of Ethiopia. While international studies have explored the impact of various factors on parental involvement, the nuances of these relationships in urban Ethiopian settings have not been thoroughly examined.

International Studies

Internationally, numerous studies have investigated the effects of socioeconomic status, cultural background, and parental literacy on school-community relationships. For instance, research in the United States has consistently shown that higher parental involvement correlates with better academic outcomes (Henderson & Mapp, 2002). However, these studies often focus on

predominantly middle-class populations, leaving a gap in understanding how these dynamics play out in lower-income and diverse cultural settings.

Additionally, while some studies have examined the role of teacher attitudes in fostering parental engagement (Epstein, 2011), they often overlook how these attitudes vary across different cultural contexts. This lack of context-specific research limits the applicability of findings from one region to another.

Ethiopian Context

In Ethiopia, there is a scarcity of empirical studies that specifically assess the impact of school-community engagement on student outcomes within different school contexts. Most existing research focuses on general educational challenges without delving into the specific factors that affect parental involvement in urban settings like Yeka Sub-City, Addis Ababa. For example, studies such as Kebe's (2020) on community schools and Tadewos's (2019) research on curriculum implementation do not address the effect of community engagement on educational quality.

Furthermore, while Ethiopian educational policies emphasize community participation, the practical realities of these policies in urban schools remain underexplored. Understanding the specific challenges and opportunities within the Ethiopian context is crucial for developing effective strategies to enhance school-community relationships.

Addressing these research gaps is essential for informing policy and practice in Ethiopian education. By examining the unique factors that influence school-community engagement in Yeka Sub-City, this study aims to contribute valuable insights that can help improve educational outcomes and foster stronger partnerships between schools and communities.

2.4. Conceptual Framework of the Study

The conceptual framework for this study illustrated the relationships between the independent variable, school-community engagement, and the dependent variable, student academic results. This framework served as a guide for examining how different dimensions of school-community engagement affected student outcomes in both government and private primary schools in Yeka Sub-City.

Independent Variable: School-Community Engagement

The independent variable in this study was **school-community engagement**, operationalized through dimensions adapted from Epstein's (2001) framework. The six key dimensions included:

1. **Parenting:** Involvement in creating supportive home environments for learning.
2. **Communicating:** Establishing effective two-way communication channels between schools and families.
3. **Volunteering:** Encouraging parental participation in school activities.
4. **Learning at Home:** Providing resources and strategies for parents to assist with homework and learning activities.
5. **Decision Making:** Including parents in school governance and decision-making processes.
6. **Collaborating with Community:** Coordinating resources and services from the community to support students and families.

Dependent Variable: Student Academic Results

The dependent variable was **student academic results**, which was measured using specific indicators, including:

- **Grade 8 Regional Examination Performance:** Average scores and pass rates on standardized assessments.
- **External Inspection Outcomes:** Results from school inspections that evaluated student achievement and learning environments.
- **School-Level Promotion/Repetition Rates:** Metrics indicating student progression or retention within grades.

Relationships between variables

The conceptual framework posited that higher levels of school-community engagement would positively influence student academic results. The relationships were described as follows:

- **Direct Relationship:** Increased engagement in the six dimensions of school-community involvement was expected to enhance student academic performance. For instance,

effective communication could lead to better parental support, which in turn might improve student learning outcomes.

- **Moderating Factors:** The effectiveness of school-community engagement could vary between government and private schools due to differences in resources, community involvement, and socio-economic contexts. This study explored whether the impact of engagement dimensions varied significantly between these two school types.

Measurement of Variables

School-Community Engagement was assessed through a mixed-methods approach, including:

- **Surveys:** Questionnaires administered to parents, teachers, and school administrators gauged perceptions and practices related to the six dimensions of engagement.
- **Interviews:** Semi-structured interviews with key stakeholders (principals, teachers, and WEO officials) provided qualitative insights into the effectiveness and implementation of engagement practices.
- **Document Analysis:** A review of relevant documents (e.g., PSTA meeting minutes, School Improvement Plans) supplemented survey and interview data to provide a comprehensive view of engagement practices.

Student Academic Results were quantified through:

- **School Records:** An analysis of official documents tracked student performance, including examination results, promotion rates, and external inspection reports.

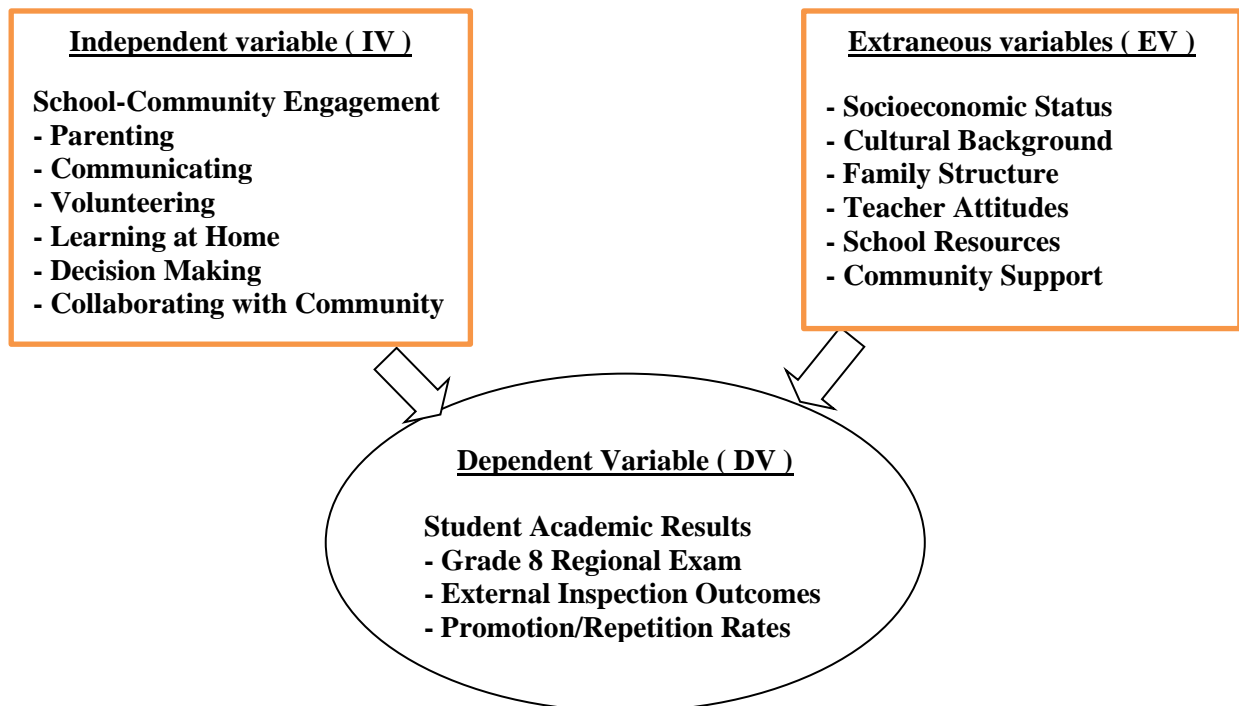
Extraneous Variables

Extraneous variables influenced the relationship between school-community engagement and student academic results. One significant extraneous variable was **socioeconomic status (SES)**, which encompassed family income, parental education levels, and occupational status. Research indicated that families with higher SES often had more resources and social capital, enabling greater involvement in school activities (Coleman, 1986; Lareau, 2003). Conversely, families from lower SES backgrounds faced barriers such as time constraints and limited access to educational resources, adversely affecting their ability to engage effectively with schools (Muller, 1991).

Another critical extraneous variable was **cultural background**, which significantly influenced parental attitudes toward education and engagement practices. Parents from minority or marginalized backgrounds often felt disconnected from schools due to real or perceived biases, hindering their involvement and impacting student academic results (González et al., 2005). Additionally, factors such as family structure, teacher attitudes, school resources, and community support played vital roles in shaping the dynamics of school-community engagement. Understanding these extraneous variables was essential for isolating the effects of school-community engagement on student outcomes and ensuring a comprehensive analysis of the research problem.

This conceptual framework established a clear pathway for examining the relationship between school-community engagement and student academic results in Yeka Sub-City. By systematically exploring these variables and their interactions, the study aimed to provide actionable insights that could inform policies and practices aimed at enhancing educational outcomes in both government and private primary schools.

Figure 2.1: Conceptual Framework



Source: Epstein, J. L. (2001)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

This study employed both descriptive and correlational research designs. A descriptive design was essential to achieve Objectives 1 and 2: accurately portraying the current status of student academic results (using indicators like Grade 8 exams, inspection outcomes, promotion/repetition rates) and assessing the prevailing level and nature of school-community engagement practices (based on Epstein's framework) within the selected government and private primary schools in Yeka Sub-City. This provided a necessary baseline understanding of the existing situation ("what is happening") in both school types.

A correlational element was incorporated primarily to address Objective 3: exploring the nature and strength of the relationship between the assessed levels of school-community engagement (overall and by dimension) and the measured student academic results. This aspect of the design aimed to understand "if" and "how" variations in engagement are associated with variations in student outcomes within this specific urban context. Furthermore, the design facilitated a comparative analysis between government and private schools regarding both engagement practices and student results, allowing for identification of potential differences linked to school type. Integrating these elements aimed to provide a comprehensive picture, moving from description to exploring relationships within and between different school contexts (Creswell & Plano Clark, 2011).

3.2. Research Approach

In this study, a mixed-methods approach, specifically utilizing a concurrent triangulation design (Creswell & Plano Clark, 2011), was employed. Quantitative data (from questionnaires and school records) provided breadth, allowing for measurement of engagement levels across Epstein's dimensions, quantification of student results indicators, comparison between government and private schools, and statistical testing of the relationship between engagement and outcomes. Qualitative data (from interviews with WEO heads and document analysis) provided depth, offering richer contextual insights into the *how* and *why* of engagement practices, exploring the perceptions and experiences of key strategic stakeholders, identifying specific challenges (Objective 4), and understanding the nuances behind the quantitative findings.

Combining these methods allowed for triangulation—cross-verifying findings from different data sources (stakeholder perceptions, official records, documents)—leading to a more comprehensive, credible, and robust understanding of school-community engagement and its relationship with student results in Yeka Sub-City's primary schools than either approach could yield independently. The qualitative data served to explain and elaborate upon the quantitative patterns observed.

3.3. Population of the Study

The target population for this study encompassed all government (N=28) and private (N=57) primary schools (typically Grades 1-8) operating within the 12 woredas of Yeka Sub-City, Addis Ababa, during the 2021/2022 academic year (when data collection occurred in early 2022). According to the Yeka Sub-City Education Office (2021), this constituted a total of 85 primary schools.

Beyond the schools themselves, the relevant population included key stakeholders associated with these institutions: all School Principals (N=85), the Heads of the Woreda Education Offices (WEO) overseeing these schools (N=12), WEO Supervisors and other relevant education professionals involved in primary school oversight (N=84), and Parent-Student-Teacher Association (PSTA) members from the upper primary cycle (Grades 5-8), where PSTA structures are generally more active. For the PSTA members, this included the designated teacher, parent, and student representatives from each relevant section (estimated at 192 sections across the target schools, yielding approximately 576 PSTA members in total). The grand total estimated stakeholder population relevant to the study was approximately 757 individuals.

3.4. Sampling Technique and Sample Size

A multi-stage sampling procedure was employed to select schools and participants:

School Selection: Purposive sampling was utilized to select the participating schools. The primary goal was to achieve a balanced representation from both sectors for comparative analysis. From the 28 government schools, **24** were selected, and from the 57 private schools, **24** were selected, resulting in a total sample of **48 primary schools**. This near-equal representation was deemed crucial for comparing engagement practices and outcomes across the two school types within the sub-city.

Section Selection (within schools): Within each of the 48 selected schools, **two sections** from the upper primary grades (Grades 5-8) were chosen using **simple random sampling**. This yielded 96 sampled sections (48 schools * 2 sections). This focus on Grades 5-8 was justified as PSTA structures and student participation are typically more formalized and active at these levels, and students are better able to reflect on engagement experiences.

Stakeholder Participant Selection:

- Principals: A census approach was used for principals within the selected schools; all 48 principals from the 48 sampled schools were included due to their central role in school management and community relations.
- WEO Heads: A census approach was used; all 12 WEO Heads responsible for the woredas encompassed by the study were included, given their strategic oversight and policy perspective.
- WEO Supervisors/Professionals: From the population of 84 relevant WEO professionals, 29 were selected using simple random sampling to gain a representative sample of perspectives from this oversight group.
- PSTA Members (Teachers, Parents, Students): Within each of the 96 randomly selected sections, the designated teacher representative, parent representative, and student representative for the PSTA were targeted using purposive sampling (selecting the specific role-holder) or availability sampling if the designated person was unavailable. This aimed to include 96 participants from each group (teachers, parents, students), totaling 288 PSTA members. These individuals were selected for their direct experience with school-level engagement activities from different perspectives.

The resulting total planned sample size for stakeholder participation was **377** individuals. This size was deemed sufficient for statistical analysis (particularly correlations and comparisons between school types) and allowed for the inclusion of key informant groups (principals, WEO heads) in their entirety. The sample composition is summarized in Table-1 below.

Table-1: Sample Size of the Study

Stakeholders	Target Population	Sampling Technique	Sample Size
Government Schools	28	Purposive	24
Private Schools	57	Purposive	24
Total Schools	85		48
Principals	85 (48 relevant)	Census (within selected schools)	48
Heads of WEO	12	Census	12
Supervisors & Ed. Professionals	84	Simple Random Sampling	29
Sections (Grades 5-8)	192 (Est. in Pop)	Simple Random (within schools)	96
PSTA Teachers (in selected sections)	192 (Est. in Pop)	Purposive/Availability	96
PSTA Parents (in selected sections)	192 (Est. in Pop)	Purposive/Availability	96
PSTA Students (in selected sections)	192 (Est. in Pop)	Purposive/Availability	96
Total PSTA Members	576 (Est.)		288
Grand Total Stakeholders	757 (Est.)		377

Source: Own survey, 2022

3.5. Data Nature and Source

This study utilized both **primary** and **secondary** data sources to ensure a comprehensive understanding of school-community engagement and student results:

- **Primary Data:** Constituted data collected directly by the researcher specifically for this study. This included:
 - *Perceptions and reported practices* regarding the six dimensions of school-community engagement (based on Epstein's framework) and perceived challenges, gathered via questionnaires administered to principals, WEO professionals, PSTA teachers, PSTA parents, and PSTA students (N=365).
 - *In-depth perspectives* on engagement strategies, effectiveness, challenges, and the link to quality education, gathered through semi-structured interviews with the 12 WEO Heads.
- **Secondary Data:** Involved the collection and analysis of existing information relevant to the study variables. This included:

- *Student Academic Results:* Quantitative data such as Grade 8 regional examination pass rates and average scores, annual student promotion rates, and student repetition rates, obtained from official school records and potentially aggregated reports from the WEO.
- *School Performance Indicators:* Information from external inspection reports, specifically focusing on findings related to student achievement and potentially school-community linkage evaluations.
- *Contextual Documents:* Information from school-level documents like Parent-Student-Teacher Association (PSTA) meeting minutes and School Improvement Program (SIP) reports to understand planned versus actual engagement activities and stated priorities.

3.6. Data Collection Instruments and Procedures

3.6.1. Data Collection Instruments

Multiple instruments were used to collect primary and secondary data, enabling triangulation:

1. **Questionnaire:** A structured questionnaire served as the primary tool for collecting quantitative data on engagement perceptions and practices from broad range of stakeholders.
 - *Content:* Items were developed based on Epstein's (2001) six types of involvement, using Likert scales to measure the perceived frequency or effectiveness of activities related to Parenting support, Communicating, Volunteering, Learning at Home support, Decision Making inclusion, and Collaborating with the Community. Sections also likely gathered demographic data and potentially included items on perceived challenges. Items were designed to gather data relevant to Objectives 2 and 4.
 - *Language & Administration:* Prepared in Amharic and English, distributed to 365 participants (48 principals, 29 WEO professionals, 96 teachers, 96 parents, 96 students) at their respective locations. Clear instructions were provided, and confidentiality assured.
 - *Targeting:* Addressed Objective 2 (assessing engagement levels) and contributed data towards Objective 4 (identifying challenges from multiple perspectives).
2. **Semi-structured Interview Guide:** Used for collecting in-depth qualitative data from WEO Heads.

- *Content:* Open-ended questions focused on exploring WEO perspectives on the status and effectiveness of school-community engagement in government vs. private schools, policies and support mechanisms, significant challenges encountered by schools/WEO, perceived impact on educational quality and student results, and suggestions for improvement. The guide allowed for probing follow-up questions.
 - *Administration:* Conducted face-to-face with the 12 WEO Heads, audio-recorded with permission after explaining the purpose and ensuring confidentiality.
 - *Targeting:* Primarily addressed Objective 4 (challenges from a system perspective) and provided context for Objectives 2 and 3.
3. **Document Analysis Checklist/Guide:** A structured approach to extracting relevant information from secondary sources.
- *Content:* Focused on systematically identifying and recording specific data points related to: student academic results (Grade 8 scores/pass rates, promotion/repetition rates - Objective 1), evidence of engagement activities mentioned in PSTA minutes or SIP reports (Objective 2), and findings related to student achievement or community links in inspection reports (Objective 1 & 2).
 - *Procedure:* Accessed official records at schools and the WEO, using the guide to ensure consistent data extraction.
 - *Targeting:* Directly addressed Objective 1 (status of results) and provided supplementary evidence for Objective 2 (nature of engagement).

3.6.2. Data Collection Procedures

The process followed a systematic sequence:

- Formal ethical clearance was obtained from Addis Ababa University, followed by official permission from the Yeka Sub-City Education Office and subsequently from the principals of the 48 selected schools.
- Instruments (questionnaire, interview guide) were finalized. The questionnaire was prepared in both Amharic and English. *[Assume pilot testing was likely done for clarity, though not explicitly stated in the original text].*

- Sampled schools and WEO offices were contacted to schedule data collection activities.
- Participants (principals, teachers, parents, students, WEO staff) were identified based on the sampling plan. Each potential participant received an explanation of the study's purpose, assurance of confidentiality, and information about voluntary participation.
- Informed consent (written) was obtained from all adult participants. For student participants, parental/guardian consent and student assent were secured.
- Questionnaires were administered to the 365 targeted respondents and collected within an agreed timeframe (Feb-April 2022).
- Interviews with the 12 WEO heads were scheduled and conducted by the researcher, using the guide and ensuring appropriate recording/note-taking.
- Relevant documents (school records, PSTA minutes, SIPs, inspection reports) were accessed and reviewed, with key data extracted using the analysis guide.

3.7. Method of Data Analysis

A **mixed-methods analysis approach** was employed (Creswell & Plano Clark, 2011). Quantitative and qualitative data were analyzed separately but concurrently, and then the results were merged during the interpretation phase for a comprehensive understanding.

Quantitative Data Analysis: Data from questionnaires (Likert scale responses) and secondary sources (student results metrics) were coded, entered, and analyzed using SPSS (Statistical Package for the Social Sciences) [Specify Version if known, e.g., Version 25].

Descriptive Statistics:

Frequencies, percentages, means, and standard deviations were calculated to summarize respondent demographics, describe the status of student academic results (Objective 1), and assess the level and nature of school-community engagement across Epstein's dimensions, disaggregated by school type (government vs. private) (Objective 2).

Inferential Statistics:

Independent Samples t-tests were likely used to compare the mean scores for engagement dimensions and student academic results between the government and private school samples (addressing comparative aspects of Objectives 1 & 2).

Pearson correlation coefficient (r) was used to examine the strength and direction of the linear relationship between the overall school-community engagement scores (and potentially dimension scores) and the quantitative indicators of student academic results (Objective 3).

Chi-square tests have been used to analyze relationship between categorical variables, like engagement levels categorized as high/low vs. pass/fail rates, though correlation is more central to RQ3.

Qualitative Data Analysis: Data from the semi-structured interviews with WEO heads and any open-ended questionnaire responses were transcribed (and translated if necessary) and analyzed using **Thematic Analysis** (Braun & Clarke, 2006). This involved: familiarization with the data, generating initial codes, searching for patterns and collating codes into potential themes, reviewing and refining themes, defining and naming final themes related specifically to engagement practices, perceived effectiveness, and hindering factors (Objective 4). Qualitative data from document analysis (PSTA minutes, SIPs) were analyzed using **content analysis** to identify recurring themes related to planned vs. actual engagement activities and stated challenges.

Integration: Findings from both quantitative and qualitative analyses were systematically **merged and triangulated**. Quantitative results (e.g., correlation coefficients showing a relationship between communication frequency and exam scores) were juxtaposed with qualitative insights (e.g., interview excerpts describing *how* effective communication works or *why* it's challenging). Qualitative data were used to explain, contextualize, and elaborate on the statistical findings, particularly regarding the identified challenges (Objective 4) and the nuances of engagement in different school types.

3.8. Reliability and Validity

Rigorous procedures were implemented to enhance the quality and trustworthiness of the study's findings:

Validity (Accuracy/Appropriateness):

Content Validity: Instruments (questionnaire, interview guide) were developed based on established theoretical frameworks (Epstein, 2001) and relevant literature. They were reviewed

by the research advisor (Dr. Zenebe Baraki) to ensure adequate coverage of the research objectives and appropriateness for the Ethiopian primary school context.

Construct Validity: Grounding the engagement measure in Epstein's widely accepted framework supports construct validity. Triangulation, using multiple data sources (questionnaires, interviews, documents) and multiple perspectives (principals, teachers, parents, students, WEO officials), further strengthened the validity of the constructs being measured by seeking convergence.

Internal Validity: The correlational analysis explored relationships, but causal claims were made cautiously. The use of multiple data points and stakeholder groups helped provide a more credible picture of the interplay between variables.

External Validity/Transferability: While findings are context-specific to Yeka Sub-City, the inclusion of a substantial number of schools (48) from both government and private sectors, selected through purposive and random methods at different stages, enhances the potential relevance (though not direct generalizability) to other similar urban contexts in Addis Ababa. Detailed description of the context and methodology aids readers in judging transferability.

Reliability (Consistency)/Dependability:

Instrument Reliability: The questionnaire was prepared in both Amharic and English to ensure comprehension. *[Ideally, a pilot test would have been conducted and Cronbach's Alpha calculated for the engagement scales to assess internal consistency; assume this was intended or implicitly done through advisor review].*

Procedural Reliability/Dependability: Consistent procedures were followed for administering questionnaires and conducting interviews (using a guide). A clear description of the sampling, data collection, and analysis steps contributes to the dependability (auditability) of the research process.

Confirmability: Findings were grounded in data, with quantitative results presented statistically and qualitative themes supported by evidence from interviews or documents (though specific quotes are not in this method chapter). Triangulation helped ensure interpretations were corroborated across data sources, enhancing confirmability.

3.9. Ethical Considerations

Adherence to strict ethical principles guided the entire research process:

Institutional Approval & Permission: Formal ethical clearance was obtained from Addis Ababa University's College of Education and Behavioral Studies. Official permission letters were secured from the Yeka Sub-City Education Office and subsequently from the principals of all 48 participating primary schools before any data collection commenced.

Informed Consent/Assent: All potential participants were fully informed about the study's purpose, procedures, confidentiality measures, voluntary nature of participation, and their right to withdraw at any time without consequence. Written informed consent was obtained from all adult participants (principals, WEO staff, teachers, parents). For student representatives (likely minors), written parental/guardian consent was obtained first, followed by securing the student's own written assent after an age-appropriate explanation.

Voluntary Participation: It was explicitly stated that participation was voluntary and participants could decline to answer any question or withdraw from the study entirely without any negative repercussions.

Confidentiality and Anonymity: Participants were assured that their identities and individual responses would be kept strictly confidential. Questionnaires were likely coded to track returns but analyzed anonymously. Interview data and school-specific document information were anonymized during analysis and reporting using codes or pseudonyms. Findings were presented in an aggregated format to prevent the identification of individuals or specific schools.

Data Security: All collected data (completed questionnaires, interview recordings/notes, extracted document information) were stored securely (e.g., locked files, password-protected computer files) and accessed only by the researcher for the study's purposes.

Minimizing Harm: The research procedures were designed to minimize any potential risks. Questions were framed to be non-intrusive, and the research aimed to be respectful of participants' time and school routines.

By adhering to these ethical standards, the researcher ensured the protection of participants' rights and welfare throughout the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter presents the analysis and interpretation of data collected to address the research objectives outlined in Chapter One. The study aimed to assess school-community engagement practices and examine their relationship with student academic results in selected government and private primary schools within Yeka Sub-City, Addis Ababa. Data were gathered through questionnaires administered to Parent-Student-Teacher Association (PSTA) members (students, parents, teachers), school principals, and Woreda Education Office (WEO) professionals, supplemented by semi-structured interviews with WEO Heads and analysis of relevant documents (school records, inspection reports, PSTA minutes, SIP reports).

The chapter begins by detailing the response rate and demographic characteristics of the study participants. Subsequently, it presents findings organized according to the four specific research objectives: (1) determining the status of student academic results, (2) assessing the level and nature of school-community engagement, (3) examining the relationship between engagement and results, and (4) identifying perceived challenges hindering effective engagement. Quantitative data are presented using descriptive statistics (frequencies, percentages, means, standard deviations) and inferential statistics (correlation, chi-square, regression), while qualitative data from interviews and document analysis are integrated to provide depth and context. Findings are interpreted, implications discussed, and connections made to the literature reviewed in Chapter Two.

4.2. Response Rate

A total of 365 questionnaires were distributed to the sampled stakeholders. Of these, 264 were completed and returned, yielding an overall response rate of 72.3%. Specifically, the return rates were 68.8% for PSTA members, 87.5% for school principals, and 82.8% for WEO professionals. According to Mugenda (2003), a response rate of 70% or higher is considered excellent for analysis and reporting. Therefore, the achieved response rate is robust and provides a solid basis for the study's findings. Potential reasons for non-response might include time constraints or varying levels of willingness among some participants. All subsequent analyses are based on the 264 returned questionnaires and data from the 12 WEO Head interviews and document reviews.

4.3. Respondents' Demographic Characteristic

Table 2: Respondents' Background

Type of School	Characteristics of respondents		Members of Classroom PSTA						Principals		WEO Professionals		Total	
			Students		Parents		Teachers		Freq.	%	Freq.	%	Freq.	%
			Freq.	%	Freq.	%	Freq.	%						
Governmental	Gender	Male	16	41.02	17	60.71	25	65.78	17	73.91	10	41.66	85	55.92
		Female	23	58.97	11	39.28	13	34.21	6	26.08	14	58.33	67	44.07
		Total	39	100	28	100	38	100	23	100	24	100	152	100
Private		Male	21	65.62	11	31.42	21	80.76	10	52.63			63	56.25
		Female	11	34.37	24	68.57	5	19.23	9	47.36			49	43.75
		Total	32	100	35	100	26	100	19	100			112	100
Both in Governmental and Private	Educational level	Less than 10			17	26.98							17	8.81
		10 th / 12 th Complete			8	12.7							8	4.15
		Certificate			10	15.87							10	5.18
		Diploma			15	23.81	25	39.06					40	20.7
		Degree			11	17.46	37	57.81	40	95.2	24	100	112	58
		MA, MSc			2	3.18	2	3.13	2	4.76			6	3.11
		Total			63	100	64	100	42	100	24	100	193	100
	Experience	1 to 3 years			17	26.98							17	8.81
		4 to 6 years			8	12.7							8	4.15
		7 to 9 years			10	15.87							10	5.18
		10 to 12 years			15	23.81	25	39.06					40	20.7
		13 to 15 years			11	17.46	37	57.81	40	95.2	24	100	112	58
		Above 15 years			2	3.18	2	3.13	2	4.76			6	3.11
		Total			63	100	64	100	42	100	24	100	193	100

Source: Own survey, 2022

Understanding the background characteristics of the participants provides context for interpreting the findings on school-community relations. Key demographic information regarding gender, educational qualification, and experience is summarized below (referencing Table-2 in the original text for detailed frequencies).

Gender: Overall, male participants (56%) slightly outnumbered female participants (44%). Within specific roles, male representation was higher among students (52%), teachers (46% - implies majority male if >50% total), and notably principals (64%). Conversely, female representation was higher among parent PSTA members (56%) and WEO professionals (58%). The dominance of males in school leadership positions (principalship) is particularly noteworthy, aligning with concerns about gender equity in educational management roles. This disparity might influence communication styles and relationship dynamics within the school community, although Woolley et al. (2010) suggest that greater female presence can enhance group collaboration.

Educational Qualification: Excluding students, nearly all teachers, principals, and WEO professionals held at least a Diploma qualification. The majority possessed a Bachelor's degree (58% overall among these groups), meeting the basic requirements. However, a significant portion of teachers (39%) held only a Diploma, which might be below the standard for teaching upper primary grades (5-8). Furthermore, interview data revealed a critical gap: only 21% of principals and WEO professionals held a relevant degree in Educational Planning and Management (EDPM). This lack of specialized training in leadership and management was highlighted by WEO Heads as a potential factor negatively impacting school administration, including community engagement efforts. Among parent respondents, there was considerable variation, with over half (55%) holding a Certificate or lower qualification, potentially impacting their capacity or confidence to engage in certain types of school involvement, particularly those related to 'Learning at Home' support requiring higher literacy levels (Liu, 1996; Finders & Lewis, 1994). This pattern was reportedly more pronounced in government schools.

Experience: A significant proportion of teachers (53%) and principals (64%) had relatively limited experience (6 years or less) within their current schools. WEO professionals reported even shorter tenures (almost all 1-3 years). Interview data confirmed concerns about high teacher turnover and limited experience among school leaders and WEO staff. This lack of continuity and accumulated experience could hinder the development of strong, trusting school-community relationships, as suggested by Kebe (2018), who found that schools with more experienced teachers tend to foster better community relations.

Implications of Respondent Characteristics: The demographic profile suggests potential areas influencing school-community engagement. Gender imbalances in leadership, qualification gaps (especially specific leadership training and parent literacy), and high staff turnover/limited experience may collectively contribute to challenges in building and sustaining effective partnerships in Yeka Sub-City schools.

4.4. Status of Student Academic Results

The first objective was to determine the status of student academic results in the selected government and private primary schools using indicators like Grade 8 regional examination performance, external inspection outcomes, and school-level promotion/repetition rates.

Table 3: Quality of education based on SIP domains

	N Statistic	Descriptive Statistics				Private	
		Generally Mean Statistic	Std. Deviation	Governmental Mean Statistic	Std. Deviation	Mean Statistic	Std. Deviation
Schools' Implementation of Teaching and learning domain	264	2.477	.902	2.266	.827	2.786	.864
Schools' Implementation on the domain of conducive school environment	264	2.746	1.021	2.898	1.086	2.491	.910
Schools' Implementation on domain of School leadership	264	2.587	.910	2.578	.927	2.545	.879
Schools' Implementation on community participation domain	264	2.625	1.071	2.187	.986	3.134	.885
Valid N (list wise)	264	2.609	0.976	2.482	0.957	2.739	0.885

Source: Own survey, 2022

School Improvement Program (SIP) Implementation: Data based on stakeholder perceptions of SIP implementation (Table-3) indicated a moderate overall quality level (Mean=2.61, SD=0.98 on a likely 1-5 scale). Private schools reported slightly higher overall implementation (Mean=2.74, SD=0.89) compared to government schools (Mean=2.48, SD=0.96). Notably, government schools scored lowest on the 'Community Participation' domain (Mean=2.19), while private schools scored highest on this domain (Mean=3.13) but lowest on 'Conducive School

Environment' (Mean=2.49). This suggests differing strengths and weaknesses related to quality domains between the school types.

External Inspection Outcomes: External inspection data (Table-4), measuring quality across Input, Process, and Output stages, showed a similar pattern. Overall quality was rated as moderate (Mean=2.74, SD=0.99). Private schools significantly outperformed government schools in Process (Mean=3.34 vs. 2.23) and Output (Mean=3.35 vs. 2.29), despite government schools scoring higher on Input (Mean=2.77 vs. 2.46). Document analysis confirmed this, with 18/24 private schools achieving Level-3 compared to 12/24 government schools. Given that 'Partnership of the school, parents and the community' is a key component of the 'Process' stage in inspections, the higher process scores in private schools align with their higher scores on the community participation SIP domain.

Table-4: Quality of education based on external inspection

	Descriptive Statistics						
	N Statistic	Generally		Governmental Schools		Private Schools	
		Mean Statistic	Std. Deviation Statistic	Mean Statistic	Std. Deviation Statistic	Mean Statistic	Std. Deviation Statistic
Input	264	2.6818	1.01934	2.7734	1.0883	2.4554	.84777
Process	264	2.7500	1.01977	2.2344	.95145	3.3393	.70460
Output of the schools	264	2.7879	.93133	2.2891	.75454	3.3482	.83515
Valid N (list wise)	264	2.7399	0.990147	2.4323	0.93143	3.04763 3	0.79584

Source: Own survey, 2022

Grade 8 Regional Examination Results (2013 E.C.): Analysis of Grade 8 results (Table-5) revealed stark differences. While the overall pass rate (based on a 37% raw score pass mark) was high (89.9%), private schools achieved near-perfect pass rates (99.6%) compared to government schools (87.1%). Repetition rates showed a similar disparity: 0.44% average in private schools versus a high 12.87% average in government schools, far exceeding the 1% regional goal. Critically, when considering a 50% benchmark, 45.3% of government school students would have failed, compared to only 6.6% in private schools. This indicates significant issues with the actual learning achievement levels, particularly in government schools, despite high official pass rates.

Table-5: Grade 8th students' ministry examination result

Indicators	Governmental Schools	Private Schools	Both Gov & priv.
No. of Enrolled	3200	916	4116
Passed	2788	912	3700
Percentage	87.12	99.56	89.89
Repeated	412	4	416
Percentage	12.87	0.44	10.10
Students scored > 50%	1752	856	2608
Percentage	54.75	93.45	63.36
Students scored < 50%	1448	60	1508
Percentage	45.25	6.55	36.63

Source: Own survey, 2022

Qualitative Perspectives: Interviews with WEO Heads corroborated these findings. They generally rated quality as 'moderate to very good' in private schools and 'very low to moderate' in government schools. They acknowledged government schools often had better inputs (facilities) but weaker processes, including community engagement, leading to lower outcomes.

Interpretation and Implications (Objective 1): The data consistently indicate that student academic results and overall educational quality, while moderate at best across the board, are significantly lower in the sampled government primary schools compared to private primary schools in Yeka Sub-City. Government schools face particular challenges in student achievement (as measured by >50% scores and repetition rates) and process-related quality domains, including community participation. Private schools demonstrate better outcomes, seemingly linked to stronger process implementation, including community engagement, despite potentially fewer inputs. The high repetition rates and low actual achievement levels in government schools, masked by a low official pass mark, imply systemic issues affecting learning and suggest that many students progressing may not be adequately prepared, potentially impacting future educational success. This disparity highlights potential equity concerns within the sub-city's education system.

4.5. Level and Nature of School-Community Engagement

The second objective was to assess the level and nature of school-community engagement practices, operationalized through Epstein's (2001) framework, in the selected schools. Data were

collected via questionnaires (35 items across the six typologies, Table-6) and supplemented by interviews and document analysis.

Table-6: Survey questions per category aligned with Epstein’s six typologies

Question items	Typology /Practice	Questions Per Dimension
Q1 to Q7	Parenting & welcoming	7
Q8 to Q17	Communication	10
Q18 to Q22	Volunteering	5
Q23 to Q26	Learning at Home	4
Q27 to Q32	Decision Making	6
Q33 to Q35	Collaborating	3

Source: Epstein, J. L. (2001)

Overall Engagement Levels: The overall mean score for school-community engagement across all six typologies was 2.98 (SD=1.14) on a 5-point scale, indicating a generally **moderate** level of engagement (Table-7, Figure-2). **Engagement by Typology:** Analyzing the specific dimensions revealed variations: Stronger Areas (approaching or slightly above moderate): Communication (Mean=3.44), Learning at Home (Mean=3.03), and Parenting & Welcoming (Mean=3.00) received the highest overall ratings.

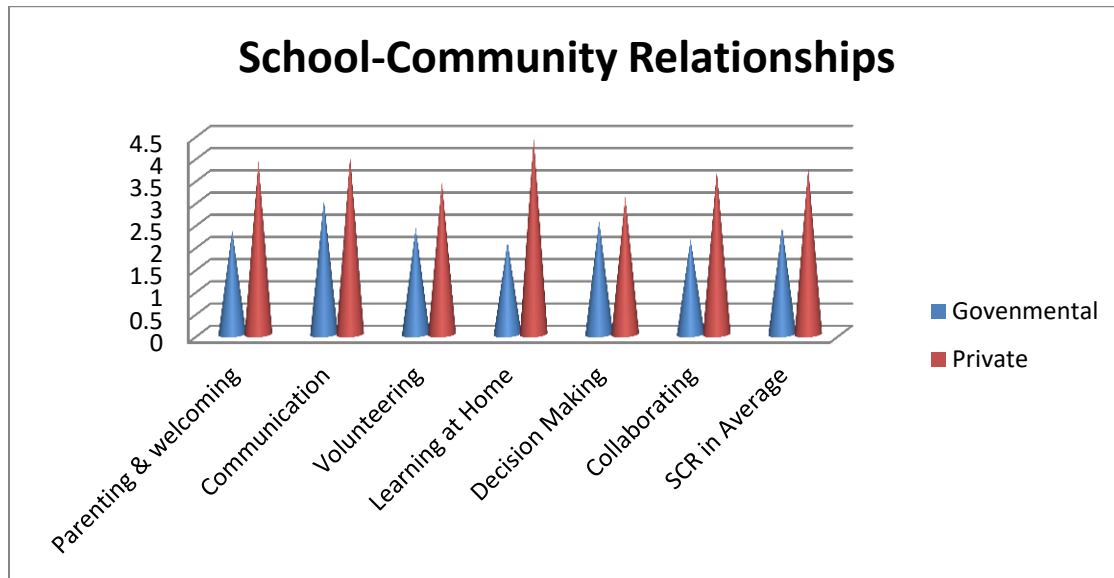
Table-7: Survey questions for the status of existing school-community relationships

		Descriptive Statistics					
Epstein's six typologies	N Statistic	Generally		Governmental		Private	
		Mean Statistic	Std. Deviation Statistic	Mean Statistic	Std. Deviation Statistic	Mean Std. Error	Std. Deviation Statistic
Parenting & welcoming	264	3.0038	1.16181	2.3437	.95931	3.9018	.69697
Communication	264	3.4432	1.02283	3.0313	.92163	4.0179	.67092
Volunteering	264	2.8333	.99173	2.4063	.82708	3.4375	.80294
Learning at Home	264	3.0265	1.42601	2.0781	.87493	4.4286	.58068
Decision Making	264	2.7917	1.06364	2.5625	.88514	3.0982	1.11468
Collaborating	264	2.7765	1.16315	2.1406	.84866	3.7054	.81250
Valid N (listwise)	264	2.979	1.138	2.427	0.886	3.764	0.779

Source: Own survey, 2022

The data is presented more clearly in the following figures through comparison of the existing school community relation status among the measuring categories and the status of the schools.

Figure-2: Summarized status of existing school-community relationships



Source: own survey, 2022

Weaker Areas (below moderate): Volunteering (Mean=2.83), Decision Making (Mean=2.79), and Collaborating with the Community (Mean=2.78) were perceived as less effectively implemented overall.

Comparison between Government and Private Schools: A stark contrast emerged between the two school types (Table-7, Figure-2).

Private Schools: Demonstrated significantly higher levels of engagement across *all six* typologies, with an overall average mean of 3.76 (SD=0.78). They scored particularly high on Learning at Home (Mean=4.43) and Communication (Mean=4.02), indicating strong practices in supporting home learning environments and maintaining regular contact. Even their lowest score, Decision Making (Mean=3.10), was above the moderate level and higher than any single typology score in government schools.

Government Schools: Showed consistently lower levels of engagement, with an overall average mean of 2.43 (SD=0.89). All six typologies scored below the moderate level. The weakest areas were Collaborating (Mean=2.14) and Learning at Home (Mean=2.08), suggesting significant

deficits in leveraging community resources and supporting parents in assisting with learning. Their highest score was Communication (Mean=3.03), barely reaching the moderate threshold.

Nature of Engagement (Qualitative Insights): Interviews and document analysis provided further nuance.

Mechanisms: Private schools reportedly relied heavily on communication books and regular parental visits. Government schools primarily used scheduled meetings, which suffered from low attendance (often less than half the parents attending). Other mechanisms like phone calls or leaflets were used less consistently in government schools.

Focus: Parents in private schools were perceived to be more involved in *following up on their children's learning and progress*. In contrast, parental involvement in government schools was often focused on *contributing materials or money* for school development, rather than direct engagement with the learning process. PSTA meeting agendas in government schools often centered on planning, finance, and discipline rather than pedagogical collaboration.

Interpretation and Implications (Objective 2): The findings clearly show that while overall school-community engagement in Yeka Sub-City primary schools is moderate, there is a significant disparity, with private schools demonstrating substantially stronger engagement practices across all of Epstein's (2001) typologies compared to government schools. Government schools appear particularly weak in actively supporting learning at home, fostering meaningful parental involvement in decision-making, facilitating volunteering, and collaborating with wider community resources. Private schools seem more adept at establishing effective two-way communication and supporting home-based learning activities.

The nature of engagement also differs, with private schools focusing more on academic partnership and government schools more on resource mobilization or basic communication. This difference aligns with Lareau's (2003) findings on how socioeconomic status (often correlated with school choice) can influence the *type* and *intensity* of parental involvement. The low levels of engagement in government schools, especially in areas directly supporting learning (Learning at Home, Volunteering, Decision Making), represent a significant missed opportunity to leverage community resources for school improvement and student success, potentially contributing to the quality gap identified under Objective 1. These findings underscore the need for targeted interventions to strengthen engagement practices, particularly in government

schools, moving beyond basic communication towards more active partnership across all of Epstein's dimensions.

4.6. Relationship between Engagement and Student Results

The third objective was to examine the relationship between the assessed levels of school-community engagement and the measured student academic results. This was investigated using descriptive data on perceptions, correlation analysis, chi-square tests, and multiple regression.

Table-8: Descriptive analysis (The effect of SCR on QE)

Descriptive Statistics							
Response of the study participants about the effect of SCR on QE	N Statistic	Generally		Governmental Schools		Private Schools	
		Mean Statistic	Std. Deviation Statistic	Mean Statistic	Std. Deviation Statistic	Mean Statistic	Std. Deviation Statistic
Good school community relation positively affects quality of education.	264	4.682	.706	4.437	.9114	4.893	.311
Students whose parents closely related to teachers and the school are medium and high achievers.	264	4.337	.945	4.266	.9431	4.277	.997
Parents and the community has little role in achieving education quality.	264	4.329	.837	4.102	1.018	4.446	.551
In my school community participation domain is affecting quality of education as equal as or more than other three domains of SIP negatively.	264	4.439	.695	4.312	.8108	4.464	.552
Students who don't get follow up and support from their parents are low achievers and bad behaved.	264	4.390	.655	4.516	.547	4.116	.707
Majority of parents help their children in learning at home by preparing studying programme.	264	2.996	1.295	1.875	.575	3.929	.768
Students prepare themselves for monthly tests and semester examination, and they do their homework on time without any encourage.	264	2.678	1.313	1.883	.671	3.089	1.227
In my school the role and active participation of parents is more about the learning of their children.	264	3.030	1.591	1.531	.639	4.429	.549
Parents of repeated and dropped out students are active participants in the learning of their children.	264	1.936	.931	1.570	.820	2.089	.678
Valid N (list wise)	264	3.646	0.996	3.166	0.771	3.970	0.704

Source: own survey, 2022

Perceived Link: Stakeholders strongly believed in the positive impact of school-community relations on educational quality (Overall Mean=4.68, SD=0.71, Table-8). Respondents generally

agreed that students with involved parents achieve better (Mean=4.34) and that lack of parental support is linked to low achievement and behavioral issues (Mean=4.39). However, there was a perception, particularly strong in government schools (Mean=4.10 vs 4.45 in private), that parents have a limited role in achieving quality, possibly reflecting low expectations or observed reality. Respondents also perceived that weak community participation negatively affects SIP implementation (Mean=4.44) and that parents of low-achieving/dropout students are typically inactive (Mean=1.94). These perceptions align with the extensive body of research confirming the positive association between involvement and outcomes (Henderson & Mapp, 2002; Jeynes, 2007; Epstein, 2018).

In addition to that, the result from descriptive analysis in table-8 depicted the following themes.

- The schools' weakness in community participation domain was affecting quality of education as equal as or more than other three domains of SIP negatively especially more in governmental schools.
- .Students who don't get follow up and support from their parents are low achievers and bad behaved. It was more series in governmental schools.
- Majority of parents in private schools help their children in learning at home by preparing studying programme, but students' parent of governmental schools didn't do that.
- Students in private schools had good habit of preparation by themselves for monthly tests and semester examination, and they do their home-works on time without any encourage while students of governmental schools had low habit.
- The role and active participation of parents in private schools was more about the learning of their children, but parents' participation in governmental schools was more in developmental activities instead of being on the teaching and learning.
- Both governmental and private schools agreed upon parents of repeated and dropped out students were not active participants in the learning of their children.

Correlation Analysis: Pearson correlation analysis revealed statistically significant ($p < .01$) **strong positive correlations** between overall school-community engagement (and its individual dimensions based on Epstein's framework) and measures of educational quality (both SIP

domain scores – Table-9, and External Inspection stages – Table-10). For instance, strong correlations were found between the 'Community Participation' SIP domain and all six engagement typologies (ranging from $r=.692$ to $r=.875$). Similarly, 'Process' and 'Output' stages of external inspection showed strong positive correlations with all engagement typologies (e.g., Process correlation ranged from $r=.755$ with Learning at Home to $r=.877$ with Parenting/Welcoming). This indicates that higher levels of engagement across Epstein's types are strongly associated with higher perceived quality based on SIP and higher performance in inspection processes and outputs.

Table-9: Correlation between quality of education based on SIP & SCR

		Teaching and learning	conductive education	School leadership	community participation	Parenting & welcoming	Communica tion	Volunt eering	Learning at Home	Decision Making	Collabor ating
Teaching and learning	Pearson C Sig. (2-tailed)	1									
conductive education	Pearson C Sig. (2-tailed)	.719** .000	1								
School leadership	Pearson C Sig. (2-tailed)	.778** .000	.824** .000	1							
community participation	Pearson C Sig. (2-tailed)	.875** .000	.692** .000	.749** .000	1						
Parenting & welcoming	Pearson C Sig. (2-tailed)	.818** .000	.456** .000	.569** .000	.866** .000	1					
Communication	Pearson C Sig. (2-tailed)	.780** .000	.603** .000	.679** .000	.874** .000	.856** .000	1				
Volunteering	Pearson C Sig. (2-tailed)	.774** .000	.585** .000	.740** .000	.843** .000	.829** .000	.872** .000	1			
Learning at Home	Pearson C Sig. (2-tailed)	.664** .000	.224** .000	.386** .000	.751** .000	.888** .000	.761** .000	.799** .000	1		
Decision Making	Pearson C Sig. (2-tailed)	.865** .000	.767** .000	.814** .000	.892** .000	.770** .000	.812** .000	.821** .000	.615** .000	1	
Collaborating	Pearson C Sig. (2-tailed)	.791** .000	.404** .000	.595** .000	.823** .000	.932** .000	.806** .000	.851** .000	.902** .000	.783** .000	1

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

Source: own survey, 2022

The positive sign shows when an independent variable increase, the dependent variable (Quality of Education) also increases. In addition to that, P-value of each variable is $< .001$ which is less than the significance level of $.01$, so the null hypothesis (H_0) “There is no significant relationship between school community relation and quality of education” is failed to be accepted rather the alternative hypothesis is accepted.

Table 4.10: Correlation between quality of education based on External Inspection & SCR

		Input	Process	Output	Parenting & welcoming	Communication	Volunteering	Learning at Home	Decision Making	Collaborating
Input	Pearson C	1								
	Sig. (2-tailed)									
Process	Pearson C	.640**	1							
	Sig. (2-tailed)	.000								
Output	Pearson C	.630**	.821**	1						
	Sig. (2-tailed)	.000	.000							
Parenting & welcoming	Pearson C	.505**	.877**	.865**	1					
	Sig. (2-tailed)	.000	.000	.000						
Communication	Pearson C	.628**	.847**	.841**	.856**	1				
	Sig. (2-tailed)	.000	.000	.000	.000					
Volunteering	Pearson C	.613**	.808**	.884**	.829**	.872**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000				
Learning at Home	Pearson C	.257**	.755**	.774**	.888**	.761**	.799**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000			
Decision Making	Pearson C	.787**	.758**	.842**	.770**	.812**	.821**	.615**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		
Collaborating	Pearson C	.446**	.809**	.844**	.932**	.806**	.851**	.902**	.783**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

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

Source: own survey, 2022

Chi-Square Test

As per the table below indicates, chi-square test was conducted to identify the difference of school community relation as well as quality of education between governmental and private schools under consideration.

The chi-square test (Table-11) confirmed a significant association between school type, engagement level, and quality achievement. Private schools were significantly more likely to have 'High' engagement and 'Achieved' quality, while government schools were significantly more likely to have 'Low' engagement and 'Not Achieved' quality. Crucially, the analysis showed a very strong relationship between engagement level and quality achievement irrespective of school type: 100% of cases with 'High' engagement also 'Achieved' quality, and 100% of cases with 'Low' engagement did 'Not Achieve' quality (within this dataset's categorization). This further strengthens the argument for a direct link between the level of engagement and educational outcomes.

Table-11: Chi-square Cross tabulation

		School * SCR, School*QE and SCR*QE		Cross tabulation				
		School Community Relation			Quality of Education			
		High	Low	Total	Achieved	Not Achieved	Total	
School	Governmental	Count	29	83	112	20	92	112
		Expected Count	56.59	55.4	112.0	51.82	60.17	112.0
		% within School	25.89%	74.10%	100.0%	17.85%	82.14%	100.0%
		Standardized Residual	-3.4	3.4		-4.0	3.7	
	Private	Count	85	27	112	83	29	112
		Expected Count	56.59	55.4	112.0	51.82	60.17	112.0
		% within School	75.89%	24.1%	100.0%	74.1%	25.89%	100.0%
		Standardized Residual	3.4	-3.4		4.0	-3.7	
	Total	Count	114	110	224	103	121	224
		Expected Count	113.19	110.80	224.0	103.65	120.34	224.0
		% within School	50.89%	49.1%	100.0%	46.98%	54.01%	100.0%
	School Community Relation	High	Count				104	0
Expected Count						48.17	55.82	104.0
% within School						100.0%	0.0%	100.0%
Community Relation								
Low		Count				0	120	120
		Expected Count				55.48	64.51	120.0
		% within School				0.0%	100.0%	100.0%
		Community Relation						
Total		Count				104	120	224
		Expected Count				103.66	120.34	224.0
		% within School				46.42%	53.57%	100.0%
		Community Relation						

Source: own survey, 2022

Though the return rate of questionnaire response was different in governmental and private schools, the researcher changed the participants' response of governmental schools from 128 respondents into 112 in order to make equal data with the private ones. Thus, the chi-square test was calculated using 224 number of valid class from both schools.

As the above table illustrates, the count of frequency about school community relation in governmental school was (29 = high and 83 = low) while the data was on the opposite in private schools (71 = high and 23 = low). Expected count was 47.5 to high in both schools, so the count in private schools was higher than an expected count while it was on the contrary in

governmental ones. This implied that the status of school community relation was better in private schools.

Likely to the status of school community relation, table 4.11 shows count of frequency about the status of education quality in governmental school was (20 = high and 92 = low) while the data was on the opposite in private schools (83 = high and 29 = low). Expected count was 51.82 to high in both schools, so the count in private schools was higher than an expected count while it was on the contrary in governmental ones. This implied that the status of education quality was better in private schools.

On the other hand, count of frequency on the status of education quality in both school types under high school community relation was (104 = achieved and 0 = not achieved) while the data was on the opposite under low school community relation (0 = achieved and 120 = not achieved). Expected count was 48.17 for the achievement of education quality in the condition of high status of school community relation, so the count was higher in 55.83 of frequency than an expected count. This implied that there is significant relationship between school community relation and quality of education.

Multiple Regression Analysis: Multiple linear regression was conducted to assess the predictive power of overall School Community Relation (independent variable) on Quality of Education (dependent variable, likely an aggregate score based on SIP or Inspection). After confirming assumptions of normality and linearity, the results were highly significant: The model was a good fit ($F(1, 262) = 789.36, p < .001$) (Table-13).

Table-12: Results of Multiple Regressions Analysis

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.866 ^a	.751	.750	.45431	.751	789.360	1	262	.000	.319

a. Predictors: (Constant), School Community Relation

b. Dependent Variable: Quality of education

Source: own survey, 2022

As per the analysis of regression on the above Table-12, the adjusted R square was 0.751 the model estimated shows that there was 75.0 % positive variation in quality of education as a

result of changes in school community relation as explained by model. 25 % of the variation in quality of education was explained by other factors other than school community relation. In other way, it is noted that 75.0 % of the changes in quality of education variable could be attributed to the effect of the predictor variable or there is 75.0 % of variation in education quality due to school community relation.

Durbin-Watson test: The Durbin-Watson statistic will always have a value between 0 and 4. Upon him, value of 2.0 mean that there was no autocorrelation while value from 0 to less than 2 indicate positive autocorrelation and values from 2 to 4 indicate negative autocorrelation. The regression result of DW as shown in table-12 above was 0.319 DW test result fall in the non-rejection region.

The assumption of autocorrelation is that the covariance between the error terms over time is zero. It is assumed that the errors are uncorrelated with one another. If the errors are correlated with one another, it would be stated that they are “auto correlated” or that they are serially correlated (Brooks, 2008). To confirm either there is auto correlation or not the Durbin Watson test (DW) rule for autocorrelation was applied in this study and the null hypothesis being there is no autocorrelation.

ANOVA: The regression model overall fit can be examined with the help of ANOVA. Base on the above table, the value of R and R² found from the model summary is (F=789.36), (P=.000). This indicates that over all, the regression model statistically significantly predicts the outcome variable of education quality.

Table-13. ANOVA Model fit

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.921	1	162.921	789.360	.000 ^b
	Residual	54.076	262	.206		
	Total	216.996	263			

a. Dependent Variable: Quality of education
b. Predictors: (Constant), School Community Relation

Source: own survey, 2022

Standard Beta Coefficient: The standardized coefficients are the coefficients which can explain the relative importance of explanatory variables. These coefficients are obtained from regression analysis after all the explanatory variables are standardized.

The two most important numbers in regression output are “R-squared” (the one who answered how much percent of the variance in the dependent variable in the regression accounted for) and “S.E. of regression.” and the one that shows how far is the estimated standard deviation of the error term.

The standardized beta coefficient (β) was .866 ($p < .001$), indicating a strong positive predictive relationship (Table-14). For every one standard deviation increase in School Community Relation score, the Quality of Education score increased by 0.866 standard deviations.

Table-14. Beta Coefficient

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.723	.083		8.732	.000
	School Community Relation	.731	.026	.866	28.096	.000

a. Dependent Variable: Students' Result

Source: own survey, 2022

Interpretation and Implications (Objective 3): The findings provide compelling evidence, both perceptually and statistically, for a strong positive relationship between school-community engagement and student academic results/educational quality in the context of Yeka Sub-City primary schools. Higher levels of engagement are significantly correlated with, and strongly predictive of, better educational outcomes as measured by SIP implementation and external inspection results. The regression analysis suggests that school-community engagement is a major factor explaining variations in educational quality within this sample, accounting for approximately 75% of the variance.

This robust local finding strongly supports the theoretical frameworks (Epstein, 2001; Bronfenbrenner, 1979) and extensive empirical research (Henderson & Mapp, 2002; Fan & Chen, 2001) highlighting engagement as a critical lever for school improvement. The implication is clear: efforts to enhance educational quality, particularly in lower-performing government

schools, must prioritize strengthening school-community partnerships across multiple dimensions. Ignoring this relationship means neglecting one of the most potent factors identified in this study for improving student results.

4.7. Perceived Challenges Hindering Engagement

The fourth objective was to identify the perceived challenges hindering effective school-community engagement based on stakeholder perspectives gathered through interviews and open-ended questionnaire items (summarized in original section 4.6.2). Several recurring themes emerged:

Parent-Related Factors:

Low Awareness/Commitment: A frequently cited issue was parents' lack of awareness regarding their crucial role in education and a perceived lack of commitment to actively participate, particularly in government schools.

Low Academic Background/Literacy: As noted in participant characteristics, lower parental education levels were seen as a barrier, potentially limiting confidence or ability to help with homework or engage with school communication effectively (Edwards, 1995; Liu, 1996).

Socioeconomic Constraints: Poor economic status, the need for parents to focus on daily survival ("life struggle"), and lack of time due to work commitments were identified as significant barriers, especially for parents in government schools (Muller, 1991; Onikama, 1998).

Lack of Interest/Motivation: A perceived lack of interest from parents, possibly linked to unemployment discouraging investment in education, was also mentioned.

School/Teacher-Related Factors:

Teacher Attitudes: Negative or indifferent attitudes from some teachers towards parental involvement were seen as discouraging participation (Henderson, 1988).

Leadership Deficits: Lack of motivation and commitment from principals to actively engage all stakeholders, potentially linked to their lack of specific leadership training (as identified by WEO heads), was highlighted.

Communication Gaps: Insufficient or ineffective communication channels between schools (especially government schools relying mainly on poorly attended meetings) and parents/students hindered relationship building.

Non-Participatory PSTA Election: The process for selecting PSTA members was sometimes perceived as non-participatory, potentially leading to representatives who lack influence or commitment.

Systemic Factors:

Lack of Training: Insufficient training for stakeholders (parents, teachers, leaders) on how to effectively engage in partnership activities.

Inadequate Technical Support: Poor technical support from oversight bodies (like WEO) for schools needing guidance on improving engagement.

Unrelated Qualifications of Leaders: The prevalence of school leaders and WEO staff without specific EDPM qualifications was seen as a systemic issue impacting overall management, including community engagement.

Consequences of Poor Engagement: Stakeholders linked weak engagement directly to negative outcomes: reduced community participation and cooperation, insufficient follow-up and support for students leading to poor behavior and low achievement, lack of accountability for school staff, and ultimately, higher dropout and repetition rates. The observation of hundreds of uncollected report cards for low-performing students in government schools served as a stark illustration of this disconnect.

Interpretation and Implications: The identified challenges reflect a complex interplay of individual, school-level, and systemic factors that impede effective school-community engagement, particularly in government schools. Many of these barriers align with those identified in the broader literature (e.g., SES barriers - Lareau, 2003; time constraints - Onikama, 1998; teacher attitudes - Henderson, 1988; leadership role - Epstein, 2011). The lack of parental awareness and commitment, coupled with school-level deficits in leadership, communication, and welcoming attitudes, creates a cycle of disengagement. Systemic issues like inadequate training and support exacerbate the problem. Recognizing these specific, contextually relevant barriers is crucial. It implies that effective strategies (discussed below) must be multi-faceted,

addressing not only parental constraints but also building the capacity and changing the orientation of schools and educational leaders towards genuine partnership, as advocated by Epstein (2011) and Hoover-Dempsey & Sandler (1995). Overcoming these challenges is essential if the potential benefits of engagement identified in Objective 3 are to be realized.

4.8. Stakeholder-Suggested Strategies for Enhancing School-Community Relationships

Drawing from the analysis of challenges and direct suggestions from participants and document review, several strategies emerged for strengthening school-community engagement in Yeka Sub-City:

Strengthen School Leadership: Prioritize appointing principals with relevant EDPM qualifications and provide ongoing professional development focused on building school-community partnerships.

Improve Communication: Adopt more diverse and consistent communication methods, particularly in government schools. Utilizing communication books (as in private schools), regular phone updates, or other accessible means beyond infrequent meetings could reach more parents.

Shift Focus in Government Schools: Encourage government schools to shift the focus of parental involvement from solely resource contribution towards active participation in supporting student learning, mirroring the perceived focus in private schools.

Empower PSTAs: Ensure democratic and participatory election processes for PSTA members to enhance their legitimacy and influence. Provide training for PSTA members on their roles and effective partnership strategies.

Collaborative Planning: Involve all stakeholders, including parents, in collaboratively planning engagement activities and strategies tailored to the school's context.

Parental Empowerment and Awareness: Conduct workshops or awareness campaigns for parents (especially in government schools) about their vital role in supporting learning and effective ways to engage (parenting skills, homework help strategies), aligning with Epstein's 'Parenting' and 'Learning at Home' typologies.

Enforce Expectations (Carefully): Consider mechanisms, potentially within policy frameworks, that clarify expectations for parental involvement while being sensitive to socio-economic barriers. *[This needs careful consideration to avoid being punitive].*

Implication: These strategies suggest a need for systemic changes (leadership qualifications, training), school-level practice shifts (communication methods, focus of involvement), and targeted support for parents. Implementing these requires commitment from WEO, school leadership, and teachers, moving towards a culture of shared responsibility for student success as envisioned in effective school-community engagement models (Epstein, 2018). The fact that some schools included similar strategies in their 2014 E.C. plans but failed to implement them highlights the critical gap between planning and execution, which also needs addressing.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter synthesizes the research undertaken to assess school-community engagement and its effect on student academic results in government and private primary schools within Yeka Sub-City, Addis Ababa. It begins with a summary of the study's purpose, methodology, and key findings related to the research objectives. Subsequently, it draws overarching conclusions based on the empirical evidence gathered. Finally, it offers specific, actionable recommendations for relevant stakeholders aimed at improving practices and potentially informing policy, followed by suggestions for future research.

5.1. Summary of Key Findings

This study aimed to assess the status of school-community engagement (SCE) practices, examine their relationship with student academic results (SAR) in selected government and private primary schools in Yeka Sub-City, and identify challenges hindering effective engagement. Utilizing a mixed-methods approach (concurrent triangulation design), data were collected from 264 stakeholders (PSTA members, principals, WEO professionals) via questionnaires based on Epstein's (2001) framework, supplemented by interviews with 12 WEO Heads and analysis of school records and documents. Key findings related to the specific research objectives are summarized as follows:

Status of Student Academic Results (Objective 1): The study found significant disparities in SAR between the two school types within Yeka Sub-City. Government primary schools exhibited demonstrably lower SAR compared to private primary schools, as evidenced by lower Grade 8 regional examination pass rates (when benchmarked at 50% achievement), significantly higher repetition rates (average 12.87% vs. 0.44%), and lower overall scores in external inspection outcomes, particularly in 'Process' and 'Output' stages.

Level and Nature of School-Community Engagement (Objective 2): Overall SCE practices across the sampled schools were assessed as moderate. However, a stark difference existed between school types. Private schools demonstrated significantly higher levels of SCE across all six of Epstein's dimensions (Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with Community), with particularly strong practices reported in 'Learning at Home' and 'Communicating'. Conversely, government schools reported consistently lower levels of SCE across all dimensions, scoring particularly low in 'Collaborating with

Community' and 'Learning at Home', and only reaching a moderate level in 'Communicating'. The nature of engagement also differed, with private schools reportedly focusing more on academic learning support, while government schools' engagement often centered on resource mobilization.

Relationship between School-Community Engagement and Student Academic Results

(Objective 3): The study established a strong, positive, and statistically significant relationship between the level of SCE and SAR in the sampled schools. Pearson correlation analysis showed significant positive correlations between higher SCE scores (overall and across Epstein's dimensions) and better SAR indicators (SIP implementation scores, external inspection outcomes). Multiple regression analysis indicated that SCE was a powerful predictor of SAR, explaining approximately 75% of the variance in the quality outcome measure used in the model (Adjusted $R^2 = .751$, $p < .001$).

Challenges Hindering Effective School-Community Engagement (Objective 4): Numerous challenges impeding effective SCE were identified, particularly within government schools. These included:

Parent-related factors: Lack of awareness of their role, low parental literacy/educational background, socioeconomic constraints (poverty, lack of time), and perceived lack of motivation.

School/Teacher-related factors: Negative or indifferent teacher attitudes, lack of principal commitment and specific leadership training (especially EDPM), ineffective communication strategies (over-reliance on meetings), and potentially non-participatory PSTA selection processes.

Systemic factors: Insufficient training for stakeholders on effective engagement, inadequate technical support from WEO, and the prevalence of educational leaders lacking relevant qualifications.

5.2. Conclusions

Based on the findings summarized above, the following conclusions are drawn regarding school-community engagement and student academic results in government and private primary schools in Yeka Sub-City:

There exists a significant gap in student academic results between government and private primary schools in Yeka Sub-City, with government school students performing considerably lower on key achievement and progression indicators.

School-community engagement practices are markedly weaker and differ in nature within government primary schools compared to their private counterparts in this context. Government schools lag significantly across all dimensions of Epstein's framework, particularly in fostering partnerships that directly support student learning at home and involve parents in school decision-making.

A strong, positive relationship between the level of school-community engagement and student academic results is empirically confirmed within Yeka Sub-City's primary schools. Higher levels of engagement across Epstein's dimensions are demonstrably associated with, and predictive of, better student academic results, highlighting SCE as a critical factor influencing educational outcomes in this specific urban setting.

The disparity in school-community engagement levels between government and private schools likely contributes significantly to the observed disparity in student academic results.

The effectiveness of school-community engagement, particularly in government schools, is significantly hampered by a combination of parental socioeconomic and awareness barriers, school-level capacity limitations (including leadership qualifications and teacher attitudes), and systemic weaknesses in training and support. These challenges prevent the full realization of the potential benefits of SCE for improving student academic results.

The current state indicates a potential inequity in educational opportunity related to the strength of school-community partnerships, disadvantaging students in government schools where such engagement is less developed.

5.3. Recommendations

Based on the findings and conclusions, the following recommendations are proposed to enhance school-community engagement and, consequently, student academic results, particularly in government primary schools within Yeka Sub-City:

For the Woreda Education Office (WEO) and Policy Makers:

Strengthen Leadership Capacity: Prioritize the appointment of principals with relevant qualifications (preferably EDPM) for government primary schools. Implement mandatory, continuous professional development programs for all principals focusing specifically on evidence-based strategies for fostering effective SCE across all six of Epstein's dimensions.

Enhance Policy and Support for SCE: Review and strengthen policies related to SCE implementation (e.g., within SIP guidelines), ensuring clear expectations and accountability mechanisms. Allocate resources and provide targeted technical support and training modules for schools (especially government schools) struggling to implement effective engagement practices.

Promote Equitable Engagement: Develop sub-city-wide initiatives aimed at raising awareness among all parents about the importance of their engagement in student learning, potentially collaborating with community organizations.

For School Leaders (Principals):

Champion SCE: Actively lead and foster a welcoming school culture that values parents and community members as essential partners in education. Demonstrate personal commitment to building relationships.

Improve Communication Systems: Diversify communication methods beyond formal meetings, especially in government schools. Implement strategies like regular use of communication books, SMS updates, parent resource centers, and flexible conference times to reach diverse families.

Build Teacher Capacity: Provide school-based training and ongoing support for teachers on developing positive relationships with families, communicating effectively, and designing activities that involve parents in learning (both at home and at school). Address negative teacher attitudes towards parental involvement proactively.

Facilitate Meaningful PSTA Functioning: Ensure democratic and transparent election processes for PSTA members. Work collaboratively with the PSTA to plan, implement, and monitor SCE activities focused on improving student academic results, shifting the emphasis from solely resource mobilization in government schools.

Develop Targeted Parent Programs: Initiate workshops or programs based on Epstein's framework, particularly focusing on 'Parenting' skills relevant to supporting education and strategies for 'Learning at Home', tailored to the needs and contexts of the school's parent population.

For Teachers:

Build Positive Relationships: Make proactive efforts to communicate regularly and positively with parents/guardians regarding student progress, successes, and areas needing support.

Guide Home Learning: Provide clear, concise information and practical strategies to parents on how they can support their children's learning at home, aligning homework and other activities with classroom instruction.

For Further Research:

Investigate Causality and Long-Term Impact: Conduct longitudinal studies to better understand the causal relationships between specific types of SCE and long-term student academic results and other developmental outcomes in this context.

Evaluate Interventions: Design and evaluate the effectiveness of specific interventions aimed at improving SCE practices (e.g., parent workshops, new communication strategies, leadership training) in Yeka Sub-City schools.

Explore Contextual Nuances: Conduct further qualitative research to delve deeper into the cultural, socioeconomic, and school-specific factors influencing the dynamics of SCE in both government and private schools.

Examine Specific Dimensions: Investigate in more detail which specific dimensions of Epstein's framework have the strongest correlation with student academic results in this specific urban Ethiopian context.

By implementing these recommendations, stakeholders in Yeka Sub-City can work towards strengthening the vital partnerships between schools, families, and communities, thereby creating more supportive environments for enhancing student academic results for all children.

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Appendices

Annex I: Questionnaire

Addis Ababa University

To _____ Primary School

Yeka Sub City, Wereda _____

Dear respondents, I am student of Addis Ababa University and the objective of the study is to assess the impact of school community relation on promoting quality of education. Your genuine and correct response will contribute more for my effective work. Your information will be kept confidentially and not used for other purpose. Hence, you are not personally affected since it is to be used only for academic purpose. The questionnaire is prepared to gather relevant information about the impact of School Community Relations in Promoting Quality of Education the case of primary schools in Yeka sub city. For this reason you are kindly requested to provide the correct information for the following questions.

Thank you in advance!

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me at 0921569062
Or at sitraanwar2008@gmail.com.

Learning and evaluation					
1	The focus of the school by giving high attention for high result of students. it is the base for the improvement of outcome.				
2	The students have interest of learning and they become to be active participant accordingly conducive situation created for them.				
3	Activities and reports of assessment support the improvement of education and learning outcome				
Curriculum					
1	There are evaluation and improvement process of curriculum to be relevant. participant and to consider the age level and interest of students.				
Conducive education and Environment					
(School Facilities)					
1	Schools provide quality school facilities that enable all staff to work well and all children to learn.				
Student Empowerment					
1	Based on the systems that the school designed for the implementation of different arrangements, the students developed experience of taking responsibility and self- guiding in discipline.				
student support					
1	The students become successful in their education since the school environment is comfortable, free from any risk, supportive and fulfil the				
2	Students with special need have an opportunity of learning equally like others; they are succeed based on the support they gained according to				
School Leadership					
Strategic Vision					
1	The school has shared vision; The goals and objectives were reflected in every focus areas of the school, and they brought output.				
Leadership behaviour					
1	The improvement of the school is approved as it has consistency and built upon sustainable evidence				
2	The school is being an institute of experience sharing, and professional competency of teachers and school leaders is developed thoroughly.				
3	The Collegiality interaction of the school community creates healthy working				
4	All stakeholders accepted the accountability of students' result, and they held well their responsibility.				
5	The process of decision making and leadership activities are cooperative work in the school and unity of implementation is assured among the				
School leadership					
1	The resource leadership of the school supports educational projects and development of education				
2	The school ground rule, principles and systems were performed in a well - organized manner, so strong implementation is assured.				
3	Because of there is successful communication in the school among all stakeholders, ownership belief is developed by all stakeholders.				
Community Participation					
Partnership with parents and careers					
1	Active participation of parents and guardians in the issues of their children's education strengthens the learning of students.				
2	Successful school community relation supports and improves the				

Society participation					
1	Successful cooperation is created through good integration between the school and external organizations and the society.				
Promoting Education					
1	The school is active in communicating and promoting the importance of education and good deeds of the school to the society. Thus, awareness of the community and their support is improved.				

2.2. Level of education quality based on National General Education Inspection Framework

According to MOE, (2013), There are quality education measuring standards which are categorized under **input**, **process** and **out puts** in the National General Education Inspection Framework (NGEIF) in order to assure quality of education. As you review each item, put “√” mark in the boxes for the response that comes closest to describing how the activity is implemented at your school.

Key: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SDA)

No.	Items	Rating				
		5	4	3	2	1
National General Education Inspection Framework						
Input						
School facilities, buildings, human and financial resources						
1	The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.					
2	The school has secured financial resources to execute its priority areas and improve the teaching-learning process.					
3	The school has sufficient suitably qualified directors, teachers and other staff members.					
The Learning Environment						
1	The school has created a conducive teaching -learning environment which is safe and secure for the school community.					
2	The school has created a well-organized Education Development Army					
The schools’ vision, mission, values and plans						
1	The school has shared vision, mission and values.					
2	The school prepared participative school improvement plan (SIP)					
Process						
Learning						
1	Students’ learning and participation has increased.					
2	Students have made progress in their learning.					
3	Students have positive attitudes towards their school.					
Teaching						
1	Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.					
2	Teachers have adequate knowledge of the subject they teach					
3	The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase the participation of all students.					

4	The school keeps record of data regarding female students and students with special needs. It also provides them special support.					
5	Teachers, directors and supervisors have carried out continuous professional development (CPD) programme.					
6	The school leaders, teachers, students and support staff are working as a team in Development Army.					
Curriculum						
1	Teachers evaluate, give feedback on- whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it.					
Assessment						
1	The assessment of students' performance is accurate; students are given appropriate feedback.					
Monitoring and Evaluation						
1	The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity					
2	The school has established and implemented a system for . proper utilization of human, financial and material resources					
Partnership of the school, parents and the community						
1	The school has forged strong partnership with parents and the local community.					
Output						
The school's and students' outcomes						
1	The school has successfully met the national education access, internal efficiency and education sector development program goals.					
2	The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups.					
Students' personal development						
1	Students have demonstrated responsible behaviour, ethical values, cultural understanding and protection of their environment.					
Teachers' and education leaders' personal development						
1	There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice.					
Participation of parents and the local community						
1	The school has secured support due the strong relation it has created with parents, local community and partner organizations.					

Part three: Regarding to the status of the school - community relationship.

According to Epstein's six typologies, there are some of the points under six categories considered in building strong school-community relationship in school. As you review each item, put "√" mark in the boxes for the response that comes closest to describing how the activity is implemented at your school.

Key: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SDA)

No.	Items	Rating				
		5	4	3	2	1
Parenting & welcoming						
1	Parents are greeted warmly when they visit the school.					
2	The climate in school is safe and positive for everyone.					
3	Parents express feelings, desires, and opinions in my school without fear of retaliation					
4	There is a trust relationship between teachers and parents					
5	Teachers at this school really try to understand families' problems and					
6	Students at the school are treated fairly no matter what their race or cultural background					
7	Staff members reach out to all parents, not just the ones who are always at the school					
Communication						
8	The school Conducts a formal conference with every parent at least five times a year					
9	The school keeps all families informed about important issues and events.					
10	The school Conducts an orientation for new parents					
11	The school communicates with families in multiple ways (e.g, communication book, phone call, leaflet, magazine and meeting).					
12	The parents can talk to the school principal when they need to.					
13	Teachers keep parents well informed about how their children are doing in school.					
14	Teachers and the school give parents useful information about how to improve their children's progress.					
15	The school has clear two way channels for communication from home to school and from school to home					
16	The school encourages feedback from parents and the community					
17	The school keeps parents well-informed about school activities					
Volunteering						
18	The school helps school staff to learn how to work with parents and community volunteer.					
19	The school participate parents as volunteers at their child's school ideally, financially, and in physical labour.					
20	Parents involved in supporting the students who need.					
21	The school have a program to recognize school volunteers for their time and efforts					
22	The school gathers information about the level and frequency of family and community participation in school programs.					
Learning at Home						
23	Teachers have specific goals and activities that keep parents informed about and supportive of their children's homework					
24	The school link parents with resources and activities in the community that promote learning					
25	Teachers help parents understand student assessments, including report cards and testing					

26	Teachers help parents link home learning activities to learning in the classroom					
Decision Making						
27	The school includes parents and other community members in developing children's learning outside of class activities.					
28	Parents have opportunities to give input into school decisions					
29	The school offers training and support to parent.					
30	The school includes students in decision making groups					
31	The school deals with conflict openly and respectfully					
32	The school develops formal social networks to link all families with their parent representatives.					
Collaborating						
33	The school encourages local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events.					
34	The school offers after school programs for students with support from community businesses, agencies, and volunteers. (eg Saturday classes)					
35	The school encourages community use of school facilities, e.g. class rooms, library, sport field and halls.					

Part four: Regarding to the effect of school community relation on promoting quality education.

Glance about each item in your assumption and put “√” mark in the boxes for the response that comes closest to describing in what extent school community relation has effect on promoting quality of education.

Key: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SDA)

No.	Items	Rating				
		5	4	3	2	1
1	Good school community relation positively affects quality of education.					
2	The students whose parents closely related to teachers and the school are medium and high achievers.					
3	Parents and the community has little role in achieving education quality.					
4	In my school the four domains of SIP are equally affecting quality of education negatively.	School facility				
		School leadership				
		Teaching and learning				
		Community participation				
5	Students who don't get follow up and support from their parents are low achievers and bad behaved.					
6	Majority of parents help their children in learning at home by preparing studying programme.					
7	Students prepare themselves for monthly tests and semester examination.	When their parents follow up				
		Without follow up of any person.				
8	In my school the role and active participation of parents is more	In fulfilling school facility				
		In the teaching learning				
9	Parents of repeated and dropped out students are active participants in the learning of					

Part five: Regarding to the strategies to enhance the school - community relationship.

1. What are the factors for poor school community relation or for the relation not being as expected? Please list as much as you can.

No.	Factors for poor or low school community relation.		
1		6	
2		7	
3		8	
4		9	
5		10	

1. What are solutions to enhance school community relation? Please list as much as you can.

No.	Solutions to enhance school community relation.		
1		6	
2		7	
3		8	
4		9	
5		10	

Annex II: An Interview
For education office administrators

1. How long have you been the supervisor at this cluster or head of woreda education office?
2. How do you rate the level of quality of education in your cluster or Wereda?
A. Very Good B. Good C. moderate D. low E. Very low
3. How do different stake holders take their role for achieving quality of education?

Students: A. Very Good B. Good C. moderate D. low E. Very low

Teachers: A. Very Good B. Good C. moderate D. low E. Very low

Parents: A. Very Good B. Good C. moderate D. low E. Very low

PSTA members: A. Very Good B. Good C. moderate D. low E. Very low

School leaders: A. Very Good B. Good C. moderate D. low E. Very low

Wereda Education professionals: A. Very Good B. Good C. Moderate D. low E. Very low

4. How is the level of implementation of the four domains of SIP?

School Facility: A. Very Good B. Good C. Moderate D. low E. Very low

School Leadership: A. Very Good B. Good C. Moderate D. low E. Very low

Teaching and learning: A. Very Good B. Good C. Moderate D. low E. Very low

Community participation: A. Very Good B. Good C. Moderate D. low E. Very low

5. How are the schools in implementing inspection criteria?

Input: A. Very Good B. Good C. Moderate D. low E. Very low

Process: A. Very Good B. Good C. Moderate D. low E. Very low

Output: A. Very Good B. Good C. Moderate D. low E. Very low

-
1. How do you rate the current status of a relationship existing between the selected schools and the community?
a. Very Good B. Good moderate C. Poor D. Very Poor
 2. How do different stake holders of education perceive the concept of school community relations?
 3. Are you satisfied with the way the community participated in the activities of the school? If so give reasons.
 4. Is there the atmosphere of trust and mutual respect among stakeholders?
 5. How do you evaluate the relationship between school board and other stakeholders?
 6. Does your school have an official policy related to promoting family and community participation?

1) What are the effects of school community relation on promoting quality of education?

1. What are the major factors for being low school community relation or for not be as expected?
2. Whom do you think should play major role in enhancing the relationship?
3. What suggestions would you like to offer on how to improve school- community relations?
4. Which one of the ways you have mentioned do you prioritize?

Is there any other issue you would like to share with me?

Annex III: Document Analysis
Guidelines for conducting document analysis

1. Students' result based on the goal set by education bureau.

School Code _____

No.	Indicators		Data
1.	Grade 8 th (2013 E.C)	No. of Enrolled	
		Passed	
		Percent	
		Scored > 50%	
		percent	
2.	Grade 1-8 th This year 1 st Semester	No. of Enrolled	
		Passed	
		Percent	
		Scored > 50%	
		percent	
		No. of students failed in ≥ 3 subjects	
		Percent	
3.	Internal Efficiency in 2013 E.C.	No. of Enrolled	
		Repeated rate (No.)	
		percent	
		Drop out rate (No.)	
		Percent	
4	The schools' rank in external inspection		

2. The level of school community relation in the selected schools.

No.	Indicators		Data
1.	No. of Conferences in 2011 E.C	plan	
		implementation	
2.	Parents attended in the meeting	Plan	
		Implementation (No.)	
		percent	
3.	Classroom PSTA arrangements	No.	
		Effective	
		percent	

3. What were the agendas discussed by schools on conferences?

4. The level of school community relation based on the school's evaluation.