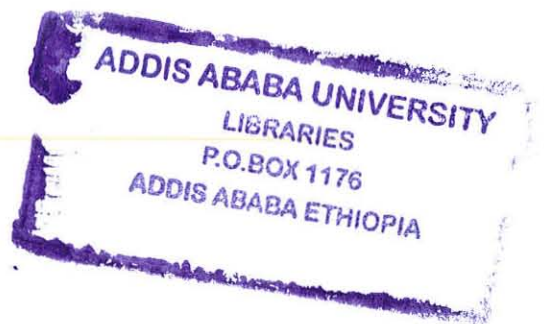


**THE ROLE OF SCHOOLS IN PROMOTING PARENTS
PARTICIPATION IN GOVERNMENT PRIMARY SCHOOL'S OF
CURRICULUM IMPLEMENTATION: THE CASE OF
ANGOLELLANA TERRA WOREDA**

ALI HASSEN ALI



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



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WOREDA**

**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
University In Partial Fulfillment of the Requirement for: the Degree of
Master's of Art in Curriculum and Instruction.**

ALI HASSEN ALI

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Abstract

The purpose of the study was to investigate the current practice of the role of schools in promoting parents participation for the implementation of government primary school curriculum of Angolellanna Terra Woreda North Shewa Amhara Region. The study examined the role of schools in relation to the openness of the school, the Epstein's parenting program, the views of schools staff to parents participation, the level of parents participation, factors affecting parents' participation and the major school changes due to parents' participation.

The research method was descriptive survey. The source of data were school staff, grade 4 and grade 7 students and parents from 7 sample schools out of 28 primary schools and woreda education officials. The seven schools were selected by simple random sampling technique while principals, PTA members, grade 4 students and woreda education officials were selected purpose fully, teachers and grade 7 students using simple random sampling technique and non-PTA parents by multistage random sampling technique.

The findings of the study showed that schools and parents relationships were insignificant; participation of parents was not as the expectation of our Education policy, factors affecting parents participation was mainly related to the life of parents and the capacity of their understanding about the objective of education; and due to all these it is possible to say there were no more school educational changes.

Thus, it is recommended that, since schools are institutions where curriculum implementation has been practiced and schools have responsibilities to mobilize the school community and parent community; they should have different mechanisms and strategies, identify the problems of the parents and teachers that hinder them to do cooperatively in school educational matters and should work with other stakeholders such as Woreda Education Offices, Kebele Education Board and NGOs.

CHAPTER ONE: THE PROBLEM AND ITS APPROACH

1.1 Background to the study

Policy makers, educators, and researchers involve themselves in education for seeking ways to utilize resource effectively and efficiently in order to identify and solve problems in the education sector, so as to provide quality education for children. The efforts of these scholars have contributed to realize significant benefits and ways in which educational institutions have to do for empowering community participation and parents' involvement in education. The efforts have also contributed to recognize parents' involvement as one of strategies to improve educational access and quality. * The World Bank (2000) in its report describes community participation as process through which the stakeholders influence and share control over development initiatives and the decisions and resources in the educational activities.

School is an institutions in which educational activities has taken place. The main aim of schooling is to educate learners in such a way that they will be able to contribute to the welfare of society, and realize a full development of their potentials as human beings. Education make societies to improve productivity, to renew their views and outlooks, to recognize new technological changes that leads society to be engaged in the development process of the country. On this, Zewdineh (1994:13) states that in such development process activities of individuals, groups and organizations must be considered in order to meet the needs of the community. This is why schools help in creating new programs and building new institutions in the local society to facilitate development.

Curriculum implementation is the practicing or putting in to action of the document that is prepared for learners. It is the interaction of practitioners and learners at the classroom level. Marew (2000) states that curriculum implementation is making use of developed curriculum materials (document) in the whole school system, or putting the documents as official alternatives.' Curriculum implementation process will be affected by many factors. Further, Marew stated that implementation of curriculum can be affected by characteristics of change, local and external factors. The main local factors are community/family, principals and teachers and students. The historical perspective of curriculum implementations shows that the rapid change of the society create the need for new curriculum, the appropriateness of curriculum and the way of implementing the curriculum, and the accountability of schools. People in different

part of the world question this perspective even in Ethiopia too around 1960's and 1970's (Marew, 2000). He also stated that successful curriculum implementation depends on the people (authorities, teachers, and students) the program and the organization and ignoring either of these will not succeed the program goal. Highly centralized management that denies curriculum relevance has influenced the Ethiopian school curriculum, like other African countries and the centralized system of education in Ethiopia before 1990's did not allow relevance, equity between urban and the rural, gender considered (Dereje, 1998). He further described, since the centralized curriculum cannot satisfy the needs of the learner and the public at large, the content and approach of teaching process are too far detached from actual life of the learner and lacking in practical meaning and application. These make the public dissatisfied and create the new education system.

After the down fall of Derg regime in, 1990's change of political power, the restructuring of the socio-economic process and reform on the education, system has taken place in general and curriculum change in, for primary education. Dereje (1998) described that decentralization of education serves for the purpose of empowering the public and creates favorable conditions for the school-community/parent interaction for curriculum planning and implementation. Winkler, Quoted in Kraft (1995) expressed this idea such that, decentralized education most successfully implemented if, there is a tradition of self-reliance in local communities; local government or communities have their own sources of tax revenues and voluntary contributions.

The world declaration on Education for all (1990) gives special emphasis to the partnership between school, local communities, and the families. Since Ethiopia accepted the declaration, the genuine partnership of school, community, and families is vital for planning, implementing, managing, and evaluating the basic education of primary school curriculum.

Even though, the provision of primary education increases in its improvement from time to time, it can be said there are still problems in access, equity, quality and efficiency. These situations are in a better position in urban areas than rural areas. Hence, seems impossible to improve the education only on the government effort without the active and meaningful involvement of all stakeholders, such as school, parents and communities. On this, the Education and Training Policy of the Transitional Government of our country gave due attention to popular participation in production, distribution, utilization and upkeep of educational materials (TGE, 1994:24);

Therefore, to win the benefits of social development in their functioning, schools have to open their doors and create good school environmental conditions to parents and the community and in general for all stakeholders.

Increasing the parent involvement in the implementation of elementary school curriculum is about re-establishing roles and developing trust relationships with new partners. As the parent community comes to school and take the role in school programs, a whole range of resources may be uncovered which were not available before. In addition, as schools and communities get close together, teachers and accorded more respect (Cummings and Dall, in Getachew, 2001). That means the more attachment of schools to the communities, the more confidence one party develops o the other which is the basis of parents' participation in school educational activities.

Concerning the effect of community participation on schools Elsbree and McNally (1995: 11) stated that schools in which local communities participate in formulation policies enjoy greater support than schools which do not encourage participation of lay community.

The MOE guide line «የትምህርት አደረጃጀትና አመራር» (1988 E.C 2-7) support this idea that under the principle of decentralized this idea that under the principle of decentralized school management: the schools, Woreda Education Officials, and Woreda Education and Training Board have to work to strengthen the common efforts of the local community and the concerned authority to promote community participation; schools should be organized in such a way that the local community and parents can participate in the education activities. So, all the above important concepts justify the need for the involvement of parents in elementary school curriculum implementation. To this effect Schools have the responsibility of explaining what is going on in their school to parents so as to attract and promote parents participation in their children teaching- learning processes.

1.2 Statement of the problem

To achieve goal of universal primary education together with its improvement in quality the government does not alone bring the required change without the active involvement of different stakeholders as communities, non-government organizations, schools, families and authorities.

The involvement of parents in the overall educational activities in school and out of school is desirable and even essential to effective schooling. Concerning this, Bronfenbrenner, quoted in

James and Norris (1991), revealed that parent participation is critical to good education. Supporting Bronfenbrenner, Lightfoot, quoted in James and Norris (1991) also described that the relationship between home and school in the educational activities of children is being world wide. That is to say the involvement of parents in their children's education is now widely accepted as desirable and even essential to effective schooling, because parents can work together with schools staff to establish academic and social goals and to develop and implement educational plans. To this effect the education policy document asserts that one of the concerns of the government is changing the curriculum to increase the relevance of education to communities (MOE, 1994). That is; the education system is designed in decentralized system to share the responsibility of schooling for different stakeholders, especially to parents.

Eventhough, our education policy document is design need to share the responsibility of managing and implementing school educational activities to the community, most of the research conducted in community participaiotn revealed that community participation was low. Therefore, the study aimed to examine what and how schools accomplish their roles and responsibilities to involve parents in the process of school curriculum implementation.

1.3 Objective of the study.

The general objective: The objective of this study is to find out the current practices of the roles of school in empowering and capacity building of parents to be involved in the primary school curriculum implementation.

The specific objectives are:

1. To analyze school practices and initiatives in involving parents in their children school activities.
2. To identify the extent to which parents involve in their children's' teaching learning process.
3. To find out factors that affects the partnership between schools and parents in elementary school curriculum implementation.
4. To assess the views of stakeholders in parents involvement within school curriculum implementation.
5. To identify the school changes due to parents participation

1.4 Research Questions

To achieve the above objectives the following research questions were raised:

1. How do schools practice and initiate to involve parents in their children's school educational activities?
2. To what extent parents involve in their children's teaching learning process?
3. What factors affect the partnership between schools and parents in elementary school curriculum implementation?
4. What are the views of stakeholders about parents' involvement within school curriculum implementation?
5. What are the school changes due to parents participation?

1.5 Significance of the study

To realize the goal of parent participation school has to do with stakeholders such as communities and parents. Different government policies also stress on the importance of partnerships among various organizations for the effective implementation of primary education curriculum. However, the involvement of stakeholders, particularly parents are not as per government expectation due to their low participation.

Thus, in light of the above mentioned causes the study has the following significance.

1. It helps for Woreda education office the school as well as for MOE to sensitize about the practice of parents and more over about the decentralized system of our education.
2. It will be for the consumption of policy makers, at national or local levels, and for practitioners to correct their weakness.
3. It encourages local researchers to study the problems more in detail.
4. It shows the strengths and weakness of schools - parent partnership and the roles that school did in promoting parents participation.

1.6 Delimitation of the study

The study is delimited to the practice of parents in implementing primary school curriculum at Angolellanna Terra Woreda. As to the area of coverage, the study is delimited in the scope to seven primary schools of Angolellanna Terra Woreda. This is due to the time constraint and huge financial cost hindering to conduct the study in all 28 Primary Schools.

1.7 Operational Definition of terms

Parenting: Providing information or training to parents as Epstein's (1995) parental model

Communication: Exchange of information about educational programs of primary schools.

Curriculum: The over all educational activities in student learning.

Primary School: An educational institution that ranges from grade 1-8, divided into two cycles as 1-4 and 5-8 grades as stated (MOE, 1994).

First cycle primary school: Primary school with grades 1-4

Full Cycle primary school: Primary school with grades 1-8

1.8 Organization of the study

This research is organized in five chapters. The first chapter deals with the background, the statement of the problem, objective, significance, delimitation and limitation of the study. The second chapter encompasses the theoretical and conceptual framework of the review of literature. The third chapter comprises the research methodology, sampling technique, and sources of data and data collecting instruments. The fourth chapter contains interpretation, analysis, and presentation of data. Finally the last chapter is about the research finding, summary, conclusion, and recommendation of the study.

CHAPTER TWO: THE REVIEW OF RELATED LITERATURE

In this part the concepts of parent's participation, the role of schools, the views & responsibilities of different stakeholders, the factors that affect, theories and trends of parent's participation and other related factors were reviewed.

2.1 The Concept of Parents' Participation in School.

There are numerous ongoing educational reforms in different parts of the world. A number of improvement aspects of education such as school based management, curriculum contents and language, student streaming, teacher student ratio, class room-student ratio, physical environment and teacher education, Cheng, in Ribbins (1997). All these are practically implemented at the ground level, particularly in schools.

Schools are social institutions where different background interacts, Dewey, in Aggarwal (2002). Schools are places where different culture of social group is reflected. Schools are educational institutions in which the culture of society will be practiced through the implementation of school curriculum. Rossman, Corbett and Firestone (1988) stated that, when schools are practicing to local culture and any educational activities of the learner under curriculum, parents and residents have to follow whether the activities are in line with their expectation or not.

The activities of educational institutions are socially in nature Dewey and Payne, in Aggrawal (2002). No single person, organization or stakeholder bring the intended outcome without the involvement of different social bodies. Primary educational institutions are the one, which need the participation all stakeholders. Primary education curriculum is more generally related to the environmental and cultural aspects of the society. Primary education is the basis for the next educational structure. If primary education is well structured and organized with effective curriculum implementation, it leads the way of good direction to the next educational structure. If schools, communities, families' form a partnership for the implementation of school curriculum the intended outcome will be fruitful.

Several educators and researchers express concerns about parents being involved in curriculum decisions. They suggest that specific roles must be clarified with input from parents, community members and school staff. If the process of schooling is moving from bottom to up with parent

and community involvement in good governance, decision making and advocacy at the school level, the aim of schooling is importantly succeed (House, 1995).

Gareau and Sawatzky (1995), also stated there exists a much interest in recognizing the rights of parent to make educational decisions concerning their children, along with a trend that emphasizes the importance of home and school collaboration to meet the needs of the children. The idea will be effective, when there is improved communication, interpersonal relationships between the home and school through an open door policy, surveys, dialogue and meeting should become priority. Authentic parent involvement is based on natural trust and respect.

2.1.1 Level of Parent Involvement.

Participation can be interpreted in many ways, according to the context used.

Schaeffer (1994) defines the form participation (involvement) in different levels especially in relation to education.

Involvement: through the mere use of service such as enrolling Children in school or using primary health care facility; Involvement: through the contribution of money, materials, and labor and Involvement: through attendance such as parents' meetings school, implying passive acceptance decisions mad by others Involvement through consultation. Thus participation has different possible definitions as defined by Schaeffer.

Others see participation as level of public involvement that could be seen as indicators of particular relationships that parents have with schools. Globy and Brigley in Morgan et.al, (1992:18) described level of involvement as low level, high level and formal structure level of involvement.

Low level of involvement:-This is a traditional one where parent-school relations have tended to operate. Such involvement is usually of formal nature and of school rather than parent oriented. Parents visit schools when invited occasionally to discuss problems that are mainly often of disciplinary nature; the relationship between parent and school engendered by this type of involvement is narrow and one-sided.

High level involvement: - in this level some parents extend their relationship beyond the basic teacher- parent relation. They take an active part in the activities of parents' councils, act as teacher-helpers in the classroom, and raise funds for the school. In these ways, the focus of their

relationship with schools widens from that of parent concerned with his /her child's education with the school.

Formal Structure Involvement:-At this level a relatively small number of parents also become involved with the schools beyond the levels described above, usually as governors. The form of relationship between parent and school becomes much more specific and formal.

As the research findings of Morgan et al, (1992:19) revealed that most parents are content to operate at the basic level, in which involvement usually signifies a close – two –way relationship with the schools /teachers for the success of the child.

2.1.2 Aspects of Parents Involvement in Schools

As Jordan, Orozoco and Avert (2001) reviewed literatures in their research, there are many different activities that connect parents and schools from each other. Although these activities are different, they are lumped together as “parent in involvement” or “school –family connections” Some of the literatures stress on activities that take place at the school in their definitions of parent involvement, such as parental attendance at school events and participation in parent teacher organization. Others include activities that take place in the home that support students achievement, such as parental homework help and discussion about school issues between parents and children.

On the other hand some researchers such as Jimenez (2002) said that there are areas or domains of community and parents partnerships in which they involved in school activities. These are the community and parents role in school management and administration. Muskin (2001) also extended the concept of participation to school curriculum and lesson delivery. The areas of participation include six domains to community and parent participation in schooling: Infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, and student supervision and student recruitment.

Furthermore, Epstein (1995) summarized the ranges of family involvement with classification systems that include School-home communications, providing their child with home learning activities such as arranging a place for child study, homework help, maintaining and supervising the quantity and quality of daily learning; parent servicing as decision makers and assisting with fundraising activities. As Epstein remarked, for efficient and effective schooling and student

learning the involvement of parents has to reach into each of the possible suggested domains of participation. There are also some of specific ways in which parents and schools will be connected in the educational activities as described by different researchers and scholars, in Jordan, Orozco and Avert. (2001) such as:

Home work help, supportive home environment, home-school interaction and communications, parent participation in activities at school, home practices that support literacy development, parent tutoring, parent child discussion and interactions, parents serving as role models and parent involvement in school reforms. All of these activities fall under the heading of “family involvement” and have their own positive impact on the achievement of students’ academic performance. Moreover, several authors have developed a frame-work on parent and school connection or parent involvement in school activities. The Epstein’s (1995) six types of family involvement in schools which is frequently cited in many research has been developed and used by many practitioners for the evaluation of parent school partnership

These are: Parenting-Assisting families with parenting skills and setting home conditions to supports children as students, as well as assisting schools to understand families; communicating-conducting effective communications from school-to-home and from home-to-school about school programs and student progress; volunteering-organizing volunteers and audiences to support the school and students; providing volunteer opportunities in various locations at various times; learning at Home-Involving families with their children on home work and other curriculum-related activities and decisions; decision making-Including families as participants in school decisions and developing parent leaders and representatives collaborating with the community-coordinating resources and services from the community for families, students, and the schools. This also include connections with agencies, business and other groups that share responsibility for children and families, access to community and support services including after-school care health services and other resources and that coordinate these arrangements and activities to support children’s learning.

2.2 Importance of Parent Involvement

2.2.1 Exchange of Information in Children's Learning

Parents are Children's first and most important and influential teachers. Because they teach Children what they believe is important for them to learn, Children in different homes acquire different Knowledge, values, attitudes and other factors, such as the educational background and prior experiences of parents' (Dodd and Konnzal, 2002). The bottom lives of any School Community- Parent- Partnership Program are to help the Children learn better. That is they learn better if parents are involved.

Henderson, in Baggin and Gallagher (2001) verified in her research is that, a good community/ parent relation program should encompass the concept of a partnership between the school and parents. She further explained that partnership concepts call for the free and continual exchange of information between parents and teachers and the involvement of parents in School affairs. The partnership of parents and schools has reciprocal effects. The partnership must be to attain the required good achievement of students learning. Exchange of information enables school staff to understanding of difficulties experiences by parents in helping their children. They learn how parents think and act, what their altitudes are toward life, and what they want for their children all these helps to understand their students and solve problems in the teaching learning process.

On the other hand, Henderson, in Baggins and Gallagher (2001) revealed that parents also acquire valuable information from their contacts with teachers; information that is useful in living with their children at home. Parents are able to comprehend how much progress their children have made and how more they could make with help at home. Both parents and teachers learn about school culture and the community culture, which enables them to help children and to communicate to the larger community.

Rotter, 1987 in Barbour and Barbour (1997) said that the exchange of information in successful conferences, made both parents and teachers feel that they: Gain new insights about Children's learning, have all opportunity to pose questions about School and home behavior and exchange ideas relating to children's needs.

2.2.2. Cooperation /Collaboration/ of Parents and Schools in School Programs

A Successful partnership involves more than exchanging information with parents and acquainting them with the school. It includes Cooperative work on problems that affect children's learning and advance the cause of education. The U.S. Department of Education, in Barbour and Barbour (1997) states that with a long term commitment and widespread cooperation, it is possible to strengthen families, schools, family- school community -partnership to help young people develop the skills and character to be successful and productive citizens. That means the involvement of parents in school programs are the means to which it brings such cooperative and collaborative educational activities.

It is believed that good community/ parent relations start when parents and schools come to know one another and to talk about why they want for the young. Parent live within the community, so they know the intensions of the community, the potential of the community that the community will contribute to schools. On this, Dewey, the school and society in Dodd and Konnzal, 2002 states that

What the best and wisest parent wants for his/her own child, that must be what the community wants for all its children

Parents know more about their children's abilities, behaviors and needs in their educational activities. On the other hand parents are parts of a community, thus they can link schools, communities and students in the teaching learning process. Through parents and school cooperation, parents know the school; understand what teachers are trying to do for children and to appreciate instructional conditions and problems. At the same time teachers and administrators are made aware of the needs, interests, and attitudes of people in the community and the responsibility they have for adjusting school program to local conditions (Baggins and Gallagher, 2001).

Schools that Communicate and share information with their external publics in some organized way may enhance their chances of getting better society support and cooperation, minimizing criticism, learning the values, potentials and priorities of the community /parent, and getting many functional ideas that will help schools educate students better (Baggins and Gallagher, 2001).Successful collaboration and cooperation of parents, teachers, administrators and

community members requires natural respect and a new definition of shared responsibility and accountability, Bloom, 1999; Wissburn and Eckert, 1992 in Barbour and Barbour (1997)

So schools should enhance and promote the participation of parents for effective collaborative work of schools and parents in children's educational learning.

2.2.3 School Academic Achievement.

Student achievement is another reason that, parents should be involved in schools. Parent and community involvement have been found to influence academic achievement of schools. Research findings show that parental involvement influences the level of student achievement; for example the U.S Department of education publication in Dodd and Konnzal (2002) states that study of individual families' show that the family does is more important to student success than family income or education. This is the whether the family is rich or poor, whether the parents finished high school or not, or more than that. The study also further explained that, parent involvement can also build support for the school and its staff because parents who are involved in school are more likely to have more positive opinions about teachers, and these lead teachers to perform their duties in the teaching learning which brings successful academic achievement. The findings of the study by Carole, in Dodd and Konnzal (2002) also suggest that the frequency and content of the school-to-home communications are important. When these communications contain information that influence parents' perceptions of their child as a learner, when they give parents as sense of efficacy, and when they make the parent feel comfortable with the school, they enhance parent involvement for the better academic achievement of the learner.

Henderson, 1987 in Barbour and Barbour (1997) revealed that programs designed with stronger parent involvement produce students who perform dramatically better than students in other wise identical programs that do not involve parents at all or as well.

Witco, 1991 in Trotman (2001) revealed that not only do children perform better academically and be behaviorally when parents are involved, but also teachers behaviors have been affected as well. Beaver, 1994, in Trotmnan (2001) also found that when parents become involved, teachers normally exhibited positive attitudinal changes as well as improved their personal work habits. In general, it can be said that parental involvement is a clinical concept that can be enhanced or promoted in the implementation of school curriculum.

2.2.4 Foundation of Trust and Respect between Parents and Schools

Millions of parents through out a country and around the world send their children off to school each day trusting that they will at a minimum be safe. If parents don't trust schools, how could possibly they send their children? Researchers, policy makers, teachers, parents and in general communities all agree that parents and schools must work together as partners in the education of children central to such partnership is a strong working relationship among teachers, principals, teachers, parents and students. Researchers who study schools as organization have identified that trust and mutual respect are the very foundations for a strong relationship of parents and schools. Dodd and Konnzal, (2002) in their school research revealed that trust and respect are reciprocal effects of two parties, these are parents and teachers. If the two parties build trust and mutual respect their relations becomes strong that leads to a common goal. Rample, in Dodd and Konnzal (2002) suggests that there are different levels of trust: predictability, dependability and faith. Predictability lies on evidence of concrete observable behavior. Dependability moves from specific behaviors to a belief that the other party trust worthy. Faith goes beyond a consistent pattern of observed behaviors to a general sense of trust. He further explained that trust building does not happen in an instant, instead it is based on a serious of interactions and involvement in a given activities of a program. According to Dodd and Konnzal (2002) mutual respect and trust are reciprocal, each contributing to each other, but determining which comes first is difficult.

Dodd and Konnzal (2002) found in their research that, parents want to trust teachers to plan educational programs to meet their child's particular needs. They want teachers to listen to them with respect, with out becoming defensivly, when they try to share what they now about their child. They want to be respected as so-equal in the education of their children.

On the other hand, educators want parents to treat them with respect. They want parents to acknowledge their professional expertise and trust that they will do what is right for individual children even as they teach all the children in their class. Teachers want to be able to trust parents will support them, do their jobs-to raise children who respect their teachers, to make sure children do their home work, to be prepared-physically, and mentally, when they come to school. If parents speak respectfully of a teacher at home, students respect the teacher at school. If the parents take a child's side in some problem with teacher or questions the teachers professional

decisions, or the message children taken from the teacher is, even the teacher himself is neither capable nor worthy of respect and such situation influence students achievement negatively.

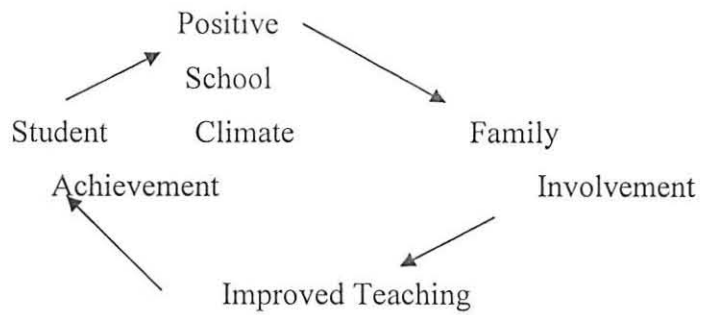
Butler, 1992, in Molnar (2006) suggests that school and community need to acquire new attitudes towards parents, new skills in communication, team building, decision making building of trust and mutual respect to work with parents.

2.2.5. Positive School Climate

Parent and community involvement have been found to influence health school climate. Borger et al, 1985; Wynne, 1980 and Comer, 1989 in Freiberg (1999) found that the climate of schools is considerably enhanced when parents are included in planning and organization of school activities and contribute to important decision about significant events because it gives parents the opportunity to be stake holders.

Moos, 1979 in Communize-page (1996) defines school climate as the social atmosphere of a setting or learning environment in which students have different experiences depending up on the protocols set up by the teachers and administrations. He further states, with regards to family involvement, schools with positive climate do the following:

- a) Allow families to participate and develop relationships with the faculty and staffs as well as with other families
- b) Contribute to the personal growth of family's in terms of their knowledge of child development and parenting skill as well as their own self-esteem.
- c) Encourage families to have say and be an integral part of decision making on issues affecting their children's education. Communize-page (1996) also revealed in his study that positive school climate well-comes and encourages family involvement. Family involvement brings about improved teaching by generating a positive attitude among teachers and raising teacher self-esteem; teachers feel respected by families who are involved. Improved teaching leads to greater academic achievement by students. Academic achievement and student success lead to positive school climate. In general, it can be described by this circular reciprocal relationship as illustrated below.



Source: Communitz-Page (1996)

2.2.6. School Reform

The education given for children to day is the foundation of on which societies are building the kind of the world societies want to live in tomorrow. Since parents are after all their children's first and most important teachers, and schools serve the common good by providing the knowledge, skills and experiences. Children will need to function effectively; most people agree that schooling is essential as a part of children's broader educational development. Thus, parents and educators share the same important goal; to help students become successful in school and in life. As parents are children's first and most teachers, they teach children what they believe is important for them to learn because children in different homes acquire different knowledge, values and attitudes (Dodd and Konnzal, 2002). Thus parents need to be involved in change efforts because their perspective affect the success of any reforms a school attempt to implement. When parents have opposing points of view about a particular issue or curriculum, the means is to involve parents and to convince the importance of the reform.

School reform efforts across the country have been influenced by parent and community involvement (Shirley, 1997 and Desimone et. al., 2000, in Jordan, et. al., 2001). Lewis and Henderson, 1997 in Jordan, Orozco and Avert (2001)suggest that parents have played three key roles in reform efforts as reform advocated, as full partners in reform efforts and as participants in the reform.

So, schools to facilitate the reform changes efficiently and effectively, schools should acknowledge and accept parents' and community participation is the basis for the successful reform and changing educational programs and the primary partnership of school curriculum implementation.

2.3. Role of Stakeholders in Parents' Participation

Children's learning is greatly affected by the attitudes, values and actions emanating from homes, schools, and communities, but of course the impact varies according to children's stages of development and the amount of contact with these social settings. Children's learning is also extensively influenced by their immediate neighborhood and perhaps even more so by their extended community as communicated to them through the media, social interaction, and the entertainment industry (Barbour and Barbour, 1997). Graham, 1993 in Barbour and Barbour points out that the school can actually be less effective in educating children than the cumulative influences of other forces. This is especially true when school messages contradict the impressions children receive from community, home, mass media and their social interaction. More over, that all the influences children receive can not be positive for their learning, but it is obvious that children's learning will be affected either positively or negatively from the out of school control. The solution is then every stakeholders concerning children's learning have to work commonly and perform his/her responsibility for the benefit of the children.

2.3.1. The Responsibility of School

Schools provide an academic curriculum for all enrolled children to help them accumulate knowledge and skill. How ever, much of what children learn actually comes from the experiences, associations and interactions they have out side and beyond scheduled school activities. This is the unplanned the informal or the hidden curriculums that schools and parents often forget about or over look (Barbour and Barbour, 1997). Dreeben, 1970; Apple, 1979 and Giroux, 1978 in Barbour and Barbour, 1997, explained that the hidden curriculum is the dominant part of any child's life, and it must be related to the formal curriculum as prepared and implemented by schools. When any one considers who is responsible for children's education, it must be identified that has the most substantial and direct access to children's time, minds, and interests. All of the forces impart children with information and experience. These are schools, parents and communities in general. Schools carefully plan, facilitate and promote educational opportunities and carry out the curriculum. Schools administration and teachers have assumed "substitute parent" roles in promoting the aspiration of particular children (Barbour and Barbour, 1997). But as noted before, schools can not do this alone. Haberman, 1992 in Barbour and Barbour point out that special attention must be given to schools that transcend traditional

distinction between learning in and out of school, schooling as traditional process limited in time and place to the institution of school, and education as a continued life process occurring in a variety of community contexts

The nation's schools must do more to improve the education of children, but schools can't do it alone more will be accomplished if families and communities work with children, with each other, and with schools to promote successful students (Davis, Palanki and Burch in Barbour and Barbour). Dodd and Konnzal (2002) suggests that, the mission of schools is to provide students with academic knowledge and skills, schools can become more and efficient at schooling, but they are unlikely to be very effective in educating the nations children. Educating children means much more than stuffing their heads with knowledge and information. Schools can not alone help children develop intellectually, personally, socially and morally develop all the knowledge, attitudes, and skills they will need to be productive citizens. Educating children well requires contributions and commitments from every one in the community. Educating children in this way is a goal of every one would support, but schools are being central in this program, they should organize ideas, facilitate programs what can parents, community members and organizations do for educating children.

The democratic ideal recognizes that parents have an important role to play: moral obligation to support and encourage the personal, social and academic development of their child (Dodd and Konnzal, 2002). They also have both a right and obligation to make sure that children well served by the schools and they attend parents are both teachers of their children and mediators of the school curriculum. Thus, schools should accept and cooperate with parents. The development of sound and constructive relationship between the school and the community/ parent is necessary and natural function of a publicity supported institution in a decentralized system of society (Baggins and Gallagher, 2001). This position arises from a consideration of the public character of the school and the legal frame work within which it operates. They further explained that, to be effective in this sound and constructive relations between schools and community/ parent, and to meet the responsibility of the school there must be a clear communication, ways of doing things collaborate and understanding of families and the school. Especially it is imperative that school officials know the various components of community. Clear information about the make up of community/parent is a major first step toward involving parents in the school curriculum implementation. In preparing and implementing any efforts to promote parents involvement in

education it is important to understand the whole picture of the community or parent participation as how it works, what forms are used, what benefits it can yield, what should be expect from both schools and parents in the process of carrying out the efforts. Because clear information and understanding about the community or parent enables schools to plan intelligently and reduce guesswork.

The Ethiopia government's decentralization policy is one strategy to promote the rural and national development which departed primary schooling from the education system of the previous Ethiopian government. Even though, there was an attempt to involve parents or their representatives in the education system of previous Ethiopian government, the Ethiopian's current education policy calls for greater community or parent engagement as a final, most localized level of decentralized system and explicitly mandates participation in school operation and management. Schools will be strongly linked with the community or parent, which will take responsibility in its well being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community. The management of the each school will be democratized and run with the participation of community, parents, the teachers, the students and the relevant government institution (TGE, 1994 PP.16-17). The school as an organization depends more on its environment. It gets most of the resources from the surrounding society/parent, and it should have an obligation to give the necessary service for the community parent according the education policy. The education policy states that schools should adjust ways in which parent or their representatives to play a vital role in the education activities or administration of the school (MOE, 2002)

If schools and community or parent work together they develop mutual understanding which brings about the benefit of the two parties. UNESCO publication, 1984, Bray and Lillis, 1988 in Getachew (2001:12) states that local support is regarded as a means of ensuring that school is sensitive to the needs of society. Community, when it is made clear about the school problems and the role it may play in schools, can be good source of school income. PAEP in Getachew (2001) briefly stated that a school can not improve unless the community and parents of the school children accompany and support its development in every respect. A school should develop a program which encourages a sustainable cooperation between the school committee and other members of the society such as communities, parents and institution. No body will be the responsibility of prevailing problems in schools other than the staff of the school and no-one

can find an appropriate solution better than the school staff in collaboration with the parents and the community. PAEP further explained that schools have to communicate and reflect the results of cooperation to the community members, schools must arrange programs for the community and parents see the physical improvements & the school buildings or the compound fence, improvements in students' achievements and discipline etc...; which would not be possible without their assistance. This develops the positive attitude and the sense of ownership on the Schools.

More over, increased community and parent participation in schools resulted in a variety of vantages for the concerned stakeholders. It makes schools more relevant to local needs and conditions, community and parent monitoring makes schools more efficient, students develop more self- confidence and awareness; teachers and principals develop leadership abilities, and communities and parents may see schools more valuable. This parental involvement is likely to be achieved if it is in the ways that are recognized by the school as engagement and schools accomplish their responsibilities in teaching learning process. For this to happen, however, parents and community members must feel comfortable with the school (Schaeffer, 1991 in McDonough and wheeler, 1998).

Epstein and Dauber (1997) outlined strategies that any school can follow to improve programs and practices of parent involvement. From research studies and reviews they suggest that the five major types of Epstein's parental involvement are part of schools comprehensive program to perform and share responsibilities with families for the benefit of education of their children:

Schools assist families to develop the knowledge and skills needed to understand their children at each grade level through workshops at the school or in other locations, home visitors, family support programs, and in other forms of education, training and information giving.

Schools should make net work connections with parents for better communication such as memos, notices, phone calls, report cards and conferences that most schools conduct.

Schools can improve and vary schedules so that more families are able to participate as volunteers and as audiences. Schools can improve recruitment and training so that volunteers are more help full to teachers, students, and school improvement efforts.

Schools can assist families on how to help their children at home by providing information on skills required of students to pass each grade. Schools provide information to families on how to

monitor, discuss, and help with home work and when and how to make decisions about school programs, activities, and opportunities at each grade level so that all students can be more successful in school.

Schools should assist by training parent leaders and representatives in decision-making skills and in ways to communicate with all of the parents they represent and by providing information needed by community groups for school improvement activities. The sixth type of Epstein's parental involvement has been suggested as an important component in schools comprehensive programs for involving families and communities in their children's (California state Board of Education, in Epstein and Dauber, 1991).

Schools vary in how much they know and share about their communities and how much they draw on community resources to enhance and enrich the curriculum and other experiences of students. Schools should collaborate and exchanges with community organizations: such as agencies, businesses, and other groups that share responsibility for children's education and future success.

This includes school programs that provide children and families access to community and support services, including after school care, health services, and other resources and that coordinate these arrangements and activities to support children's learning.

2.3.2 The Role of Principals and Teachers for the Involvement of Parents

The main objective of education is to create a self-reliant and self-supportive citizen who has developed the culture and problem solving capacity, accelerate development initiatives, build a democratic values and systems, respect human rights and enhance socio-economic transformation (MOE, 1994). These decisive objectives come to reality in schools mainly by the cooperation of school community, the parents and the community as a whole. The major actors in the development of education encompass both principals and teachers who have their own powers and responsibilities to mobilize and promote parents in the implementation of school curriculum.

Principals, in particular, play a pivotal role in maintaining health relationship between the schools and the parents. Effective school leaders know that a principal must be the master weaver of a complex and textured tapestry of school relationships (Dodd and Konnzal, 2002). These principals lead by example and use their influence to change the behaviors and beliefs of others

for their effective parental involvement. The approach principals take in making changes can make difference between parental opposition and support for innovation. In order to implement any change, principals must first recognize that the practice might cause concern for some parents that will bump against the parents' zone of tolerance. Principals must recognize the need to build commitment to the innovation among teachers, parents and teachers. They need to design a process that invites all of these constituencies to the table to learn about the new practice, to offer suggestions for revisions, and to help implement it. Principals are responsible for creating trust between the parents, community and the school (MOE, 2002). Trust and respect are the premises of collaboration of schools and parents.

School principals should believe that positive parental school relationship can bring effective school performance and consider parents as source of assistance to raise the quality of school educational program (Novak et. al. in Gold ring, 1991:220-221)

Butler ,1992, in Molnar (2006) also stated in his research finding is that ,teachers and school administrators need to acquire new attitudes towards parents, new skills in communication, team building, decision making and sharing ideas in order to welcome and work with parents in school. Principals must encourage and facilitate the building of trust and mutual respect between teachers and parents. This is to say, principals they themselves should have positive view for parents and encourage teachers and other staff members to make ground relationships between schools and parents.

UNESCO (2002) reported that principals and teachers may perceive that the school board and PTA members often may have few decision making skills, and because of this perception, they degraded the capacities of community representatives to participate on the management of the school. This is to mean that school principals and teachers must know every individual represented by the community has his own potential to contribute in the participation of school activities. So, principals and teachers should encourage and view parents have their own ability and potentials that help for the effective schooling of their child.

Barth in Dodd and Konnzal argues that school leadership should not be in the hands of just one person-the principal but should be shared with teachers, librarians, guidance counselors, parents and students. Principal who promote shared leadership to teachers and parents create trust and respect among the school communities that lead the school more successful performance.

Successful schools mean that parents, school personnel, and community groups show responsibilities for decision making regarding all educational matters. All good programs have planning, process, an implementation process and an accountability process, and in each process all involved body pay attention to establishing good communication and understanding(Carter and Smrekar in Barbour and Barbour,1997).

Fullan (1991) states that change in school occurs vigorously when parents play key roles in the change process, using the term “decentralization” does not, in itself create change. It will happen only if parent involvement in planning, decision making, and implementation program is supported, encouraged, facilitated and respected by schools (principals and teachers).

Teachers, on the other hand, are the main implementing agents of the educational programs. They are the ones who are directly involved in bringing about the desired behavioral change of students regarding skills and knowledge. Teachers also exert more influence on the views and values of children than parents do in the classroom (Nelson, J. et. al. in Matebe, 2006).

This means, teachers are the masters and mistresses of their classroom, already trained to impart students in skills, knowledge, and basic attitudes. To bring the over all required behavioral change of students, teachers cannot alone succeed. They importantly need the support of parents and families

As Bensman in Dodd and Konnzal states, that unless there is a cultural exchange among educators, parents and community members there may be a tension in the educational program of the school. It is bad to see the world through our cultural senses. That is to say, teachers first understand the culture of their students, parents; need to learn about the cultures of their children’s classmates. What educational historian Cremin in, Dodd and Konnzal (2002) calls. “The family curriculum” differs on the basis of race, class, ethnicity, sexual orientation, educational background and prior experiences of parents. The more the teachers know about children’s families, the more effectively they will be able to teach them at school and a strong bridge that parents and teachers create.

Teachers and parents need to work on building relationships through meaningful communication, more clearly defined teacher and parents’ roles, increasing the number of involved parents, the time and the various support mechanisms, Conley in Molnar (2006). He further described six major considerations that teachers build trust relationships with parents: *understanding the individual, attending to the little things, keeping commitments, clarifying expectations, showing personal integrity, and apologizing sincerely when you make an error.*

As described above, the role of teachers in parents' participation is crucial and has many dimensions because teachers interact with diversified parents. Teachers must accept what parents raise about and they should convince them. In general if positive interactions occur and then when uncomfortable incident arises, the relationships remain positive.

As teachers take on more responsibility for developing, implementing curriculum and co-leading reform efforts in their schools, they find themselves more responsible for explaining new programs and practices to parents (Dodd and Konnzal, 2002). Teachers who share what they are doing, why they are doing and when they are doing things to parents benefit the positive relationship and parents are attracted and initiated to involve in their children's learning and school matter.

Teachers have a responsibility of parental empowerment by asking parents for their assistance, views and suggestions as a means to better prepare their child and ensure academic success.

Empowering parents provide parent a variety of opportunities to collaborate in the teaching of their children as homework activities, class projects, classroom observation, field trips, in decision making and fundraising, Mowder, 1994 in Molnar (2006).

In general, effective parental involvement is paramount for the successful performance of school educational programs and thus teachers have a greater role and responsibility to empower parents and create mutual relationship for the benefit of students and the whole community.

2.3.3 Role of Students

Children's in schools are not commonly regarded as socially competent, when it comes to making decisions on a range of issues that affect their institutional lives, parents or primary cares, or community or teachers, take on the role of 'Consumer' by proxy. This tradition, exclusion of young people from consultative process, this bracketing out of their voice, is found up on an outdated view of childhood which fails to acknowledge children's capacity to reflect on issues affecting their lives (Ruddock in Ribbins,1999). This means children have the rights to participate in their educational matters and they must be concerned about their responsibilities and duties. Another researcher, Dimmock in Ribbins, (1999) revealed that, effective schooling is when the structures and process of schools are in meeting the needs of their pupils align with democratic principles and practice in that pupils in effective schools are fully involved in the life

of the school culture. Achievement, for instance is higher where students take responsibility of their own learning. He further explained, the effective school culture that the students should be involved are core values associated with democracy, such as tolerating and respecting other, participating and expressing views, sharing and disseminating knowledge, valuing equity and quality, and opportunity for students to make judgments. The research indicates that achievement of students learning is not only by the efforts of schools but also when students are aware of their roles.

Students are the major agents of communication between schools, communities, and parents. As clients and customers of school enterprise, the pupils link their schools, communities and parents. Since they daily attend classes and spend most of their time in schools, students communicate and discuss more about the school and what happens there. So, students are the ones who display their deep felt sadness or happiness most concerning schools (Jenson et.al.1967:244). More over, they noted that students discuss their feelings not only among themselves, but also with their parents and the general community. Since parents are interested in their children's education; they share common feelings with students about what happens in schools.

Dodd and Konnzal (2002) state that student play an important role in school changing efforts. When students are unhappy or don't understand what they are doing or why they are doing it, they will tell their parents. Parents learn a lot about what goes on in school from their children, but parent must watch the information that will get from children's, because there may be misconception. When students are involved in planning and innovations are well implemented, parents are more likely to set a positive sprit from their children. Too often, schools forget the important role students play in communicating what goes on in schools to parents, and principals forget to include them in the process of adopting new practices and programs. When students misinterpret the information they get either from schools or from parents, both parents and schools should carefully watch and examine information, since it may create damage on the relationships of parents, communities and schools. Students also have great responsibility to connect parents and community with their school, because they are primary beneficiary of educational program.

In order to maintain trust and respect relationships, efforts should be made to encourage the students to feel that they belong to the schools and the schools are also the place where they are

wanted and have roles which are important for the schools and themselves. The challenges of all these aspects are how effectively implement. The only way to implement all these is a committed partnership of school community and parents involvement in the school educational activities.

2.3.4 The Role and Responsibilities of Parents

Parents as members of the community have major benefits as a result of their involvement in school programs. Parents are usually the first and the most influential teachers of their children. Because of their vital role, it is important that parents stay involved in their children's lives, both at home and at school. Hofer and Coleman in Barbour and Barbour, 1997 points out that community's, parents' or families social climate and the personal relationships that children form with them influence their attitudes about learning. School is only one form of education, and the education children receive at home should be connected to the school in order to provide continuity. Children are more likely to recognize the importance of education if they see their parents participating in their schooling.

Parents are important contributors to students' learning parents make sure children do their home work and assisting them in completing school assignments, encourage them to read books, involve them in construction jobs, and myriad other activities that contribute to their child's education (Dodd and Konnzal, 2002). The democratic ideal recognizes that have an important role to play. They have moral obligations to support and encourage the personal, social and academic development of their child, they have also both right and obligation to make sure that children are well served by the schools they attend (Friedman in Dodd and Konnzal, 2002). Molnar (2006), states that parents have responsibility to keep informed, ask questions, attend workshops, and borrow resources in order to make sound decision about their child and the school.

Northwest regional Educational Laboratory (NWREL) in Molnar (2006) states that the parents' role in their children education is in a variety of ways, ranging from reading to children at home and assisting in the classroom, to sitting on advisory councils at school.

Many researchers such as Beaver, 1994; Guttman and Wagner, 1995; Nweze, 1993; Weitock, 1991, in Molnar (2006) Trotman (2001) and Clark, 1983 revealed substantial evidences that: the role that parents play in educational involvement improves students out comes such as grades, test scores, attendance and behavior. This is supported by Heneved and Craig (1996) that parent

involvement is not sufficient, but obtaining parental involvement is likely to influence student achievement positively, parent can help the children achieve better performance if they give the children a home help where they feel love, kindnesses...

Nielson and Cummings (1997), in Getachew (2001) also stated that the degree of parents' participation can improve their children's achievement by providing conducive home atmosphere and give them time and space for studying which is not provided by the school or government.

As many researches revealed that parents will always be more concerned about their own individual child.

Parent, Ginn in Dodd and Konnzal, (2002) said that

I have said to teachers, you have my child for one year.

The child I will have until the day I die... There are things I know about my child that you don't, simply because I have known my child longer than you have When my child leaves you classroom and moves on to some one else, she is still mine ... I am the consistent part of this child's life(P.19).

This indicates that even students learn in schools, communicate and interact with any other society or community, parents are responsible and know more about their child and at the same they are influential in their child's educational development and as a whole development of their child. In general, according to different substantial researches and experiences the role of parents' involvements in the educational activities is paramount and mandatory.

2.4 Barriers to parents participation in school Educational matters

Many literatures describe numerous obstacles to parent involvement in school educational activities due to different philosophical viewpoints and other problems of parents, communities and schools. These can be seen as external factors and internal factors. Schaeffer and Betz (1992) described barriers in to three categories as human nature factors, communication factors and external factors.

2.4.1 Internal factors.

Human nature factors and communication factors are mostly related to the internal conditions of the school.

These factors may be defined as threats one's self-esteem, such as fear of failure, fear of criticism or each others differences (Schaeffer and Betz, 1992). The human nature factors include attitudes (perceptions), insecurity, intimidation, distrust and others through power struggles between school and home and protection of professional territory.

A. Fear: fear affects teachers as well as parents, and they may do little to encourage parental or community involvement. When teachers are uncertain or insecure about their own teaching skills, they fear criticism of how they do their job and discourage parental participation in their class rooms. when such criticism of schools, teachers become tired of being "scapegoat" for all the wrong society and they often express as desire to be left alone to teach. When such condition happens parents are made to feel unwelcome in many different ways (Barbour and Barbour, 1997).Such problems is then can also the basis of distrust among teachers and parents. Molnar (2006) revealed in his research that suspicions and distrust will develop lack of confidence among teachers and parents. If there is no confidence, there may be no respect and mutual trust relationship between the two parties which will affect the improvement of educational activities.

B. Insecurity and Intimidation: research conducted by Dixon in Molnar (2006) out lined that the barrier to more parent involvement is not parent apathy but lack of support from educators in the case of insecurity and intimidation between parents and educators. In some cases parent actually felt that their children might be singled out or treated unfairly in grading by teachers who deemed parent to be interfering. On the other hand, parents describe their own insecurity at meeting with other adults at home and school association meetings, teachers talk defensively about being verbally attacked by parents and parents share discomfort entering schools due to their own level of education or past experience in schools. All these problems create walls between homes and school and limit parental involvement.

C. **Professional Territory:** Molnar (2006) also states that there is an insider outsider tension that exists between school staff and community members. Parents are never quite insiders because the minute they go too far they are subtly reminded that they are stepping into professional territory. He also further explained that, at times, teachers consider parents troublesome because they question, challenge, and take time. Educators feel threatened about intrusion in to their territory and parents are not safe if they trust teachers or other parents. All these situations will develop a protection territory among all stakeholders which influence parental involvement negatively.

D. **Attitudes of principals, teachers and parents:** some teachers and principals purposely or unknowingly, discourage parents and community participation, (Kandasamy and Lia, 2004). Supporting this, the report of UNESCO (2002) noted that principals and teachers, sometimes refuse to encourage the school board and association board members or parents to actively participate for they fear that these community members would get overall control of the pedagogical matters which they have no mastery. On the other hand principals and teachers may perceive that school board and association members often have few decision making skills and they degraded the capacities of the community representatives to participate in the educational activities of the school. Parents who had unpleasant school experiences are often reluctant to become involved with their children's schools because they develop negative attitude to the school (Barbour and Barbour, 1997). Also some parents view that the responsibility of schooling is that of schools. School personal may conceptualize and perceive parent involvement activities outcomes differently, that of academic achievement while parents viewed it as means of supporting the total well-being of the child (i.e., social and moral development), (Izzol et al, 1999 in Jordan, Orozco and Avert, 2001).

2.4.2 Communication Factors

Communication barriers arise when the intent of the message and the content as perceived by the receiver differ, when the honesty of the message is questionable, when the language and cultural gap is large, when there is lack of understanding between parties, or the idea is not accurately communicated to the parents and the community (Schaffer and Betz, 1992). Supporting this, Steinberg, Brown and McCollum (1996) noted that school reform needs several years for planning, gradual implementation, and flexible assessment mechanisms; however, clear goals for student outcomes should be documented at the beginning to help keep focus. The gap between written and reality may lead to frustration and failure. Conley 1993, in Molnar (2006) also

described that, if there is a misconception in the information exchanged and the shared knowledge between school personal and parents, the role that parents play will not continue to expand. He also stated that expanded parents roles can occur when parents become knowledgeable about learners outcomes, setting learning goals with teacher and student, policy issues, school regulations, participating in the discussion program of the school, communicating with teachers about children's interest and learning styles, becoming involved in local school governance. So, schools should work for better communication to be successful in their school programs.

2.4.3 External Factors

Schaeffer and Betz (1992) out lined external factors as those including lack of time, busy lifestyles, personal problems, administrative policies, unclear roles, and in adequate training or support these factors are external to the personal characteristics of individuals which influence the participation of parents. Steinberg, Brown and Dornbusch (1996) states briefly that lack of knowledge, skill and opportunity are the major external factors that influence parental involvement follows.

a) Lack of knowledge

By far the biggest reason for the failure of parents to translate their best involvement in to the right behavior is lack of knowledge. Many parents have the right goals for their children, but they simply do not know what works and what doesn't, they don't understand that there are effective and ineffective ways of accomplishing a particular goal in raising children education. There are two main reasons why parents lack this knowledge. Educators and researchers who study about child development and child rearing do not communicate parents what parents do in child learning.

David, 1994 in Molnar (2006), states that the lack of expertise is clearly a reason why curriculum and instruction issues are not addressed by parent councils. That means inadequate parent training in the various aspects of education is yet another barrier. Gaffuri (1992) and Warm (1990) also found that barriers to parent involvement include that teachers are not trained either at their training program or an absence of pre-service education to work with parents. Kopacsi and Koopmans (1992) found in their research that teachers have a great need of in-service training to understand and implement effective parent involvement, to talk, relate and work with parents.

Gaffuri (1992) further explained that for effective collaborative work of parents and schools, the training program must be at the same sessions, since separate training furthers the distance between them. He also suggested that the in-service training must include: communication skills, collaborative decision making, confidentiality, conflict resolutions and training specific to their role. Lack of knowledge stems from the erroneous belief held by many parents child-rearing is either common sense (as every body knows what good parents do just as any grand mother do), instinctive (some parents are naturally good parents either you are or you are not and it can't be thought) or relative (who is to say what a good parent is any way?). So, training either for parents or teachers about working together maximizes the knowledge of both parties.

b) Lack of Skill

One reason for the gap of parents' involvement in their children's educational activities is lack of skills. But there are a considerable number of parents have proper intensions and the correct knowledge but, who are not quite able to put this knowledge in to practice. These parents may understand the general principles of effective parenting, but they may not know the concrete steps one must take to implement them, that is they have the knowledge but they lack the necessary skill.

c) Lack of Opportunity or Time

A less effective parents are those who know what to do and how to do it, but who don't or can't practice effective parenting because other factors interfere. One of the challenges inherent in effective parenting is that it takes a good deal of time to be a good parent. For parents whose time and energy is limited because of work commitments, marital stress, psychological problems, financial difficulty or any number of reasons.

Swap, 1993 in Barbour and Barbour, 1997, states that parents may have busy schedules, and families who live a distance from the school may have problem with transportation. On the other hand, Malaspina and Conley, 1993, and Butler, 1992 in Molnar (2006) found that lack of time appears to be an issue of teachers and parents for the parental involvement. Teachers have little time available for meeting due to their rigid structure of school days and parents may have jobs and other commitments to schedule around. Especially in Butler's study lack of time and conflict in work schedules were identified as significant barriers for increased involvement in children's education.

CHAPTER THREE: THE RESEARCH DESIGN AND METHOD

3.1 Method of the Study

The research design in conducting the study is quantitative research design. The research method is descriptive survey. The study used a descriptive survey research method, because it is believed that it helps to describe and interpret the prevailing existing condition that how schools perform their duties and responsibilities in promoting parents participation about the study area. Further more, the appropriateness of descriptive survey method in describing and assessing what is currently happening about any problems is indicated by Seyoum and Ayalew (1989). Thus, the survey research method is applied to express the current phenomenon of a situation and give prediction depending on the finding of the research.

3.2 Source of Data.

The primary source of data for this study were school staff, grade 4 and 7 students in the sample schools and the secondary source were 14 parents, 2 woreda education officials and document checklist about the sample school performance in relation to participation of parents at the school level.

3.3 Sample population, Sample Size and Sampling techniques.

The study area is Angolellna Terra Woreda in North shewa Amhara region, which comprises 28 primary schools of which 15 were first cycle primary and 13 full cycle primary schools. All these schools except 2 were in the rural areas. The study population was Woreda education officials, teachers and students in 28 primary schools of which 15 (53.5%) in grade 1-4 and 13(46.4%) in grade 1-8 and parents of the students. From those study populations, 7(25%) schools, 4(26%) from first cycle primary and 3(23%) from full cycle primary schools were selected randomly by lottery method to give chance for all schools as a sample population. The sample size for Woreda education officials, school principals and grade 4 students were selected purposefully assuming that Woreda education officials and principals knew about parents participation and to select older age students. While, the sample size of teachers and grade 7 students were selected randomly by lottery method. In determining the sample population and sample size gender difference was considered. That is to keep or fair balance gender distribution, the number of students participants were male and female to represent equal number of females

and males from each grade. The other reason for mixed gender composition was the consideration that male and female students would likely give different responses based on the difference problems they may face in their teaching learning process. Concerning parents, PTA-members were selected purposefully because they knew more about parents' participation, while non-PTA-members by multi-stage sampling technique first selecting one section from each sample schools and they select one student from that section to bring his parent. The selection was made by applying simple random sampling technique. Teachers and grade 7 students were selected by simple random sampling technique. All the sample populations except Woreda education officials were from 7 sample schools. In general, the sample respondents of study were selected as summarized in the table below.

Table 1: Sampling

No	Name of sample schools	Level of sample schools	Sample Respondents											
			Principals			Teachers			Students			parents		
			M	F	T	M	F	T	M	F	T	M	F	T
1	Chacha Full Primary	1-8	1	-	1	9	11	22	18	18	36	2	-	2
2	Cheki Full Primary	1-8	1	-	1	6	5	11	8	8	16	1	1	2
3	Kotu Full Primary	1-8	1	-	1	8	8	16	16	16	32	1	1	2
4	Serity First cycle Primary	1-4	1	-	1	2	2	4	7	8	15	2	-	2
5	Fito First cycle Primary	1-4	1	-	1	3	2	5	8	8	16	2	-	2
6	Totsie First cycle Primary	1-4	-	1	1	2	2	4	8	8	16	2	-	2
7	Sanka First cycle Primary	1-4	1	-	1	-	2	28	8	16	2	2	-	2
	Total		6	1	7	30	32	62	73	74	147	12	2	14

3.4 Data Collecting Instruments and Procedures

3.4.1 Data collecting instruments

Conducting multiple data gathering instruments helped researchers to combine the strength and amend some of the inadequacies of any source of data to minimize risk of irrelevant conclusion. Consistent and reliable research indicates that, findings conducted by different data gathering instruments increase the credibility and value of the research findings.

Accordingly, the researcher used questionnaires, interview, focus group discussion and document checklist to collect relevant data from the informants. The instruments were prepared in English and translated into Amharic for the purpose of clarity and ease understanding of the informants.

Questionnaires were the main instruments to collect data from principals, teachers and students. The questionnaire is 5-point rating scales and open ended type. Interview was for Woreda Education and parent informants, while focus group discussion was for principals, teachers, and parents.

3.4.2 Procedure of Data Collection

The instruments were first tested in to two schools before administered for actual data collection. During pilot testing teachers, students, school principals, and Woreda education officials and parents were met and the researcher were also fully involved and discuses with the informants how to modify the instruments. Finally, according to the suggestions of pilot informants the researcher added open ended type questionnaire that was intended to give their opinion and to put in the ranking order about the responsibilities of stakeholders in promoting parents participation, and necessary improvements were taken in all data gathering instruments for collecting actual data.

After the questionnaires were tested by pilot test and checked by the advisor, before and after pilot test. 219 copies were distributed in the sample schools for principals; teachers and students by the researcher himself. From all distributed questionnaires 216 were returned. Parents were interviewed and group discussions were conducted among principals, teachers and parents at the school level. The interview and focus group discussion were arranged by the great effort of principals and unit leaders; and document checklist was finalized. Finally, interview of Woreda education officials were conducted.

3.5 Method of Data Analysis.

Since, the design of study was quantitative and the method of study was descriptive survey, the method of data analysis depends on different statistical tools. After the questionnaires were collected, the data obtained both from the characteristics and the responses of the main questionnaire were first tallied and then tabulated in tables. Depending on the tabulated responses percentages, arithmetic means and chi-square were calculated; and analysis and interpretation

were conducted. Data obtained from the interview, focus group discussion and document checklist were carefully examined and studied. They were used to crosscheck the responses obtained from the questionnaires and to substantiate the whole information. In the analysis, the mean values both less than and greater than 2.5, and chi-square values, data from interview, focus group discussion, document checklist observation were the important considerations for presentation and interpretation of the responses.

Chi-square was applied to test the significance difference of the variations in the responses of the informants. It is a test of independence and used to estimate the likelihood that some factor other than chances accounts for the observed relationship (Koul, 2006:353).

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF DATA

This chapter contains two sections deals with presentation, analysis and interpretation of data. The first section deals with the characteristics of the informants while the second section deals with the analysis and interpretation of the data collected from different sources of informants. This latter part is supported by discussion on the main important issues of the study.

Generally, 219 of questionnaires were of which 148 (67.6%) and 71 (32.4%) distributed for students and schools staff (principals and teachers) respectively. 216 copies of which 147(68.1%) and 69 (31.9%) were collected from the informants. 14 parents and 2 Woreda education officials were interviewed.

More over, the researcher was also conducted focus group discussion among principals' teachers and parents, as well as document and observation checklist on the practical activities that school and parents performed in the implementation of primary school curriculum. Here, the analysis and discussion of the data were mainly depended on the openness of the schools to parents, communication between schools and parents, the Epstein's parenting program, the views of school staff's in parents participation, the level of parents involvement, areas of parents participation, factors affecting parents participation and the major schools changes due to parents participation. Further more the rating scales "Strongly agree" and "Agree" were changed to "Agree" while "Disagree" and "Strongly Disagree" changed to "Disagree" for sake of analysis and convenient conclusion. As Best and Khan (1999:247) noted for data analysis the three rating scales "Agree", "Undecided", and "Disagree" are preferable to the usual five. In each table the Chi- square is calculated by the formula

Chi- square(X^2) = $\sum \frac{(fo - fe)^2}{fe}$ with the three rating g scales; GMV means grand mean value

numbers in italics are percentages and the mean value is calculated with the five rating scales as indicated in appendix-N

4.1 Demographic Characteristics of the Respondents

The main source of the data of the study were primary school principals, teachers, students , parents and Woreda education officials who are directly responsible for the implementation of primary school curriculum in the Angolellama Terra Woreda. Identifying the characteristics of the informants is very important in the analysis and interpretation of data, for it tells from whom the data is collected.

4.1.1 The characteristics of school s staffs and Woreda education officials

Table 2: Characteristics of Respondents

No	Items		Responses			
			Woreda Edu. Officials	Principals	Teachers	
			No	No	No	%
1	Sex	M	2	6	30	48.4
		F	-	1	32	51.6
		T	2	7	62	100
2	Age in years	20-30	-	1	2	3.2
		31-4	-	1	19	30.6
		41-50	2	3	30	48.4
		Above 50	-	2	11	17.8
		Total	2	7	62	100
3	Educational Background	Certificate	-	4	35	56.4
		Diploma	1	3	27	43.6
		Degree	1	-	-	-
		Total	2	7	62	100
4	Service year	1-5	-	1	9	14.5
		6-10	-	1	7	11.3
		11-15	-	1	5	8
		16-20	2	3	21	33.9
		21-25	-	1	11	17.7
		Above 25	-	-	9	14.5
		Total	2	7	62	100

As can be observed from table 2, informants with different Characteristics have participated. All of the Woreda education officials were males. On the other hand, 6(85.7%) and 1(14.3%) of the principals represent males and females respectively, while 30(48.4%) and 32(51.6%) were males and females respectively.

Accordingly, the age category of all the schools staff respondents were as: 60(96.8%) of teachers and 6(85.7%) of principals were between the age of 26-45. This is generally regarded as the

period of full-fledge adulthood where the person assumed to have a logical thinking capacity or responsible personality. On the other hand the educational background of the informants comprises university degree at the Woreda Educational head and diploma in the rest. 4 (57.1%) principals and 3(42.9%) were certified in certificate and diploma respectively, in which the diploma holders are the principals of the level (1-8) while the others were in the level (1-4). The qualification of teacher informants participated in the study was proportionally certified in certificate and diploma. The teacher informants were 35(56.4%) in certificate where as 27(43.6%) of them in diploma.

In relation to the teaching experience (Service Year) of the informant majority of them were between 6 to 25 years. These were 44(71%) of teachers were in the range of service year 6 to 25 experience which may helps them to accomplish their responsibility in the teaching learning process.

In general, all the characteristics discussed here indicated that all the concerned informants were matured, can think critically, have rich experiences in teaching learning and it seems they were in a good condition to perform their responsibilities.

4.1.2 Characteristics of student Respondents

Dealing with the characteristics of students would lead the truth fullness of their responses

Table 3: Characterizes of Students

No	Items		Informants by grade level			
			Grade 4		Grade 7	
			No	%	No	%
1	Sex	M	31	49.2	42	50
		F	32	50.8	42	50
		T	63	100	84	100
2	Age in years	11	1	1.6	-	-
		12	6	9.5	-	-
		13	18	28.6	-	-
		14	20	31.7	8	9.5
		15	10	15.9	13	15.5
		16	7	11.1	23	27.4
		17	-	-	21	25
		18	1	16	9	10.7
		19	-	-	7	8.3
		20	-	-	3	3.6
		Above 20	-	-	-	-
		Total	63	100	84	100
3	Mean age		14		16.5	
4	Modal age		14		16	

As shown in table 3, the student respondents were from grade 4 and 7. The researcher believes that students serve as bridge of information exchange in the relation between their parents and the school to understand the questionnaire and they give their response. This is so, because they were assumed knowing about what is going on in schools and home regarding the activities of their teachers and parents.

The age distribution of grade 4 students range is from 11 to 18; most of the students 56(88.9%) of them are 13 years and above. The mean age is also 14. This indicates that the students were assumed.

The age distribution of grade 7 students is from 14 to 20 years. The majority, 63(75%) of them are 15 and above 15 year of age. The mean age of grade 7 students is also 16. All these characteristics are guaranteed for students' to be able to give opinions about the study.

4.2 The Discussion of Finding of the study

4.2.1 The Discussion of Responses of School Staff; Parents and Woreda Education Officials

1. Openness of the school

Table 4: School Initiatives to invite parents

Item No	Activities	Responses			Mean Value	Chi-square (X ²)
		Agree	uncertain	Disagree		
1	The school permits parents to visit all the activities of the school	10 <i>14.5</i>	2 <i>2.9</i>	57 <i>82.6</i>	1.91	76.78
2	The school opens its door for parents to receive feed back and comments	14 <i>20.3</i>	3 <i>4.3</i>	52 <i>75.4</i>	2.14	57.48
3	The school opens its door for any social activities (service) of the community.	25 <i>36.2</i>	5 <i>7.3</i>	39 <i>56.5</i>	2.90	25.39
	Mean frequency in percentage	23.7	4.8	71.5	2.3 (GMV)	

- $df = (3-1)(2-1)=2$ - Numbers in italic and bold are percentages

-Alpha level at 0.05

Increasing the parent involvement stems from the openness of both schools and parents. Especially, Gareau and Swatszka (1995) states that, many parents had unpleasant experiences when they were students; and are still reluctant to enter schools to day. This negative experience will be removed if and only if schools open their door and attract parents.

Table 4 presents the trends of the schools' openness towards parents. As can be observed from the table the practice of opening their door to parents by schools happens to be below expectation. Interestingly, 57 (82.6%) of the school staff informants disagree with the openness of the schools and visit by parents. Further more, the schools, generally does not accept the suggestions and the positive opinion of the parents. This low rate of school openness is clearly understood from the response of the respondents, 52(75.4%) of the participants responded that the school do not receive any comment from parents.

On top of this, the schools staff respondents said that, the school did not give any social service for the community for which the school belongs. This can be proved from the fact that 39(56.5%) rated their disagreement on the openness of the school to give social services to the surrounding community.

In line with this the result of data on the openness of the school to parents or the surrounding community on table 4 stands on the grand mean value 2.3 which shows the low level of school openness.

On the other hand the calculated value of the chi-square test for each item in table 4, with degree of freedom 2 is much greater than with alpha level 0.05. Here also, the figure indicates that the observed differences are a result of routine practices rather than mere coincidence. Strengthening the message conveyed by the respondents' school staff respondents, parent interviewees said that, it is very difficult to say there is a social relationship between teachers and parents emphasizing the remoteness of the school staff's residence from the school. Explaining on the inconvenience created by this situation parent from Chcaha stated that:

Since teachers lived in Debreberhan there was no opportunity to interact with teachers in different social activities. (15, Feb, 2008)

With regard to this, Molnar (006) in his research found that socializing together will improve communication, comfort, trust, and in turn increase the number of activity involved parents

In TGE, 1994 also stated that the school as an organization depends on more on its environment; it gets most of the resources from the surrounding society or parent community, and should have an obligation to give necessary service for the community or parent.

Of course as parents said, schools can provide many experiences any educations to parents that helps them to lead their social life schools must be examples of the community.

2. Communication

Implementation plans and programs of action to increase parental involvement often encounters difficulty due to ineffective communication. The information gap between parents and schools may lead to frustration and failure to implement the common plan of both parties.

From table 5 below it is easy to understand that, the way of exchanging in formations (communication) are in varying degree.

Most of the respondents agreed that school and parents communicate by letter when there is a problem oral message and student report card. On the other hand the frequency of exchanging information mostly attached in the case of problem of the school that is when there is a school problem, in the case of drop out rate at the beginning of the year to increase the enrollment rates. The respondents rated their agreement 63.8%, 58%, 59.4%, 65.2%, 36.6%, 47.8%, and 63.8% for items 4 -10 respectively; the mean frequency percentage is also 56.8%. The grand mean value 2.85 of the items also indicated that the respondents were rated their agreement on the way of communicating between parents and schools is one sided. It depends only on the interest of the school. Even the chance of the meeting opportunity between school staffs and Parents one in a semester is rated 65.2%. This is another indicator that the school and parents communication is at low level. It is a traditional way of communication.

The calculated value chi-square of each items are greater than the critical values at alpha level 0.05 with degree of freedom 2. This briefly indicates that the observed practices are not the results of chance factors but the reality that the schools and parents communicate.

Table 5: Aspect of Communication between schools and parents

Item No	Items	Responses			Mean Value	Chi-square (X ²)
		<i>Agree</i>	<i>uncertain</i>	<i>Disagree</i>		
1	Letter to Parents in the case of students problem and other issues	<i>44</i> 63.8	<i>2</i> 2.9	<i>23</i> 33.3	3.4	38.3
2	Students achievement card	<i>40</i> 58	<i>7</i> 10.1	<i>22</i> 31.9	3.4	23.7
3	Oral message through students	<i>41</i> 59.4	<i>10</i> 14.5	<i>18</i> 26.1	3.5	11.2
4	Opportunities for parents and school staffs to discuss about learning outcomes at least meeting one in a semester	<i>45</i> 65.2	<i>0</i> 0	<i>41</i> 59.4	3.4	44.1
5	During discussion when there is a school problem	<i>25</i> 36.2	<i>3</i> 4.3	<i>24</i> 34.8	2.7	31.7
6	Home visitations when regular student attendance is created.	<i>33</i> 47.8	<i>8</i> 11.6	<i>28</i> 40.6	3.1	15.2
7	At the time of staff campaign to raise enrollment rate	<i>44</i> 63.8	<i>0</i> 0	<i>25</i> 36.2	3.3	42.3
8	In discussing policy issues and school regulations.	<i>20</i> 29	<i>4</i> 5.8	<i>45</i> 65.2	2.6	37.0
9	Meeting with PTA-members according to the school program.	<i>21</i> 30.4	<i>3</i> 4.3	<i>45</i> 65.2	2.5	31.7
10	During a discussion in any other social problem of the community	<i>11</i> 15.9	<i>7</i> 10.1	<i>51</i> 73.9	2.2	51.5
11	At the time of school initiatives to solve parents problem in their child education	<i>27</i> 39.1	<i>1</i> 1.4	<i>41</i> 59.4	2.7	35.8
12	There is no way of exchanging in formation or no communication.	<i>6</i> 8.7	<i>8</i> 11.6	<i>55</i> 79.7	1.8	66.9
	Mean frequency in percentage	40.7	6.4	52.85	2.83 (GMV)	

- $df = (3.1)(2.1)=2$ - Numbers in italic and bold are percentages

- Alpha level at 0.05

In table 5 above the observed practices that school exchange information by discussion on policy issues and school regulation, meeting with PTA members, to solve the social problem of the community by the school initiative is very low. The respondents rated their agreement and disagreement with a great difference of 12.5% between the mean frequency percentage of agreement response and disagreement response. The mean frequency percentage of the agreement responses was 40.7% and the mean frequency percentage of the disagreement was 52.85%. This shows that the communication practices indicated in each item was not practiced between the schools and parents. In item number 12, the respondents rated their disagreement with 79.7%.

This shows a communication between schools and parents are only one sided and always performed by the school initiative.

In table 5, the grand mean value was 2.8. This is the other reason that the communication practices were not performed well. The computed value of chi-square of each item in table 5 was still much greater than the critical value at 0.05 level of significance. That was, the difference between the observed and expected frequencies is significant. This indicates that responses were free from chance factor and they were real practices of the school.

During the interview, one parent interviewee said from Totosei:

It is possible to say there is no information exchange between schools and parents. We send our children to school and if there is a problem concerning the children education. The school tells students to call their parents in order to have discussion about their problem. There is no more exchanging of information about the school activities, what parents should do to schools and what schools should do to parents. Sometimes they call us, to participate in labor work and in the opening ceremony of the school. (12, Feb, 2008)

On the other hand, on the focus group discussion taken in Cha-cha primary school there was a disagreement between school staffs and parents discussant. The principal said that:

We call parents a meeting in many times, but the parent discussant said, at that time the information was not heard by most of the parents. (16, Feb, 2008)

This indicates that there was not a proper way of exchanging in formation between schools and parents.

He further described that if there is a misconception in the information exchange and the shared knowledge between school personnel and parents the roles that both parties play will collapse.

So, Schools should identify the communication channels that enhance the partnership of schools and parents for better implementation of curriculum

Meaningful communication is essential in building and maintaining healthy relationships between schools and parents.

Even though researchers as (Conley, in Molnar 2006), believes that communication is the building block of information exchange between schools and parents in strengthening their relationships toward a cooperative educational activities, schools need to do more with this regarded. Among the others, they have to make network connection with parents and parent representatives, prepare open discussion and conferences on school regulations over educational policy issues as well as the way how parents help their children's' education.

3. Parenting

Table 6: School practices in parenting program:

No	Items	Responses			Mean Value	Chi-square (X ²)
		Agree	uncertain	Disagree		
1	Staff members exhibit respect for parents as primary support and most influential in their child's life	52 <i>75.4</i>	9 <i>13.0</i>	8 <i>11.6</i>	3.8	54.9
2	The School provides training for learn more about working in their child's education	21 <i>30.4</i>	0	48 <i>69.6</i>	2.4	50.3
3	Parents of different culture or economical or educational background are respected about their contribution	39 <i>56.5</i>	11 <i>15.9</i>	19 <i>27.5</i>	3.4	18.1
4	The school provides training for parents how to help in home work, assignment and in minimizing work loads for their child	13 <i>18.8</i>	0	56 <i>81.2</i>	2.2	74.7
5	Teachers encourage and advice parents how to contact and lack within their child is teachers	48 <i>69.6</i>	10 <i>14.5</i>	11 <i>15.9</i>	3.7	40.8
6	In service training is provided to teachers on techniques of engaging parents in teaching learning activities.	9 <i>13.0</i>	3 <i>4.3</i>	57 <i>82.6</i>	2.1	76.2
	Mean frequency in percentage	44	8	48	2.9(GMV)	

- $df = (3-1)(2-1) = 2$ - Numbers in italic and bold are percentages

- Alpha level at 0.05

In table 6 the identified, practices are the parenting activities that the school provides training program or information for both teachers and families and teachers provide for parents on developing skills and abilities to work on child's education.

As indicated in table 6, the practices that the school staffs experiences in assisting parents to participate in school programs in each items are varied to great extent. In item number 16, 18 and 20 the respondents rated their agreement with 75.4%, 56.5% and 69.6% respectively and their disagreement with 11.6%, 27.5% and 15.9% respectively. The mean values of these items are also 3.8, 3.4 and 3.7 respectively. All these values clearly indicate that, School staffs' do believe that parents are the primary support and the most influential stakeholders on child's education. The contribution of all parents is accepted equally by the school, and teachers encourage parents' participation in their child's education as much as possible.

On the other hand, School staffs respondents rated their disagreement for items 17, 19 and 21 with 69.6%, 81.2% and 82.6% respectively and their agreement with 30.4%, 18.8% and 13% respectively. The mean values of each item are also 2.4, 2.2 and 2.1 respectively. These values are then the notable proves as to the schools failure to provide a training program or assist teachers and parents to develop knowledge and skills to enhance a collaborative work on child's education. The computed chi- square value as in the table are much grater than the critical value of X^2 with $df=2$ ($X^2=5.99$). Thus, the computed value of chi-square of each item is another evidence that the responses of the respondents are not the result of chance factor or sampling fluctuations, rather they are tangible figures indicating the practicing of the schools with clarity. The responses of the parent interviewees taken from Checki primary school were also stressed:

Unless, parents are needed for the purpose of consulting the school problem, such as supporting the school in labor fore or regarding the issue of new enrolled students and girls education, the school did not provide any training program (14, Feb, 2008). Supporting this idea the other interviewee from PTA member from the same school stated that: even we PTA members did not take any training. We are elected by the community to serve as a committee but we didn't take any training either by the school or the Woreda Education Bureau. The school briefed us the responsibility of the committee which was prepared by the Regional Education Bureau. The school principal sends a message with letter or sometime oral message by the students to participate a meeting, however, sometimes the massage may not reach and we missed the meeting (14, Feb, 2008).

Further more, the responses of the interviewee of the Woreda education head also supported the responses of PTA members, he stated:

Unless we informed the responsibility of PTA members and invite them to participate in some workshops or conferences, there was no a formal training given to PTA members concerning parenting program either by the school or the Woreda education bureau (31, Mar, 2008).

Even though, school staffs accept parents as the influential body of child education and respect parents participation and support they should have also the responsibilities to provide training on how to work with schools for the authentic parental involvement.

Concerning the importance of assisting both teachers and parents in parenting program for authentic parental involvement, researchers and educators provide us detail findings. Kopacsi and Koopmans (1992) and Gaffuri (1994) underlined that providing training for both parents and teachers specific to their role is the crucial issues of the schools or stakeholders. Gaffuri on this part stressed that; the training session should be at the same time and place for effective collaborative work, since separate training furthers the distance between them on the other hand. On the other hand, Epstein and Dauber (1997) out lined strategies that any school should follow to improve programs and practices of parent involvement. Schools should know their roles and responsibilities and take the commitment to provide programs or activities that empower parents in the participation of school curriculum implementation.

4. Views of school staff to wards parents participation

The perception or the views of two parties who want to work together must be concordant. In table 7 below, the views of schools (principal and teachers) about the participation of parents in school curriculum implementation is presented.

As can be observed from table 8 the respondents of the school staffs confirmed that the parents are viewed as the first influential teachers and sources of assistance in their children's education. The respondents rated their agreement with 60.9%, 55.1%, 63.8% and 56.5% for the activities that parents are source of assistance to raise quality of teaching, parents are the first concerned stakeholders for their children's education, school staffs accept the moral rights of parents' participation and parents are lack of knowledge and skills to be involved in school curriculum implementation respectively.

The mean values 3.3, 3.3, 3.5 and 3.2 for items No 22, 23, 25 and 26 respectively also clearly magnifies the respondents view as to the importance of parents as the necessary stakeholders which need to be involved in curriculum implementation.

On the other hand, the respondents responded that parents do not cooperate to be involved with 52% or mean value 3.1. This shows that even school staffs views parents positively, Parents are not participated fully in their child's education. Further more, school staff respondents rated their disagreement with 69.6% implying that parents' illiteracy is not the reason why parents do not help their child's education. There may be some other reasons that parents do not give emphasis for their child's schooling. The chi-square value of each practices indicated in the table asserts also that the observed practices are not the results of chance factor or sampling fluctuation because the calculated value of chi-square of each practices are more greater than three times the critical value ($X^2=5.99$) at 0.05 level of significant. That means the respondents explained what they really practiced in their schools.

Table 7: The views of schools staff in parent's participation

No	Item	Responses			Mean Value	Chi-square (X^2)
		Agree	uncertain	Disagree		
1	Have a belief that parents are sources of assistance and are able to raise the quality of teaching learning	42 <i>60.9</i>	5 <i>7.2</i>	22 <i>31.9</i>	3.3	29.8
2	Believe that parents are concerned for their children's education	38 <i>55.1</i>	11 <i>15.9</i>	20 <i>29</i>	3.3	16.4
3	View parents do not co-operate in effort to enhance the schools educational program	36 <i>52</i>	7 <i>10.1</i>	26 <i>37.9</i>	3.1	19.5
4	Accept the legal and moral right of parents involvement in their child's education	44 <i>63.8</i>	9 <i>13</i>	16 <i>23.2</i>	3.5	29.8
5	View parents as lacking of knowledge and skill to be involved in their child's education	39 <i>56.5</i>	7 <i>10.1</i>	23 <i>33.3</i>	3.2	22.3
6	View parents are illiterate and do not know about schooling	18 <i>26.1</i>	3 <i>4.3</i>	48 <i>69.6</i>	2.3	48.1
	Mean frequency in percentage	<i>52.4</i>	<i>10.1</i>	<i>37.5</i>	<i>3.1</i>	<i>(GMV)</i>

- $df = (3-1)(2-1) = 2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

The response from the interview of parents from Kotu Primary school also asserted that the schools did not view parents negatively. For example, Parent W/r Abebech said that:

If parents can be able to participate, the school accepts with a great pleasure. But how can parents participate? When parents participate? Parents are struggling to win their bread. Parents are busy; most of the parents do not have knowledge and skill to help his/her child in any educational activities (29, Feb, 2008).

This clearly indicates that, parents are in need of helping their child education, but they are busy in their life times, do not have knowledge and skills how to help their child education.

As the reports of UNESCO (2002) revealed that perceiving negatively and degrading parents, ignoring the skills that parents and the community contribute to the school far away from the school which is harmful practice and makes the school ineffective curriculum implementation. So, schools, principals and teachers should view parent positively and accept what ever contributions parents do for it makes both the school and parents accountable and responsible for the effective school achievement.

5. The Degree of parents' participation

The level of parent's participation depends on how frequently parents participate and contribute their potentials to the implementation of school curriculum. This is presented in table 8 below.

Table 8: The degree of parent's participation

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	Parents do their expectations in the educational matters of their child's school	-	8 <i>11.6</i>	61 <i>88.4</i>	1.5	95.6
2	Parents are laissez faire to participate in the educational matters of their Childs	58 <i>84.1</i>	4 <i>5.8</i>	7 <i>10.1</i>	4.1	86.1
3	parents show high interested to be involved in the educational matters of their Childs	8 <i>11.6</i>	2 <i>2.9</i>	59 <i>85.8</i>	2.2	85.3
4	Parents invest more time on their child's education	-	4 <i>5.8</i>	65 <i>94.2</i>	1.5	115.4
5	Parents help their child in homework, assignment and in arranging study program.	24 <i>34.8</i>	-	45 <i>65.2</i>	2.5	63.0
6	Parents develop the sense of the ownership of the school.	17 <i>24.6</i>	7 <i>10.1</i>	45 <i>65.2</i>	2.4	33.7
	Mean frequency in percentage	25.8	6	68.2	2.3 (GMV)	

- $df=(3-1)(2-1)=2$ - Numbers in italic and bold are percentages
- Alpha level at 0.05

As indicated in table 8, parents' participation in their child's education is less. All the practices identified in the table were not frequently practiced.

The responses of the respondents for the activities parent do their exceptions and parents invest more time in their child education is disagreed with 88.4% and 94.2% respectively and least mean value of 1.5. This indicates that parents are lack behind participate in their child education.

Further more, the responses of identified activity for parents show interest, parents help their Child in home work, and parents show the sense of ownership of are rated with disagreement of 85.5%, 65.1% and 65.1% respectively. The mean values of these activities are also 2.2, 2.5 and

2.4 respectively which asserted, parents need to do more on their Childs education for effective quality education.

The 84.1% respondents who are in agreement with the stem "that parents are laissez -faire" with mean value of 4.1 is the other evidence signifies the ineffectiveness of parents participation. . In general the grand mean value of the responses of each activity is 2.3. From all these, it is difficult to say parents are participated in all activities what schools expect from them.

The computed value of the Chi-square for each activity revealed that, the critical value is less than 5 times the computed value with, 0.05 level of significance. The interview conducted on both Woreda education office head and supervisor confirmed that:

It is impossible to say that parents feel a sense of the ownership of the school activities and contribute their maximum effort as can be expected from them. Of course there are some activities such as in labor work, contributing some materials which show parents participation (31, Mar, 2008).

Concerning the level of parents' participation researchers such as Dodd and Konzal (2002); Haneveld and Craig (1996); Nielson and Cummings in Getachew (2001) remarked that parents involvement is not confined to contribution of materials, participating in school programs and meetings but also includes helping their children in doing homework and assignments as well as encouraging the latter to read books through the provision of conducive atmosphere necessary to conduct the study that leads them to effective educational achievement in school programs. helping their children in doing homework and assignments, encouraging them to read books

6. Area of portents participation.

As the areas of parents' participation in school Curriculum implementation are categorized in many ways, some of these are presented in table 9.

Table 9: Areas of parents' participation

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	Opening ceremony of the school	34 <i>49.3</i>	2 <i>2.9</i>	33 <i>47.8</i>	3.0	28.8
2	Solving problems related to students discipline	39 <i>56.5</i>	5 <i>7.2</i>	25 <i>36.3</i>	3.1	25.4
3	Evaluate school and teacher's performance	18 <i>26.1</i>	-	51 <i>73.9</i>	2.2	58.2
4	Holding discussions with school communities about students achievement strength and weakness	11 <i>15.9</i>	2 <i>2.9</i>	56 <i>81.2</i>	2.1	72.8
5	Holding discussion on student's attendance and dropouts	22 <i>31.9</i>	8 <i>11.6</i>	39 <i>56.5</i>	2.8	20.9
6	Holding discussion and suggest solution on new enrollment and girls education	48 <i>69.6</i>	3 <i>4.3</i>	18 <i>26.1</i>	3.5	45.0
7	Supporting with labor work in School construction and rehabilitation	49 <i>71</i>	7 <i>10.1</i>	13 <i>18.8</i>	3.8	44.9
8	Supporting with money or material for school construction	28 <i>40.6</i>	3 <i>4.3</i>	38 <i>55.1</i>	2.9	28.3
Mean frequency in percentage		45	5.4	49.6	2.9 (GMV)	

- $df = (3-1)(2-1) = 2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

As indicated in table 9, the responses of the respondents on the areas of parents' participation are varying in degrees. The notable responses of agreement concerning the most commonest parents participation are found on the activities of the table in item numbers 40,37,35,34,41,38,and 36 each of them rated with 71% , 69.6% , 56.5%, 49.3%, 40.6%, 31.9%, 26.1% and 15.9% respectively. Conversely, responses disagreements were rated in the reverse direction of the above rank order. On the other hand their mean values are also 3.8, 3.5, 3.1, 3.0, 2.9, 2.8, 2.2 and 2.1 respectively.

The percentile difference and the mean value difference of the most and the least frequently practiced participations were 55.1% and 1.7. All these clearly revealed that the activities of parents' participations are not uniformly practiced. The practices were limited only in some domains of participation.

The calculated value of chi-square of each items as is observed in the table are greater than the critical value at both 0.05 and 0.01 level of significance. This makes sure that the observed and expected frequencies of the response of the activities are significant.

The interview conducted with parent respondents from Sanka primary school asserted the idea that:

The parents were needed by the school when their children created a discipline problem or when the latter were absent. Another PTA-member from the same school said that, for example to day I came to school in order to talk about the fencing problem of the school compound. This is our first meeting of PTA-members in this year, but the other members still didn't come, the meeting program may be fail. He further explained that, to involve parents or make parts of the school activity decision maker the schools & the Kebele administrators have to work together (18, Feb, 2008).

This is assuming that, the Kebele Administrators have the power to coordinate and they can enhance the participation of parent non- parents' communities by preparing workshops and training programs to create a continuous trust and respect relationships with the school and the community.

Many researchers regarding the participation of parents in different domains suggested their opinions for effective and efficient implementation of school curriculum.

Jordan et. al (2001) stated 10 ways of parent's participation as mentioned in the literature view. Jimenez (2002) and Muskin (2001) listed six domains or areas of parents' participation for effective school curriculum implementation. These are infrastructure and maintenance, man agreement and administration, teacher support and supervision, pedagogy and classroom support, student support and recruitment. Unless, almost all the domains are implemented it is impossible to say parents are involved in the school educational activities. So, schools and other concerned bodies should share their responsibility to make parents for the balance of participation in each domain.

7. Factors that affect parents' participation

As clearly stated in the literatures there are numerous obstacles to parents' participation in school curriculum implementation. These are presented in the tables 10 and 11 below.

Table 10: Barriers to parent involvement in primary school Curriculum implantation

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	Lack of time and busy life times parents	41 <i>59.4</i>	9 <i>13.0</i>	19 <i>27.5</i>	3.6	23.3
2	Lack of knowledge & skill and understanding of the objectives of the education	39 <i>56.5</i>	8 <i>11.6</i>	22 <i>31.9</i>	3.3	21.0
3	Mismatch between parents expectation of the school and the school providing for parents.	38 <i>55.1</i>	8 <i>11.6</i>	23 <i>33.3</i>	3.3	19.6
4	Lack of communication (information exchange) and continuous relationship between parents & school	46 <i>66.7</i>	3 <i>4.3</i>	20 <i>29</i>	3.6	40.8
5	The parents' beliefs that education is essentially the responsibility of the government or the school	49 <i>71.0</i>	6 <i>8.7</i>	14 <i>20.3</i>	3.9	45.5
6	Negative attitude of principals and teachers in parents involvement	10 <i>14.5</i>	7 <i>10.1</i>	52 <i>75.4</i>	2.2	55.0
7	The inferiority complex of parents themselves	19 <i>27.5</i>	7 <i>10.1</i>	43 <i>62.3</i>	2.4	29
	Mean frequency in percentage	50.1	9.9	40.0	3.2(GMV)	

- $df = (3-1)(2-1)=2$ - Numbers in italic and bold are percentages

- Alpha level at 0.05

As reported in table 10, the respondents gave their responses in relation to the rated scales of "Agree" and "Disagree" with varying degrees. Most of the respondents replied agreeing with the presence of obstacles that affect parents' participation due to lack of time and busy life styles, knowledge and skill, mismatch between expectation of parents & schools as well as the existence of communication problems the parties concerned and a deep rooted traditional view on the part of parents taking the business of schooling as the responsibility of government and schools. The percentile of respondents' response for each of the items rated with 59.4%, 56.5%, 55.1%, 66.7%,

and 71% respectively. The mean values of the above practices are also 3.6, 3.3, 3.3.3.6 and 3.9 respectively. This indicates that the above practices are the major problems affecting parents' involvement in their child's education. These problems are mainly attached with the traditional relationship of schools and parents. Both schools and parents did not practice the decentralized system of education which is currently implemented. On the other hand the respondents' response disagreeing with the activities of the table relates to the inferiority complex of parents and attitudes of principals and teachers are not the obstacles to parents' participation. The responses rated at 62.3% and 75.4% and the mean values of these practices are also 2.4 and 2.2 respectively. The calculated values of chi-square at 0.05 and 0.01 level of significance of each items in the table is another evidence to ascertain that the response are the observed problems for the participation of parents.

Table 11: Problems that hinder parents' participation

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	Fear of parents to be blamed in their children's weak performance of academic achievement and bad discipline	15 <i>21.7</i>	1 <i>1.4</i>	53 <i>76.8</i>	2.2	62.9
2	Lack of finance	44 <i>63.8</i>	5 <i>7.2</i>	20 <i>29.0</i>	3.6	33.7
3	The rigid procedure of planning and decision making of the school	27 <i>39.1</i>	11 <i>15.9</i>	31 <i>44.9</i>	2.9	24.5
4	Lack of confidence on PTA- members	42 <i>60.9</i>	8 <i>11.6</i>	19 <i>27.5</i>	3.5	26.2
5	The weak performance of PTAs	43 <i>62.3</i>	9 <i>13</i>	17 <i>24.6</i>	3.6	27.5
6	The particular internal weakness and weak performance of the school to involve parents	46 <i>66.7</i>	4 <i>5.8</i>	19 <i>27.5</i>	3.1	40
7	Unacceptance of Legal right and parents decision in educational matters	17 <i>24.6</i>	1 <i>1.4</i>	51 <i>74.0</i>	2.2	56.7
Mean frequency in percentage		48.4	8.0	43.6	3.0 (GMV)	

- $df = (3-1)(2-1)=2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

From table 11 above, we can learn that the response of school staffs respondents agreeing with items No 2, 4, 5 and 6 discloses lack of finance and confidence on PTA- members, weak performance of PTAs and the school to involve parents to be the major problems hindering parents participation in school educational matters. The responses are rated with 63.8%, 60.9%, 62.3% and 66.7% respectively. The mean values were also 3.6, 3.5, 3.6 and 3.1 respectively. According to the report of the respondents, the problems raised were the key points affecting the effective and efficient activities of the school. Finance is the main source of education and the ability of the school to manage and coordinate parents and the acceptance of PTA members by the community are the basis for mobilization of parents.

Further more the respondents replied disagreeing on the fear of parents as blame for the weak performance and as well as bad discipline of their child, and lack of acknowledging legal right and parents' decision as obstacles of parents' participation.

Their responses were with 76.8% and 74% respectively and the mean values of both were 2.2. This clearly depict that the fear of parents and rejection parents' decisions are not the major problems. The chi-square test for each item in the table was calculated on the observed frequencies with, 0.05 level of significance.

The responses from the interview of parents asserted that the factors that affect parents participation varies according to the diverse parents. A female PTA -member interviewee from Cheki primary school shared her reasons why people participate as:

Parents are in need of participating in their child's education. Because, we are interested in educating our children; we don't like them to be like us. But to participate, we don't have time finance etc. For example I am illiterate how can I help my child in home work or other educational activities. I lead my families by selling local alcoholic drinks, such as local beer (Tella and Areki). The other people also have the same problem. She further explained the problem of the PTA -members. I am a member of parent teacher association starting from 2003 still now. The committee worked properly up to 2005, after that a new PTA was formed but there is no meeting properly. The school calls a meeting program every time, but no PTA- member attend the meeting. Even the chairman of the PTA of the school didn't attend, so how can the other parents participate (14, Feb, 2008).

With regard to this, there are enormous amount of literatures analyzing the problem. Among the notable problems, lack of understanding between schools and parents (Schaeffer and Betz, 1992); the existence of misconception in the information exchange between schools and parents and unclear roles responsibilities (Conley, in Molnar 2006); lack of knowledge, skill and opportunity (Steinberg, Brown, and Dornbusch 1996)); busy schedules and life times Swap in Barbour and Barbour 1997) are all barriers to the parents participation. Thus schools should identify the type of barriers that influence the involvement of parents negatively and find ways and solutions to promote parents participation

As described by the literatures of scholars and educators above the factors that affect the involvement of parents in school programs varies according to the nature and philosophical view points and problems of parents

So, schools should identify problems according to the nature of parents, must make efforts to solve problems and provide basic needs of the parents to empower them participate and support school learning.

8. School Educational Changes Due to Parents' Participation

To see the educational change of schools one of the most important points to consider is the involvement of stakeholders especially parents (Schaeffer, 1994). There fore the following tables 12 presents the school changes in this study area.

Table 12: Major school changes

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	Improved in schools administration	15 <i>21.7</i>	12 <i>17.4</i>	42 <i>60.9</i>	2.4	23.7
2	Improved teacher behaviors and quality of teaching	13 <i>18.8</i>	9 <i>13.0</i>	47 <i>68.2</i>	2.4	37.9
3	Improved in students disciplinary problem	24 <i>34.8</i>	10 <i>14.5</i>	35 <i>50.7</i>	2.7	13.6
4	Improved in students achievement	17 <i>24.6</i>	7 <i>10.2</i>	45 <i>65.2</i>	2.3	33.7
5	Increment of enrollment rate	48 <i>69.6</i>	3 <i>4.3</i>	18 <i>26.1</i>	3.7	45.6
6	Increment in participation of girls education	53 <i>76.8</i>	2 <i>2.9</i>	14 <i>20.3</i>	3.6	61.8
7	Reduction of repetition rate and drop out rates	20 <i>29</i>	6 <i>8.7</i>	43 <i>62.3</i>	2.4	30.3
8	Better school climate	12 <i>17.4</i>	9 <i>13</i>	48 <i>69.6</i>	2.1	40.9
9	Improved in trust and mutual respect among parents and school community	19 <i>27.5</i>	10 <i>14.5</i>	40 <i>58</i>	2.4	20.6
10	Reeducation of problems in teaching class room	69 <i>100</i>	-	-	4.4	138
Mean frequency in percentage		39.65	9.2	51.15	GMV(2.78)	

- $df = (3-1)(2-1)=2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

The figures show that parents' participation did not change the above practices of the school or parents did not participate in these areas or parents. The disagreeing responses of the expected school changes in school administration, teachers' behaviors and quality of teaching, in students' disciplinary problem and in students' achievement were rated with 60.9%, 68.2%, 50.7%, and 65.2% in their sequential order; and the mean values of these practices are 2.4, 2.4, 2.7 and 2.3. The mean value 2.7 of item No. 3 shows parents' participation brought some positive disciplinary change compared to the other practices.

On the other had the staff respondents rate their agreement on the increment of yearly enrollment rater with 69.6% and mean value of 3.7. This obviously means parents' develop a positive behavioral change on sending their Childs school. In general we can say that parents understood the purpose of education.

The responses of items 6-10 above shows there are discrepancies in the practices that brought school changes due to of parents' participation. The participation of parents in girls' education and in the reeducation of classroom teaching problems is very high while it is less in others. The staff respondents rated their agreement on the improvement of girls' education and classroom building with 76.8% and 100% and mean values 3.6 and 4.4 respectively. On the contrary the respondents rated their disagreement on the improvement of repetition and drop out rates, school climate, and trust and mutual respect of parents with school staff at 62.3%; 69.6%; 58% and mean values 2.4, 2.1 and 2.4 respectively. These statistical figures tell that parents did not participate in all activities of school programs uniformly.

From the above analysis it is pretty simple to conclude that the problem of class room teaching is not an issue at all. Nonetheless the improvement of one of problem of a school may not necessarily result in solution for others

The calculated chi-square values of each items also affirmed that the responses of the respondents are independent of chance factor or sampling fluctuations because the calculated values indicate there is a significant difference between observed frequency and expected frequency with 0.05 alpha levels. Since the goal of involving stakeholders especially parents is for educational achievement and well being of students, adequate involvement of parents in all areas of school educational activities is crucial.

Of course, to involve parents in school activities is time consuming and needs patience. In spite of this schools should know significant importance and they must work hard to strengthen the partnership with parents to increase the collaboration in all areas of school activities.

The responses of the parent interviewees confirmed some of the changes during the interview program. One mother from PTA-member respondent from Kotu primary school said that:

As I know being a PTA-member there is improvement in girls' education and number total enrollment of students. Teachers, we PTA-members and the Kebele representatives (mengitawi budin) from each village go house to house visits in order to advocate about girls' education and school age children useful for enrollment before the beginning of the school year. She further stated that, we built also two blocks of class room building each with four class rooms by supporting with labor and some construction materials. But there are still problems in drop outs and repetition rates (29, Feb, 2008).

The other father interviewee from Serity primary school said:

Since teachers did not live around us, we did not know well about their personal behaviors. When there is meeting program in the school once in a semester or once a year we contact with them in other occasions there was no meeting. So how can we talk about trust and mutual respect among of teachers and parents (20, Feb, 2008.)

Further more, the response from focus group discussion reaffirmed that the main problem of the school were students achievement and drop out rates. One teacher discussant from Kotu said that:

We advise students to study hard, to ask their parents if they have difficulty in their education, but there is no real change in the improvement of students' achievement. Even the drop out of students is another headache for the education program of the school. The PTA-member parent discussant also said most of parents are illiterate that they don't know the way how to help their child tracing the root cause for low achievement. The drop out of students is related to the life of the society. Since most of the community is poor in life they need their child's help and some of parents get their income by hiring their child (3, Mar, 2008).

Although such scholars as Shirley, 1997; Lewis and Henderson, 1997 in Jordan, Orozco and Avert (2001) argue that school reform efforts or school educational changes are greatly influence by parents playing a pivotal role for reform changes as: reform advocator, reform participant and reform partner; however the schools which was the subject matter of the study have not consider the potentials of the parent community in contributing for the schools improvement.

On the other hand, there are researchers as Muskin (2001) who believed that the area of parents' participation in school curriculum must be in the six areas, infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision and recruitment. While, Epstein (1995) summarizes ranges of family involvement as school- home communications, helping their child in study program, home work, monitoring students daily learning, serving as decision maker for schools and assisting in fundraising, the changes of the school due to parents participation is in a limited area of parents involvement. So, it is clear that schools need to support and empower parents to be involved in all domains of participation for the overall school educational changes necessary for effective curriculum implementation.

On their part most of the School Staff respondents made their opinions on the responsibilities of stakeholders who are the most responsible for parents' participation. 40(58%) of the respondents ranked, most responsible stakeholder are Parent, School, Woreda Education office, Sub – regional Education Bureau, Regional Education Bureau and Government 21(30%) of them ranked vice versa and 8(11.6%) of them ranked in many different ways. This indicates that they know who the most important stakeholder is or who must supervise daily and observes the change, the improvement of the problem of the child in his education. 39(56.6%) the respondents also ranked, he area of participation in which the school involves parents mostly as supporting the school in labor work, to increase enrollment rate, providing money or materials, in yearly annual plan solving schools disciplinary problem, to solve the problem of dropout rates and repetition rates, to evaluate the performance of the school, to discuss on students achieve and to give training how parents help their child education. The rest, 30 (43.4%),of the respondents ranked in a variety of ways.

Finally, the respondents suggest some solutions that should be done by government, the Woreda education office, the school and parent to enhance the involvement of parents in school curriculum implementation. These are attached as an appendix.

Table 13: Document and observation checklist

No.	Items	Name of Schools						
		Chacha	Chki	Kotu	Serity	Fito	Totosie	Sanka
1	Presence of PTAs regulations	No	No	No	No	No	No	No
2	No. of PTAs meeting in the semester	1	1	1	1	1	1	1
3*	Amount of money contributed	No	10 Birr per head	15 Birr per head	No	No	No	No
4	Type of material contributed	No	**	**	**	**	No	**
5	No. of classrooms constructed	No	8	8	2	2	No	No
6	Presence of school fencing	No	No	No	No	Yes*		No
7	Presence of water installation	Yes	No	No	No	No	No	No
8	Presence of Toilet	Yes	Yes	Yes	Yes	Yes	Yes	No
9	No of teachers lived around or inside the school	5	3	All	No	1	All	No
10	Labor work contributed school	No	Yes	Yes	Yes	Yes	No	Yes

These keys are for table 13:

** -the material contributed is wood for school building

Yes**-the fence is built by World Vision Ethiopia, parents and the school

3* - the amount of money contributed is per house holder, who his children to school.

As the results of the check list in table 15 indicates that the identified things that are checked and observed were the activities that should be done by the joint collaboration of educational stake holders, particularly that of schools and parents. All the identified things are the main important school resource and infrastructure which are the basic and necessary condition for the effective educational programs of schools.

It is observed in table 15 that some of the concepts checked such as class room construction, presence of toilet and labor work contributed are in a good condition compared to the other. On the other hand the presence of the regulation of PTAs and their meeting within their program is

vital for the partnership of schools and parents, but as it shown in table 15 these conditions are not performed in relation to the current literatures of PTAs. The presence of the schools compound fence and the amount of money contributed to schools is another situation which is performed in a limited number of schools. The school that has compound fence is built by NGO, parents and the school the community. The other schools do not have compound fence, this shows that the parents or the school the community seems incapable of building the fence or do not have the sense of the ownership of the school

More over the number of school staffs who live around the school compound or inside each school are very small in number that is very important for the socialization of school community with the other community.

With regard to this PAEP in Getachew (2001) remarked that schools have to communicate and reflect the results of cooperation to the community; it must arrange programs for the community and parents see the physical improvement or problems in infrastructure such as buildings, compound fence and others which would not be possible without their assistance

4.2.2 The discussion of the Reponses of student respondent.

The students' education is a joint responsibility shared by schools (principals, teachers and students) and parents as part of the larger community, and that these participants directly impact learning. Especially principals and teachers must acknowledge the rights and roles that the students play to create a balanced atmosphere of communication channels between schools and parents or community. The schools also must accept and incorporate the voices of the students in the schools strategies, continuous improvement and achievement plan in the school –parent – community partnership.

The discussion of this sub- part revolves on the issues regarding the responsibility expected from students knowing about the roles that the school played and the areas in which parents are participated in the implementation of primary school curriculum.

Table 14: The role and responsibilities of the school

No	Item	Responses			Mean Value	Chi-square (X ²)
		Agree	Uncertain	Disagree		
1	The school opens its' door for parents participation	37 <i>25.2</i>	10 <i>6.8</i>	100 <i>68.0</i>	2.4	87
2	The school invites parents in planning, decision making and evaluation of school programs	46 <i>31.3</i>	18 <i>12.2</i>	83 <i>56.5</i>	2.7	43
3	The school invites you to participate in meeting concerning your education	45 <i>30.6</i>	-	102 <i>69.4</i>	2.4	106.6
4	The school give advice and training to your parents to help in your learning	27 <i>18.4</i>	17 <i>11.6</i>	103 <i>70.0</i>	2.4	90.3
5	The school discuss with your teacher about Your educational progress and weakness	40 <i>27.2</i>	-	107 <i>72.8</i>	2.4	119
6	The school utilizes students to exchange information between schools and parents	106 <i>72.1</i>	-	41 <i>27.9</i>	3.5	116.6
7	The school calls parents only for a case of students' disciplinary problem.	98 <i>66.7</i>	13 <i>8.8</i>	36 <i>24.5</i>	3.5	78.9
8	The school or teachers discuss with your parents to minimize your work load that influence on your learning.	24 <i>16.3</i>	7 <i>4.8</i>	116 <i>78.9</i>	2.3	140.4
9	Principals and teachers do not support parents' participation.	16 <i>10.9</i>	25 <i>17</i>	106 <i>72.1</i>	2.3	100.3
10	The school provides training for students how to discuss with their parents about their education.	35 <i>23.8</i>	-	112 <i>76.2</i>	2.4	134
11	There is a good relationship between your parents and the school.	19 <i>12</i>	35 <i>23.8</i>	93 <i>63.3</i>	2.4	61.9
12	The school tries to solve the problem of the community.	10 <i>6.8</i>	15 <i>10.2</i>	122 <i>83</i>	2.2	163.4
	Mean frequency in percentage	28.5	7.95	63.55	2.55(GMV)	

- df = (3-1) (2-1) =2

- Numbers in italic and bold are percentages

- Alpha level at 0.05

Table 14 presents the responses of the students as to schools performance in promoting effective participation of parents' in educational activities.

Based on the data presented in table 14, the practices that the schools performances in relation to parents' participation, for items 1-5 are almost the same. The respondents responded their agreement on the openness of the school; the invitation of parents in planning, decision making and evaluation of school programs and students in meeting program of their own learning and the training given to parents and the opportunity of parents to discuss about their Childs educational weakness and progress with 25.2%, 31.3%, 30.6%, 18.4% and 27.2% respectively. Their mean values are also 2.4, 2.7, 2.4, 2.4, and 2.4 respectively. This clearly indicates that the schools did not perform their responsibilities to make parents their partnership in spite of huge influence parents make in enhancing students' achievement. Even though, the mean value of item number 2 is 2.7 which are greater than 2.5, the student respondent rated their agreement and disagreement responses with 31.3% and 56.5% and no opinion with 12.2% respectively. This shows majority of the respondents affirmed that there is no parent invitation for the participation educational activities. The only activity the schools commendable performance is the practice of using students as means of information exchange is for item No.6. For item No. 6, the respondents rated their agreement response by 72% and mean value 3.5.

Except item 7 and 9 of table 14, the responses of the items 8, 10, 11 and 12 presented in the table are not practiced well. It is also important to note here that schools do not solve the problem of the community in particular. The student respondents responses for item 7 (school calls parents for students disciplinary problem) and item 9 (school staffs do not support parents participation) rated their agreement and disagreement with 66.7% and 72.1% and their mean values are 3.5 and 2.3 respectively. These values affirmed that schools usually call parents only to discuss for students problem and while viewing parents' participation positively the school is not practiced.

On the other hand the student respondents who responded 'Disagree' for the practices that schools discusses with parents to minimize students work load on their learning, give training for students how to contact their parents in helping about their own education, develops a positive relationship with parent and the school tries to solve parents or community problem rated 78.6%, 76.2%, 63.3% and 83% and mean values 2.3, 2.4, 2.4 and 2.2 in order of their sequence. This is

obviously explains that schools did not perform their responsibilities as per the needs of the student informants. According to the responses explained in the table 14 the computed value of chi-square of each item is 20 times greater than the critical value at 0.05 level of significance. This briefly shows the difference between observed practices and the expected frequencies is significant. So, the opinions or the responses of the respondents cannot be explained as matter of chance or sampling fluctuations, they are the realities that schools practiced.

Several educators express concern about the need for parents involvement. In this regard (Dodd and Konzaal, 2002) argue that parents have moral obligation to support and encourage the personal, social, and academic development of their children; while (Davis in Barbour and Barbour,1997) stress the responsibility of schools to do more for improving parents participation in education of their children for schools cannot handle it alone.

As described by such scholars, schools cannot educate the over all development of the child without the partnership of parents, so every school should maximize its effort to act in partnership with the parent community.

Table 15: The extent of parents' participation

No	Item	Responses			Mean Value	Chi-squat (X ²)
		Agree	Uncertain	Disagree		
1	Your parents talk about good news of school at home	24 <i>16.3</i>	9 <i>6.1</i>	114 <i>77.6</i>	2.1	131.6
2	Your parents participate in parent teacher meeting at school	24 <i>16.3</i>	13 <i>8.8</i>	110 <i>74.8</i>	2.1	115.1
3	Your parents discuss with your teachers concerning your academic progress achievement weakness and disciplinary problems	24 <i>16.3</i>	0 <i>0</i>	123 <i>83.7</i>	2.2	173.5
4	Your parents advise you to keep and protect the school resources	35 <i>23.8</i>	0 <i>0</i>	112 <i>76.2</i>	2.4	134
5	Your parents help the school more in labor work than in money and material support	121 <i>82.3</i>	0 <i>0</i>	26 <i>17.7</i>	3.7	165.6
6	Your parents develop the sense of the ownership of the school	39 <i>26.5</i>	8 <i>5.4</i>	100 <i>68.1</i>	2.4	89.4
	Mean frequency in percentage	30.2	3.4	66.4	2.2 (GMV)	

- $df=(3-1)(2-1)=2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

As described in table 18 above the activities are the components of educational programs which rely on the mutual relationship between parents and school that parents should support and participate as one of the stake holders in the educational activities of their child. It is observed from table 18 that the activities presented are not practiced in accordance with the assumption of different literatures of parents participation, they are practiced less. Out of the practices identified, parents help the school more in labor work than helping with money is practiced most, where respondents rated their agreement with mean value of 3.7 or 82.3%. On the other hand, the activities that parents talk good news of school, parents participate in parent teacher meetings, parents discuss about the academic progress of their child, parents advice their child to keep and protect the school resources and parents develop the sense of the ownership of the school rated with mean value of 2.1, 2.1, 2.2, 2.4, 2.4 or with an agreement response 16.3%, 16.3%, 16.3%, 23.8%, 26.5% respectively. This situation clearly indicates that the activities are not yet part of the school educational programs. The grand mean value 2.2 and the mean frequency in percentage 30.2 of agreement response of the activities in table 18 also proved that the activities were not practiced well.

The chi-square test for each item in table 18 was calculated from the observed practices and it was found to be significant at alpha level of 0.05. These chi-square values indicated that the observed frequencies on which the analysis and interpretation of the data in table 18 in not a result of coincidence or sampling fluctuation.

As aptly explained by e researchers exchange of information between school and parents is the basis of improving Childs educational program,(Henderson, in Baggin and Gallagher 2001) Further more, Dodd and Konnzal (2002) stated that when schools and parents come to know each other, they develop a strong relationship that helps for both parties to work cooperatively on school educational programs for the benefit of children's educational achievement.

To meet these goals, parents have the responsibilities to participate in school meeting, appreciate educational activities help the school with money or materials and labor work and believe that their Childs school is their own school as well as schools staff should have the decisive role to foster school conditions that support the participation of parents.

Table 16: The extent of parents' participation

No	Item	Responses			Mean Value	Chi-square X ²
		Agree	Uncertain	Disagree		
1	Your parents advise and encourage you to achieve best in your learning and reduces your work load at home	30 20.4	0 0	117 79.6	2.3	150.7
2	Your parents guides, monitors and help you in your daily and weekly learning activities such as in home work and assignment.	28 19.0	0	119 81	2.4	158
3	Your parents initiate and advice you to participate in some school program and co-curricular activities.	29 19.7	2 1.4	116 78.9	2.1	144.9
4	Your parents encourage and help you to be well educated citizen	8 5.4	13 8.8	126 85.8	2.0	181.7
5	Your parents advise you to respect your teachers and friends and have a good discipline at school	82 55.9	1 0.7	64 43.4	3.1	73.8
6	Your parents visit you in class room (school) whether you are absent or not	16 10.9	0 0	131 89.1	1.8	208.4
	Mean frequency in percentage	21.9	1.8	76.3	2.3 (GMV)	

- $df=(3-1)(2-1)=2$

- Numbers in italic and bold are percentages

- Alpha level at 0.05

Table 19 presents the major; activities need to be made parents in order to influence the effective educational achievement of children's education. From the activities listed in table 19, the parent's advice to their child in respecting teachers and friends and have good discipline at school practiced most with mean value of 3.1 or rated with 55.9% of agreement response. The other activities listed in the table for items 19, 20, 21, 22, and 24 the respondents rated their agreeing response with mean value of 2.3, 2.24, 2.1, 2.0 and 1.8, and 20.4%, 19%, 19.7%, 5.4%, 10.9% respectively. The calculated mean frequency in percentage of the agreement response and the grand mean value of the activities listed in the table are also 21.9 and 2.3 respectively. These values indicated that the activities listed are not practiced as per the responsibility of parents.

The calculated chi-square values of each item in the table are all much greater than the critical value at alpha level of 0.05. These ratios clearly confirmed that there is a significant difference with the observed practices and the expected frequencies.

Concerning these activities many researchers such as Beaver, 1994; Guttman and Wagner, 1995; Wetoic, 1991 in Trotman (2001) and Dodd and Konzal (2002) revealed substantial aliveness that parents are important contributors to students learning by assisting and encouraging them in doing home work, reading books and improves students, out comes such grades test scores attendance and behavior, however, according to the responses listed in the table and the interpretation of the data there in a great need to establish a commitment and make responsible and involve parents in the over all educational activities of their child education for effective out comes of students learning. Obviously, from the analysis of the study and substantial literatures schools and parents have to do more in providing basic needs of their child, prepare them for schools guides monitors supervise, discipline them for schools, guides monitors, supervise, sharing cultural values and social values and make their environments good condition that support school learning.

parent community about the school activities the study showed that the schools were in a lower standard to perform these.

2. Since the information exchange between the two parties should be reciprocal (two ways) and it is the basis of common understanding between these parties or partners; it should be done actively and attentively. If there is a misconception through information exchange the whole interaction and relationship of both parties will face a problem. Concerning this, the analysis of the study found that the information exchange between schools and parents does with:

Students report card and oral message by students were practiced better compared to the other such as:

Meetings with PTAs members according to the school program School initiative to solve parents' problem in their child education

3. The school initiatives to provide and arrange a program to promoting parents participation:

Even though, schools acknowledge parents are the primary support and most influential in their children's educational achievement, the findings of the study revealed that:

Provide training for teachers and parents to work together about children's education such as homework , assignment, disciplinary problems etc

The respect given to every parent regardless of their economical, cultural and educational background.

Teachers in service training on techniques of engaging parents in teaching learning activities were in a minimal level in relation to the roles and responsibilities of the school.

4. The perceptions and treatment of schools towards the involvement of parents is important for the effective participation of parents, because schools perception made parents to be part and parcel of the school. The beliefs that schools show for parents as a source of assistance and accepting their opinions and suggestions are the building blocks of the partnership of both parties.

Though, the respondents revealed that the school perceive or believes that:

Parents participation raises the quality of teaching

Parents are concerned and have legal and moral right to be involved in their children's education

5. The degree or the level of parents' involvement in the educational activities of the schools depends on the continuous effective efforts of schools in making parents their partner. In this regard respondents revealed that the degree or the level of parents' participation was found to be at the lower level. Some of the activities that parents are expected to be involved were:

Parents involvement in their children education

The interest of parents to involve in their children education

Assisting in home work, assignment, and arranging time space for study program

Developing sense of the ownership of the school

6. The involvement of parents in school curriculum implementation should not be limited areas of supporting schools but it should be in all domains of school educational activities. As in the analysis of the research it was found that the participation was only in restricted domains of school activities. Parents were involved more in the activities listed below as:

In solving student's disciplinary problem

Supporting the school in labor work

New enrollment and participation of girls education in regards to:

Planning program of the school educational activities

Evaluation of school and teacher performances

On the discussion of students' achievement and dropouts.

In supporting the school with money

7. Identifying the barriers that influence the involvement of parents is mainly the role and responsibility of the educational stakeholders (practitioners), especially that of schools. But as it was found in the analysis of the study the obstacles that hinder parents' involvement were described as:

Lack of time.

Lack of knowledge, skill and understanding of parents.

Mismatch between parents expectation of the school and the school providing for parents

The parents traditional belief that education is essentially the responsibility of the government or school

Lack of finance

Lack of confidence and weak performance of PTAs

Internal weakness of the schools, on the other hand,

The negative attitudes of principals and teachers

the inferiority complex of parents

fear of parents to be blamed by their child weak performance and bad discipline

un acceptance of legal right and decisions of parents in educational activities were not found to be the barriers that affect parents participation

8. To see the effectiveness educational changes, the involvement of parents is crucial. In this study the results of analysis of the respondents showed that as the areas of parents' participation increases of the school educational changes will be improved. These improved educational activities were identified as:

Increment of enrollment rate

Increment of participation of girls education

Reduction of the problems in teaching classroom.

Students disciplinary problem

On the contrary, the changes due to parents' participation were not clearly observed in the following causes:

Schools administration

Teachers behaviors and quality of teaching,

Students achievement, repetition and dropout rates

Better school climate

5.2 Conclusion

Form the summary of the finding the following conclusions are drawn

The school and parents relationship is achieved within the process of exchanging information (reciprocal exchange), ideas; interaction between the two parties about the educational activities of the schools. However, from the findings of the research, it was found that schools did not create a situation in which parents are invited by school to see the educational activities of their child and accept opinions.

The communication channel between schools and parents was not adequate because it was from one side (school). The information exchange was using the traditional way of communication and when there is school initiative and school problem.

Giving the parental program or capacity building of parents to participate in their children's education is at a lower level.

There is no training given to teachers on how they work with parents to improve children's educational achievement either at school or Woreda level.

Eventhough, the perception of teachers towards participation of parents is positive, they were not committed to practice and initiate parents' participation in the implementation of school curriculum

The extent of parents' participation as per the expectation of the government is very low.

Although, PTAs are the representatives of the parents schools were not in the position to use their potentials.

Eventhough, the educational activities of school are diverse the participation of parents was only in a limited domains of educational activities.

The factors that affect parents participation were closely related to the problem of the community, parents' lack of knowledge and understanding of objectives of education

The main school educational changes due to parents' participation, as revealed by respondents were new enrollment of school age students, participation of girls' education and the problem of teaching class room the others are at a minimal level.

Generally, from the research it was found that the school practices and initiatives to involve parents in the implementation of primary school curriculum of Angollelanna Terra Woreda was very low. This indicates that school (principals and teachers did not perform their roles and responsibilities to promote parents participation in the implementation of primary schools.

Thus, there is a great need to take a continuous corrective measure through schools to empower parents how they participate in their children's education and the following recommendations were forwarded.

5.3 Recommendations

Depending on the findings and the conclusions of the study the following recommendations are forwarded.

The right and pertinent partnership between schools and parents fosters the understanding between the two parties, the achievement of students the extent of active involvement of parents, improvement of school climate for the general curriculum implementation of the schools on visiting schools parents get the chance to see the challenges and the success of the teaching learning process in reality and they tend to be involved to give their support. Even, when parents and teachers discuss about the problem of children education, students behavior is changed, they regularly attend class and achieved successfully. Thus, schools should maximize the practices that initiate to parents involve in school curriculum implementations by inviting parents in schools and show what and how they work about children's education; reminding parents. If they participate and cooperate with the school, their school can do more than this and the children achieve better.

School and parent relationships are through the process of continuous and clear exchanging of information from both sides of the partners. Parents were interested to involve in their children school activity if they know how to help their child, initiated by schools; and aware of their roles and responsibilities they share for schools. So, stakeholders at the ground level such as Woreda Education Bureau, especially practitioners in schools (principals and teachers) have the responsibilities to furnish parent community and the whole community with clear and accurate information regarding the objective of education, school goals and program, prepare training programs for teachers and parents to work together; parents and school duties separately and in common for effective implementation of school curriculum

and to enlarge the extent of parents involvement. Therefore, schools prepare a training program for parents on how to help their child how they work with schools, to know more about their responsibilities and the objective of education.

Schools have the responsibility of identifying problems or factors that affect parents' participation and should give ways and means together with parents (PTAs) and other stakeholders to solve the problems with in discussion in meetings, conferences and workshops.

Eventhough, the belief and perception of school staff towards parents participation is positive and accept the legal right of their involvement, schools were not empower the capacity of parents to be involved in their children's education. Therefore, schools should have commitment to assist parents to know ways of assisting their children's education both at home and school; and contact every child's parent to discuss about students' achievement and weakness individually or in a meeting.

Primary school students compared to the other level of students do better academically and develop a positive interest towards successful achievement when parents involve in their learning. When parents (PTAs) monitor guide, encourage and visit schools students attend classes actively, schools and parents (PTAs) develop common understanding on children's education; and they tend to give attention for school improvements and better school climate is created. However, parents' (PTAs) involvement seems very low. There fore, to improve parental (PTAs) involvement schools should work more on parenting program cooperatively with Woreda education office, Kebele Education Board and NGOs. In preparing common regulations between schools and parents in strengthening their partnership to give emphasis about the importance of parents participation and providing lessons and training about their moral and legal right participating their children school matters.



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Appendix -A

The distribution of sample schools staff respondents and Woreda education officials by: sex, age education background and service years in each sample schools

No	Characteristics		School and Grade Levels																Remark
			Grade 4								Grade 7								
			Chacha		Checki		Kotu		Serity		Fito		Totosie		Sanka		Total		
			P	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	
		M	1	9	1	6	1	8	1	2	1	3	-	2	1	-	6	30	
		F	-	11	-	5	-	8	-	2	-	2	1	2	-	2	1	32	
		T	1	20	1	11	1	16	1	4	1	5	1	4	1	2	7	62	
2	Age	20-25	-	-	-	-	-	2	-	-	-	-	1	-	-	-	1	2	
		26-35	-	3	1	6	-	7	-	-	-	1	-	2	-	-	1	19	
		36-40	-	8	-	1	1	3	-	2	-	3	-	1	-	1	2	19	
		Above 40	1	20	1	4	-	4	1	2	-	1	-	1	1	1	3	22	
		Total	1	8	-	11	1	16	1	4	1	5	1	4	1	2	7	62	
3	Educational Background	Certificate	-	12	1	5	-	7	1	4	1	5	1	4	1	2	4	35	
		Diploma	1	20	1	6	1	9	-	-	-	-	-	-	-	-	3	27	
		Total	-	1	-	11	1	16	1	4	1	5	1	4	1	2	7	62	
4	Service Year	1-5	-	1	1	2	-	5	-	-	-	1	1	-	-	-	1	9	
		6-10	-	-	-	2	-	2	-	-	-	-	-	2	-	1	1	7	
		11-15	-	3	-	2	-	-	-	-	1	-	-	-	-	-	1	5	
		16-20	-	7	-	2	1	5	-	2	-	3	-	1	1	1	2	21	
		Above 20	1	9	-	3	-	4	1	2	-	1	-	1	-	-	2	20	
		Total	1	20	1	1	11	16	1	4	1	5	1	4	1	2	7	62	

P-principal, T-Teacher

Appendix -B

The distribution of sample respondent students with respect to their sex age and grade levels in each sample schools.

No	Characteristics		School and Grade Levels							Total	Remark
			Grade 4				Grade 7				
			Serity (1-4)	Fito (1-4)	Totosie (1-4)	Sanka (1-4)	Chacha (1-8)	Cheki (1-8)	Rotu (1-8)		
1	Sex	M	7	8	8	8	18	8	16	73	
		F	8	8	8	8	18	8	16	74	
		T	15	16	16	16	36	16	32	147	
2	Age	11	1	-	-	-	-	-	-	1	
		12	2	-	4	-	-	-	-	6	
		13	4	6	2	6	-	-	-	18	
		14	5	6	5	4	-	2	6	28	
		15	2	4	3	1	4	-	9	23	
		16	1	-	1	5	10	4	9	30	
		17	-	-	-	-	11	6	4	21	
		Above 17	-	-	1	-	11	4	4	20	
		Total	15	16	16	16	36	16	32	147	
		Mean age	13.5	13.9	14	14.3	17	16.8	15.8	15	
		Modal age	14	13 & 14	14	13	16	17	15&16	16	

APPENDIX-C

Addis Ababa University

School of Graduate studies

Department of Curriculum and Teachers Professional Development Studies

A Questionnaire to be filled by school principals and teachers

- I. The purpose of this questionnaire parents participation in the implementation of primary school curriculum. The questionnaires are designed to examine the roles of schools in parents' participation in relation to existing participation of parents in Angolelanna Terra woreda.

The success of this study is highly depends on your genuine and heartily response.

Thank you, in advance for your co-operation!

N.B - No need of writing your name.

- Your response should be in relation to your school.

II. Personal information: Write the required information or put "X" in the space provided

1. Sex: _____ 2. Age: _____ 3. Academic Qualification: A) Certificate _____

B) Diploma _____

C) Other _____

4. Your current school _____ 5. Service year: A) In current school _____

B) In other School _____

6. Your responsibility in the school other than teaching

A. unit leader _____ B. Supervisor: _____ C. if other specify: _____

III. Question Items.

The questions are prepared to be answered in the form of 5-point numerical rating scales. Please put "x" mark under the number that corresponds to your best agreement to each of the statement. The scales are: 5 = strongly agree, 4 = Agree, 3 = Uncertain,

2 = Disagree, and 1 = Strongly Disagree

No	Items	Scales				
		5	4	3	2	1
A) The openness of the school to parents						
1	The school permits parents to visit all the activities of the school					
2	The school opens its door for parents to receive feed back and comments from parents					
3	The school opens its door for any social service of the community					
B. With respect to communication, (the school communication with parents by)						
4	Letter to parents in the case of students problem					
5	Student achievement card					
6	Oral message through students about school/student achievement					
7	Opportunities for parents & school teachers to discuss about learning out comes at least meeting in a semester					
8	During discussion when there is school problem					
9	Home visitations when regular student attendance is created					
10	At the time of staff campaign to raise enrollment rate					
11	In discussing policy issues and school regulations					
12	Meetings with PTA members					
13	Discussion during in any other social problem of the community					
14	At the time of school initiative to solve parents problem in their child's education and to give training.					
15	There is no way of changing communication					
C. In the case of parenting						
16	Staff members exhibit respect for parents as the primary support and most influential in their child's life					
17	The school provides training for both parents and teachers to learn more about in working together in Childs education					
18	Parents of different cultures or economical or educational back grounds are respected about their contribution					
19	The school provides training for parents in home work help, assignment and in minimizing work loads for their child					
20	Teachers encourage and advice parents how to contact and talk with their Child's teachers					
21	In service training is provided to teachers on techniques of engaging parents in learning activities.					

D. In relation to the role of principals and teachers, they						
22	Have a belief of that parents are sources of assistance and are able to raise the quality of teaching learning					
23	Believe that parents are concerned for their children's education					
24	View parents do not co-operation in effort to enhance the school's program					
25	Accept the legal and moral right of parents involvement in their child's education					
26	View parents are lack of knowledge and skill to involve in their child's education					
27	View parents are illiterate and do not know about schooling					
E. With respect of level of parental involvement						
28	Parents do their expectation in the educational matters of the school.					
29	Parents are laissez faire to participate in educational matters of the school					
30	Parents show high interest to involve in the educational matters of the school					
31	Parents invest more time on their Childs education					
32	Parents help their child in home work, assignment and study program					
33	Parents develop the sense of the ownership of the school					
F. with respect to parental area of involvement , parents participate in						
34	Planning yearly schedule and opening ceremony of the school					
35	Solving problems related to students discipline					
36	Evaluation of school and teachers performances					
37	Holding discussion with school communities about students achievement strength and weakness					
38	Holding discussion on student's attendance and dropouts					
39	Holding discussion and suggest solution on students enrollment and girls education					
40	Supporting with labor work in school construction or rehabilitation					
41	Supporting with money or material for school construction					
F. Problems that make parents not being involved in the educational activities of the school						
42	Lack of time and busy lifetimes parents					
43	Lack of knowledge, skill and understanding of objectives of education					
44	Mismatch between parents expectation of the school and the school providing for parents					
45	Lack of communication (information exchange) and continuous relationships between school and parents					
46	The parents belief that education is essentially the responsibility of the government or the school					

47	Negative attitude of principals and teachers in parents involvement					
48	The inferiority complex of parents them selves					
49	Fear of parents to be blamed in their child weak academic achievement and bad discipline					
50	Lack of finance					
51	The rigid procedure of planning and decision making of the school					
52	Lack of confidence on the member of PTAS					
53	The weak performance of PTAs					
54	The particular internal weakness and weak performance of the school					
55	Unacceptance of Legal right and acceptance of parents decision in school educational matters					
G. with respect to the main important changes due to parents participation						
56	Improved in schools administration					
57	Improved teacher's behavior and quality of teaching					
58	Improved in students disciplinary problem					
59	Improved in students achievement					
60	Increment of enrollment rate					
61	Increment in participation of girls education					
62	Reduction of repetition rates and drop out rates					
63	For the reaction of better school climate					
64	Improved trust and mutual respect among parents and school communities					
65	Reduction of problems in teaching class room					

66. Which stakeholder is the most responsible in parents' participation? Put in the ranking starting from the list

- a. Government
- b. Regional Education Bureau
- c. Sub- Regional Education Bureau
- d. Woreda Education Bureau
- e. School

67. In which activity is your school involves parents most? Put in the ranking order.

- a. Annual planning of the school
- b. In decision making of the school activities
- c. To solve students and teachers disciplinary problem
- d. To discuss on students Educational achievement

- e. To the problem of dropouts and repetition rates
- f. To initiate parents in helping the school with lab or work.
- g To initiate parents in helping the school with money or material.
- h. To give training for parents on how to help their children's education
- i. To discuss about new enrollment students

67. To increase parents' participation, what should be done by the following stakeholders?

Write your opinion

a .Government _____

b. Woreda Education Bureau _____

c. School (principals and teachers) _____

d. parents _____

Appendix-D

Addis Ababa University

School of Graduate studies

Department of Curriculum and teacher's professional Development Studies

Questionnaires to be filled by students

The following questionnaires are about a research on there role of teachers in promoting parents participation in relation to the existing participation of parents. Your genuine response in very important for conducting the research; there fore, put" ✓ "mark in the box provided inform of each questionnaire. The responses you will give are in 5- point rating scales as: 5 = Strongly Agree, 4= Agree, 3 = Uncertain, 2= Disagree, 1= Strongly Disagree

Thank you in advance!

Part I: Personal information

1. Sex _____ 2. Age _____ 3. Grade _____ 4. School _____

Part II Question Items

No	Items	Scales				
		5	4	3	2	1
A. In relation to school roles						
1	The School opens its' door for parents' participation					
2	The School invites parents in planning, decision making and evaluation of educational programs.					
3	The School invites you to participate in meeting concerning your education					
4	The School give advice and training for your parents to help you in your learning at home					
5	The School discusses with your parent about Your educational progress and weakness					
6	The School utilizes students to exchange information between schools and parents					
7	The School calls parents only for case of students' disciplinary problem.					

8	Schools or teachers discuss with your parents to minimize your work load that influence on your learning					
9	Principals and teachers do not support parents' participation					
10	The school provides training for students how to discuss with their parents about their education					
11	There is a good relationship between your parent and the school					
12	The school tries to solve the problem of the community					
B. The extent of parents participation						
13	Your parents talk about good news of Schools at home.					
14	Your parents participate in parent teacher meeting at school					
15	Your parents discuss with your teachers concerning your academic progress and achievement, weakness and disciplinary problem					
16	Your parents' advise you to keep and protect school resources					
17	Your parents help the school more in money than labor					
18	Your parents develop the sense of the ownership of your school					
19	Your parents advise and encourage you to achieve best in your learning and reduce work load					
20	Your parents guides, monitors, and help in your daily and weekly learning activities such as in homework and assignment					
21	Your parents initiates and advice you to participate in some school programs and curricular activities					
22	Your parent encourages and helps you to be well educated citizen					
23	Your parents advise you to respect your teacher and friends and have good discipline at school					
24	Your parents visit you in the classroom or in school whether you are absent or not.					

Appendix -E

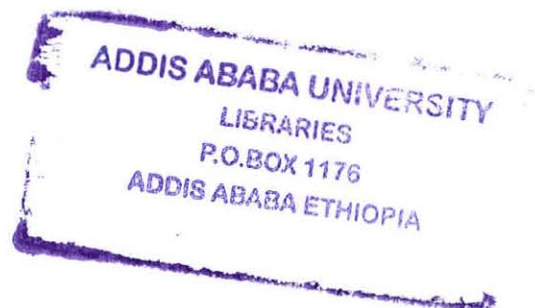
Addis Ababa University

School of Graduate studies

Department of curriculum and Teachers professional Development studies

Interview questions to be answered by parents

1. Why parents involve in their child's educational activities?
2. Who is the responsible of the educational activities of children, government, schools or parents?
3. Does the school open its door to be visited by parents? Is so how?
4. In what ways schools communicate and exchange information with parents?
5. Does the school give training to parents how they help their child's in home work help, assignment help, adjusting study area, minimizing work loads, fulfilling educational materials.
6. Is there trust and mutual respect relationship between parents and schools, parents and principals, parents and teachers? If not why?
7. Does the school benefit due to parents participation in its educational activities? If so what are these?
8. What is your benefit, due to your participation in your child's education? What about your child's benefit?
9. How PTA works to involve parents in schools educational matters?
10. You as a parent /PTA member do you participate conferences with the school, other parents and community concerning how parents assist and monitor their children at home, and at school such as home work help assignment, in their study program, reducing children work load, visiting children at school, fundraising etc.
11. Do you get a chance to discuss with your child's school teachers regarding the child's school progress, achievement, educational problems, disciplinary problems, school working plans or school regulations?
12. Are there problems that hinder parents to participate in school programs? What are these? Is it the problem of the school? Is it the weak performance of PTAs? Is it lack of confidence on PTAs member?
13. What is your genuine opinion in improving the cooperation of parent, schools, principals, teachers and communities to work as a partnership for the better achievement, behavioral change of students, and several for better school performance?



Appendix-F

Addis Ababa University

School of Graduate studies

Department of curriculum and Teachers professional development studies

Interview questions to be answered by Woreda education officials

1. Do you regularly visit primary schools in your Woreda?
2. According to your view, who is the responsible body to the improvement of schools?
3. In what ways schools do to promote parents participation?
4. Do you think that schools perform their roles in promoting parents participation?
5. What is your view about the responsibility of Woreda education officials and school community, to involve parents in school educational activities?
6. Is there any training program at school level that empowers parents and teachers to do cooperatively in the teaching learning program?
7. Do you think that PTA- members function properly to perform their duties and responsibility? If not why?
8. Are there problems that hinder parents to participate in school programs? What are these?
9. What must be the role and responsibility of Woreda education officials in promoting parents participation in the school educational activities?

Appendix-G

Addis Ababa University

School of Graduate studies

Department of curriculum and Teachers professional development studies

Interview guide for Focus Group Discussion

1. How is your school current practice to empower and promote the capacity of parents to be involved their children's education?

In relation to:

- 1.1 Providing clear information about your school educational activities and inviting parents in schools.
- 1.2 Working together to improve children's educational achievement, disciplinary problem, enrollment rate, dropouts and girls education.
- 1.3 On sharing and capacity building of parents to make know more about the objective of education and their responsibilities to be involved in their child school educational matters.
- 1.4 Support from the parent community for the purpose of education
- 1.5 The major school changes due to parents' participation.

Appendix-H

አዲስ አበባ

የድህረ ምረቃ ትምህርት ክፍል

የካሪኩለምና የመምህራን ሙያ ማሻሻያ ት/ት ክፍል

በርዕሳነ-መምህራንና በመምህራን የሚሞላ መጠይቅ

1. የዚህ መጠይቅ ዋና ዓላማ በ1ኛ ደረጃ ት/ቤቶች የትምህርት ክንዋኔ ላይ ትምህርት ቤቶች የወላጆችን ተሳትፎ ለማሳደግ ስለሚጫወቱት ሚና መረጃ ለመሰብሰብ ነው። መጠይቆቹም የተዘጋጁት በአንገላለጽ ጠራ ወረዳ ባሉ 1ኛ ደረጃ ት/ቤቶች የወላጆችን ተሳትፎና ት/ቤቶቹ ለዚህ ተሳትፎ ምን እያከናወኑ እንደሆነ ተጨባጭ መረጃ ለማሰባሰብ ያለሙ ናቸው። የጥናቱም ውጤት በዕርስዎ ቅንና ልባዊ ምላሽ ላይ የተመሠረተ ነው።

በቅድሚያ አመሰግናለሁ

ማሳሰቢያ፡- ስም መጻፍ አያስፈልግም

የሚሰጡት ምላሽ ት/ቤትዎን በተመለከተ ብቻ ይሆናል።

2. የግል መረጃ :በባዶ ቦታው ላይ ሐሳብዎን ይጻፉ ወይም “X” ምልክት ያስቀምጡ

1. ያታ..... 2. ዕድሜ..... 3. የትምህርት ደረጃ

ሀ/ሰርተፍኬት.....

ለ/ዲግሎማ.....

ሐ/ሌላ.....

4. ት/ቤት ስም 5. የአገልግሎት ዘመን፣ ሀ/ በአሉበት-ት/ቤት.....

ለ/በሌላት/ቤት.....

6. ከማስተማር ሌላ ያለዎት ኃላፊነት

ሀ/ ዩኒት አስተባባሪ.....

ለ/ ሱኻርቫይዘር.....

ሐ/ ሌላ ካለ ይገለፁ.....

3. መጠይቆች፡- መጠይቆቹም የተዘጋጁት በባለ 4 ቁጥር ደረጃ ድልድል መለኪያ ሲሆን እነርሱም

4 =በጣም እስማማለሁ

3 =እስማማለሁ

2 =አልስማማም

1= በጣም አልስማማም ናቸው።

ስለዚህ እርስዎ በጥያቄው ፊት ለፊት ባለው ቦታ ይስማማኛል የሚሉትን መልስ “X” ምልክት እንዲያስቀምጡ

ተ.ቁ	ጥያቄዎች	መለኪያ				
		5	4	3	2	1
	ሀ/ የት/ቤቱን ግልፅኝነት በተመለከተ					
1	ት/ቤቱ ለወላጆች በሩን ክፍት አድርጎ ማንኛውንም እንቅስቃሴ እንዲከታተሉ ያደርጋል					
2	ት/ቤቱ የወላጆችን ምክርና አስተያየት እርምጃ ይቀበላል					
3	ት/ቤቱ ለአካባቢው ህብረተሰብ በት/ቤት ቅጥር ግብ ማህበራዊ እንቅስቃሴ እንዲያከናውኑ ይፈቅዳል።					
	ለ/ ት/ቤቱ ከወላጆች ጋር የሚገናኘው					
4	የተማሪ ችግር ሲኖር ደብዳቤ በመበተን					
5	በተማሪዎች ሪፖርት ካርድ					
6	ተማሪዎች በቃል መልዕክት የት/ቤቱን ጉዳይም ሆነ የተማሪዎችን ውጤት ለወላጅ እንድያደርሱ በማድረግ					
7	በሰሚስተር አንድ ጊዜ በሚካሄድ የወላጆችና መምህራን ስብሰባ					
8	ከወመህ አባላት ጋር ስብሰባ በማድረግ					
9	ተማሪዎች ከት/ቤት ሲቀሩ ቤት ለቤት በሚደረግ ጉብኝት					
10	የአዲስ ተመዝጋቢ ተማሪ ቁጥርን ለመጨመር በሚደረግ የመምህራን ዘመቻ					
11	ስለ መመሪያዎች እና የት/ቤት ደንቦች ውይይት ለማድረግ					
12	የት/ቤት ችግር ሲኖር በሚደረግ ስብሰባ					
13	በህብረተሰቡ ማህበራዊ ኑሮ ጉዳይ በሚደረግ ውይይት					
14	ወላጆች በሚገጥማቸው የልጆቻቸው ትምህርት ችግር መፍትሄ ለመስጠት እንደዚሁም ለወላጆች ትምህርት ለመስጠት ት/ቤቱ በራሱ አነሳሽነት በሚያዘጋጀው ውይይት					
15	ምንም ግንኙነት የለም					

ሐ/ ትምህርትና የማሰልጠን ወይም የመርዳት ችሎታ ስለመስጠት					
16	ወላጆች የልጆቻቸው ትምህርት የመጀመሪያ ድጋፍ ሰጭና ወላኝ መሆናቸውን መምህራን ክብር ይሰጣሉ				
17	ት/ቤቱ ለወላጆችና ለመምህራን ስለልጆች ትምህርት አያያዝ ወይም ተባብረው እንዲሰሩ ስልጠና ይሰጣል				
18	የተለያዩ ባህል የኢኮኖሚ አቅምና የትምህርት ደረጃ ያላቸው ወላጆች ለት/ቤቱ የሚያበረክቱት አስተዋፅኦ እኩል ተቀባይነት አላቸው				
19	ት/ቤቱ ወላጆች ልጆቻቸውን በቤት ሥራ በሚሰጣቸው ማንኛውም የትምህርት ሥራ ስለመርዳትና በሚሰጣቸው የቤተሰብ ሥራ ቅንሳ ላይ ስልጠና ይሰጣል				
20	መምህራን ወላጆች ስለልጆቻቸው የትምህርት ሁኔታ ከመምህራን ጋር መገናኘት መነጋገር እንዳለባቸው ያበረታታሉ ምክር ይሰጣሉ				
21	መምህራን ወላጆችን በምን ዓይነት ዘዴ በመማር ማስተማር ማሳተፍ እንዳለባቸው የስራ ላይ ስልጠና ይሰጣቸዋል				
መ/ የርዕሳነ መምህራንና የመምህራን ኃላፊነት በተመለከተ					
22	ወላጆች ለመማር ማስተማር የድጋፍ ምንጭና የት/ት ጥራትን ለማምጣት አስተዋፅኦ አላቸው ብለው ያምናሉ				
23	ወላጆች ስለልጆቻቸው ትምህርት ይመለከታቸዋል የሚል እምነት አላቸው				
24	ወላጆች የትምህርትን ሥራ ለማጠናከር ትብብር አያደርጉም የሚል እይታ አላቸው				
25	ወላጆች በልጆቻቸው ትምህርት መሳተፍ ህጋዊና የሞራል መብታቸው እንደሆነ ያምናሉ።				
26	ወላጆች በልጆቻቸው ትምህርት ለመሳተፍ የእውቀትና የችሎታ አጥረት አለባቸው ብለው ያምናሉ				
27	ወላጆች ያልተማሩና ስለትምህርት ምንነት አያውቁም ብለው ያምናሉ				

ሠ/ የወላጆች የመሳተፍ መጠን ወይም ደረጃ						
28	ወላጆች የሚጠበቅባቸውን ያህል ተሳትፈዋል					
29	ወላጆች በልጆቻቸው ትምህርት ለመሳተፍ ለዘብተኛ ናቸው					
30	ወላጆች በትምህርት ጉዳይ ለመሳተፍ ከፍተኛ ፍላጎት አላቸው					
31	ወላጆች በልጆቻቸው ትምህርት ጉዳይ ብዙ ጊዜ ያውላሉ					
32	ወላጆች ልጆቻቸውን በቤት ሥራ በልዩ ልዩ የትምህርት ሥራና በጥናት ይረዳሉ					
33	ወላጆች የት/ቤት የባለቤትነት ስሜት አዳብረዋል					
ረ/ ወላጆች በትምህርት ጉዳይ የሚሳተፉበት ዘርፍ						
34	በዓመታዊ እቅድና ዝግጅት በትምህርት ቤት መክፈቻ ኘሮግራም					
35	የተማሪዎች የስነ-ሥርዓት ችግርን ለመፍታት					
36	የት/ቤቱን ሥራና የመምህራንን የሥራ ክንዋኔ ለመገምገም					
37	ከት/ቤቱ ማህበረሰብ ጋር ስለተማሪዎች ውጤት ጠንካራና ደክማ ጎን ውይይት ለማድረግና የመፍትሄ ሐሳብ ለማቅረብ					
38	ቀሪ ስለሚያበዙና ስለሚያቋርጡ ተማሪዎች ችግር ለመወያየትና የመፍትሄ ሐሳብ ለማቅረብ					
39	ስለአዲስ ተማሪዎች ምዝገባና ስለሌሎች ትምህርት ውይይት ለማድረግ					
40	ለት/ቤት ግንባታ የጉልበትና የማቋቋም ሥራ በመርዳት					
41	ት/ቤቱን በገንዘብ ወይም በቁሳቁስ በመርዳት					
ሰ/ ወላጆች በት/ቤት እንዳይሳተፉ የሚያደርጓቸው ችግሮች						
42	ያለባቸው የጊዜ እጥረት እና የኑሮ ሁኔታ					
43	የእውቀት ማነስ፣ የችሎታና ስለትምህርት ጠቀሜታና አላማ አለማወቅ					

44	ወላጆች ለት/ቤቱ የሚሰጡት ግምትና ት/ቤት ለወላጆች የሚሰጠው አገልግሎት አለመጣጣም					
45	የት/ቤትና የወላጆች የመረጃ ልውውጥ እጥረት ወይም ግንኙነት ያለመፍጠር					
46	ወላጆች የትምህርት ሥራ የመንግስትና የትምህርት ቤት ብቻ ነው ብሎ ማመን					
47	የወላጆችን ተሳትፎ መምህራን በመጥፎ እይታ ማየት					
48	የወላጆች የዝቅተኝነት ስሜት					
49	ወላጆች በልጆቻቸው ዝቅተኛ ውጤትና በመጥፎ ስነ-ምግባር እንደወቀሰሰን ብሎ በመፍራት					
50	የወላጆች የኢኮኖሚና የአቅም እጥረት					
51	አመቺ ባልሆነ የትምህርት ቤቱ እቅድና ውሳኔ አሰጣጥ					
52	በወመህ አባላት ላይ እምነት ማጣት					
53	የወመህ ደካማ አሰራር					
54	በትምህርት ቤቱ የውስጥና አሰራር ችግር					
55	የወላጆች ተሳትፎ እና በት/ቤት ጉዳይ የሚወስኑት ውሳኔ በህግ ተቀባይነት ማጣት					
ሺ/ በወላጅ ተሳትፎ የተገኙ ለውጦች						
56	የት/ቤቱ አስተዳደር መሻሻል					
57	የመምህራን ባህሪ፣ የመማር ማስተማር እና የትምህርት ጥራት ለውጥ					
58	የተማሪዎች የስነ-ሥርዓት ችግር መሻሻል					
59	የተማሪዎች ውጤት መሻሻል					
60	የአዲስ ተመዝጋቢ ተማሪዎች ቁጥር መጨመር					
61	የሴት ተማሪዎች የትምህርት ተሳትፎ መጨመር					
62	ያቋራጭ ተማሪና የክፍል ደጋሚ ተማሪዎች ቁጥር መቀነስ					

63	የተሻለ የትምህርት ቤት አካባቢ መፈጠር				
64	የት/ቤቱ ማህበረሰብና የወላጆች ግንኙነት መተማመንና መከባበር መፈጠር				
65	የመማሪያ ክፍሎች ችግር መቀነስ።				

66. የወላጆችን ተሳትፎ ለማሳደግ ከሚከተሉት ክፍሎች የበለጠ መስራት ያለበትን በደረጃ ያስቀምጡ

- ሀ/ መንግስት ለ/ የክልል ትምህርት ቢሮ ሐ/ ዞን ትምህርት መምሪያ
- መ/ ወረዳ ት/ት ጸ/ቤት ሠ/ ት/ቤት

67. ት/ቤቱ ወላጆችን ለማሳተፍ ብዙን ጊዜ የሚሠራው በየትኛው ነው? በደረጃ ቅደም ተከተል ያስቀምጡ

- ሀ/ ዓመታዊ የትምህርት ዕቅድ ለማውጣት
- ለ/ በትምህርት ሥራ ውሳኔዎች ላይ
- ሐ/ የተማሪዎችና ወይም የመምህራን የስነ-ሥርዓት ችግር ለመፍታት
- መ/ በተማሪዎች ውጤቱ ላይ ውይይት ለማድረግ
- ሠ/ የቀሪ ተማሪዎችንና ያቋረጧ ተማሪዎችን ችግር ለመፍታት
- ረ/ ወላጆች ለት/ቤቱ የጉልበት ሥራ አስተዋዕከ እንዲያደርጉ ለማድረግ
- ሰ/ ወላጆች ለት/ቤቱ የገንዘብ ወይም የቁሳቁስ እርዳታ ማድረግ እንዲችሉ
- ሸ/ ወላጆች ልጆቻቸውን በትምህርት ጉዳይ እንድያግዙ ትምህርት ለመስጠት
- ቀ/ የአዲስ ተመዝጋቢ ተማሪዎችን ቁጥር ለመጨመር

68. የወላጆችን ተሳትፎ ለማሳደግ ምን መደረግ አለበት ይላሉ።

ሀ/ በመንግስት ደረጃ

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ለ/ በወረዳ ት/ቤት በኩል

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ሐ/ በት/ቤት ደረጃ (መምህራንና ርዕሳን መምህራን)

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መ/ በወላጆች በኩል

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Appendix-J

አዲስ አበባ የንብርሲቲ
የድህረ ምረቃ ትምህርት ክፍል

የካሪ ኩለምና የመምህራን ሙያ ማሻሻያ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ከዚህ በታች የቀረቡት መጠይቆች በአንጎላና ጠራ ወረዳ ባሉ የ1ኛ ደረጃ ት/ቤት የወላጆችን ተሳትፎ ለማሳደግ የትምህርት ቤቶች ሚና ምን እንደሆነ ለማጥናት የተዘጋጁ ናቸው። ለጥናቱ መሳካት የአንተ/የአንቺ ቀን ትብብር ወሳኝ ነው። ስለዚህ ለመጠይቆቹ ተስማሚ ነው ብለህ/ሽ/ የምታምንበትን /ኝበትን/ሐሳብ በመጠይቁ ፊት ለፊት “√” ምልክት አስቀምጥ/ጭ መጠይቆቹም የተዘጋጁት በባለ 5 ቁጥር ደረጃ ድልድል መለኪያ መሠረት ሲሆን

እነርሱም

- 5= በጣም እስማማለሁ
- 4 = እስማማለሁ
- 3= አስተያየት ለመስጠት ስለሁኔታው እርግጠኛ አይደለሁም
- 2= አልስማማም
- 1= በጣም አልስማማም ናቸው።

I. የግል መርጃ

1. ያታ: ----- 2. ዕድሜ: ----- የክፍል ደረጃ ----- ት/ቤት -----

II. መጠይቆች

ተ.ቁ	መጠይቆች	መለኪያ				
		5	4	3	2	1
ሀ. ለወላጆች ተሳትፎ የት/ቤት ሚና						
1	ት/ቤቱ ወላጆች እንደልባቸው ት/ቤቱን እንዲገቡኝ ያደርጋል።					
2	ት/ቤቱ በትምህርት ዕቅድ ዝግጅት በውሳኔ አሰጣጥ በት/ቤቱ የሥራ ግምገማ ወላጆችን ያሳትፋል።					
3	ት/ቤቱ ተማሪዎች በት/ቤቱ ጉዳዮች እንድሳተፍ ያደርጋል።					
4	ት/ቤቱ ስለአንተ /አንቺ ትመህርት ጉዳይ ወላጅህን/ሽን/ ያነጋግራል።					
5	ት/ቤቱ ከወላጅህ /ሽ/ ጋር ስለትመህርትህ/ሽ/ ጥንካሬ መሻሻል እና ድክመትህ/ሽ/ ውይይት ያደርጋል።					
6	ት/ቤቱ ከወላጅ ጋር ለመገናኘትና መልእክት ለመለዋወጥ ተማሪዎችን ይጠቀማል።					

Appendix-L

አዲስ አበባ

የድህረ ምረቃ ትምህርት ክፍል

የካሪኩለምና የመምህራን ሙያ ማሻሻያ ት/ት ክፍል

ለወረዳ የት/ት ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

1. በወረዳዎ ውስጥ ያሉ 1ኛ ደረጃ ት/ቤቶችን ይገብኛሉ?
2. እንደርስዎ አመለካከት ለት/ቤት ማሻሻል ኃላፊነት ያለበት ማኑወ ይላሉ ?
3. ት/ቤቶች የወላጆችን ተሳትፎ ለማሳደግ በምን በምን ነገሮች ላይ መስራት አለባቸው?
4. ት/ቤቶች የወላጆችን ተሳትፎ ለማሳደግ ኃላፊነታቸውን ተወጥተዋል ብለው ያስባሉ?
5. እንደርስዎ እምነትና አመለካከት የወረዳ ት/ት ባለሙያዎችና የት/ቤት ማህበረሰብ የወላጆችን ተሳትፎ ለማሳደግና ለማጠናከር ምን ኃላፊነት አለባቸው ይላሉ ?
6. የወላጆችና የመምህራንን ተባባሮ የመስራት አቅም ለማግኘት በት/ቤት ደረጃ ስልጠና ወይም ውይይት ተከናውኖ ያውቃል ካለ ለምን ያክል ጊዜ? ከሌለ ለምን?
7. የወመህ አባላት ግዴታቸውን ተወጥተዋል ብለው ያምናሉ? ካልሆነ ለምን ?
8. ወላጆች በልጆቻቸው ትምህርት ጉዳይ እንዳይሳተፍ ምን ምን ችግር አለባቸው? የአቅም ችግሩ የጊዜ ወይስ የሚወሰነው ውሳኔ ህጋዊ መሠረት ማጣት?
9. በመጨረሻም የወረዳ ት/ት ባለሙያዎች የወላጆችን ተሳትፎ ለማሳደግ ኃላፊነታቸው ምን መሆን አለባቸው ብለው ያስባሉ?

APPENDIX-M

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የካሪኩለም እና የመምህራን ሙያ መሻሻያ ትምህርት ክፍል

ለቡድን ውይይት የቅረብ መጠይቅ

1. እንዴት ነው ት/ቤታችሁ በአሁኑ ሰዓት ወላጆች በልጆቻቸው ት/ቤት ጉዳይ መሳተፍ እንዲችሉ አቅማቸውን ለመገንባትና ለማሳደግ እየሠራችሁ ያላችሁት?

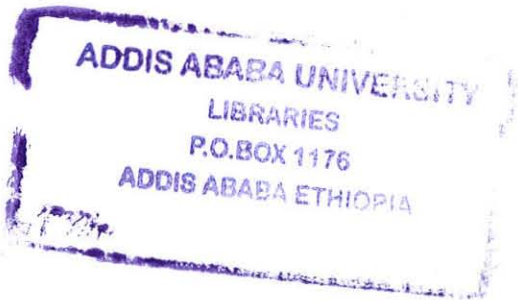
ለምሳሌ

1.1 ወላጆችን በት/ቤት በመጋበዝና ስለት/ቤታችሁ ግልፅ መረጃ ስለመስጠት

1.2 የተማሪዎችን ውጤት ለማሻሻል፣ የስነ-ሥርዓትን ችግር ለመፍታት፣ ለት/ቤት የደረሱ ህፃናትን ት/ቤት እንዲገቡ ለማድረግ፣ የሚያቋርጡና የሴት ተማሪዎችን በሚመለከት

1.3 ወላጆች ስለ ትምህርት አላማና ስላለባቸው ኅላፊነት ለማሳወቅ የምታደርጉት ጥረት

1.4 በወላጆች ተሳትፎ ምክንያት በት/ቤት የተገኙ አብይ ለውጦች



APPENDIX-N

Detail responses of school staff with five rating scales

Item no	Activities	Responses										Mean Value
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		
		f ₅	%	f ₄	%	f ₃	%	f ₂	%	f ₁	%	
1		0	0	10	14.49	2	2.9	29	42	28	40.6	1.9
2		1	1.45	13	18.84	3	4.35	30	43.5	22	31.9	2.2
3		14	20.3	11	15.94	5	7.25	32	46.4	7	10.1	2.9
4		17	24.6	27	39.13	2	2.9	10	14.5	13	18.8	3.4
5		15	21.7	25	36.23	7	10.1	16	23.2	6	8.7	3.4
6		16	23.2	25	36.23	10	14.5	11	15.9	7	10.1	3.5
7		14	20.3	31	44.93	0	0	15	21.7	9	13	3.4
8		12	17.4	13	18.84	3	4.35	24	34.8	17	24.6	2.7
9		11	15.9	22	31.88	8	11.6	20	29	8	11.6	3.1
10		13	18.8	31	44.93	0	0	14	20.3	11	15.9	3.3
11		9	13	11	15.94	4	5.8	35	50.7	10	14.5	2.6
12		10	14.5	11	15.94	3	4.35	28	40.6	17	24.6	2.5
13		7	10.1	4	5.79	7	10.1	41	59.4	10	14.5	2.2
14		10	14.5	17	24.64	1	1.45	23	33.3	18	26.1	2.7
15		2	2.9	4	5.79	8	11.6	20	29	35	50.7	1.8
16		14	20.3	38	55.07	9	13	7	10.1	1	1.45	3.8
17		8	11.6	13	18.84	0	0	29	42	19	27.5	2.4
18		12	17.4	27	39.13	11	15.9	13	18.8	6	8.7	3.4
19		7	10.1	6	8.69	0	0	39	56.5	17	24.6	2.2
20		19	27.5	29	42.03	10	14.5	5	7.25	6	8.7	3.7
21		8	11.6	1	1.449	3	4.35	36	52.2	21	30.4	2.1
22		11	15.9	31	44.93	5	7.25	13	18.8	9	13	3.3
23		9	13	29	42.03	11	15.9	15	21.7	5	7.25	3.3

$$\text{Mean value} = \frac{f_5 * 5 + f_4 * 4 + f_3 * 3 + f_2 * 2 + f_1 * 1}{f_5 + f_4 + f_3 + f_2 + f_1}$$

Detail responses of school staff with five rating 3.5g scales

Item no	Activities	Responses										Mean Value
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		
		f ₅	%	f ₄	%	f ₃	%	f ₂	%	f ₁	%	
24		8	11.6	28	40.6	7	10.1	12	17.4	14	20.3	3.1
25		7	10.1	37	53.6	9	13	15	21.7	1	1.45	3.5
26		8	11.6	31	44.9	7	10.1	13	18.8	10	14.5	3.2
27		7	10.1	11	15.9	3	4.35	36	52.2	12	17.4	2.3
28		0	0	0	0	18	26.1	21	30.4	30	43.5	1.5
29		25	36.2	33	47.8	4	5.8	7	10.1	0	0	4.1
30		7	10.1	1	1.45	2	2.9	50	72.5	9	13	2.2
31		0	0	0	0	4	5.8	28	40.6	37	53.6	1.5
32		6	8.7	18	26.1	0	0	23	33.3	22	31.9	2.5
33		4	5.8	13	18.8	7	10.1	29	42	16	23.2	2.4
34		8	11.6	26	37.7	2	2.9	23	33.3	10	14.5	3.0
35		2	2.9	37	53.6	5	7.25	18	26.1	7	10.1	3.1
36		1	1.45	17	24.6	0	0	27	39.1	24	34.8	2.2
37		8	11.6	3	4.34	2	2.9	29	42	27	39.1	2.1
38		8	11.6	14	20.3	8	11.6	33	47.8	6	8.7	2.8
39		27	39.1	21	30.4	3	4.35	10	14.5	8	11.6	3.5
40		28	40.6	21	30.4	7	10.1	10	14.5	3	4.35	3.8
41		13	18.8	15	21.7	3	4.35	27	39.1	11	15.9	2.9
42		30	43.5	11	15.9	9	13	10	14.5	9	13	3.6
43		20	29	19	27.5	8	11.6	9	13	13	18.8	3.3
44		18	26.1	20	29.0	8	11.6	11	15.9	12	17.4	3.3

Detail responses of school staff with five rating scales

Item no	Activities	Responses										Mean Value
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		
		f ₅	%	f ₄	%	f ₃	%	f ₂	%	f ₁	%	
45		17	24.6	29	42.	3	4.35	18	26.1	2	2.9	3.6
46		38	55.1	11	15.9	6	8.7	3	4.35	11	15.9	3.9
47		5	7.25	5	7.25	7	10.1	31	44.9	21	30.4	2.2
48		6	8.7	13	18.8	7	10.1	20	29	23	33.3	2.4
49		3	4.35	12	17.4	1	1.45	33	47.8	20	29	2.2
50		29	42	15	21.7	5	7.25	11	15.9	9	13	3.6
51		10	14.5	17	24.6	11	15.9	24	34.8	7	10.1	2.9
52		12	17.4	30	43.5	8	11.6	17	24.6	2	2.9	3.5
53		20	29	23	33.3	9	13	14	20.3	3	4.35	3.6
54		19	27.5	27	39.1	4	5.8	17	24.6	2	2.9	3.1
55		6	8.7	11	15.9	1	1.45	25	36.2	26	37.7	2.2
56		5	7.25	10	14.5	12	17.4	27	39.1	15	21.7	2.4
57		7	10.1	6	8.69	9	13	39	56.5	8	11.6	2.4
58		7	10.1	17	24.6	10	14.5	18	26.1	17	24.6	2.7
59		8	11.6	9	13.0	7	10.1	20	29	25	36.2	2.3
60		30	43.5	18	26.1	3	4.35	7	10.1	11	15.9	3.7
61		13	18.8	40	57.9	2	2.9	5	7.25	9	13	3.6
62		5	7.25	15	21.7	6	8.7	24	34.8	19	27.5	2.4
63		4	5.8	8	11.6	9	13	17	24.6	31	44.9	2.1
64		4	5.8	15	21.7	10	14.5	14	20.3	26	37.7	2.4
65		29	42	40	57.9	0	0	0	0	0	0	4.4

$$\text{Meanvalue} = \frac{f_5 * 5 + f_4 * 4 + f_3 * 3 + f_2 * 2 + f_1 * 1}{f_5 + f_4 + f_3 + f_2 + f_1}$$

Appendix-P

Detail responses of students with five rating scales

Item no	Activities	Responses										Mean Value
		Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		
		f ₅	%	f ₄	%	f ₃	%	f ₂	%	f ₁	%	
1		12	8.16	25	17.0	10	6.8	63	42.9	37	25.2	2.4
2		7	4.76	39	26.53	18	12.2	75	51	8	5.44	2.7
3		5	3.4	40	27.2	0	0	69	46.9	33	22.4	2.4
4		10	6.8	17	11.5	17	11.6	89	60.5	14	9.52	2.4
5		5	3.4	35	23.8	0	0	81	55.1	26	17.7	2.4
6		17	11.6	89	60.5	0	0	35	23.8	6	4.08	3.5
7		21	14.3	77	52.4	13	8.84	29	19.7	7	4.76	3.5
8		3	2.04	21	14.3	7	4.76	109	74.1	7	4.76	2.3
9		0	0	16	10.9	25	17	95	64.6	11	7.48	2.3
10		4	2.72	31	21.1	0	0	100	68	12	8.16	2.4
11		6	4.08	13	8.84	35	23.8	79	53.7	14	9.52	2.4
12		0	0	10	6.80	15	10.2	119	81	3	2.04	2.2
13		3	2.04	21	14.3	9	6.12	80	54.4	34	23.1	2.1
14		16	10.9	8	5.42	13	8.84	45	30.6	65	44.2	2.3
15		13	8.8	11	7.43	0	0	87	59.2	36	24.5	2.2
16		18	12.2	17	11.6	0	0	82	55.8	30	20.4	2.4
17		27	18.4	94	63.9	0	0	15	10.2	11	7.48	3.7
18		14	9.52	25	17.01	8	5.44	61	41.5	39	26.5	2.4
19		10	6.80	20	13.6	0	0	87	59.2	30	20.4	2.3
20		8	5.44	20	13.6	0	0	109	74.1	10	6.8	2.4
21		7	4.76	22	15.0	2	1.36	70	47.6	46	31.3	2.1
22		0	0	8	5.442	13	8.84	101	68.7	25	17	2.0
23		15	10.2	67	45.6	1	0.68	54	36.7	10	6.8	3.1
24		0	0	16	10.9	0	0	75	51	56	38.1	1.8

APPENDIX-Q

A SUMMARY OF RESPONDENT'S OPINION THAT SHOULD BE DONE BY STAKEHOLDERS

Government	Woreda Education office	School	Parent
<ul style="list-style-type: none"> - to put regulations on the accountability of stakeholders Such as: school, parents woreda education offices PTAS and ETB - to make other government and non-government organization partnership on giving emphasis on education - to give more emphasizes for education in relation to other sectors -to answer the question of the community immediately 	<ul style="list-style-type: none"> - to create a network connection with parents and giving training how to participate in school activities - to visit schools and evaluate their performance regularly. - to make and enhance cluster centers on parents participation - to participate in the meeting program of the community and talk about the important of education and the responsibility of parents - to cooperate with other sectors and civic organization to give education on the importance of parents participation. 	<ul style="list-style-type: none"> - to make the administration clear and open for parents - to accept the opinions of parents - to answer the question & convince parents immediately - to prepare open discussion on the whole performance of the school and problems . -not to stress only in a limited area of parents participation - to prepare regulation on the accountability of both PTAs or parents and Schools - to prepare training program for parents in developing - 6 kills, knowledge on parents participation - to have regular meeting program with PTAs or parents - principals and teachers should have common understanding on parents participation - teachers should create family relationship with parents and convince them to participate in their child education -to create favorable condition for parents participation according to their view - to represent the known and respected parents in PTAs -make tight relationship with Kebele administration to work with parents participation - Create awareness for parents their participation is very important in students achievement - To exchange information at the proper time and condition. 	<ul style="list-style-type: none"> - to be volunteer in parents participation -to understand the advantage of education - to develop responsibility of their child education - to minimize the time that children help their parents and to give emphasis on their education - to develop the sense of ownership of the school - Not to think the responsibility of education is that of only school or government - follow up their child's daily schooling and improvement - to participate in the meeting program of the school

Declaration

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used for this thesis have been dully acknowledged.

Name: Ali Hassen Ali

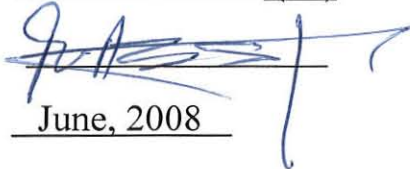
Signature: 

Submitted to: Addis Ababa University

Date: June, 2008

This thesis has been submitted for examination with my approval as university advisor.

Name: **Meseret Assefa (Dr)**

Signature: 

Date: June, 2008

