

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

PRACTICES AND PROBLEMS OF SCHOOL PARENT RELATIONSHIP IN THE SECONDARY SCHOOLS OF ADDIS ABABA CITY ADMINSTRATION

BY

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Table of Contents

Page

List of Tables i

Acronyms ii

Acknowledgments iii

Abstract iv

CHAPTER ONE: INTRODUCTION 1

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Objectives of the Study 6

1.4 Significance of the Study 7

1.5 Delimitation of the Study 7

1.6 Limitations of the Study 7

1.7 Definition of Terms 8

1.8 Organization of the Study 8

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The concept of school parent relationship 9

2.2 Dimensions of parent involvement in school 11

2.3 School parent relationship in Secondary school 13

2.4 Rationale for School parent relationship in Secondary Education 15

2.5 Benefits of school parent relationship 16

2.6 School parent communication 17

2.7 Channels of School parent communications 19

2.9 Barriers of communication 20

2.10 Formal Organization of schools 23

2.10.1 PTA as a formal organization for school parent relationship 23

2.11 Practice of school parent relationship and community participation in Ethiopia ..... 24.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design....28

3.2 Sources of Data....28

3.3 Population, Sample and the Sampling Techniques....29

3.3.1 Schools....29

3.3.2 Teachers and PTA members....29

3.3.3 Principals....29

3.3.4 Supervisors....29

3.4 Instruments of Data Collection....30

3.4.1 Questionnaire....30

3.4.2 Interview....31

3.4.3 Document Analysis....32

3.5 Procedures of Data Collection....32

3.6 Methods of Data Analysis....33

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA....34

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS....68

5.1 Summary....68

5.2 Conclusions....71

5.3 Recommendations....74

References....75

Appendices....89

LIST OF TABLES

Page

Table 4. 1 Respondents Characteristics 35

Table 4. 2 Respondents Work Experience and current Position 36

Table 4. 3 Opinions towards Community Support, Communication and Involvement,.....38

Table 4. 4 View concerning PTA Members Involvement 41

Table 4. 5 Areas of Parents Involvement and Respondents preference 43

Table 4.6 Performance of School Committee 45

Table 4. 7 Response about knowledge, effort and educational program 47

Table 4. 8 Parents participation and its importance 48

Table 4.9 Respondents attitude concerning parents support for their children 50

Table 4.10 Level of Community Support to the School 51

Table 4.11 Efforts and performance of PTA members 53

Table 4.12 Extent of PTA's Effort and frequency of meetings 54

Table 4. 13 Level of parents Involvement 56

Table 4.14 Level of students participation.....57

Table 4. 15 Channels of School parent communication, ...59

Table 4.16 Current practice of the School concerning their relationship with parents 61

Table 4.17 Schools Strategy to develop parents participation.....62

Table 4.18 Possible barriers of School Parent relationship 64

Table 4.19 Orientation on how to work as a school committee.....65

Table 4.20 Effort of schools to maximize Parental involvement 66

Table 4.21 Effect of Parents Regular job 67

Acronyms and Abbreviations

ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
KETB	Kebele Education and Training Board
MOE	Ministry of Education
PTA	Parent Teacher Association
PEAP	Primary Education Assistance Project
PHRD	Policy and Human Resource Development Project
TLP	Teaching learning process
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WETB	Woreda Education and Training Board

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Abstract

Practice and problems of School parent relationship in the Secondary Schools of Addis Ababa City Administration

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The major objective of this study was to examine the practice and problems of school parent relationship in secondary schools of Addis Ababa city administration. To conduct this study descriptive survey method was employed in 10 schools found in five sub cities namely Arada, Bole, Yeka, Kirkos and Nefasilk Lafto sub cities sub cities of Addis Ababa City Administration. The study sought to investigate ways of school parent communication, extent of parents' involvement in school activity, areas of parent involvement, and barriers interfering with school parent relationships. Sources of primary data were teachers, principals, PTA members and supervisors. Whereas sources of secondary data were documents found in the schools. Samples of the study were selected using different sampling techniques. Sub cities, schools, PTA members and teachers were selected using simple random sampling while principals and supervisors were taken for the study using availability sampling and purposive sampling respectively. In order to collect data closed and open ended questionnaires were designed for teachers, PTA members and principals while semi structured interview questions were designed for supervisors. The questionnaire was administered to 180 secondary school teachers, 10 principals, 20 vice principal and 26 PTA members. In the same way, interview was conducted with 5 secondary school supervisors. The data obtained through questionnaire were analyzed by means of SPSS using different statistical tools such as percentage, frequency, mean, weighted mean, and rank order. The open ended and interview questions were analyzed qualitatively. As a whole, the study suggested that low parental involvement in school activity, low performance of PTA members in mobilizing parents and inadequate communication between the school and parents. Shortage of time, the belief that education is the core responsibility of teachers, lack of parents' interest to participate in school activities and distance between residence of parents and the school were identified as barriers that hinder school parent relationship. The overall recommendation of the study was to improve school parent relationship by providing awareness raising for parents during meetings and specialized education course in school parent relationship should be offered for educational leaders. It was also recommended that communication among home, school and community should be regular, two-way and meaningful.

CHAPTER ONE
INTRODUCTION

Under this chapter background of the study, statement of the problem, objectives, significances, delimitation, limitations, definition of key terms and organization of the study were presented.

1.1 Background of the Study

Since the school is a leading social institutions in charge of the education of children families send children to school, where they hope their children will become learners with the tools they need to succeed in life. Schools take children from and send them back to their families, where they assume the families will provide the support that children need to grow and learn. This circle, in which home and school share the resource of children, is one that has been the focus of development, debate, and research. Since education is a social function both parents and educators have a large stake in children's success and the linkages promoted to facilitate it (Graue, E. 1999). Hence parents' involvement in different dimension of school activities is very essential and they play a crucial role in both the home and school environments (Henderson & Mapp, 2002) without the support and reinforcement of parents, changes made within school and teacher practices are unlikely to result in the level of anticipated improvement (Christenson, 2002).

When parents value the education of their children and participate in their children's schooling, students may experience more academic and social success. Epstein (2001) suggests that parents who are informed and involved in their children's school can positively impact their child's attitude and performance. Parental involvement does not only affect academic outcomes, but also non-academic outcomes, such as students' school attendance and their behavior and attitude towards school (Henderson and Berla, 1994). Furthermore, Epstein and Sanders (2006) claim that many teachers and administrators still see themselves as individual leaders of their classrooms and schools. Thus, little attention is paid to partnerships and collaborations with parents. In order to enhance educational achievement of students, educators need to scrutinize possibilities to develop and form partnerships with parents (Richardson, 2009). Such a

partnership is, especially, essential in secondary schools, where parents often lack the confidence in their ability to assist their children with the curriculum (Sheldon, 2009).

Jerry Trusty (in Henderson and Mapp, 2002) concurs with this, and claims that the level of parental involvement in high school influences the students' expectations to finish college.

In addition, Obeidat and Al-Hassan (2009) maintain that not only do children with involve parents gain academically, but they are also more likely to show improved behavior and to have better social skills. Furthermore Clarke (2007) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school.

This view is shared by MOE (2002). MOE underlies that success of schooling depends to a large extent on the value that the community attaches to education as well as when education is highly valued and actively sought. MOE further notes the mission and goals of the school are shared and supported by the community therefore schools shall take the lead to involve parents and the community through initiating activities that demonstrates the underling interest in the role and function of schools.

Current research all points to the importance of parent involvement when changes within the educational system are desired (e.g. Christenson, 1995; Esler et al, 2002; Sheridan, 1992). But "Profound parent involvement means sharing leadership, which means sharing knowledge, responsibility, and, most difficult of all, power" (Nichols-Solomon, 2001 P. 36). Similarly Tadele (1995) in his studies on practice and problems of community participation in region three indicated the paramount importance of school community relation. Furthermore his findings reveal that the status of school-community relations is at low level, the school-community interaction is at its rudimentary stage and schools do not seem to be in a position to secure public and parental support.

Lee, (1994) has indicated that researches done to examine parental influence during high school are limited. Henderson and Berla (1994) summarized the situation concisely noting, "The benefits of effective collaborations and how to do them are well documented across all the age ranges of schooling. Still they are not in widespread practice" (p,18). As the above facts indicate, school parent relationship is not in a wide spread practice and still there is a gap in its practical reality about family and school working together as genuine partners. As a result to close the gap schools are expected to develop a successful school parent relationship or

partnership based on mutual respect "and implement programs that are carefully designed, with input from all affected groups" (Davies, 2000 p.43).

Supporting the above idea Dig Bagin and Moore (2005) indicated that there must be a structured systematic and active participation on the part of the parents or the community in educational planning, policy making, problem solving and evaluation of the school because it is through participation that the community come to know schools, to raise questions, obtain information, express ideas consider proposals and seek solution to the problem which schools face. Thus, positive and productive school parent relationship requires the joint effort of teachers, students, parents and the community at large. In connection with this Mbamba (1992) proposed that so as to achieve its purpose successfully, the school should not isolate itself from its environment. In expressing the inevitability of school parent relationship, Bryk and Schneider (in Sanders and Sheldon, 2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established.

As it is indicated above, school parent relationship is very important and vital for the goal achievement of schools. On the other hand the absence of thoughtful school parent relationship would result in unintended negative outcomes. Accordingly, the failure that comes because of in adequate school parent relationship cannot be attributed to the school alone; beyond that it might go to parents and the community at large. Therefore, parents should know the importance of their involvement and work hand in glove with the school community so as to bring a better result.

1.2 **Statement of the Problem**

Since education is a social phenomenon suitable organizational structure need to be designed to enable all concerned bodies contribute their respective share in variety of school activities. Parents in particular are important stakeholders in the vision and desired result of the school. As rightly argued by Townsend (1994) giving rooms for parents and community participation in school affairs has a paramount importance in solving problems related to schools activities. Similarly, Bagin and Donald noted that 'the school in a dynamic changing social order cannot adapt itself to change or make the necessary improvements in its programs without the participation of the community' (p.52). Epstein (2009) also claims that in order to get parents

involved, it is very important to include parents in developing, reviewing and improving school policies that affect students at the school.

As a whole, it is believed that parental involvement in different school activities has been regarded as an important element of effective education. There is now an extensive research literature indicating its advantages for children of all ages (Cox 2005; Desforges & Abouchaar 2003; Eccles & Harold 1993; Epstein 2001). Some of its benefit include: improved parent teacher relationship, teacher morale, school climate and increased parental confidence.

The present situation of education in Ethiopia, where financial and managerial problems of schools are prevalent, shows the critical demand for community participation in education. Cognizant of that the Ministry of Education has established the organizational set-up through proclamation 260 of 1992. These guidelines underlie the need for organizing different committees like parents' committees and school public relations and educational information service committee. In addition to this, Proclamation number 260/1992 has further empowered the community of the school to supervise the administration of the school, to determine the school fee for public schools, and supervise the utilization of budget. PHRD (1999).

Despite widespread acknowledgement of these potential benefits of school parent relationship when we see the actual practice of parents' involvement in different school activities and managing the school there are, however, clear gaps between the rhetoric on school parent relationship or parental involvement found in the literature and typical practices found in schools.

The Ethiopian government had that gap in mind when it in 1994 called for a decentralized educational management system clearly where power and responsibilities of different stake holders has been designed and put in to practice (MoE 1994). And failure to organize the education system in a way to have the local community actively participate is reported to have incapacitated the efforts deployed so far to bring about the desired outcome. Besides, Singh et al, (1995) indicated that the nature and magnitude of the effects of parental involvement in secondary education is inconsistent. Furthermore Christenson and Sheridan stated "... there is still more rhetoric than reality about family and school working together as genuine partners" (2001: 18). Thus this is a problem to be dealt and it is this gap that provoked me to pick up this issue as my MA Thesis topic.

Despite this missing link of school parent relationship and parental involvement in school activities reported elsewhere, I haven't found a study that has been conducted before with regard to practices and problems of school parent relationship in Addis Ababa city Administration which is the research area for the current study. However, a few studies were conducted regarding community participation in other regions. A number of MA studies, (Awash, 2001, Gebrekidan, 2001; Getachew, 2001; Temesgen 2002) were conducted on community participation. Their findings are quite mixed: largely discouraging and in some case encouraging trends of community involvement. By and large, these studies reveal that the participation of the community in financing the primary schools is very unsatisfactory; the support gained from the local people for primary school projects is promising: the community involvement in schools was obstructed due to confusion with the policy statements and poor school management and community involvement in the provision of primary education was below average respectively.

Similarly Eman (2006) and Negash (2007) also made a survey on community participation too. Their findings correspondingly show that schools initiative as a ground work for the development of partnership programs were not at work as well as schools practice to involve families in school instructional process as a partner is not adequate and the majority of the local community contributes different inputs to schools where as KETB and WETB members do not always discuss with the local community in promoting and enhancing educational access. Besides, Ali (2008) looks in to the role of schools in promoting parents participation in government primary schools curriculum implementation.

In the same way Niguse (2007) studied about parent teacher association in promoting school community relations, and Temesgen (2006) investigated the impact of parental involvement, parent teacher relation, peer influence and students academic self concept on students' achievement. Their findings shows that schools and parents relationship were insignificant, participation of parents was not as the expectation of our educational policy, there were differences in perception in the role and purpose of PTA among teachers, school leaders and PTA members and parental involvement peer group influence parent teacher relation and academic self concept had significantly positive relation with students academic achievement respectively.

A majority of the research indicated above has been conducted solely with primary schools. All these researches suggest that their findings might lay a basis for interested individuals or organizations for further study in the area of community participation in different school activities. It seems due to the more attention given to primary schools the role of school parent relationship in secondary schools of Addis Ababa is left behind. In addition to this the researches experience in Addis Ababa that is being a worker in the education sector realized that secondary schools have a problem in school parent relationship and participating parents in different school activities. Above all, when a close look at these studies give some insights about that the extent of parental involvement, the dimensions of involvement, ways of communication and the obstacles of successful school parent relationship should be well addressed and researched so as to improve students achievement, the output of secondary schools and the quality of education in general and school parent relationship in particular

Therefore, based on the suggestions given by these researchers, the limited scope of related research on the region and the researchers personal work experience in Addis Ababa, I believed that further research is needed to be conducted in order to assess the practice and problems of school parent relationship in Addis Ababa city administration.

More specifically, the research attempts to find answers for the following basic questions:

1. What is the extent of parents' involvement in school activities?
2. What are the factors hindering the establishment of a successful school-parent relationship?
3. In what areas do parent involve in the school?
4. What are the ways of communication that schools use to communicate with parents?

1.3 Objective of the Study

For the effective attainment of schools and achievement of their educational goals reasonable participation of parents and the community is widely believed as being very critical (Townsends, 1994, MOE 1998). Therefore the major objective of this study is to look into practices and problems of school parent relationship. To that end, the specifics objectives are to:

- assess the extent of parent involvement in different school activities
- identify areas of parental involvement

- find out ways of school parent communication and
- diagnose factors hindering school parent communication.

14 Significance of the study

This study is, believed to be important for the following reasons:

1. It may give some insight on the current practice of school parent relationship to various stake holders (administrators and supervisors);
2. It may offer some suggestions on how to improve school community relationship;
3. It may suggest initial idea for research wishing to conduct related studies in larger scale

1.5 Delimitation of the Study

This study has been confined to Addis Ababa city administration focusing on Arada. Bole, Yeka, Kirkos and Nefasilk Lafto sub cities. Furthermore, the study is delimited only to the government secondary schools. Government schools are selected in order to make the study more manageable.

1.6 Limitation of the Study

The main problem that the researcher faced was lack of enthusiasms from some of the respondents to fill out and complete the questionnaire. In some of the sample schools it was also difficult to get school principals as well as supervisors in their office during the data collection time. As a result the researcher invested his time and effort to collect the required data. The third problem was some supervisor's unwillingness to be audio taped during the in-depth interview. Lastly time constraint was also another factor. Therefore, the result of the study should be considered with these limitations.

1.7. Definition of terms

Practice: The usual experience of carrying out different school activities by teachers, principals, parents and the community at large.

Community: is a group of people living in the same place, with common value, history y, bound Together by multiple economic, social, religious, and kingship-ties. (Bray, 1987 & Wolf et. al, 1997)

Parent involvement: refers to the parents participation, support and encouragement in children learning to facilitate academic performance.

- Attending school functions, contacting the school, volunteering in the School activities and proving educational experiences outside the School days. David Leon, (2000)

Secondary school: is a school for students who have completed their primary education and Secondary education will be of four years duration, consisting of two years of general secondary education at the first cycle (grade 9 - 10) and the second cycle (grade 11 - 12) which will prepare them adequately for higher education and for the world of work. MOE, (1994)

1.8. Organization of the Study

This study has five chapters. Chapter one consists of the background to the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, research design and methodology, limitation of the study, definition of terms and organization of the study. Chapter Two reviews published and unpublished literatures which are written by different authors on the area of School parent relationship. Presented in chapter three is research designs and methodology. Presentation, analysis and interpretation of data would provide in chapter four. The fifth chapter contains the summary of findings of the study, conclusions arrived at and recommendations forwarded.

CHAPTER TWO
REVIEW OF RELATED LITRATURE

2.1 The concept of school parent relationship

The issue of parental participation in schooling has acquired a central place in recent educational discussions. School parent relationship is seen as a necessary condition to guarantee a more transparent and democratic administration of schools. It is also argued that certain forms of school parent relationship can have a positive impact on children's learning (Balarin, M. & Cueto, S. 2007).

Since education is a three tier process where parents, teachers and students work together, parents are strong stakeholders in the process of education and they need to know that parental involvement is essential for social, emotional and intellectual development of children (Anderson and Minke, 2007). The need for school parent relationship steams from the thinking that school alone cannot handle every problem children confront in the course of their schooling. As a result successful schools have close ties with parents and communities. In relation to this Ayalew (1991) point out, as children are the centers of the common interests of schools and community, there is strong attraction between the two parties. The parents' attitudes towards the way their children are treated and the values they give to their children's education are some of the factors determining its effects.

When parents value education and show it through encouraging their children and support the school, children also realize the importance of schooling and learning. That is trustful, positive and proactive relationships between parents and teachers are usually prerequisites for sustained participation in school activities (Bull A., Brooking & Campbell 2008). If teachers are able to secure the trust of parents, then parents are more likely to respond to invitations to be involved in school activities outside he school as well as activities that contribute towards their children's learning outcomes. This in turn is believed to reinforce parents' own sense of their role as educators (Hoover-Dempsey et al. 2005).

Complimenting this idea Fullan (1999) indicated that the closer the parent to the education of the child is, the greater the impact it has on child development.

Some people think that parental participation in education is that parents should give time to school through participation in meetings, events and some of the activities. In reality it is more

than that. It is at all levels (MacNeil, Pater and Busch, 2007). The range of their relationship and participation is very broad. It is not confined to only participation in meetings or seminars (Christie, 2005). The management of the school may create and share the goals of education with parents. This will help develop sense of ownership of the teaching and learning among the parents. They in turn will provide supportive environment for their children at home (Goldring and Sims, 2005). This will also develop a relationship of trust among parents, administrators and teachers. Establishment of goals, keeping expectations and determination of common values promote bonds among these stakeholders (Machen, Wilson and Notar, 2005).

In regards to the community as the cornerstone of successful education, Cummings (1998:472) stated that the out-of- school effects i.e., the effects of family and community are powerful than the in-school effects on the child's achievement. Thus to bring this in -school and out-of school effect together for the better achievement of students it is advisable to develop positive school and community relations. The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance (Harris and Chrispeels, 2006)

School-parent relationship is the relation in which the two parties work together and get involved in one another's affairs. This relationship requires a willful involvement of the parents in matters that affect their economic and social wellbeing. So the community participation in school affairs is a development strategy in which the beneficiaries have strong influence on the direction and execution of school programs (ESDP 1998). According to some authors (e.g., Fan, 2001; Ho Sui-Chu & Williams, 1996; Stevenson & David, 1987), school parent relationship is the relationship between the school, its staff members and the parents of children in the school, particularly, with respect to the ways in which the school staff and parents work together in helping pupils to derive maximum benefit from their educational experiences. Furthermore Carpentier et al. (2005) indicated that it includes parents coming into schools informally as well as more formal opportunities such as meetings with teachers or taking part in their children's education through classroom participation. Researchers have recognized that the concept of school parent relationship and parental involvement is multidimensional and includes a multitude of parental activities regarding children's education (Epstein 1992; Lareau 1989; Muller 1995; 1998).

Shaeffer (1991) in McDonough and Wheeler (1998) wrote that in the past education was a separate institution imposed by the state, but now rather a part of the community reflecting the natural interest of the families and the communities in the education of the children. Hence increasing community participation in schools is actually a process of reviving the interest rather than creating something new. Concerning the strong relationship that should exist between schools and communities, Ayalew (1991) has written that the schools have much closer and intimate relation to and more frequent interaction with community. The parents have greater concern with the way these schools are treating their children. The issue of school and community relations thus; enforces the whole society to work together.

2.3 Dimensions of parent involvement in school

Education takes place not only in schools but also within families, communities and society too. For this reason Parents cannot be the only group for people for children's education as long as their children interact with and learn from the world outside their families. Community and society must support parents in the upbringing, socializing and educating of their children. Thus schools cannot and should not operate as a separate entity without the society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents, and the community at large.

Many research studies have identified various ways of community participation in education providing specific channels through which communities can be involved in children's education. Eccles & Harold, (1996) delineated five dimensions of parent-initiated involvement these are: monitoring; volunteering; involvement; contacting the school about their children's progress; and contacting the school to find out how to give extra help.

Grolnick and Slowiaczek (1994) conceptualized three dimensions of parents' school involvement:

- behavior (participation in school activities and helping with school work at home);
- cognitive intellectual (exposing the child to intellectually stimulating activities); and
- personal (staying informed about the child's schooling).

Colletta and Parkins(1995) illustrates various forms of community participation (a)research and data collection;(b)dialogue with policy maker;(c) school management ;(d)curriculum design;(f)development of learning materials ;and(f) school construction

William (1994) argues that there are three models of education and community. The first one is traditional community –based education, in which communities provide new generation of young people with the education necessary for transmitting local norms and economic skill.

The second model is government provide education in which government have assumed responsibility for providing education. The content of education has been largely standardized within and across countries. However, because of lack of resources government cannot provide the community with equipped school building, teachers and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education.

A research conducted by Dornbusch and Ritter, (1987) and Hickman, Greenwood, & Miller, (1995) provide seven types of parent-involvement:(a) parent as communicator, (b) parent as supporter of activities, (c) parent as learner, (d) parent as advocate, (e) parent as decision maker, (f) parent as volunteer, and (g) parent as home activities teacher.

Epstein (1995,1997) seeks ways to help children succeed in school and later life ,and focuses on partnership of schools, families ,and communities that attempt to (a) improve school programs and school climate;(b) provide family services and support;(c)increase parent's skill and leadership ;(d)connect families with others in the school and in the community ;and (e) help teachers with their work. She further summarizes various types of involvement to explain how schools, families, and communities can work productively together:-

In like manner Epstein (1995) outlined six dimensions of parent school partnerships these are:

- parenting (helping families provide home-based support for learning);
- communicating (designing effective school–home communication about school programs and progress);
- volunteering (recruiting and organizing parents to support school goals and child development);
- learning at home (providing information to families to help students at home with homework);

- decision making (including parents in school decisions, developing parent leaders and representatives); and
- Collaborating with the community (integrating community resources and services to strengthen school programs, family practices, and student development).

These dimensions are well-defined and provide useful guidelines for formulating corresponding dimensions of parent behaviors. However, they measure teacher and school-initiated behaviors rather than parent-initiated involvement.

The Epstein (1995) model creates the most behaviorally defined non overlapping factors. This widely accepted framework is proffered as a guide to help educators develop comprehensive family-school partnerships. Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

2.4 School parent relationship in Secondary schools

The role of parental involvement in children's education has become a central issue in educational policy and research. Many school reforms incorporate efforts to increase parental involvement and family-school partnerships as strategies for improving student achievement and reducing educational inequities. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the elementary school years. However, most of the existing research investigates parental involvement in the primary and middle grades. Less is known about positive parental involvement in high school. To develop a complete picture of how parents can promote adolescents' success during high school, research is needed that recognizes the multidimensional nature of parental involvement and examines a wide variety of family practices. The importance of considering a wide spectrum of parental involvement practices is supported by recent scholarship which recognizes that not all family practices are equally successful and that the success of various practices may depend on the child's age (Harris and Chrispeels, 2006, Henderson & Mapp, 2002, Muller, 1998).

In high schools, parental involvement becomes more concerned about their children's further education and about the learning opportunities that high schools provide. Therefore, during children's high school years, parents increase their communication with school regarding

school programs and student progress, as well as their volunteering at school (Catsambis & Garland, 1997).

The developmental needs of children change dramatically during adolescence and therefore, family practices that were effective in earlier grades may lose their effectiveness during high school. As they enter adolescence, children are increasingly faced with the developmental task of acquiring independence (Steinberg, 1998). Therefore, at this developmental stage, parental actions that support children in their quest for independence may be more successful than actions seeking to supervise and control their behavior. In compliment of this idea Flaxman and Inger (1991) point out that parent involvement at all grade levels is important. The benefits of parent involvement are not confined to early childhood or the elementary grades. There are strong positive effects from involving parents continuously through high school, not only for enhancing the educational success of high school parents, but also because of a number of social changes which are occurring.

Most of the existing research shows that parental involvement remains important for children's success throughout secondary education (Fehrmann et al., 1987; Stevenson & Baker, 1987; Astone & McLanahan, 1991; Muller & Kerbow, 1993; Muller, 1995, 1998; Ho & Willms, 1996). By far the most consistent finding across studies is the importance of parents' educational aspirations for their children. High parental aspirations are strongly associated to students' levels of achievement in both primary and secondary education (Milne et al, 1986; Astone & McLanahan, 1991; Keith, 1993).

Mavis Sanders, Joyce Epstein, and Lori Connors-Tadros (1999) noted, High schools that develop strong programs of partnership that include practices for different types of involvement are likely to improve parent attitudes towards the school and encourage greater family involvement at home and at school"(p.17).

In his study of family and community connections with high schools, Simon (2000), on his part, reports that families and community members do participate in a range of partnership activities like: involvement in parenting, volunteering, and decision-making practices to support students through high school.

Thus like, any other level of Education a positive school parent relationship is very important to bring about change in the teaching learning process of secondary schools.

2.5 Rationale for School parent relationship in Secondary Education

Now a day a number of countries have realized the importance of school parent relationship. Many writers such as (Frankel, 1992; Berkey,1993;world bank,1993) argue that resources are more likely to be utilized more effectively when the community is given grater social control over the planning and implementation of education services. When the community members are directly concerned with the education of their children they contribute to the common national plan with the spirit of a "responsible man". Therefore, they will play more important role after having acquired a better knowledge of education and their own community problems (Phan and Cao, 1973 in Bray Lilles, 1988).

When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus they make efforts which are the means for sharing the burden of the government. If schools and the community work together, they develop mutual understanding which brings a benefit for both parties. In relation to this UNESCO publication (1984a) in Bray and Lillis (1988) discussed that local support is regarded as a means of ensuring that the school is sensitive to the needs of society.

It is indicated in PEAP (2000) that a school cannot improve unless the community and parents of the school children accompany and support its development in every respect. PAEP goes on discussing that community, regardless of its gender, occupational or other status should be made to work towards achievement of school objectives. For this to happen, schools have to communicate and reflect the results of their cooperation. This develops a sense of pride and ownership on the schools.

Rowley (1998) further elaborated that when they are approached this way, community members are powerful force for encouraging students to do well in schools. They can help in solving complicated legal or land issues in the area and they represent a strong moral force, which makes the school and its students more accountable to the society.

This implies that the more attachment of schools to the communities, the more confidence one party develops on the other. In addition, increased community participation in schools has remarkable results. It makes schools more relevant to local needs and conditions, community monitoring makes schools more efficient, students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities 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 the engagement in the teaching process. For this to happen parents and community members must feel comfortable with the staff and the school (Shaeffer, 1991 in McDonough and Wheeler, 1998) The other advantage of schools in working with the community members is that it creates an opportunity for schools to gain access to the people in different government authorities. Therefore, the school principals should share the responsibility with other persons associated with the school (McDonough and Wheeler, 1998). Above all school parent relation and Community participation can also facilitate the development of the organization services on a community basis. UNICEF (1986) states that greater participation can minimize development costs, it ensures greater equity of the benefits of development with and across communities, and increases the impact and sustainability of development programs.

2.6 Benefits of school parent relationship

According to Davies, (1993), Henderson & Berla, (1997) positive school parent relationship benefits the school, students, parents', teachers and the community. (Fan & Chen, 2001; Henderson & Mapp,, 2002; Jeynes, 2007 and Weiss et al., 2006), indicate that family support and involvement matter across learning contexts. The manner in which schools communicate and interact with parents affects the extent and quality of parents' involvement in their children education. Research has suggested that the extent of parental involvement depends, among other things, on how frequently the school approaches parents (Glasgow & Whitney, 2009). The more frequently the school reaches out, the more involved parents become. In order to maintain a successful School parent relationship, however, mutual collaboration is required (Lumpkin, 2010). This mutual collaboration benefits stakeholders.

Among the benefits accruing to schools from successful parental involvement activities are better reputations in the community, improved teacher morale, higher parental ratings of teacher performance, and increased support from families (Henderson & Berla, 1997).

School parent relationship also benefit parents themselves in terms of getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Perhaps most important, parents benefit by becoming more confident about the value of their school involvement , greater appreciation of their important

roles, strengthened social networks, access to information and materials, personal efficacy and motivation to continue their own education (Davies, 1993).

Substantial evidence exists showing that parent involvement benefits students. As a result multitude of benefits related to parent involvement has been identified for students including improved academic achievement, increased language achievement, improved overall school behavior, sustained achievement gains, improved parent-child relationships, increased gains in intelligence for low achievers, improved attitudes and interest among adolescents and improved home-school relationships (Bermudez, 1993)

Research shows that parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale. In addition, increased parent and community involvement can bring multiple benefits to teachers; for example, the teachers' work can be more manageable, parents who are involved have more positive views of the teacher too. Studies also reveal that teachers not only hold involved parents in higher regard than uninvolved parents, but they also have higher expectations for their children. (Henderson & Berla, 1997).

Similarly increased linkages between school and community have been shown to have multiple positive results for the community including increased access to school resources and facilities, cost saving and improved services through collaboration, increased capacity to solve community problems, and community pride (Davies, 1993).

2.6 School parent communication

Without communication, there cannot be meaningful interaction. Thus, to facilitate interaction in any society, every participating member has to communicate with appropriate channel and also be able to understand the meaning of communication when they are used by others. For this reason the ways in which parents keep in touch with the school are significant as they have a direct impact on the quality and degree of involvement that parents have in the education of their children. Parents depend on effective channels of communication to know where and how they can be involved in school life, and to keep track of what is going on at school. If parents feel valued by the school for their role in learning, and there are positive

interactions with teachers, they are more likely to become involved in activities that contribute towards their child's education (Bull, Brooking and Campbell 2008). Receiving ongoing, respectful, and relevant communications from the teacher contributes to a parent's level of comfort with the school, perception of their child as a learner, and knowledge about specific school programs. "Mutually responsive relationships seem more likely to flourish if programs focus more on the interconnectedness of parents and teachers through their mutual commitment to children." (Sumsion, 1999:149).

Ultimately, quality communications from the school throughout the schooling years can positively contribute to parents' perceptions that they can influence their child's learning at all stages of schooling (Gonzalez-DeHass, Willems, and Doan Holbein 2005). Thus it is important for teachers and other parent-facing staff to consistently communicate to parents the importance of daily discussions about what their children is learning, their own expectations and aspirations for them.

Concerning the trends of school-community relations Hicks (1956) wrote that the school-community interaction has been limited only to such occasions as the opening and closing day ceremonies. Even though such ceremony may have some effects, the opportunity for parents and general community to visit schools should be extended beyond such events. Communication between schools and the community, to be effective, has to be used properly; otherwise, it will not initiate interaction or result in aversion (McDonough and Wheeler, 1998). Similarly Kay and Sue, (2005) noted that if channels of communication are not working effectively, involvement can be adversely affected.

Ezewu (1983) also analyzes the issue in detail that schools have to admit that they are parts of the community institutions which exist to serve the parents and the community at large. The community must also make a relationship with schools in such a way that there is a clear and constructive communication. Unless the school and local community members make mutual interaction, it cannot be expected that they will support each other.

It is also very important to make sure if parents understand their responsibility at school or not. This enables the schools to avoid the obstacles, which hinder positive community assistance in schools.

Therefore, schools in order to establish and maintain such relations can use different links of Communication mechanisms, among the varied ways of school parent relations (Williams, 1994) noted, the following are some:

- Parental visits: in which parents are invited to visit schools in the scheduled time and hold discussions with teachers and the student body officers,
- Teacher-Parent Grade Report Conference: This is the conference between homeroom teachers and the parents of each student. In this conference, classroom teachers write comments about the students they teach and give these comments to homeroom teacher to be used in the conference,
- Parents "buzz sessions" in which parents' steering committee with a teacher committee. determine the problems parents might like to discuss. A questionnaire is sent to the parents for their further suggestions. From this replies a tentative brief outline is prepared for use at the meeting.
- Home visitation in which school staff visits in the homes and various industries in the home.
- Students' Work Exhibits i.e., a program in 'which samples of works that students have completed during the school year are exhibited by parents.

Effective relationship with clear and continuous communication enables the concerned bodies to work together. The local communities and the school staff to engage in cooperative effort for school development must be able to communicate and exchange ideas. Thus for clear communication, all communication barriers which hinder easy mutual understanding and isolate the school from the community must be eliminated (Davies and Ellison, 1994).

2.8 Channels of School parent communications

There are many different communication channels that educational institutions make use of for communicating with their publics. Kay and Sue, (2005) indicated written, visual, Verbal and non verbal communication channels. In the same way Nwankwo (1987) grouped the methods of communication exposure in a school system into four which include: speech or oral communication, written communication, signs and signals and actions. In addition, as cited by Mohelman in Reeder, (1953) the channels' of communication in a school system are classified into four groups. These are written, visual, oral, and face to face communication.

Written communication consists of school bulletins, letters to parents, report cards, E-mails, articles, memos , yearbooks and annual reports are some of the ways of written communication. (Nwankwo, 1987 , Kay and Sue, 2005 and Reeder, 1953).

Visual communication is visual display of information, exhibits and demonstrations, Television and video clips, signs, symbols and designs are grouped among the visual means of communication. As Anderson and Van Dyke (1963) explained, these means are valuable to show the public how things are done in schools and help pupils with regard to oral communication Davis (1971) explained that educational administrators, school principals and school committee members make speeches to influence public opinion. The address could be made in front of a public or on the radio. The areas to be covered in the program, according to Douglass (1963), are: Stories of the achievement of the schools. In like manner the face to face communications include contacts that the school personnel make with parents and other community members in their day to day experiences. The most organized face to face relationships are: School Day Exercises, Parent-Teacher and Parent-Principal Conferences.

2.9 Barriers of communication

Barriers that hinder good communication between educators and parents exist at several levels. For parents, the barriers may have origins in their personal lives, in their home and related contextual background. For the teachers and schools, many structural, functional, attitudinal and cultural barriers may hinder them, (Adler, 2004). Therefore it t is important to understand how and in what manner relations between parents and teachers are affected. Although there has been considerable emphasis on partnership between parents and teachers and between home and school, successful partnerships require identification and resolution of barriers and obstacles that might be in the way of effective parent-teacher relations. There could be numerous barriers to parent-teacher relations and home-school cooperation that have been analyzed through a number of lenses. Accordingly some of the barriers are: Cultural differences, Parents negative experience, Lack of technology, Lack of Interest, Lack of training, distance. Economic and time constraints, (Colombo, 2004; Lai & Ishiyama, 2004; Molland, 2004; Hartman & Chesley, 1998 Finders & Lewis, 1994 and Nichols & Read, 2002)

Cultural differences can create significant communication challenges if teachers use their own cultural lenses to interact with culturally and linguistically diverse parents (Colombo, 2004).

To address this potential disconnect, teachers need to seek out information to understand the cultural and linguistic diversity reflected in the families of their students. In addition to this Delgado -Gaitan, (2004); Epstein & Van Voorhis, (2001) & Lawson, (2003) also reported that schools must respect and respond to family culture and family circumstances in order to access the full power of parental support for student learning. This knowledge and appreciation can be demonstrated by celebrating the various cultural traditions of their students and by incorporating speakers from the community (Lai & Ishiyama, 2004).

On a parental level, parents' own negative school experiences may also affect the building of a positive relationship with their child's teacher (Graham-Clay, 2005; Richardson, 2009; Christenson and Sheridan, 2001) or parents may simply not understand how to effectively interact with the educational system. These barriers can become particularly problematic when such a parent is faced with concerns regarding their child's behavior or academic progress. Thus to deal with such a barrier schools can provide guidelines in a checklist format to assist parents in managing their concerns in a constructive manner (Hartman & Chesley, 1998).

Lack of technology limits communication opportunities for many families. Teachers should never assume that students have access to technology at home (Ramirez, 2001). They should survey parents regarding access to voice mail, computers, and the internet. In addition, many teachers and parents are still uncomfortable with the use of technology. Thus, Ramirez noted that paper based communication should still have a fundamental place in the overall communication strategy of the school, despite extensive technology use people pay due attention when the subject of communication touches areas of their concern. In this case, audiences comprehend messages easily and cooperate in seeking solution to problems. Failure to consider concerns of the people, on the other hand, will restrict participation and cooperation due to lack of interest. Therefore, the school personnel should select areas of common interest based on felt difficulties for meetings and other programs with parent and community groups.

Kohl et al, (2000) argues that Initiating and implementing regular school, home and community communication demands know how. This inlets the need for organizing trainings to school administrators and teachers. The trainings should help them to understand purposes, principles and procedures of school parent communications and develop interest for trying them out. Supporting this idea Menheere & Hooge, (2010) indicated that in the initial and post-initial

teacher training programmers, teachers are not made enough aware of the many aspects of school parent relationships besides informing parents about children's learning and progress. Similarly Graue & Brown, (2003) indicated only few receive training in how to develop collaborative, family-responsive involvement practices Thus they could be taught knowledge and skills in order to make parents feel that they are welcome in the school and that they are respected by the school staff as partners in education. Furthermore school in-service support for teachers' development of parental involvement skills thus is an important strategy for enhancing the incidence and effectiveness of involvement. (Graue & Brown, 2003; Morris & Taylor, 1998). Unless they acquire these essential elements of success their achievement will be meager

Gordon & Seashore-louis, (2009) indicated that many parents do not involve in the education process due to remoteness from school and transportation. Secondary schools are located far from most students' homes and this restricts home-school relations. Students come from a distant location and their parents and families are far away and unable to visit or form relations with their children's school. As a result when distance between people increase, they make very few face to face contacts and they heavily depend on other forms of communication. But communication will be worse when these media are not used or available for use.

Christenson and Sheridan (2001) mention financial and time constraints as other obstacles to effective communication between teachers and parents. Parents' work schedule may also conflict with school events, and thus make parents unable to attend. To address this, teachers can survey parents at the beginning of the school year to determine parent schedules and vailability, and also to provide parents with information regarding how and when to contact the teacher (Finders & Lewis, 1994).

Effectiveness of schooling is enhanced when partnership is developed between parents, principals, staff, students and the larger community. Therefore an effort should be made to remove any existing barriers to easy communications between parents and schools. This barrier could be effectively removed by the school administration which will ultimately lead towards development of understanding and mutual respect and trust between school and home (Pattnaik and Sriam, 2010). Moreover, providing a nonthreatening environment to parents in school will make the parents feel that they are an integral part of the education process as well. The parents will provide their services voluntarily without any condition. This will help in the promotion of

relation of trust between home and school (Barth, 1990). This will also provide parents wider opportunities to work for the development of school and their children

2.10 Formal organizations of schools

Schools have organization which may vary according to the educational system of a particular country. The Communities also needs to have an organizational set up in order to participate effectively in different school activities and carry out responsibilities with sufficient authority (MOE, 2002), for this reason community participation and parental involvement in different school activities should be carried out by the formal organization that link schools with parents and the community.

Although various organization settings with different names are practiced to promote school parent relationship in different countries they have similar functions and responsibilities of serving the welfare of children by establishing close cooperation between parents and school. Among these organizations are Parent Teacher Association, School committee, School Board and school management committee.

In the case of Ethiopia, taking community participation as one of its strategies that should be used in achieving the envisaged education goals, the country puts the following possible organizational structures in its ESDP implementation manual (MOE, 1998). One is the existing village level organizations such as village development committee, a church group, a functional literacy class and NGO's already involved in community organizations which could be used to promote school learning activities. Another useful structure is the school committee or parent teacher association involving members of the school administration, representatives of Kebeles or Warada council, teachers and community members who have contributed significantly to the development of education in general and to the schools in particular

2. 10.1 PTA as a formal organization for school parent relationship

Parent teacher organization is significant in serving as a bridge between the school and the community. It helps the school to implement an effective Teaching and learning process (TLP). Thus for this organization to discharge their duties and responsibilities, the member of PTA committee must have all the necessary knowledge, skills and competence. There should be clearly stated Guide lines, procedures and legislation to assist their effort. Failure to make every

member of the Board and PTA to know his/her duties and responsibilities is a major handicap to effect operation (Amott and Raab, 2000).

The very reason for PTA is the improvement of child welfare , especially in connection with education and the fostering of good home and school relationship for the improvement of child life (Grislier and Pierose, 1961) such association can also encourage the substantive involvement of parents in the school. They can help to maintain student's enrollment and discipline, to formulate school policy and get involved in the development and adaptation of curriculum to condition. So that context specific factors and local expertise may be used (Adams & Christenson, 2000).

More over PTA offers excellent opportunity to school administrators and teacher to integrate the school to the community by serving as an instrument through which the public get informed about new procedures and methods in education. Likewise Through such an organization school principals and teachers get a chance to address school needs and problems through open forum and free discussion (Burrup, 1960). Thus parent teacher association should be formed in every school to facilitate parent, school community collaboration and for the purpose of exchanging ideas that will help parents and teachers in understanding each other's point of view.

2.11 Practice of school parent relationship and community participation in Ethiopia

It is very important to deal briefly with the historical development of education in Ethiopia before presenting discussion on school parent relationship and community participation in the country's education system. Education in Ethiopia, as may be the case in many other countries, was dominated by Religious groups. When we look into the past history of education in Ethiopia, the Orthodox Church and the Mosque played a great role in providing religious education to their respective followers. Gradually, from the traditional church and mosque teachings, the process of establishing a modern education began and the government was forced to take the responsibility. (Tekeste, 1996 and Teshome, 1979)

Through time the education system of the country has been organized; enrollment increased in great numbers, there came a greater demand for educational resources and a need in curriculum change. The system became more and more complex than it was in the past adding

more responsibility to the government. The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor's conviction that education held a key position in the country's development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled *General Directions of Ethiopian Education* in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Teshome, 2012).

The expenditure for education could not keep pace with the ever increasing student enrollment that the government had to make different calls at different times for wider community participation. The calls are not limited only to assist schools materially and financially but also included the overall management activities of the school programs, among which the following could be cited.

To encourage efficient local community participation, the Ministry of Education (MoE, 1984), stated that it has adopted a new regulation authorizing locally effected school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No 103 of 1976, No.260 of 1984 and SIGMA volume I and II the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities.

Similarly, the current government (FDRE) issued two policy documents entitled 'Education and Training Policy' and 'Education Sector Strategy' in 1994. Initially, the policy focused on improving education access and equity. Between the introduction of the first Education and Training Policy in 1994 and the launching of the third Education Sector Development Program (ESDP III), education policy has emphasized the need to increase equitable access to quality education (MOE 1998; MOE 2002). Similarly the ESDP III focused on improving education management at the woreda and school levels so as to expand access to education (MOE 2005). The Education sector strategy stated that schools will be strongly linked with the community which will take responsibility in its well being and upkeep. The management of each school will be decentralized and run with the participation of the community, teachers, the students and the relevant government institutions.

It was with this assumption that the Ethiopian Ministry of Education (MOE, 2002) announced the establishment of parent teacher association (PTA) at the school level, Kebele educatin and training Board (KETB) at kebele level and Woreda Education and training Board (WETB) at Woreda level in the published document "Educational Administration Organization Community Participation and Financing." According to this document the main objective of such organizational structure is to actively involve parents and the community with a sense of ownership in financing controlling and decision making activities of schools. ESDP III also outline the importance of community participation and that Community members and parents are members of the Parent–Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE 2005). Following ESDP III, ESDP IV put in action emphasizing further devolution of responsibilities to the local level, including improving the functioning of offices at all levels, promoting cluster resource centers, and improving school-level management through capacity-building programs (MOE 2010).

In the ESDP I community participation in support of the implementation of the program is defines as

> *"a development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project - from identification of a project, selection of a site, supervision of work and provision of labor to appropriate utilization, management, and maintenance of the final product" (MoE, 1998, p.14).*

Alongside ESDPs the Government has designed and implemented the School Improvement Program (SIP). One of the main focuses of SIP was strengthening school management and parent and community partnership (MOE 2005). The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality. (MOE 2005). Hence the Government acknowledged the importance of school management and designed policies that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. The policy mandates the whole society to support the course of educational provision in various ways; the local communities are encouraged to support the government with existing local resources in order to meet the resources needed to finance and to manage the growing demand for educational opportunities. It

also encourages the full participation of communities and parents in school management. In practice, however, our schools seem unable to form successful school parent relationship and school community link. In this regard, the Ministry of Education has reported poor school community relations and acute shortage of resources for running schools (MOE, 1983). It has also reported worse student discipline problem and calls for the integrated actions of all responsible bodies (MOE, 1989).

In spite of the positive outcomes, the education system still suffers from many problems (MoE, 2005). There is a large disparity in educational achievement among regions, between urban and rural areas, and between males and females. The low quality of education and shortage of teachers is one of the many problems all over the country and found to be the lowest in schools in the rural parts. Internal inefficiency and dropout rate are still high. International sources notes as Ethiopian education system is suffering from lack of quality and equity problems (UNESCO, 2008). These sources states as quality of the Ethiopian education system are lower than the average of the corresponding African countries. Thus it is very important to improve the involvement of parents, the community and relevant government as well as non government bodies to bring about the expected result in the quality of education.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

The purpose of this section is to discuss the method employed in examining the practices and problems of school parent relationship in some selected secondary schools of Addis Ababa city administration. This chapter includes a discussion of the research design, sources of data, sample and sampling techniques, instruments and procedures of data collection and the methods of data analysis.

3.1 Research Design

Descriptive study was employed to conduct this research. This method was ideal in order to investigate the current practice and problems of school parent relationship. Furthermore, this method helps to acquire data from large number of participants. In addition to this it is useful to assess the status of current situation. Regarding the relevance of this method for such a purpose has also been noted by Seyoum Teferra and Ayalew Shibeshi (1989). Furthermore reinforcing this idea Babbie (1990), stated in Creswell (2003:154)

> *"Descriptive survey method includes cross sectional and longitudinal studies using questionnaires or structured interviews for data collection, with intent of generalizing from a sample to population so that inferences can be made about some characteristics, attitude or behaviors of the population."*

3.2 Sources of Data

Primary and secondary data sources were utilized in order to collect pertinent data for the study. The primary data sources were teachers, school principals, PTA members and secondary school supervisors of the sample schools. School documents (e.g. PTA minutes and letter written to parents) found in the schools were also used as secondary data source of the study.

3.3 Population, Sample and Sampling techniques

There are ten sub cities in Addis Ababa city Administration. In order to make the study more manageable, among the ten sub cities, Bole, Arada, Nefasilk lafto, Yeka and Kirkos were taken as a sample by using simple random sampling techniques. On the other hand purposive, availability and simple random (a lottery technique) sampling techniques were also employed to

select other samples. Accordingly, sample schools, teachers, principals, PTA Members and secondary school Supervisors were selected as follows.

3.3.1. Sample schools

According to the information obtained from the record office of Addis Ababa City Administration Education Bureau there are 77 government secondary schools which were distributed over 10 sub cities. Among these 77 secondary schools 36 of them are located in the selected five sample Sub cities. Understanding, that it would be difficult to include all these 36 schools in the study only ten which is 27.7% of the total school found in the selected Sub cities are chosen as a sample by simple random sampling technique. This is because random sampling enables to give equal opportunity for samples to be selected in comparison to other sampling techniques. For details see table 3.1

3.3.2. Teachers and PTA Members

The total number of male and female teachers in the sample schools was 338 and 174 which sums up five hundred twelve respectively. Out of five hundred twelve 118 male and 62 female a total of one hundred eighty teachers representing nearly 35% proportionally of both sexes were taken randomly for the study. On the other hand out of the total of 72 PTA members which were 49 male and 23 female only 16 male and 10 female a total of 26 in proportion which represents 36% of both sexes were taken as a sample by using same method employed for schools. This method was utilized because it is less biased of all sampling techniques and it provides equal chances of being picked for each member of the target population.

3.3.3 Principals

In the selected 10 sample schools there are 10 principals and 20 assistant principals. All these principals and Assistant principals were selected by using availability sampling technique in order to acquire important information about the study. In other words the educational leaders of these ten schools included in the study formed the actual sample size of the respondents. The reason for selecting this technique was due to their limited number and the issue of the topic directly concerns them. (For further details please see Annex E)

3.3.4. Supervisors

The other sources of information were supervisors. In the selected sample Sub cities there are 16 secondary school supervisors. Among these one respondent from each sub city that sums up 5

were taken based on purposive sampling technique so as to strengthen the findings. In relation to the importance of purposive sampling Gliner et al (2009) pointed out that the idea of purposeful sampling is that to intentionally select individuals, documents, events, or settings so that they will best help the researcher understand the research problem.

3.4 Instruments of Data Collection

To gather relevant data from sample respondents, the data collection mechanism includes questionnaire, interview, and document analysis.

3.4.1 Questionnaire

According to scholars using questionnaire is advantageous to collect data from sample population .Concerning this ,Key (1997) pointed out that, "questionnaires is a means of eliciting the feeling, beliefs, experience ,perceptions or attitudes of some sample of individual ." Similarly Sarantakos (2005) mentioned that Questionnaires are less costly, free of variation, consistent and uniform measures which allow a wider coverage than other methods.

Due to the above fact three set of closed and open ended questionnaires were prepared by the researcher based on the information from the related literature review. These three sets of questionnaire, one for teachers, the second one for school principals and the other one for PTA members were organized in English. The questionnaire prepared for teachers and PTA members' have four parts and it consists of 32 and 34 questions respectively. On the other hand principals' questionnaire has three parts and a total of 48 questions.

The first part of teachers and principals questionnaires has five questions where as the first part of PTA's Questionnaire has only three questions. This part was designed to collect information about respondent's characteristics like sex, age, academic qualification, work experience as well as their current position particularly for teachers and principals.

The second part of the questioner for teachers, principals and PTA members consists of 15, 22 and 13 question items respectively. The questions in this part were about the practice of different activities (e.g. performance of school committee, level of parents' involvement, frequency of PTA meetings, effort of the school in providing information etc) in the school and its implementation. The degree of implementation was indicated on a five point Likert scale ranging from very low (1) to very high (5). This helped to get information of respondents' judgment on the actual implementation of the different activities in their respective schools in

relation to the practice and problems of school parent relationship. The third part of the questionnaire for teachers and PTA members consists of 8 and 12 Questions correspondingly. It was designed to collect information regarding teachers and PTA members' level of agreement or disagreement concerning parents and PTA member's communication with the school, meetings, participation in decision making and involvement in different school activities. This is also prepared in the form of five point likert scale ranging from strongly disagree (1) to strongly agree (5). On the other hand the third part of the questionnaire for principals' and the fourth part for teachers consist of 11question items. Among these 7 of them were choices so as to elicit information regarding the practice of school parent relationship, training, considering and adapting suggestion of parents.

The remaining four items are about channels of communication, types of parental involvement, teachers' preference of parents' involvement and possible barriers of school parent relationship. These questions are designed to collect information from respondents so as to indicate the ways of communication, areas of parent involvement, respondents' preference in which they want parents to involve and to rank order the possible barriers of school parent relationship. Likewise the fourth part of the questionnaire for PTA members has 4 open-ended questions to collect information regarding the key channels of communication, problems encountered to strengthen school parent relationship, the main factors hindering school parent relationship and majors to be taken to improve the situation. Generally teachers, principals and PTA members' questionnaires consist of 39, 38 and 32 question items respectively. The questionnaires were organized by the researcher based on previous research works conducted on community participation with certain modification and related literature review that would help to address the basic questions. The questions were listed orderly from part one to part four for teachers and PTA members whereas three parts for principals and assistant principals. (For further details see appendix A – C)

3.4.2 Interview

In addition to the questionnaire this study also employed 12 semi structured interview questions as instrument for data collection from secondary school supervises to supplement and obtain relevant data that may not be handled by the questionnaire and to cross-check the information that was gained from the survey. The items included in the interview relates to the

content of the questionnaire and it focus on the frequency of supervisors observation, major activities that parents involve, types and forms of support to schools, extent of parents involvement and principals readiness to work with parents. Thus an interview guide (a written list of questions) was prepared by the researcher and administered with 5 secondary school supervisors which were selected from the sample sub cities.

3.4.3 Document Analysis

On top of the above instruments available filed documents like minutes regarding meetings and letters sent to parents were consulted in some school to complement the quantitative data obtained through questionnaire concerning the practice and problems of school parent relationship and to strengthen the study.

3.5 Procedures of data collection

The following procedures were carried out to find out the practice and problems of school parent relationship in some selected secondary schools of Addis Ababa city administration. Pilot test was conducted in three secondary schools found in Addis Ababa which were not included in the sample for the study so as to test the reliability of the questionnaire. For this reason the pilot study was carried out in 3 randomly selected teachers 2 principal and 2 PTA member from Tikur anbesa, Africa Andinet and Kokobie Tsbah secondary schools. In the same way, two colloquies who have been serving as a secondary school principal and currently studying in the graduate program of the Department of Educational Planning and Management make comments on the tools. The feedback collected from the pilot test and the two colloquies helped a lot for refining items. Accordingly two question items from the principals and one from teachers questioner were canceled to avoid repetition and to enhance the quality of the tool. Then the final questionnaire was made ready for distribution. As a result 180, 30 and 26 questionnaires were distributed to teachers, principals and PTA members respectively. Before the respondents filled in the questionnaire, the necessary orientation was given by the researcher. To assure a high percentage response, the researcher has given enough amount of time for respondents to complete the questionnaire. All questionnaires were responded and returned within the time limit given to the respondents. The distribution and collection of the questionnaires was done in collaboration with school principals.

The semi structured interview designed for supervisors was conducted by the researcher himself. Before conducting the interview the researcher has explained the purpose of the study in order to create awareness in advance. Due to the interviewees request the interview was conducted in Amharic in their respective office. Throughout the interview the interviewer took a note points discussed by the interviewee and two informants who were willing for their sound to be recorded were audio taped. Collected data through questionnaire, interview and document analysis were analyzed and interpreted using appropriate method of data analysis.

3.6 Methods of data Analysis

The gathered data were analyzed using both qualitative and quantitative approach (mixed approach). This is because to have chance of critically explore the selected schools current practice and problems of school parent relationship and forward the possible recommendations based on the findings. In order to analyze the collected data, the questionnaires were checked to know whether each question was answered or not then the data was tallied and categorized. Following that the quantitative information collected from teachers, principals and PTA members was analyzed with the help of a computer Software known as Statistical Package for Social Science (SPSS) and the result was computed through percentage, rank order, mean and mainly weighted mean to find average values against each item scores. Finally it was presented in the form of table via SPSS.

Besides this, a qualitative method of data analysis was also employed to summarize and interpret the qualitative data which include mainly the written records of the interviews conducted with supervisors and the responses to the open-ended items of the questionnaire. The results of these qualitative data were weighed against the data captured through questionnaire

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on presentation, analysis and interpretation of data obtained through questionnaire, interview and various documents. The presentation and analysis of the data is classified into two main parts. The first part presents the characteristics of respondents. The second part deals with analysis and interpretation of practices and problems of school parent relationship in some secondary schools of Addis Ababa City Administration.

4.1. Characteristics of the Respondents

The data were gathered from teachers, principals, vice principals, PTA members and secondary school supervisors including both sexes. These respondents were grouped into four in this part of the chapter. They are teachers, principals, PTA members and secondary school supervisors. The total number of questionnaires distributed for the study were 236, of which 180 were distributed to secondary school teachers; 30 to principals and vice principals; and 26 to PTA members. In addition to this , interview was conducted with 5 secondary school supervisors. Information from documents was also used in the analysis.

The overall assumption of this section is to provide some basic background information of the sample size. Therefore, the characteristics of the sample size were analyzed in terms of sex, age, educational qualification, work experience and current positions.

Table 4.1 Respondents' Characteristics by Sex, Age and Educational Qualification.

No	Items		Teachers		Principals/ ass/principals		PTA members	
			Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Sex	Male	118	65.6	25	83.3	16	61.5
		Female	62	34.4	5	16.7	10	38.5
		Total	180	100.0	30	100.0	26	100.0
2	Age	20-29	75	41.7	3	10.0	0	0
		30-39	63	35.0	20	66.7	14	53.8
		40-49	26	14.4	5	16.7	7	26.9
		50-59	15	8.3	1	3.3	5	19.2
		60 and above	1	.6	1	3.3	0	0
		Total	180	100.0	30	100.0	26	100.0
3	Qualification	Diploma			0	0	6	23.1
		Degree	178	98.9	24	80.0	20	76.9
		MA/Msc	2	1.1	6	20.0	0	0
		Total	180	100.0	30	100.0	26	100.0

As shown in Table 4. 1 above regarding sex, 65.6 % (118) teachers, 83.3 % (25) principals and 61.5% (16) PTA members were male whereas 34.4 % (62) teachers 16.7 %(5)principals and 38.5 of% (10) PTA members were females. This shows that the number of female secondary school teachers and principals, compared to their male counter parts, is very small in addition the wide gap between male and female principals indicates the participation of female in educational leadership position is low.

As indicated in Table 4.1 the age distribution of the respondents implies that 41.7% (75) teachers and 10% (3) principals fall within 20-29 year group, 35% (63) teachers 66.7% (20) principals and 53.8% (14) PTA members belong to the age group of 30-39 years. Likewise 23.3% (42) teachers , 23.3% (7) principals and 46.1% (12) PTA members are in the age group of 40 and above. This indicates that majority of teachers in the study are young whereas the

principals are mature. In a school where there are more young teachers, the availability of matured principals is very important. It enables the young ones to get professional support on how to adjust themselves to community life and establish a healthy relationship with students and parents too.

Concerning respondents' educational qualification as presented in Table 4.1 above, 98.9 % (178) teachers, 80% (24) principals and 76.9% (20) percent of PTA members hold Bachelor's Degree, while 1.1% (2) teachers and 20% (6) principals were MA graduates. The remaining 23.1% (6) PTA members have diploma qualification. The data reveals that the vast majority of teachers working in the schools where the study was conducted was well qualified and fulfills the necessary qualification required by MOE to work as a teacher in secondary schools. On the contrary it is only 6(20%) of the principals who has got MA qualification. The remaining 20(80%) are first degree holders. The data shows that majority of the principals do not satisfy the required qualification (MA/MSc) of MOE to administer secondary schools.

Table 4.2 Respondents' Work Experience and Current Position

No	Items		Teachers		Principals/ ass/principals	
			Frequency	Percent	Frequency	Percent
1	Experience	0-5	70	38.9	1	3.3
		6-10	51	28.3	16	53.3
		11-15	29	16.1	5	16.7
		16-20	14	7.8	5	16.7
		21-25	7	3.9	1	3.3
		25and above	9	5.0	2	6.7
		Total	180	100.0	30	100.0
5	position in the school	Teacher	180	100.0	0	0
		Dep. Head	0	0	0	0
		Ass. Principals	0	0	20	66.7
		Principals	0	0	10	33.3
		Total	0	0	30	100.0

The above table shows respondents' work experience and their current position. As could be observed from the table 3.3% (1) principals and 38.9% (70) teachers has 0-5 years of experience, 53.3% (16) principals and 28.3% (51) teachers have 6-10 years of experience. In like manner 43.4% (13) principals and 32.8% (59) teachers have 11 and above years of experience.

With regard to their position in the school 66.7% (20) respondents are Assistant principals whereas 33.3% (10) are principals. Therefore from this information one can infer that most of the teachers in the school where the study was conducted are less experienced in their teaching profession. On the other hand the principals are well experienced. Thus they can possibly result in good performance and can give better opinion on problems and practice of school parent relationship.

4.2. Practice and problems of school parent relationship

This part of the thesis is concerned with the analysis of the data obtained through questionnaires, interviews and document analysis. The analysis focuses on responses towards areas of parental involvement, extent of parent involvement, ways of school parent communication and factors hindering school parent relationship.

4.2.1 Areas of parent involvement

Education takes place most efficiently and effectively when parents, teachers and the community collaborate in contributing to children's education. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents, and the community at large. It is evidenced that parental involvement in different school activities is one of the key factors in securing higher student achievement and sustained school performance. In this section of the paper, an attempt is made to investigate the areas of parental involvement, community support to the school and PTA members' involvement in different dimension of school activities. Respondents were asked to show their level of agreement regarding areas of parental involvement for the items indicated in table 4.2, 4.3 and 4.9 using a five point lickert scale (i.e. strongly Agree = 5, Agree = 4, undecided = 3, disagree =2, and strongly disagree = 1). For the simplicity of the analysis, the mean values were interpreted as follows. <2.50 = low, 2.50 – 3.50'medium and > 3.50 'high. In addition respondents were asked to rate the different

dimensions of parental involvement indicated in table (4.5 to 4.8) using a five point Likert scale (i.e. very High = 5, High= 4, Medium = 3, Low = 2 and Very low=1). Therefore, the following tables present the different areas of parental involvement and the findings were discussed here under.

Table 4.3 Opinion towards community support, communication and involvement.

No	Items		Teachers			PTA Members		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	PTA looks for different ways to get support from other sources.	Strongly Disagree	32	17.8	2.36	5	19.2	2.12
		Disagree	90	50.0		14	53.8	
		Undecided	25	13.9		6	23.1	
		Agree	27	15.0		1	3.8	
		Strongly Agree	6	3.3		0	0	
		Total	180	100.0		26	100.0	
2	Parents involve in Designing the action plan of the school	Strongly Disagree	41	22.8	2.19	5	19.2	2.90
		Disagree	0	0		16	61.5	
		Undecided	107	59.4		5	19.2	
		Agree	30	16.7		0	0	
		Strongly Agree	2	1.1		0	0	
		Total	180	100.0		26	100.0	
3	The school holds meetings with parents to discuss different issues about the school	Strongly Disagree	27	15.0	2.46	6	23.1	2.08
		Disagree	93	51.7		15	57.7	
		Undecided	25	13.9		2	7.7	
		Agree	21	11.7		3	11.5	
		Strongly Agree	14	7.8		0	0	
		Total	180	100.0		26	100.0	
4	The community provides different form of support to the school	Strongly Disagree	51	28.3	2.17	5	19.2	2.23
		Disagree	84	46.7		13	50.0	
		Undecided	14	7.8		5	19.2	
		Agree	26	14.4		3	11.5	
		Strongly Agree	5	2.8		0	0	
		Total	180	100.0		26	100.0	
5	Parents give the necessary support for their son/daughter in their education.	Strongly Disagree	43	23.9	2.22			
		Disagree	91	50.6				
		Undecided	15	8.3				
		Agree	25	13.9				
		Strongly Agree	6	3.3				
		Total	180	100.0				

Table 4.3 items 1, 2 and 3 represents parents communication with teachers and the school, parents involvement in designing action plan and meetings hold by the school with parents to discuss about different issues . 70 % (126) teachers and 57.7 % (15) PTA members have shown their disagreement concerning the idea that parents communicate with teachers and the school about the education of their son/daughter. The mean result 2.38 of teachers' response and 2.42 of PTA's response also indicates respondents' disagreement. This data reveals low level of parents concern and motivation to communicate as well as discuss about the education of their children. This circumstance has its own drawback on school parent relationship and students' success too.

In relation to parents' involvement in designing action plan of the school, 59.4 % (107) teachers answered undecided to the opinion, while 22.8 % (41) of them reported disagree. This shows that most of the teachers are uncertain regarding parents involvement in designing the action plan of the school.

As indicated in table 4.14 on page 66, since there is no delegation of authority and responsibility to other employees, the uncertainty of teachers could be a communication gap between the management and the staff. On the other hand 80.7 % (21) PTA member showed their agreement. The mean result 2.9 which is derived from PTA member's response also proves the involvement of parents in designing the action plan of the school.

As mentioned above, item 3 indicates respondents' opinion about school holds meetings with parents to discuss different issues about the school. 66.7 % (120) teachers and 80.8 % (21) PTA members expressed their disagreement about schools hold meetings with parents. Contrary to this idea 19.5 % (35) and 11.5 % (3) of them reported their agreement regarding this item. From this data one can infer respondents' disagreement to the opinion that schools hold meetings with parents. The mean result of both teachers and PTA members which is 2.46 and 2.08 also depicts that schools do not hold meeting with parents. In relation to this point supervisors have also indicated that all schools have shown in their action plan that they will hold meetings with parents at least three times throughout the year. But in practice it is only few schools that conduct a meeting for three times with parents. This could be the result of low schools budget, lack of time or low parents enthusiasm to discuss about the school.

As can be observed from Table 4.3 item 4 and 5 displays respondent's opinion regarding the different form of support to the school by the community and parents support to their children. 75 % (135) teachers replied disagree towards community provides different form of support to the school. In addition to teachers 69.2 % (18) PTA members showed their disagreement. Furthermore the teacher's response mean result 2.17 and 2.23 mean score derived from PTA members also depicts respondents' disagreement. This shows majority of the respondents disagreed that community provide support to the school. Therefore it could be concluded that, the community didn't give the right and expected support for schools. Regarding parents support for their children, 74.5% (134) teachers disagreed the idea. The weighted mean 2.22 also shows high level of respondents' disagreement. This implies that most parents do not give necessary support for their child. Hence since parents didn't give the necessary support to their children it could restrict students' potential and achievement. Regarding this point Henderson and Mapp (2002) has stated that Community and society must support parents in the upbringing, socializing and educating of their children. Thus schools cannot and should not operate as a separate entity without the society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate

Table 4.4 View concerning PTA members involvement

No	Items		Teachers			PTA Members		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	PTA looks for different ways to get support from other sources.	Strongly Disagree	32	17.8	2.36	5	19.2	2.12
		Disagree	90	50.0		14	53.8	
		Undecided	25	13.9		6	23.1	
		Agree	27	15.0		1	3.8	
		Strongly Agree	6	3.3		0	0	
		Total	180	100.0		26	100.0	
2	PTA involves in decision making	Strongly Disagree	53	29.4	2.98	0	0	3.5
		Disagree	18	10.0		6	23.0	
		Undecided	9	5.0		3	11.5	
		Agree	79	43.9		15	57.7	
		Strongly Agree	21	11.7		2	7.7	
		Total	180	100.0		26	100.0	
3	PTA participates in controlling the school performance	Strongly Disagree	35	19.4	3.04	6	23.1	3.08
		Disagree	23	12.8		2	7.7	
		Undecided	28	15.6		2	7.7	
		Agree	87	48.3		16	61.5	
		Strongly Agree	7	3.9		0	0	
		Total	180	100.0		26	100.0	

Table 4.4 indicates PTA members involvement in searching different ways to get support from other sources, decision making and controlling the school performance. 67.8% (122) teachers mentioned their disagreement concerning PTA looks for different ways to get support from other sources. Based on the respondents percentage majority of them replied disagree .The mean result 2.36 also displays respondents disagreement to the opinion. Supporting teachers' opinion 73 % (19) PTA member reported disagree about PTA's effort in searching opportunity in order to get support. From this finding it could be inferred that, PTA's effort in looking for support from other source is low. This could be the result of parents' low interest to work as a committee member or shortage of time to involve in school activities.

As to PTA involvement in decision making, 55.6 % (100) teachers and 65.4 % (17) PTA members have shown their agreement to the idea. In contrast 39.4% (71) teachers and 23% (6) PTA members replied disagree. This data shows that PTA members do involve in the decision making activity of the school. The response mean score 2.98 for teachers and mean result 3.5 which is derived from the response of PTA members depicts the involvement of PTA in making decision in conjunction with the school management. Regarding this point supervisors during the interview have indicated that PTA members sometimes involve in decision making particularly to run the school grant budget and to fix the amount to be paid for registration at the beginning of the academic year.

As shown in table 4.4 item 3, 52.2% (94) teachers and 61.55 %(16) PTA members have shown their agreement about PTA's participation in controlling the school performance. On the other hand 32.2% (58) teachers and 30.8 % (8) PTA members disagreed with the participation of PTA in controlling the performance of the school. The teacher's response weighted mean result 3.04 and 3.08 the mean score derived from PTA response also represents high respondents' agreement to the opinion. In addition to this supervisors reported PTA member's participation in controlling the overall performance of schools is not equivalent with the expected level of involvement. However in a very few schools PTA members properly controls the overall performance of schools which they are delegated for. From the result it could be concluded that PTA members carry on controlling the overall performance of schools.

Table 4.5 Areas of Parental Involvement and Respondents' Preference

No	Items	Types of involvement	Respondents			
			Teachers		Principals	
			Frequency	Percent	Frequency	Percent
1	What are the types of parental involvement in your school	supporting the school in finance	15	8.3	10	33.3
		Income generating activities	87	48.3	18	60
		Voluntary service	29	16.1	5	16.7
		In sharing skills	19	10.6	6	20.0
		monitoring academic progress of students	32	17.8	10	33.3
		Monitoring behavior and discipline of students	67	37.2	14	46.7
		Enforcing education and training policy	22	12.2	9	30.0
		In planning school activities	100	55.6	26	86.7
		In decision Making	75	41.7	22	73.3
2	In which of the areas do you Prefer parents to involve?	Financial support	108	60.0	22	73.3
		Income generating activities	75	41.7	18	60.0
		Offering voluntary service in maintaining buildings and facilities	57	31.7	21	70.0
		As a guest speaker in class	48	26.7	5	16.7
		As instructor in co curricular activities	42	23.3	9	30.0
		In follow up of academic progress and achievement of students	115	63.9	23	76.7
		In follow up of behavior and discipline of students	130	72.2	28	93.3
		School administrative activities	40	22.2	3	10.0
		Influencing education and training policy	35	19.4	3	10.0
		In planning and decision making	82	45.6	20	66.7

As could be observed from table 4.5 above, majority of the respondents replied that parents involve in the area of planning, decision making and income generating activity, whereas some respondents reported monitoring behavior and discipline of students, monitoring academic progress of students, and sharing skills were areas of involvement, while the remaining number of respondents expressed that parental involvement in the area of financial support, voluntary service, enforcing education and training policy. Therefore it could be concluded that parents involvement is high in the area of planning, decision making and income generating activities. Even if there is variation in the level of involvement in different areas, parents do involve in school activities. Regarding this Simon (2000) in his studies of family and community connections with high schools, reports that families and community members do participate in a range of partnership activities like: involvement in parenting, volunteering, and decision-making practices to support students through high school. Thus like any other level of Education a positive school parent relationship is very important to bring about change in the teaching learning process of secondary schools.In relation to Item 1 of table 4.5 supervisors were asked to tell about the major activities that parents are involved. They have indicated that parents do involve in planning, decision-making and income generating activities.

Table 4.5 item 2 denotes respondents' preference regarding areas of parents' involvement in the school. 60 %(108) teachers and 73.3 % (22) principals favor parents financial support, 63.9 % (115) teachers and 76.7 % (23) principals prefer parents to involve in follow up of academic progress and achievement of students,72.2 % (130) teachers and 93.3 % (28) principals appreciates parents to participate in follow up of behavior and discipline of students, whereas 45.6 % (82) teachers and 66.7 % (20) principals need parents to provide their input in planning and decision making activities, similarly 60 %(18) and 70 % (21) principals require parents to engaged in income generating activities and render voluntary service in maintaining buildings and facilities respectively. This data shows that majority of the respondents demand parents to support the school in finance, academic and discipline matters, planning and decision making, income generating and voluntary service activities.

Table 4.6 Performance of School Committee

No	Items		Principals/ ass/principals		
			Frequency	Percent	Weighted mean
1	controlling Wastage of time	Very low	4	13.3	2.37
		Low	16	53.3	
		Medium	6	20.0	
		High	3	10.0	
		Very High	1	3.3	
		Total	30	100.0	
2	managing conflict among students	Very low	11	36.7	2.20
		Low	11	36.7	
		Medium	2	6.7	
		High	3	10.0	
		Very High	3	10.0	
		Total	30	100.0	
3	managing conflicts among school personnel	Very low	14	46.7	1.90
		Low	10	33.3	
		Medium	3	10.0	
		High	1	3.3	
		Very High	2	6.7	
		Total	30	100.0	
4	bringing different professional to teach skills in the school	Very low	16	53.3	1.80
		Low	6	20.0	
		Medium	6	20.0	
		High	2	6.7	
		Very High	0	0	
		Total	30	100.0	

As can be seen from Table 4.5 above, principals overall responses with regard to school committee performance is not as such promising. In all the items included here, the grand mean scores are below the average mean which is 2.5. More specifically, the calculated scores regarding school committee performance range from 1.80 to 2.37. The evidence from this data reveals low school committee performance in controlling wastage of time, managing conflicts and inviting professionals to teach skills in the school.

During the interview while discussing the question regarding the types and forms of support parents give to the school and its sufficiency, supervisors were asked about the performance of school committee in controlling wastage of time, managing conflict, their efferent to invite professionals and solving school problems. Majority of them expressed that their effort in the above mentioned activities is low. Extending their idea the supervisors pointed out that it could be because of lack of time, low interest to involve in managing conflict, searching skilled individuals who can give hand or less probability of getting volunteer individuals who are willing to teach their skill in schools without any payment and low initiative taken by school principals to involve them in resolving conflict whenever it occurs in the school.

Table 4.7 Response about knowledge, effort and educational program

No	Items		PTA Members		
			Frequency	Percent	Weighted mean
1	The degree to which members of the committee are knowledgeable about their duties and responsibilities	Very Low	2	7.7	2.38
		Low	12	46.2	
		Medium	12	46.2	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	
2	Attempt made by the parent committee to address the success, problems and requests of the school to the parents	Very Low	4	15.4	2.15
		Low	14	53.8	
		Medium	8	30.8	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	
3	The degree in which the current educational program consider the needs of parents	Very Low	5	19.2	2.38
		Low	10	38.5	
		Medium	7	26.9	
		High	4	15.4	
		Very High	0	0	
		Total	26	100.0	

As can be observed from table 4.7 above PTA members over all response with regard to the knowledge of school committee about their responsibility, attempt made by the committee to address success, problems and requests of the school to parents and the degree in which the current educational program consider the needs of parents is not promising. In all the items indicated here the calculated score ranges from 53.9 to 69.2 and the mean scores are below the average 2.5. The evidence from this data shows low consideration of parents need in the current educational program, low effort of parents to address the success as well as the problems of the school and in adequate knowledge of PTA members about their duty and responsibility.

Since committee members works as a link, principals should provide sufficient orientation on how to handle their task. Concerning this Amott and Raab (2000) indicated that parent teacher organization is significant in serving as a bridge between the school and the

community. It helps the school to implement an effective Teaching and learning process (TLP). Thus for this organization to discharge their duties and responsibilities, the committee members of PTA must have all the necessary knowledge, skills and competence. In addition there should be clearly stated Guide lines, procedures and legislation to assist their effort.

Table 4.8 Parent Participation and its importance

No	Items		PTA members		
			Frequency	Percent	Weighted mean
1	Importance of parents participation for the improvement of secondary education	Very Low	1	3.8	3.35
		Low	8	30.8	
		Medium	0	0	
		High	15	57.7	
		Very High	2	7.7	
		Total	26	100.0	
2	The insight you got towards helping your child at school and home as a result of working with the school	Very Low	0	0	3.12
		Low	5	19.2	
		Medium	0	0	
		High	13	50.0	
		Very High	8	30.8	
		Total	26	100.0	
3	Parents participation in the management of the school	Very Low	2	7.7	2.12
		Low	18	69.2	
		Medium	6	23.1	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	

As indicated in item 1 table 4.8 above, 65.4 % (17) PTA members replied importance of parent participation for the improvement of secondary education is high, whereas 30.8 % (8) respondents reported low. This shows more than 60 % of the respondents reported the

importance of parents' participation for the improvement of education is high. The mean result 3.35 also implies importance of parent involvement for the improvement of secondary education.

Regarding the insight parents got towards helping their child at school and home as a result of working with the school (item 2). 50 %(13) PTA members explained that the insight they got towards helping their child as a result of working with school is medium, while 30.8 %(8) reported high and 19.2 %(5) replied low. The mean result 3.12 also shows parents understanding on how to help their child as a result of working with the school is high. Hence it could be concluded that parents are beneficiary from being parent committee since it helped them know how to support their child at home as well school. In relation to this idea Davies (1993) stated that school parent relationship also benefit parents themselves in terms of getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works

Table 4.8 item 3 displays parents' participation in the management of the school. 76.9% (20) PTA members mentioned their participation in the management of the school is low. This shows majority of the respondent said their involvement in the management of the school is low. The weighted mean 2.15 also describes parents' low participation. Though high community participation is essential for effective teaching and learning process, respondents' replay denotes low participation. In relation to the importance of community participation Shaeffer, 1991 in McDonough and Wheeler (1998) said that high level of community participation in schools has remarkable results. It makes schools more relevant to local needs and conditions, community monitoring makes schools more efficient, students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities may see schools more valuable.

Table 4.9 Respondents' attitude concerning parent support for their children

No	Items		PTA Members		
			Frequency	Percent	Weighted mean
1	Supporting your child in materials needed	Strongly Disagree	0	0	4.3
		Disagree	8	30.8	
		Undecided	0	0	
		Agree	18	69.2	
		Strongly Agree	0	0	
		Total	26	100	
2	Assisting your child in arranging time and space for study.	Strongly Disagree	0	0	3.26
		Disagree	12	46.2	
		Undecided	0	0	
		Agree	9	34.6	
		Strongly Agree	5	19.2	
		Total	26	100.0	
3	The community provide support to improve students' learning and the teaching learning process in the school.	Strongly Disagree	5	19.2	2.08
		Disagree	16	61.5	
		Undecided	3	11.5	
		Agree	2	7.9	
		Strongly Agree	0	0	
		Total	26	100	

As indicate in table 4.9 items 1 and 2 depicts parents support in providing materials needed for their child and assisting their child in arranging time and space for study is quite encouraging. 69.2 %(18) PTA members agree concerning their support in providing material and 53.8 % (14) respondent's showed their positive agreements towards assisting their child in arranging time and space for study. The mean result 4.3 and 3.26 derived from the two items also implies high level of respondents' agreement. On the other hand item 3 describes insufficient

community support to improve students learning and the teaching and learning process in the school. 88.7% (21) respondents reflect their disagreement to the opinion. The mean score 2.08 also asserts high level of respondents negative agreement. Therefore it could be concluded that, parents give necessary support for their children so as to create favorable environment for their children education. However, the community does not provide support to improve students' learning and the teaching learning process in the school. This could be lack of finance, time or attention.

4.2.2 Extent of parent involvement

Positive school parent relationship benefits the school, students, parents', teachers and the community. The manner in which schools communicate and interact with parents affects the extent and quality of parents' involvement in their children education. The extent of parental involvement depends, among other things, on how frequently the school approaches parents. This section of the study is done to look in to the extent of PTA's effort, level of parents' involvement and students' participation. Respondents were required to rate the items (table 4.10 to 4.12) related to extent of parents involvement using a five point Likert scale (i.e. very High = 5, High= 4, Medium = 3, Low = 2 and Very low=1). The findings are discussed here under.

Table 4.10 **Level of Community support to the Schools**

No	Items		PTA members		
			Frequency	Percent	Weighted mean
1	The extent to which the community provide any form of support to the school	Very Low	9	34.6	1.77
		Low	14	53.8	
		Medium	3	11.5	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	
2	Level of parents contribution in terms of finance	Very Low	15	57.7	1.42
		Low	11	42.3	
		Medium	0	0	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	
3	Parents participation in terms of labor support	Very Low	18	69.2	1.31
		Low	8	30.8	
		Medium	0	0	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	
4	extent of parents willingness to support the school in terms of material	Very Low	8	30.8	1.92
		Low	12	46.2	
		Medium	6	23.1	
		High	0	0	
		Very High	0	0	
		Total	26	100.0	

As mentioned in Table 4.10 above, PTA members' general responses with regard to school committee support in the aspect of finance, labor and material is very low. In all the items included there, the weighted mean scores are below the average mean which is 2.5. In specific term, the calculated scores regarding community support range from 1.31 to 1.92. The evidence from this data discloses that the support of the school committees' is low in the areas indicated. This could be the result of parents' low financial capacity, enthusiasm, lack of time, interest or lack of awareness.

Table 4.11 **Efforts and Performance of PTA members**

No	Items		Teachers			Principals/ ass/principals		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	Efforts of PTA to ensure conducive environment in and outside the school.	Very Low	40	22.2		5	16.7	
		Low	95	52.8		17	56.7	
		Medium	30	16.7		5	16.7	
		High	10	5.6	**2.14**	1	3.3	**2.27**
		Very High	5	2.8		2	6.7	
		Total	180	100.0		30	100.0	
2	Attempt of PTA to follow up the learning progress of students and their behavior	Very Low	29	16.1		6	20.0	
		Low	96	53.3		17	56.7	
		Medium	28	15.6		4	13.3	
		High	21	11.7		2	6.7	**2.17**
		Very High	6	3.3	**2.33**	1	3.3	
		Total	180	100.0		30	100.0	
3	Effort made by PTA in order to improving the teaching-learning process	Very Low	18	10.0		4	13.3	
		Low	106	58.9		19	63.3	
		Medium	26	14.4		5	16.7	
		High	21	11.7	**2.43**	1	3.3	**2.20**
		Very High	9	5.0		1	3.3	
		Total	180	100.0		30	100.0	
4	Performance of PTA in submitting reports to parents' general meeting	Very Low	32	17.8		0	0	
		Low	98	54.4		4	13.3	
		Medium	19	10.6	**2.32**	21	70.0	**3.0**
		High	23	12.8		3	10.0	
		Very High	8	4.4		2	6.7	
		Total	180	100.0		30	100.0	

As could be observed from findings, respondents replay denotes PTA effort in ensuring conducive environment in and outside the school, following the learning process of students and their behavior and improving the teaching and learning process is low. The mean scores for teachers responses for the three items indicated in the range from 2.14 (for item 1, which means efforts of PTA to ensure conducive environment) to 2.43 (for item 3 labeled as efforts of PTA to improve the teaching and learning). Likewise the mean scores of the principals are even lower than teachers. It ranges from 2.17 (for item 2 phrased as PTA effort to follow up the teaching

and learning progress of students and their behavior) to 2.27 (item 1). Therefore it could be analyzed that, there is a wide gap between PTA current effort and what is expected of them to ensure conducive environment in and outside the school. In addition respondents expect lots of work and support from PTA concerning the progress of students learning and their behavior.

On table 4.11 respondents reply on performance of PTA in submitting reports to parents general meetings (item 4). The weighted mean result 2.32 derived from teachers indicates low PTA performance in submitting report to parents. On the contrary principals mean shows high PTA performance. When we judge the response of these respondents we can observe that it contradict each other.

During the interview supervisors were asked about the effort of PTA members in relation to the items indicated on table 4.11. They all reported low attempt of PTA members. They also expressed that they didn't take part in line with their responsibility to improve the teaching learning process. Therefore from the above results it could be concluded that performance of PTA is low and not consistent as well.

Table 4.12 Extent of PTA's effort and frequency of meetings

No	Items		Principals/ ass/principals			PTA Members		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	Frequency of PTA meeting in the academic year	Very Low	0	0	2.63	0	0	2.23
		Low	17	56.7		14	53.8	
		Medium	9	30.0		10	38.5	
		High	2	6.7		2	7.7	
		Very High	2	6.7		0	0	
		Total	30	100.0		26	100.0	
2	Extent of PTA's effort to initiate and mobilize parents and the community to promote their participation in various school activities	Very low	6	20.0	2.33	6	23.1	2.11
		Low	14	46.7		18	69.2	
		Medium	6	20.0		2	7.7	
		High	2	6.7		0	0	
		Very High	2	6.7		0	0	
		Total	30	100.0		26	100.0	

The above table shows respondents reply about the frequency of PTA meetings and PTA efforts in initiating and mobilizing parents and the community to promote their participation in various activities. As could be observed from the table the mean scores 2.63 and 2.23 result derived from the respondents regarding item 1 depicts low frequency of PTA meeting in the academic year. Similarly for the second item concerning PTA's effort majority of the principals and PTA members reported low efforts of PTA to initiate and mobilized parents to participate in various school activities. The evidence from the above data shows that PTA members haven't taken enough amount of time to discuss different issues about the school and they haven't shown their effort in mobilizing parents as well as the community. This could be the result of PTA members' low interest to activate parents, or shortage of time to discharge their responsibilities as expected.

Table 4.13 Level of parents' involvement

No	Items		Teachers			Principals/ ass/principals		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	Level of parents involvement in generating ideas and identifying educational problems	Very Low	29	16.1	2.34	10	33.3	2.0
		Low	94	52.2		14	46.7	
		Medium	28	15.6		3	10.0	
		High	24	13.3		2	6.7	
		Very High	5	2.8		1	3.3	
		Total	180	100.0		30	100.0	
2	Level of parents involvement in influencing Educational Policy	Very Low	51	28.3	2.26	7	23.3	2.03
		Low	62	34.4		17	56.7	
		Medium	39	21.7		4	13.3	
		High	26	14.4		2	6.7	
		Very High	2	1.1		0	0	
		Total	180	100.0		30	100.0	
3	Level of parents autonomy in making decision on educational issues	Very Low	6	3.3	3.71	4	13.3	3.87
		Low	17	9.4		2	6.7	
		Medium	41	22.8		5	16.7	
		High	76	42.2		2	6.7	
		Very High	40	22.2		17	56.7	
		Total	180	100.0		30	100.0	
4	Level of parents involvement in planning educational activities	Very Low	23	12.8	3.21	3	10.0	2.73
		Low	18	10.0		7	23.3	
		Medium	40	22.2		16	53.3	
		High	97	53.9		3	10.0	
		Very High	2	1.1		1	3.3	
		Total	180	100.0		30	100.0	

As could be observed from the table above , replies from respondents discloses low level of parent involvement in generating ideas, identifying educational problems and influencing educational policy. The mean scores for teachers responses for the first two items indicated in the table is below the average mean 2.5. In like manner the mean scores of the principals also strengthen low parental involvement. It ranges from 2.0 (for item 1 that refers to Level of parent's involvement in generating ideas and identifying educational problems) to 2.03(for item 2 characterized as level of parent involvement in influencing educational policy). On the other hand majority of the teachers and principals have reported high level of parents' involvement in decision making and planning educational activities.

Table 4.14 Level of Students' Participation

No	Items		Teachers			Principals/ ass/principals		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	in variety of activities that suit their interest	Very Low	24	13.3	2.43	2	6.7	3.0
		Low	84	46.7		4	13.3	
		Medium	47	26.1		18	60.0	
		High	20	11.1		4	13.3	
		Very High	5	2.8		2	6.7	
		Total	180	100.0		30	100.0	
2	in making suggestions about the teaching-learning process	Very Low	18	10.0	2.33	2	6.7	3.16
		Low	110	61.1		3	10.0	
		Medium	30	16.7		14	46.7	
		High	19	10.6		10	33.3	
		Very High	3	1.7		1	3.3	
		Total	180	100.0		30	100.0	
3	Degree of students respect to their teachers	Very Low	41	22.8	2.16	3	10.0	2.20
		Low	89	49.4		22	73.3	
		Medium	34	18.9		1	3.3	
		High	12	6.7		4	13.3	
		Very High	4	2.2		0	0	
		Total	180	100.0		30	100.0	
4	in public service activities.	Very Low	21	11.7	2.47	5	16.7	2.23
		Low	74	41.1		15	50.0	
		Medium	66	36.7		8	26.7	
		High	17	9.4		2	6.7	
		Very High	2	1.1		0	0	
		Total	180	100.0		30	100.0	

As can be seen from Table 4.14 above, teachers' and principals overall response with regard to students' participation is low. In all the items included there, except principals reply weighted mean derived from item 1 and 2 the grand mean scores for the rest of the items are below average mean which is 2.5. More specifically, teachers calculated scores regarding student participation range from 2.33 to 2.47. Thus majorities' response confirms low student involvement. This could be the result of students' unwillingness to involve in public service activities or because of no opportunity that invites them to participate in such activities. The presence of students' participation in school activities can help to create a feeling of responsibility and smoothen the teaching and learning process.

The fourth item on table 4.14 displays degree of students respect to their teachers.72.2 % (130) teachers and 83.3 % (25) principals replied that degree of student respect to their teachers is low. This result implies that students do not give the required respect for their teachers. The mean result of both teachers and principals which is 2.16 and 2.20 respectively also denotes students' low respect for teachers.

In relation to this point while discussing the question about the readiness of school principals, Assistant principals and teachers to work together with parents and the community supervisors were asked to forward their opinion concerning students respect to their teachers. All the supervisors' reported that most of the students doesn't show respect to the school administration as well as to their teachers. Hence this situation might discourage teachers to teach from the bottom of their heart.

4.2.3 Ways of communication

Without communication, there cannot be meaningful interaction. For this reason the community must make a relationship with schools in such a way that there is a clear and constructive communication. Unless the school and local community members make mutual interaction, it cannot be expected that they will support each other. There are many different communication channels that educational institutions make use of for communicating with their publics. This section is therefore to examine the different channels of communication practiced in the selected schools.

Table 4.15 Channels of School Parent Communication

No	Items		Teachers		Principals/ ass/principals	
			Frequency	Percent	Frequency	Percent
1	Which of the following channels of communication does your school use to get suggestions from parents?	Letters to parent	86	47.5	11	36.6
		Suggestion box	16	8.9	9	30.0
		face to face communication with the principal	111	61.7	14	46.67
		parent-teacher conference on academic progress	103	57.2	10	33.33
		parent-teacher conference on behavior	78	43.3	12	40.0
		Group parent-teacher conference at grade level	21	11.7	7	23.33
		Parents' general meetings	87	48.3	17	56.67
		Through school parents' committee members	82	45.6	8	26.67
2	How do you express the practice of school parent relation activities in your school?	Celebrate only school day	31	17.2	16	53.3
		Exercise occasional activity to meet immediate needs	33	18.3	6	20.0
		Organize regular activities	47	26.1	7	23.3
		No definite occasional and regular activity	69	38.3	1	3.3
		Total	180	100.0	30	100.0

As indicated in the table 4.13 above, respondents were asked to choose the channels of communication which are currently being practiced in their school. As a result 61.7 % (111) teachers and 46.67 % (14) principals selected face to face communication, 57.2 % (103) teachers and 33.3% (10) principals mentioned parent-teacher conference on academic progress, 47.5% (86) teachers and 36.6 %(11) principals indicated letters to parent,45.6 % (82)teachers and 26.67 % (8) principals mentioned parents' committee members as the means of communication in their school. Whereas 11.% (21) of teachers and 23.33 % (7) principals selected group parent-teacher conference at grade level, while 8.9% (16) teachers and 30 % (9) principals, 48.3 %(87) teachers and 56.67 %(17) principals chosen suggestion box and parents' general meetings respectively. From this data we can conclude that majority of the schools use face to face communication, parent-teacher conference on academic progress, parent-teacher conference on behavioral cases

and parents' general meetings as the major means of communication to get comments suggestions and different ideas from parent, on the other hand these respondents indicated that suggestion box and group parent teacher conference at grade level as the least implemented means of communication in their school. In order to facilitate smooth relationship with parents' schools should use appropriate channel of communication. With regard to this point Ezewu (1983) mentioned without communication, there cannot be meaningful interaction. Thus, to facilitate interaction in any society, every participating member has to communicate with appropriate channel and also be able to understand the meaning of communication when they are used by others.

In relation to the practice of school parent relation activities in the school.18.3 % (33)teachers and 20.0 % (6) principals replied that parents exercise occasional activities to meet immediate needs, 26.1% (47) teachers and 23.3 % (7) principals mentioned parents organize regular activities, whereas 38.3 % (69) teachers and 3.3 %(1) principals said that there is no definite occasional and regular activity and the rest 17.2 %(31) teachers and 53.3 %(16) principals reported parents celebrate only school days. This data signifies that the practice of school parent relation differs from one school to the other due to the culture of each school. Concerning the trends of school-community relations McDonough and Wheeler (1998) wrote that the school-community interaction has been limited only to such occasions as the opening and closing day ceremonies. Even though such ceremony may have some effects, the opportunity for parents and the community to visit schools should be extended beyond such events.

4.2.4 Factors hindering School Parent Relationship

Barriers that hinder good communication between educators and parents exist at several levels. Therefore it is important to understand how and in what manner relations between parents and teachers are affected. Although there has been considerable emphasis on partnership between parents, teachers and schools, successful partnerships require identification and resolution of barriers and obstacles that might be in the way of effective parent-teacher relations.

Table 4.16 Current Practice of the School concerning their relationship with Parents

No	Items		Teachers			Principals/ ass/principals		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
1	Effort of the school in providing information to parents through students regarding its accomplishments, needs and problems	Very Low	17	9.4		1	3.3	
		Low	54	30.0		1	3.3	
		Medium	67	37.2		5	16.7	
		High	33	18.3		18	60.0	**3.83**
		Very High	9	5.0	**2.79**	5	16.7	
		Total	180	100.0		30	100.0	
2	Level of teachers understanding regarding the importance of school,parent relationship	Very Low	11	6.1		1	3.3	
		Low	36	20.0		2	6.7	
		Medium	62	34.4	**3.16**	13	43.3	
		High	55	30.6		13	43.3	**3.36**
		Very High	16	8.9		1	3.3	
		Total	180	100.0		30	100.0	
3	School culture in delegating responsibilities to teachers and other employees regarding school parent relationship	Very Low	32	17.8		1	3.3	
		Low	92	51.1		3	10.0	
		Medium	36	20.0		9	30.0	
		High	17	9.4		17	56.7	**3.40**
		Very High	3	1.7	**2.26**	0	0	
		Total	180	100.0		30	100.0	

As shown in table 4.16 respondents response towards effort of school in providing information to parents through students regarding its accomplishment, needs and problems, level of teachers understanding concerning the importance of school parent relationship and school culture in delegating responsibilities to teachers and other employees in relation to school parent relationship is favorable. But the last item (item 3) teachers' response is not positive. 39.4% (71) teachers replied low for item 1. To the contrary 76.7% (23) principals indicated that the effort of the school in providing information to parents through students regarding its accomplishment,

needs and problems is high. On the other hand 23.3% (42) teachers and 6.6% (1) principals reported high and low respectively. Teachers mean result 2.7 shows schools effort in providing information is somehow high. While mean score 3.83 derived from principal describe the strength of the school in providing information to parents is high. This condition has its own merit in facilitating good school parent communication.

As could be noticed from the table, level of teachers understanding regarding the importance of school parent relationship, 39.5% (71) teachers and 46.6% (14) principals replied high. The weighted mean result 3.16 and 3.36 derived from both respondents also depicts high teachers understanding. Therefore it could be concluded that teachers recognize the significance of school parent relationship towards the attainment of intended plan. Likewise, 3.40 principals response weighted mean result asserts high possibility of delegating responsibilities to teachers and other employees regarding school parent relationship, whereas 2.26 teachers mean score shows low possibility. Concerning this issue during the interview supervisors have indicated that delegation of responsibilities to other employees is an area which needs improvement on the part of the school management. They also pointed out the reason for not delegating task is because of the Directors wanted to avoid interference in their leadership activity.

Table 4.17 Schools Strategy to develop Parent's Participation

No	Items		Teachers		Principals/ ass/principals	
			Frequency	Percent	Frequency	Percent
1	Do you have arrangements in place to develop or review a strategy for parental involvement	Yes	84	46.7	24	80.0
		No	96	53.3	6	20.0
		Total	180	100.0	30	100.0
2	If yes, do you involve parents in the process of developing or reviewing your strategy?	Yes	84	46.7	21	70.0
		No	96	53.3	9	30.0
		Total	180	100.0	30	100.0
3	Is there a room for considering and adapting Suggestions of parents in staff meetings?	Yes	80	44.4	9	30.0
		No	100	55.6	21	70.0
		Total	180	100.0	30	100.0
4	Does your school make evaluation on the objective attainment of school parent relationship activities?	Yes	83	46.1	16	53.3
		No	97	53.9	14	46.7
		Total	180	100.0	30	100.0

As noted in table 4.17 item 1 and 2 above, schools arrangement in place to develop or review a strategy for parental involvement and whether schools involve parents in designing the strategy has two dimensions. 80%(24) principals replied that schools have arrangements to develop a strategy for parental involvement, whereas 56.7 % (102) teachers mentioned no arrangements placed so as to develop a

strategy. Regarding these point supervisors during the interview also indicated that schools have arrangements in place to develop and review a strategy for parental involvement. The problem is the designed strategies are not being practical in most of the schools. From this data one can be certain that there is arrangement in place for parents' involvement but lacks implementation. Thus developing and implementing strategy which enables parents to actively involved in the school has multitude benefit for the smooth operation of school, wellbeing of the staff and academic success of students too. Therefore from the principals' response it could be analyzed that, schools involve parents in developing or reviewing their strategy which is very essential for effective implementation.

The last two items in table 4.17 describes possibility of considering and adapting suggestion of parents in staff meetings and schools evaluation on the objective attainment of school parent relationship activities. 70 % (21) principals and 55.6 % (100) teachers expressed that there is no consideration and adaptation of parents' suggestion, while 44.4 % (80) teachers and 30% (9) principals reported schools consider and adapt parents' suggestion. Most of the respondents said that schools do not consider parents suggestion in staff meetings. Since comments, suggestions and ideas forwarded by parents are helpful for the teaching learning process it is vital to consider their idea for better goal attainment. Regarding schools evaluation 46.1 % (83) teacher and 53.3% (16) principals reported that schools make evaluation on the objective attainment of the school parent relationship. On the contrary 46.7 % (14) principals and 53.9 % (97) teachers replied no evaluation on the objective attainment of school parent relationship.

Table 4.18 **Possible barriers of school parent relationship**

No	Item		Teachers		Principals	
			Weighted rank	Simplified	Weighted rank	Simplified rank
1	Rank orders the possible barriers of school parent relationship in accordance to their impact to your school and parents.	Shortage of time to involve in school activities	1221	3	219	3
		Lack of teacher's interest to work with parents.	909	7	212	4
		Parents perceive them as unqualified to participate.	990	6	124	9
		The belief that education of children is the due responsibility of teachers	1224	2	239	2
		Language barriers	637	10	94	10
		Lack of common understanding between school and parents about school parent relationship	1137	4	202	6
		Lack of parents' interest to participate in school affairs	1325	1	242	1
		High formalized procedures of education office to consider suggestions of parents.	904	8	207	5
		Lack of coordination of the formal procedures of schools to work with parents.	1112	5	147	7
		Distance between residence of parents and the school.	787	9	132	8

Table 4.18 displays barriers which hinder school-parent communication. In relation to this teachers and principals were asked to rank order the barriers of communication in accordance to their level of impact. Hence as we can observe from the table above teachers and principals mentioned that lack of parents' interest to participate in school affairs, the belief that education of children is the due responsibility of teachers and shortage of time to involve in school activities have more impact on school parent communication, while lack of common understanding between school and parents about school parent relationship , lack of coordination of the formal procedures of schools to work with parents and parents perception were ranked as moderate impact by teachers.

On the other hand principals graded lack of teacher interest to work with parents, highly formalized procedure of education office to consider suggestions of parents and lack of common

understanding between school and parents about school parent relationship as those with moderate effect on school parent relationship. Lack of teacher's interest to work with parents, language barriers, high formalized procedures of education office to consider suggestions of parents and distance between

residence of parents and the school were mentioned as barriers with least impact by teachers, on the contrary principals explained lack of coordination of formal procedures of schools to work with parents, distance between residence of parents and school, parents perception about themselves and language barriers with least impact on school parent communication. So as to solicit communication problem schools should work on such areas. Regarding this idea Davies and Ellison (1994) pointed out Effective relationship with clear and continuous communication enables the concerned bodies to work together. Thus to engage in a cooperative effort for the development of schools the local communities and the staff must be able to communicate and exchange ideas. Furthermore for clear communication all communication barriers which hinder mutual understanding and isolate the school from the community must be eliminated.

Table 4.19 Orientation on how to work as a School Committee

No	Items		PTA Members		
			Frequency	Percent	Weighted mean
1	The school gives orientation on how to work as a school committee	Strongly Disagree	5	19.2	2.23
		Disagree	13	50.0	
		Undecided	6	23.1	
		Agree	2	7.7	
		Strongly Agree	0	0	
		Total	26	100.0	
2	The orientation given by the school was sufficient.	Strongly Disagree	3	11.5	2.19
		Disagree	20	76.9	
		Undecided	0	0	
		Agree	1	3.8	
		Strongly Agree	2	7.7	
		Total	26	100.0	

As could be noted from the outcome, respondents seem to have high level of disagreement on the schools trend in giving orientation on how to work as a school committee and adequacy of orientation. 69.2% (18) PTA members reported disagree towards item 1 which is schools give orientation on how to work as a school committee. The weighted mean result 2.23 also represents negative agreement. Therefore it could be concluded that most schools failed to give orientation to committee members. About orientation sufficiency (item 2) 88.4 % (23) respondents mentioned their disagreement. The mean result 2.19 also describes negative agreement. As presented by PTA the evidence shows that the orientation given by the school was not sufficient.

Table 4.20 Effort of Schools to maximize Parental involvement

No	Item		Teachers		Principals/ ass/principals		
			Frequency	Percent	Frequency	Percent	Weighted mean
1	Is there any definitely planned program for school parent relationship activity in your school	Yes	65	36.1	26	86.7	
		No	39	21.7	4	13.3	
		I am not sure	76	42.2	0	0	
		Total	180	100.0	30	100.0	
2	Is there any training program to empower parents to work co operatively with the school?	Yes	58	32.2	11	36.7	
		No	122	67.8	19	63.3	
		Total	180	100.0	30	100.0	

Table 4.20 items 1 and 2 indicates teachers and principals' response regarding planned program for school parent relation activities in the school and schools activity in designing training program to empower parents to work cooperatively with the school. 36.1 % (65) teachers and 86.7 %(26) principals reported that there is a definitely planned program for school parent relation activities in their respective schools, whereas 21.6 % (39) teachers and 13.3% (4) principals revealed there is no planned program in the school. From majority response it can be said that schools have definite planned program for school parent relation activity which is

essential to work hand in glove with parents and bring fruitful result. With regard to training, 67.8 % (122) teachers and 63.3 % (19) principals explained that there is no training program for parents. On the other hand 32.2 % (58) teachers and 36.7 % (11) principals respond that schools give training for parents so as to enable them work cooperatively with the school. Though it is important to create awareness on how to work with schools, majority of the respondents mentioned that there is no training for parents.

Table 4.21 Effect of Parent's regular job

No	Item		Principals/ ass/principals			PTA Members		
			Frequency	Percent	Weighted mean	Frequency	Percent	Weighted mean
3	Effect of Parent's regular job in their performance to work the committee task in the school	Very low	0	0	2.93	0	0	4.04
		Low	1	3.3		0	0	
		Medium	6	20.0		5	19.2	
		High	17	56.7		15	57.7	
		Very High	6	20.0		6	23.1	
		Total	30	100.0		26	100.0	

Table 4.21 displays effect of parents' regular job in their performance to work the committee task in the school. 56.7% (17) principal respondents replied effect of parent regular job on their performance is high. Supporting principals' opinion 80.8 % (21) PTA members denotes high effect of their regular job to perform the committee task. The mean result 2.93 and 4.04 derived from principals and PTA members also shows the high level effect of parent's regular job on their performance.

Concerning this point during the interview supervisors were asked to air their view. They also reported that parent's regular job has a significant effect on their committee task. In addition to this they also mentioned that low interest of parents has also great influence on parents' performance to engage in a committee task. Hence parents' regular job and low interest restricts them to embark on their task.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter is the last part of this thesis. It includes summary of findings, conclusions and recommendations given by the researcher.

SUMMARY

This study was intended to make a critical assessment on practice and problems of school parent relationship in some selected government schools of Addis Ababa city administration, identify the major handicaps prevalent in the area and eventually come up with possible recommendations to tackle these discrepancies.

In order to achieve this, basic questions were raised which addressed areas such as extent of parents' involvement in school activities, factors hindering the establishment of a successful school-parent relationship, areas of parental involvement and the ways of communication that schools use to communicate with parents.

This study employed descriptive survey method and it was conducted on 10 randomly selected government secondary schools. The subjects of the study were secondary school teachers, principals, assistant principals, PTA members and secondary school supervisors which are primary sources of the study. Teachers were selected by using simple random sampling technique whereas school principals, PTA members and supervisors were selected using purposive and availability sampling respectively.

Relevant data were collected from 10 school principals, 20 assistant principals, 180 teachers, 26 PTA Members and 5 secondary school supervisors via questionnaires and interview. Besides, documents were used in buttressing up the information obtained through respondents. The data obtained were analyzed both quantitatively and qualitatively using various statistical tools such as frequency, percentages, mean, and rank order with the help of SPSS. The analysis made warrant the following major findings and conclusions:

1. In order to work with parents and maintain a positive school parent relationship it necessary for schools to design a strategy and make arrangements on how to work with them. In relation to this a considerable number of principals, assistant principals and

teachers reported that schools have arrangements in place to develop and review strategy for parental involvement. Supporting the above idea supervisors during the interview pointed out that schools have arrangements in place to develop and review a strategy for parent's involvement, even though schools prepare a planned strategy there is a problem of implementation. This implementation problem results in low parents involvement in generating ideas and identifying educational problems, controlling wastage of time, managing conflict, follow up the learning progress of the students as well as their behavior and in improving the teaching learning process.

2. In relation to the planning of educational activities by parents principals believed that there is an average level of parent involvement. Even though supervisors compliment the principals idea they have also indicated that in most of the schools their action plan was impractical and it doesn't come in to effect.

3. Communication between the school and parents is most effective when it flows in both directions. Regarding this point 61 percent of teachers indicated that parents use face to face communication with principals, 43.3 percent of them indicated that there is parent-teacher conference on behavioral cases and 48.3 percent mentioned parents' general meetings as the major means of communication to get comments, suggestions and different ideas from parents, on the other hand these respondents expressed that parent teacher conference on academic progress of students , suggestion box and group parent teacher conference at grade level are the least implemented means of communication in their school. Even though parent's general meeting is indicated as one of the major means of communication to get suggestion more than 60 percent of teachers and 80 percent of PTA members expressed that most of the time schools didn't hold meetings with parents. In addition to this principals and teachers reported that celebrating school day and occasional activities are the practice of their school.

4. Even if delegation of authority and responsibility plays a vital role in any organization, more than 50 percent of the respondents replied that most schools culture in delegating responsibilities to teachers and other employees regarding school-parent relationship is low. Contrary to this 56.7 percent of principal responded that school culture in delegating responsibilities is high. Furthermore during the interview supervisors have also indicated

that in most of the schools delegation of responsibilities to other employees is an area which needs improvement on the part of the school management.

5. Parent's involvement in school activities benefits students, teachers, schools and parents themselves too. Hence it is important to involve parents in a variety of dimensions. Regarding the types of parental involvement majority of teachers and principals replied that parents involve in the area of planning, decision making and income generating activity, whereas average number of respondents reported monitoring behavior and discipline of students, monitoring academic progress of students, and sharing skills were areas of involvement, while the remaining number of respondents expressed parental involvement in the area of financial support, voluntary service, enforcing education and training policy. Even though there is high parents' involvement in the area of planning, decision making and income generating activities. Follow up of behavior and discipline of students; follow up of the academic progress of students and financial support were the major areas of support in which teachers and principals prefer parents to involve. Furthermore involving as a guest speaker, in school administrative activities, in influencing education and training policy were the least preferred areas of involvement.

6. Concerning the frequency of PTA meeting, attempt of PTA in ensuring conducive environment for the teaching and learning process and PTA's effort to initiate and mobilize parents, the majority of principals and PTA members have replied that the committee didn't conduct meetings frequently as planned, ensuring conducive environment and their effort to mobilize and initiate parents is low. In relation to low parent involvement, their regular job was reported by teachers and principals as a major handicap to work as a committee member,

7. For the inquiry made how much PTA members are knowledge about their duties along with their responsibilities, the orientation given to them and their effort to address the success, problems and requests of the school majority of the respondents expressed that schools didn't give orientations and most of the committee members are not familiar with their duties responsibilities. In like manner more than 65 percent of these respondents also convey the low level of committee's efferent in addressing the success, problems and request of the school.

8. Different communication barriers can affect parent's participation in school activities. In relation to this teachers and principals were asked to rank order the barriers of communication in accordance to their level of impact in their school. Teachers and principals pointed out lack of parents' interest to participate in school affairs, the belief that education of children is the due responsibility of teachers and shortage of time to involve in school activities as barriers with major impact on school parent communication, while parents perception of themselves as unqualified to participate, distance between residence of parents and the school and language barriers were ranked least impact of communication by teachers and principals.

Conclusion

School parent relationship requires recognition by all involved that educational outcomes are influenced by events at home, by events in the school, and by the continuity of school parent relationship. This relationship can impact parents and students performance. It will also aid schools to improve the learning outcomes of their students. That is why principals and teachers prefer parents to engage as well as support the school in terms of finance, academic and discipline matters, in follow-up of student's academic progress, in mobilizing parents and in managing conflict whenever it arises. This shows that the positive feeling of the school management and teachers towards parents participation in selected areas. However because of different obstruction like: lack of orientation about their duties and responsibility, absence of delegation of authority and responsibility. Influence of parent's regular job and implementation problem of the designed plan parents' involvement is low.

MOE has placed a structural arrangement concerning PTA at different level in the hierarchy as well as in the school too. This was done to mobilize and initiate all stake holders. Even if this organizational structure is there; as the evidence from teachers, principals and supervisors reveals PTA members' involvement in the school activities is low. Apart from this since it is a committee work it doesn't enable them to follow-up student's progress and control the overall activity of the school. Probably this is the result of lack of parents' interest to participate in school affairs or shortage of time to involve themselves.

There are also different barriers like, lack of common understanding between school and parents about school parent relationship, lack of teacher's interest to work with parents, shortage of time to involve in school activities and lack of parents' interest to participate in school affairs which impede school parent relationship. As the results of this study indicate, the status of school-parent relationship in the secondary schools of Addis Ababa City administration is low. There is a limited flow of information from the school to the community. Thus, school-community interaction is an area which needs more attention.

Genuine home-school-community interactions are not properly done. Individual parent teacher conference group parent teacher conference at grade level, parents general meeting have not been carried out to discuss on academic progress and behavior of students as well as general school matters. In addition, letter to parents and suggestion box were not used as a means of communication. Therefore, the school-community communication is not two-way. These conditions reveal that schools are not in a position to secure public and parental support. Principals, teachers and school committee members are not in a position to initiate and mobilize students, parents and representatives of public and government institutions to work together so as to create a conducive environment and improve the teaching learning process by involving the community in general and parents in particular.

Recommendations

Establishing successful school parent relationship in secondary schools demands performing various organizational and administrative preconditions. In view of this, the following suggestions and recommendations are forwarded

- School parent relations require knowledge in the field of education and skills in literary activities and research. Thus, parents as well as the administrators of secondary schools should be knowledgeable of school parent relationship activities and in order to raise their efficiency, training should be offered. To this end as a short term scheme seminars, discussion forums, workshops, presentations and orientation program should be organized for parents to create the awareness on how to work together with schools. Similarly for principals and assistant principals a specialized education course in school parent relationship should be offered in teacher training colleges and in the Department of Educational Planning and Management.

- Schools need to work together with the parents and government institutions so as to create opportunities to shape students behavior in the desirable way and make them responsible citizens who give the due respect to teachers, principals and administrative staff members too.
- There are different dimensions for parent to involve and support the school but parents' involvement is high only in the area of income generating activities, planning and decision making. Therefore in order to involve parents in variety of dimensions, explain clearly the schools preference concerning the areas in which the school wants them to involve and to obtain the maximum support from parents and improve school parent relationship the school should organize an awareness raising session, discussion forum and short term training program.
- Lack of parents' interest to participate in school affairs, the belief that education of children is the due responsibility of teachers and shortage of time to involve in school activities are the major barratries with high impact in the school. Therefore in order to avoid these communication barriers and increase parents involvement the school should work closely with PTA members, secondary school supervisor's teachers and parents. In addition the management of the school in collaboration with those who are concerned should design a feasible strategy to involve parents and improve the learning outcome of students.

- Communication among home, school and community should be regular, two-way and meaningful using written, oral and visual ways to communicate. Thus to strengthen school parent relationship, schools need to use and apply variety of communication channels and activities. Letters could be used as necessary means to invite parents, resource persons and representatives of public and government institutions to take part in school events. Besides, suggestion box, group parent teacher conference at grade level, school wide newspapers and magazines are
valuable means to inform the public about the progress of schools as well as to obtain comments and suggestions too.

- A continuous follow up and evaluating the implementation of different strategies developed by schools concerning school parent relationship can enforce the school to implement their plan and to operate smoothly. This can increase participation of parents in school activities. Therefore Kifleketema Education office that is responsible to follow up and supervise secondary schools should make a consistent follow up, supervision and give timely feedback to improve the teaching learning process in general and school parent relationship in particular.
- The organizational arrangement of PTA members, the effort and performance of this committee and the initiative taken by school principals should be evaluated by the next higher body. In addition to this Education Bureau, Kifleketema and Woreda Education and Training Board should create a strong link with PTA and design feasible strategy on how to get feedback and suggestion regarding the overall performance of schools and delegates of parents.
- Individual Parent teacher conferees, group parent teacher conference at grade level should be the practice of every secondary school in order to make all parties involved. At the same time kifleketema education office in collaboration with the education Bureau should give adequate attention to involve parents and stake holders too.
- Principals' Assistant principals, PTA representatives and teachers should create time and place in a regular manner for discussion about education, performance of schools, and students' learning. This should include regular, comprehensive and meaningful reporting about the success problems encountered and need of the school, students' progress and achievements to parents and opportunities to receive feedback regarding noticeable accomplishments' and areas of improvement from parents too.

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Appendix A

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
COLLEGE OF EDUCATION DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FIELD BY PRINCIPALS

Dear Respondents,

This research questionnaire is designed to gather information regarding the practice and problems of school parent relationship in some selected Secondary Schools of Addis Ababa. Since your school is selected as one of the sample areas, your genuine responses will undoubtedly contribute to the accuracy the study seeks to achieve. You are kindly requested to respond to each item in the questionnaire carefully. Since you are not required to write your name, your anonymity will be maintained. Please also rest assured that the information you give will be kept confidential

Thank s

Direction

Please put a tick mark (✓) on the space provided concerning your personal information.

Part I

Personal information

1. Sex

   Male ☐ Female ☐

2. Age

   20-29 ☐ 30-39 ☐ 40-49 ☐

   50-59 ☐ 60 and above ☐

3. **Qualification**

   Diploma ☐

   Degree ☐

   MA/Msc ☐

4. **Experience**

   0 – 5 yeas ☐ 6 – 10 years ☐

   11 – 15 ☐ 16 – 20 ☐

   21– 25 ☐ above 25 years ☐

5. **Position in the school**

   a) Teacher ☐

   b) Department head ☐

   c) Assistant Director ☐

   d) Director ☐

Part II

Different activities are listed below. Please read and identify the activities which are practical in the school and indicate the level of practice in your school by putting a tick mark (✓) in the appropriate column. ***Very High (5) High (4) Medium (3) Low (2) Very low (1)***

	Channel of communication and activities	**Level of Application**				
		Very High	**High**	**Medium**	**Low**	**Very Low**
1	Performance of school committee in controlling Wastage of time					
2	Performance of school committee in managing conflicts among students					
3	Performance of school committee in managing conflicts among school personnel					
4	Attempt of the school committee to bring different professional to teach skills in the school					
5	Efforts of PTA to ensure conducive environment in and outside the school.					
6	Attempt of PTA to follow up the learning progress of students and their behavior.					
7	Effort made by PTA in order to improving the teaching-learning process					
8	Performance of PTA in submitting reports to parents' general meeting					
9	Level of parents involvement in generating ideas and identifying educational problems					
10	Level of parents involvement in influencing Educational Policy					
11	Level of parents autonomy in making decision on educational issues					
12	Level of parents involvement in planning educational activities					
13	Extent of students participation in variety of activities that suit their interest					
14	Level of students involvement in making suggestions about the teaching-learning process					
15	Degree of students respect to their teachers					
16	Effort of the school in providing information to parents through students regarding its accomplishments, needs and problems					
17	students 'participation in public service activities?					
18	Level of teachers understanding regarding the importance of school parent relationship					
19	School culture in delegating responsibilities to teachers and other employees regarding school-parent relationship.					
20	Frequency of PTA meeting in the academic year					
21	Effect of Parent's regular job in their performance to work the committee task in the school					
22	Extent of PTA's effort to initiate and mobilize parents and the community to promote their participation in various activities of the school					

PART III

Instruction: Use a tick mark (✓) to indicate your response.

1. Is there a definitely planned program for school parent relation activities in your school?

Yes ☐ No ☐ I am not sure ☐

2. How do you express the practice of school parent relation activities in your school?

celebrates only school days ☐
exercises occasional activities to meet immediate needs ☐
organizes regular activities ☐
no definite occasional and regular activity ☐

3. Is there any training program to empower parents to work cooperatively with the school?

yes ☐ no ☐

4. Which of the following channels does your school use to get suggestions from parents?

(**Check all channels used**).

☐ Letters to parent
☐ Written notes through the suggestion box
☐ A face to face communication with the principal
☐ Individual parent-teacher conference on academic progress and achievement of a student
☐ Individual parent-teacher conference on behavior and discipline of a student
☐ Group parent-teacher conference at grade level
☐ Parents' general meetings
☐ Through school parents' committee members

any Others _____

Do you have arrangements in place to develop or review a strategy for parental involvement?

Yes ☐ No ☐

6 . If yes, do you involve parents in the process of developing or reviewing your strategy?

Yes ☐ No ☐

7. Is there a room for considering and adapting suggestions of parents in staff meetings?

Yes ☐ No ☐

8. Does your school make evaluation on the objective attainment of school parent relationship activities? Yes ☐ No ☐

9. What are the types of parental involvement in your school? (**Check all areas of parental involveme**

Supporting the school in finance
☐ Income generating activities
☐ Voluntary services
☐ In sharing skills
☐ Monitoring academic progress of students
☐ Monitoring behavior and discipline of students
☐ Enforcing education and training policy
☐ In planning
☐ In decision making

10. In which of the following areas do you prefer parents to involve? **(Check all areas you prefer for parent involvement)**

- ☐ Financial support
- ☐ Income generating activities
- ☐ Offering voluntary services in maintaining buildings and facilities
- ☐ As instructors in co-curricular activities (skilled parents)
- ☐ In follow-up of academic progress and achievement of students
- ☐ In follow-up of behavior and discipline of students
- ☐ School administration activities
- ☐ In influencing education and training policies.
- ☐ In planning and decision making

11. Possible barriers of school parent relationship are listed below. Please give them rank order in accordance to their impact to your school and parents.

- ☐ Shortage of time to involve in school activities
- ☐ Lack of teachers' interest to work with parents.
- ☐ Parents perceive them as unqualified to participate.
- ☐ The belief that education of children is the due responsibility of teachers
- ☐ Language barriers
- ☐ Lack of common understanding between school and parents about school parent relationship
- ☐ Lack of parents' interest to participate in school affairs
- ☐ High formalized procedures of education office to consider suggestions of parents.
- ☐ Lack of coordination of the formal procedures of schools to work with parents.
- ☐ Distance between residence of parents and the school

Thank you for your cooperation.

Appendix B

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
COLLEGE OF EDUCATION DEPARTMENT OF
EDUCATIONAL PLANNING & MANAGEMENT

QUESTIONNAIRE TO BE FIELD BY TEACHERS

Dear Respondents,

This research questionnaire is designed to gather information regarding the practice and problems of school parent relationship in some selected Secondary Schools of Addis Ababa. Since your school is selected as one of the sample areas, your genuine responses will undoubtedly contribute to the accuracy the study seeks to achieve. You are kindly requested to respond to each item in the questionnaire carefully. Since you are not required to write your name, your anonymity will be maintained. Please also rest assured that the information you give will be kept confidential

Thank

Direction

Please put a tick mark (✓) on the space provided concerning your personal information.

Part I

Personal information

3. **Sex**

Male ☐ Female ☐

4. Age

20-29 ☐ 30-39 ☐ 40-49 ☐

50-59 ☐ 60 and above ☐

3. **Qualification**

Diploma ☐

Degree ☐

MA/Msc ☐

4. **Experience**

0 – 5 yeas ☐ 6 – 10 years ☐

11 – 15 ☐ 16 – 20 ☐

21– 25 ☐ above 25 years ☐

5. **Position in the school**

a) Teacher ☐

b) Department head ☐

c) Assistant Director ☐

d) Director ☐

Part II

Different activities are listed below. Please read and identify the activities which are practical in the school and indicate the level of practice in your school by putting a tick mark (✓) in the appropriate column
Very High (5) High (4) Medium (3) Low (2) Very low (1)

	Channel of communication and activities	Level of Application				
		Very High	High	Medi	Low	Very Low
1	Efforts of PTA to ensure conducive environment in and outside the school.					
2	Attempt of PTA to follow up the learning progress of students and their behavior.					
3	Effort made by PTA in order to improving the teaching-learning process					
4	Performance of PTA in submitting reports to parents' general meeting					
5	Level of parents involvement in generating ideas and identifying educational problems					
6	Level of parents involvement in influencing Educational Policy					
7	Level of parents autonomy in making decision on educational issues					
8	Level of parents involvement in planning educational activities					
9	Extent of students participation in variety of activities that suit their interest					
10	Level of students involvement in making suggestions about the teaching-learning process					
11	Degree of students respect to their teachers					
12	Effort of the school in providing information to parents through students regarding its accomplishments, needs and problems					
13	Students 'participation in public service activities?					
14	Level of teachers understanding regarding the importance of school parent relationship					
15	School culture in delegating responsibilities to teachers and other employees regarding school-parent relationship.					

Part II

Different activities are listed below. Please read and identify the activities which are practical in the school .and indicate your level of agreement by putting a tick mark (✓) in the appropriate column.
Strongly agree (5) agree (4) undecided (3) Disagree (2) Strongly disagree (1)

No	Activities	Level of Application				
		Strongly agree	Agree	undecided	disagree	Strongly disagree
1	The community provides different form of support to the school					
2	PTA looks for different ways to get support from other sources.					
3	Parents give the necessary support for their son/daughter in their education.					
4	Parents communicate with teachers and the school about the education of their son/daughter					
5	Parents involve in designing the action plan of the school					
6	PTA involves in decision making.					
7	PTA participates in controlling the school performance.					
8	The school holds meetings with parents to discuss different issues about the school					

PART III

Instruction: Use a tick mark (✓) to indicate your response.

1. Is there a definitely planned program for school parent relation activities in your school?

Yes ☐ No I am not sure ☐

2. How do you express the practice of school parent relation activities in your school?

Celebrates only school days ☐

Exercises occasional activities to meet immediate needs ☐

Organizes regular activities ☐

No definite occasional and regular activities ☐

3 . Is there any training program to empower parents to work cooperatively with the school?

Yes ☐ no ☐

4. Which of the following channels of communication does your school use to get suggestions from parents? **(Check all channels used).**

☐ Letters to parent

☐ Written notes through the suggestion box

☐ A face to face communication with the principal

☐ Individual parent-teacher conference on academic progress and achievement of a student

☐ Individual parent-teacher conference on behavior and discipline of a student

☐ Group parent-teacher conference at grade level

☐ Parents' general meetings

☐ Through school parents' committee members

AnyOthers_____

5. Do you have arrangements in place to develop or review a strategy for parental involvement

Yes ☐ No ☐

6. If yes, do you involve parents in the process of developing or reviewing your strategy?

Yes ☐ No ☐

7. Is there a room for considering and adapting suggestions of parents in staff meetings?

Yes ☐ No ☐

8. Does your school make evaluation on the objective attainment of school parent relationship activities? Yes ☐ No ☐

9. What are the types of parental involvement in your school?(**Check all areas of parental involvement)**

- ☐ Supporting the school in finance
- ☐ Income generating activities
- ☐ Voluntary services
- ☐ In sharing skills
- ☐ Monitoring academic progress of students
- ☐ Monitoring behavior and discipline of students
- ☐ Enforcing education and training policy
- ☐ In planning
- ☐ In decision making

10. In which of the following areas do you prefer parents to involve? **(Check all areas you prefer for parent involvement).**

- ☐ Financial support
- ☐ Income generating activities
- ☐ Offering voluntary services in maintaining buildings and facilities
- ☐ As guest speakers in class (educated parents)
- ☐ As instructors in co-curricular activities (skilled parents)
- ☐ In follow-up of academic progress and achievement of students
- ☐ In follow-up of behavior and discipline of students
- ☐ School administration activities
- ☐ In influencing education and training policies.
- ☐ In planning and decision making

11. Possible barriers of school parent relationship are listed below. Please give them rank order in accordance to their impact to your school and parents.

- ☐ Shortage of time to involve in school activities
- ☐ Lack of teachers' interest to work with parents.
- ☐ Parents perceive them as unqualified to participate.
- ☐ The belief that education of children is the due responsibility of teachers
- ☐ Language barriers
- ☐ Lack of common understanding between school and parents about school parent relationship
- ☐ Lack of parents' interest to participate in school affairs
- ☐ High formalized procedures of education office to consider suggestions of parents.
- ☐ Lack of coordination of the formal procedures of schools to work with parents.
- ☐ Distance between residence of parents and the school.

Thank you for your cooperation.

APPENDIX - C

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE TO BE FIELD BY PTA MEMBERS

Dear Respondents,

This research questionnaire is designed to gather information regarding the practice and problems of school parent relationship in some selected Secondary Schools of Addis Ababa. Since your school is selected as one of the sample areas, your genuine responses will undoubtedly contribute to the accuracy the study seeks to achieve. You are kindly requested to respond to each item in the questionnaire carefully. Since you are not required to write your name, your anonymity will be maintained. Please also rest assured that the information you give will be kept confidential

Thanks

I. personal Information

Direction

Please put a tick mark (✓) on the space provided concerning your personal information.

1. **Sex**
   - Male ☐
   - Female ☐
2. **Age**
   - 20-29 ☐
   - 30-39 ☐
   - 40-49 ☐
   - 50-59 ☐
   - 60 and above ☐
3. **Qualification**
   - No Education ☐
   - Primary education ☐
   - High school education ☐
   - College Diploma ☐
   - Degree ☐

Part II

Please read each statement and answer by putting a tick mark (✓) in the column that Corresponds to your response. ***Very High (5) High (4) Medium (3) Low (2) Very low (1)***

No	Activities	Level of implementation				
		Very High	High	Medium	Low	Very Low
1	The extent to which the school holds PTA meeting in the academic year					
2	The degree to which members of the committee are knowledgeable about their duties and responsibilities					
3	Effort of PTA to initiate and mobilize parents and the community to promote their participation in various activities of the school					
4	Importance of parents participation for the improvement of secondary education					
5	Attempt made by the parent committee to address the success, problems and requests of the school to the parents.					
6	The effect of your regular job in accomplishing your responsibility in the committee.					
7	The insight you got towards helping your child at school and home as a result of working with the school.					
8	The degree in which the current educational program consider the needs of parents					
9	The extent to which the community provide any form of support to the school					
10	Parents participation in the management of the school					
11	Level of parents contribution in terms of finance					
12	Parents participation in terms of labor support					
13	Extent of parents willingness to support the school in terms material					

Part III Please show your level of agreement regarding the activities in the box by putting a tick mark '✓' in the column that corresponds to your response.

Strongly agree (5) agree (4) undecided (3) Disagree (2) strongly disagree (1)

No	Activities	Strongly	Agree	Undecided	Disagree	Strongly
1	The school gives orientation on how to work as a school committee					
2	The orientation given by the school was sufficient					
3	PTA strive to seek ways in which the school can obtain support from other sources than from parents or the community.					
4	Supporting your child in providing materials needed					
5	Assisting your child in arranging time and space for study					
6	communicating with the school about the achievement of your son/daughter					
7	The community provide support to improve students' learning and the teaching learning process in the school					
8	PTA involves in the preparation of the school's action plan.					
9	PTA participates in decision making.					
10	PTA controls how the school performs different activities					
11	The community provide different form of support to the school					
12	The school holds meetings with parents to discuss different issues about the school					

Part IV

Open ended questions

1. What are the major channels of communication utilized by the school to reach parents and the community?

2. What constraints do the school committee encounters in strengthening school parent relationship and in accomplishing its responsibilities?

3 . What must be done to improve the involvement of parents in school activities?

4. What are the major factors that hinder school parent relationship?

Thank you

Annex D

ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT

Interview Questions

1. kifleketema _____
2. Sex: _____
3. . Qualification_____
4. Responsibility _____
5. How often do you observe secondary schools in your Zone (Wereda)?
6. Can you tell me about the major activities that parents are involved?
7. What do you think of the types and forms of support parents give to the schools. Do you think they are sufficient?
8. If you think the supports given are insufficient, can you tell me the possible reasons for their limited participation
9. Can you tell me about the extent of attempts made to inform parents and the community regarding educational activities and problems in secondary schools?
10. To what extent do you think parents and the community are involve in solving school problems
11. Do you assess the readiness of school principals, Assistant principals and teachers for working together with parents on academic and disciplinary issues?
12. What do schools use to involve parents in different school activities?

Population and sample size by type of respondents

No	Secondary Schools	Categories of respondents																	
		Teachers						Principals						PTA Members					
		Population			Sample			Population			Sample			Population			Sample		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Bethlhem	30	12	42	11	4	15	3	-	3	3	-	3	7	4	11	2	1	3
2	New Era	20	5	25	7	2	9	3	-	3	3	-	3	5	2	7	2	1	2
3	Shimelis Habte	71	30	101	25	11	36	1	2	3	1	2	3	5	2	7	2	1	3
4	Misrak Goh	33	29	62	12	10	22	3	-	3	3	-	3	7	2	9	2	1	3
5	Yetebaberut	12	6	18	4	2	6	3	-	3	3	-	3	3	2	5	1	1	2
6	Birihane GuZo	35	19	54	12	7	19	2	1	3	2	1	3	5	2	7	2	1	2
7	Dr.Hadis Alemayehu	25	23	48	9	8	17	2	1	3	2	1	3	5	2	7	1	1	2
8	Lem	58	25	83	20	9	29	2	1	3	2	1	3	5	2	7	2	1	2
9	Ayer Amba	27	11	38	9	4	13	3	-	3	3	-	3	3	2	5	1	1	2
10	Ginbot 20	27	14	41	9	5	14	3	-	3	3	-	3	4	3	7	1	1	2
	Total	**338**	**174**	**512**	**118**	**62**	**180**	**25**	**5**	**30**	**25**	**5**	**30**	**49**	**23**	**72**	**16**	**10**	**26**

DECLARATION

I the underside graduate student, declare that this thesis is my original work and hasn't been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Endrias Ayalew Ahmed

Signature: _____

Date: _____