

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**COMPARATIVE STUDY OF SCHOOL-PARENT
PARTNERSHIP IN GOVERNMENT AND PRIVATE PRIMARY
SCHOOLS: THE CASE OF YEKATIT-23 AND ESHET
ACADEMY IN BAHIR DAR**

By Abebe Tamir



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**A Thesis Submitted to the School of Graduate Studies of
Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Curriculum and Instruction**

ABEBE TAMIR

**June, 2008
Addis Ababa**

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COLLEGE OF EDUCATION
**DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
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Abstract

This is a comparative study on school-parent partnership in government and private primary schools in Bahir Dar town. The main purpose of this study was to identify the difference between government and private schools in the practice of parent involvement as partner. Two primary schools (Ykatit-23 and Eshet Academy from the government and private respectively) were taken as a case in this study. The subjects of the study were 102 students, 20 teachers, 2 principals, 12 parents, and 2 education experts. Questionnaires for teachers and students, interview with parents, principals and education experts were employed to collect the data for this study. The data obtained were analyzed using both quantitative and qualitative methods. After analyzing the data, it was found that, the practice of schools in involving parents in different involvement programs did not indicate statistically significant difference between government and private primary schools. However, the practice of private schools seem better in communicating with and supporting home learning activities. The government school was better in involving PTA members in decision making. It was also found that parents participation in major school programs was insignificant in both schools. However, parent practices of guiding, monitoring and assisting children at home shows significant difference in favor of the private school. Finally, from the finding of the study it is possible to conclude that school-parent partnership in government and private primary schools did not show significant difference and was not strengthened as expected to be. The concerned stakeholders need to accomplish their responsibilities for the better participation of parents in their children education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Systems of education have passed through numerous changes even in the last hundred years. The one that began as a single-room schoolhouse with a teacher become a multimillion enterprise. House (1995 P.29) described the change that the process of schooling is moving from a top-down model delivering professionalized and bureaucratized educational services to passive and non-enthusiastic students to bottom-up model with parent and community involvement in governance, decision making and advocacy at the local school level.

All parents want their children to become successful, caring adults. Similarly parents want to be involved with the formal education of their children. Sometimes however, they do not know where to start, when to find time or how to go about making positive connections with school.

Studies (Bauch & Goldring, 1995, Epstein & Dauber, 1991; Sander, 2001) have indicated that children whose parents and/or other significant adult share in their formal education tend to be better in school.

Traditionally the schools and the home have been seen as related but separate. Dodd and Konzal (2002) described the relationship between the two as 'satellitic' because each operates as a separate satellite with in its orbit in children's life. In addition, educators and parents develop a language that work well to communicate with in this sphere but has no meaning for those who are outside. So that with no understanding or recognition of others' perspective, working together can be difficult or elusive.

The modern or progressive thought of school, parent and community participation in children education supports various types of parent involvement as decision maker, classroom volunteer, adult learner, teacher of their own child (Dodd & Konzal, 2002). In the late twentieth century where school programs alone are not sufficient for the task of formally educating children, partnership of parent and community is essential (Barbour & Barbnour, 1997). Educators and parents of some schools and communities in America have begun to cooperate and interact with each other because they have recognized that they can do more together than they could alone. The question asked by educators and some parents shifted from "What can you do for us?" to "How can parents, community members and organizations help us do our job better?" (Dodd & Konzal, 2002).

One of the most popular education reform measures is to increase parent involvement in schools. School parent partnership has become a major educational issue in the 1980s in the United States (Cotton, 2001). That time was the era of increasing concern about the quality of education in the country. As the result parents want assurance that their children will receive adequate preparation to lead rewarding adult life.

The process of decentralizing education in Ethiopia encourages the active participation of parents in school matters. Parent teacher associations (PTA) enables parents actively participate in the teaching learning process and jointly seeks remedial solution to the problems encountered (MOE, 2002):

Support from all parties in the change process is essential for success. Scholars such as Davies et al., (1992), Butler (1992) emphasize on principals as a key factor in the failure or success of school parent partnership. Administrators must coordinate, manage, support, fund, and recognize parent partnership in order for teachers to successfully involve

parents. Further Butler's study suggest that teachers and school administrators need to acquire new attitude towards parents, new skill in communication, team building, decision making, group processes, background and details to pertinent issues and sharing in order to welcome and work with parents in the school.

In spite of these outcomes it is usual for some administrators and teachers to oppose the partnership when they should be prompting it. They are in reality afraid that parent partnership may lead to serious interference with their right and duties. They do not believe that parents are qualified to what education is best for children or to discuss technical matters of curriculum building and instructional procedurcs (Gallagher, 2001).

Initiating closer contact with parents in order to break down the barrier to cooperation involves the question of what activities are most interest parents in joining the school community. Jewell and Resen (1993) discovered that parents needed to know more about a variety of areas: budget, decision making and curriculum in order to participate meaningfully in discussion about the school.

A research conducted by Bauch and Goldring (1995) about parents' involvement on selected private and government schools shows that parents who send their children in private schools appear to have greater involvement and perceive their schools as more responsive to parents needs than parents chose public schools. In addition, Madsen (1998) on his study of private and public schools stated that private and public school principals differed in how they promote parental involvement. Private school principals are more proactive and responsive than their counter part public school principals.

Generally, partnership between schools and parents plays a great role for the successful achievement of schools objective. School partnership with parents recognizes the important role that parent and schools play in helping all children to succeed in learning, growth and personal development in school and in life. Partners bring their own strengths, skills, perspectives and knowledge to the educational process and they all need to be welcomed and respected for their contribution. This study therefore, examines the practices of school parent partnership in government and private primary schools based on the above framework.

1.2 Statement of the Problem

When parents develop a good relationship with school, there will be strong attachment of students to staff and program of the school. Parents and school personnel are then able to work together to motivate desirable academic and social performance among students.

The Ethiopian Education and Training Policy (1994) and the Guideline for National Teachers Education (MOE, 2003) stresses the need for teacher commitments in involving parents and community in the educational process. This indicates that the required guidelines, strategies and programs are available to promote the involvement of parents in their children education.

The Guideline on Organization of Educational Management, Community Participation and Education Finance (MOE, 2002) emphasize on the school boards and parent-teacher associations, which are expected to handle managerial, administrative and academic matters in the education of children in Ethiopia.

Previous researches conducted on the issue of school parent community partnership focused their attention on the case of government schools

(Swift-Morgan, 2006; Eman, 2006; G/Michael, 2006). After the new education and training policy become practical, a number of private schools have been opening which requires an investigation to identify the status of school parents' partnership in those private schools in comparison to the government schools. These were the underlined reasons that initiate this study to be conducted. This study is, then a comparative study on the school-parent partnership in government and private primary schools in Bahir Dar town administration.

1.3 Objective of the study

The study has the following objectives:

- To identify the difference in the practice of schools in involving parents as a partner.
- To differentiate the extent of parents involvement in their children education at school and home in government and private schools.
- To identify influencing factors of school parent partnership on those schools.

In order to achieve the objectives the following basic questions are raised to guide the study towards its target.

1. Do both government and private schools equally encourage parent partnership as per the policy?
2. What are the difference(s) in school parent partnership practice between government and private schools?
 - 2.1 Is there a difference in schools activities in involving parents as a partner?

- 2.2 Is there a difference between parents involvement in their children learning at school?
- 2.3 Is there a difference in parents involvement in their children's learning at home?
3. What are the major factors which constructively or unconstructively influence school-parent partnership in those schools?

1.4 Significance of the Study

The study attempts to identify the ways and means of school-parent partnership in primary schools by comparing the practice and encountered problems in private and government schools. In more specific terms this study will have significance

1. To Bahir Dar town administration Education office and primary schools in identifying the gaps between the guideline on family, school, and Community partnership and the actual implementation level in government and private primary schools.
2. To provide clues on measures to be taken and strategies to be devised in an attempt to overcome challenges on parents' partnership in primary schools as a partner at Bahir Dar town Education office level.
3. The study also helps as an initial reference for further study on school-parent partnership.

1.5 Delimitation of the Study

The study is delimited to Yekatit-23 and Eshet Academy government and private primary schools respectively in Bahir Dar town administration. The two schools are selected because they are found in the center or proximal place to the users. In addition, appropriate information for the study can be obtained from these schools. For the purpose of having more conscious students about their parents and school partnership, the study is delimited to grade seven and eight students of those primary schools. The study also delimited to the school-parent partnership programs variables: school encouragement, parenting, communication, volunteering, learning at home, decision-making and collaborating with the community.

1.6 Limitation of the study

The difference in the number of students and teachers between the two schools creates differences on teacher to students and classroom to student ratios. So this difference might influence teachers activity of involving /supporting parents in their children learning.

1.7 definitions of terms

Parent = mother father or other care giver whom the child is living with

Partnership = the participation of parents in their children education in common commitment, trust and confidence with schools.

Primary School = full cycle (encompasses from grade 1- 8) school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept of School-parent partnership

From primitive culture to modern society, the family was and is the most important social setting for educating the child. In all societies children must learn skills of survival, the rules and regulations of society in which they live, and the value by which their society functions. Children learn by following their elders through direct teaching of important skills by their elders, and by oral telling of traditions, attitudes, beliefs and values (Frost, 1966).

Partnership in education is not a new concept if we consider the various groups and interest that have worked together with the school. Barbour and Barbour (1997) state that parents and community leaders have great input into the functioning of schools. The questions arise as to how would be partners for the professional education establishment view their roles and how they assume responsibility and leadership.

Different scholars tried to mention the concept of school parent partnership in their ways. Ockett (1987) perceived partnership as the participation in a common pursuit of parties with distinctive responsibilities. He further states that effective partnership involves an understanding of the other partner's right and responsibilities, a common commitment, trust and confidence.

School parent partnership according to Christenson (2003) is an attitude not an activity. It occurs when parents and educators share common goals, are seen as equals, and both contribute to the process. Therefore, home school partnership is establishment of mutual goal between

educators and parents to create an ethos for learning. It occurs when parents are seen as key resources who work to improve their own children's education and the education of all children (Christenson, 2003). The concept of partnership between home and the school encompasses the partnership concept calls for the free and continual exchange of information between parent and teachers and the involvement of parents in school affairs (Gallagher, 2001).

In spite of increasing public interest in parental rights and involvement in education, there are wide different views among both the professionals and the politicians about the kind of role, which parents should play in schooling and the degree to which they want and are able to play a major part. Docking (1990) classified these perspectives in to three broad positions.

Parents as problem - The bulk of parents are regarded overtly or covertly as problem either they are assumed to be disinterested in their children's education and unreceptive to request for involvement, or they are seen as having too much to say and would try to take over if given the chance. Some schools regard parental involvement as an intrusion in to their relationships with pupils. They believe that parents lack the necessary knowledge, skills and insight to determine what is in the best educational interests of their children, and that this responsibility should lie with the professionals.

Parents as customers - The second view regarded parents as customers' clients, and see the role of schools as one of responding to parents consumer needs, Parents perceived as a client or customer who chooses a particular school on behalf of the child and wishes the child to realize the benefit of that choice. In particular, they are entitled to information about their children's progress at school, to explanations about teaching

methods and curriculum contents, and to advise about how they can help their children.

Baker (1988) cited in Docking (1990) argued that education can no longer be led by the producers the academic theorists, the administrators and even the teacher unions. Education must be shaped by the users by what is good for the individual child and what hopes are held by parents.

Parents as partner - In this position parents do and should desire influence but not control. It is right that they should assume a participatory but not dominating role in education, and school should encourage them to do so. It suggests a two-way relationship, each partner recognizing the unique contribution, which the other can make to the child's development and to educational decision-making. Each partner recognizes the other's skill and experience to be equal value.

Different views of the above scholars confirmed that successful school parent partnerships require the sustained mutual collaboration, support and participation of school staff and parents at home and at school in activities that can directly affect the success of children's learning. If parents are to work with schools as full partners in the education of their children, schools must provide them the opportunities and support they need for success.

Studies (Henderson & Berla, 1994; U.S. Department of education, 1994) confirm that family involvement is a powerful influence on children's achievement in school. When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, graduate, complete more homework, demonstrate more positive attitudes and behaviors, graduate from school at higher rates and are more likely to enroll in higher education than students with less involved families. For these reasons, increasing family

involvement in the education of their children is an important goal for schools.

Schools that have developed successful partnership with parents view student achievement as a shared responsibility, and all stake holders-including parents, administrators, teachers and community leaders play important roles in supporting children's learning. According to Docking (1990), a commitment to genuine partnership involves a full sharing of knowledge, skill and experience, and rests on the assumption that children will develop and learn better if parents and professionals are working together on the basis of equality than working in isolation.

2.2 The Role of Schools in Involving parents as partner

It is often a challenge for educators to get parents involved in every day school activities because of geographical distance, lack of motivation, or lack of communication. Parent leaders and educators do not always know their options, nor have they developed successful way for reaching parents. But a high level of involvement is possible by working with parents, schools can learn to solve the main part of the problem setting the climate in order to reach all parents (Batey, 1996)

Parent involvement is often thought as a means to raise money or plan special school activities but in reality parent involvement includes a number of activities including reading with children, tutoring and in some cases monitoring cafeteria. There is evidence in the literature that validates that most parents would like to be involved with the school but need some direction from school personnel on how to help (Epstein & Sanders, 2004). Some parents may even need training on how they can help their child with homework maths and reading skills, science fair projects and other academic activities.

Developing effective partnership with parents requires that all school staff (administrators, teachers, and support staff) create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision-making. Developing partnerships also requires that school staff provide parents with the information and training they need to become involved and that they reach out to parents with invitations to participate in their children learning.

2.2.1 Conducive school Environment ✓

A climate of trust and collaboration between the school and parents is essential for effective planning to establish effective parent involvement programs. The principal must ensure that effective communication is in place and that parents know participation in school matters is crucial to student success.

Inviting parents to the school is considered as a way of creating positive school environ. It is principal's job to create a climate between educators and parent groups that let everyone know parents are needed in the school (Batey, 1996). In this way all parents will know they are welcome to participate in any area of their children education.

Principals should be concerned about the welcoming atmosphere in the schools. Inside and outside tension may be reduced with a welcoming school environment parent bulletin, special coffee room, computer accessibility, resource materials, and invitations to participate in educational activities. The administrator's role is to create a welcoming climate and become more open to parents and the community (Molner,2006)

2.2.2 Supportive Educational Leadership

School leadership should not be in the hands of just one person the principal, but it should be shared with teachers and parents (Dodd and Konzal, 2002). In order for this to work teacher and parents need to be involved in planning school change efforts and need to have opportunity to develop skill necessary to lead. Principals must encourage and facilitate the building of trust and mutual respect between teachers and parents. Molnar (2006) states that change in school occur vigorously when parents play key role in the change process. Decker and Decker (1988) pointed out parents as citizens and taxpayers, have the right to be involved in the decision making of the school.

Dodd and Konzal (2002) describe effective school leaders know how interpret the vision of individual member of the organization in to day to day practices, they understand they are most powerful when they give away power to teachers, parents and students. They know how to encourage support and challenge people to do best. They know how to mediate conflict; they know how to manage changes.

2.2.3 Training for teachers and parents

Evidence shows that teachers are apprehensive about working closely together with parents. Jowett and Baginsky (1988) state that initial and in-service training must therefore make provision in this area, for example, in helping teachers to communicate effectively with parents about their children's progress, to use them in the classroom and in home school projects, and to run workshops and consultative meetings.

The study by Gaffuri (1992) in Molnar (2006) identifies teachers how little training was received in school or professionally relating to dealing with parents. Teachers claim they want to learn how to get to know parents,

how authentically and comfortably involve them in classrooms and in other aspects of education.

Parent training is difficult issue because parent availability, interest, and abilities vary so widely (Johnson, 1997). Some parents will need literacy training before they can work effectively with school staff and their children. In addition schools, with the help of parent liaisons, are required to provide orientation and training to parents on home based learning materials and on volunteer work at the school. School staff and interested parents must determine the form of these programs.

According to Cotton (2001) providing orientation and training for parents enhances the effectiveness of their involvement. Parents generally want and need direction to participate and maximize effectiveness. Orientation and training takes many forms, from providing written directions with a send home instructional packet to providing workshops, see demonstrations and programs in which parents receive extensive training and ongoing supervision by school personnel.

The importance of narrowing the information gap between parents and schools staff is given due attention on the study conducted by U.S. Department of Education (1997) that without the information and skills to communicate with each other, misperceptions and distrust can flourish between parent and school personnel. Through workshops and a variety of outreach activities such as informative newsletters, handbooks, and home visits, parents and school staff can learn how to trust each other and work together to help children succeed in school.

2.3 Parents involvement in students learning as partner

From the child's earliest years, and continuing throughout elementary and secondary schools, parents exert a profound and lasting effect on their

children's performance in school. According to Steinberg (1996:102) parents do these efforts at least in three ways. First, parents communicate specific messages to the child both intentionally and inadvertently about schools and learning. From these messages, children came to see whether school is important and, accordingly, how much effort they should exert there. The second way is let their children know that they value school by attending school functions, volunteering in school activities and helping with their child's course selection. The third and most important way that parents influence their child's performance (achievement) is through the general atmosphere of the home environment that is style of parenting.

There are many things parents can do as partners. Some things can be done at home, and others need to be done at the school. Parents should choose where they would like to be involved and the amount of time and energy they want to commit. Parents have a responsibility to keep informed, ask questions, attend workshops, and borrow resources in order to make sound decisions about their child and the school.

In general, parent involvement in their children education works positively. The problem for schools and parents, as Brown and Gornbusch (1996) describe however, is that there are many different ways for parents to be involved in their children's education, and it has been hard to figure out which types of involvement work best.

2.3.1 Involvement at home

Schools provide an academic curriculum for all enrolled children, whether in private or government schools. Barbour and Barbour (1997) outlined that a school's academic curriculum is constantly affirmed by school personnel as well as by layperson, and its purpose is, in general to help children accumulate knowledge and skill. However, much of the children

learn actually comes from the experiences, associations, and interactions they have outside and beyond scheduled school activities.

Further Cotton (2001) describes that there are strong indications that the most effective form of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs, which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them, using materials and instructions provided by teachers, show particularly impressive results.

Home based parent partnership programs, in contrast to school based programs, yield clear academic gains for students, as well as increased level of parental interest in support of the objectives of parental involvement (Johnson, 1997).

Parents can help their children develop good study habits supervise their homework, monitor TV viewing and after school activities, and supervise regular bedtime and school attendance. Parents also model good learning practices through their own continuing education activities.

The U.S. Department of education (1997:2-5) suggests the steps that can be taken by parents at home improve their children education.

Read together – children who read at home with their parents perform better in school. Therefore, parents can show their children how much they value reading by keeping good books, magazines, and newspapers in the house; by allowing children to read to them, and let the children see the parent read.

Use TV wisely – parents can limit the amount of viewing and help children select educational programs. Parents can also watch and discuss

shows with their children. This will help children understand how stories are structured.

Establish a daily family routine with scheduled homework time - studies show that successful students have parents who create and maintain family routines. Make sure your child goes to school everyday, provide structured homework time and encourage children to study.

2.3.2 Involvement at school

Outside the home, parents can serve as advocates for the school. They can voluntarily help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing and providing an education for the community children (Cotton, 2001) The research finding by Brown and Dornbusch (1996) show that the type of involvement that makes a real difference is the type that actually draws parent in to the school physically attending school programs, extracurricular activities and teacher conferences.

According to Batey (1996:157) there are four general areas of parent involvement in the school. Most school wide project will require support in one or more of the four areas classroom participation, fund raising, site based decision-making and school community relations.

Classroom participation – parents can involve themselves by becoming a tutor in classes, by sharing own ideas with a classroom including those about the work or hobbies they have, and becoming a room parent or teacher's assistant.

Fund-Raising – writing letters to request donations, apply for grants, organizing or participating on others fund raising activities with school

staffs could be easily performed by parents. In addition, parents may contribute money and materials in kind to the schools.

Decision making - Stand up for students rights in appropriate meetings and forums, serve on a participatory management team, parent teacher organization and other committees, and represent other parents on the school board.

School-Community Relation - Through the use of media, parents can announce what they need for their school volunteers, supplies, or donations. The involved parents, businesses, and community members have to be appreciated by sending them thank you notes for their time, goods, or money.

2.3.3 Level of involvement in partnership

Partnership relations are built on basic premises about leadership, participation, and involvement. Good collaborative efforts mean that individuals in any group must recognize different levels of involvement. As Barbour and Barbour (1997) state the key to successful partnership is for all community citizens to be involved in one level or another, with a few individuals contributing at all levels.

Though educators are in the best position for encouraging and establishing partnerships, some teachers, parents, and community members will assume stronger leadership roles. Others will contribute at minimum level. For persons involved in a partnership, there is always a hierarchy of involvement. Scholars (Johnson, 1997; Barbour and Barbour, 1997) identified that some will participate at a minimum level, others at an associate level, and still others at a decision making level.

Minimum level

Teachers and school administrators reach out to parents and community members in various ways, seeking support for school programs. At this level of involvement, parents and the community at large are invited to school sponsored events such as fund raising, contribution in item and teachers often in items seek assistance other than for simply taking attendance. This level of involvement serves as a good foundation to start working for more complete participation.

Children benefit from this type of involvement from home and community. They are drawn into the practical stapes of education and often see the application of schoolwork to the real world. The more people involved the greater the benefits to children. Successful partnership means that a large percentage of parents and community members are involved with their school at this beginning level.

Associate level

Some parents and schools seek more than minimal participation and association. Many teachers request parents to become classroom volunteers on a regular basis. At the associate level volunteers assist teachers in various ways from making and copying materials for classrooms to reading for children & assisting them in activities. In addition PTA and similar organizations have served as advocates for school plans and have interpreted curriculum for community members. These actions draw schools closer to their parent groups, creating significant communication links.

Fewer parents will be involved at the associate level than at the minimal level. Comer (1980) in Johnson (1997) notes that if 5 to 10 percent of

parents become actively involved at this level, then an adequate group of parents assisting and acting as advocates is present.

Decision – making Level

At this level individual parent, professionals, community leaders assume the right to make decision for the education of their children. Successful collaboration of parents, teachers, administrators and community members at this level require mutual respect and a new definition of shared responsibility and accountability (Bloom, 1992; Wissbrun & Eckart, 1992).

Parents at the decision making level move beyond being committed advocates for their children in to sharing responsibility for providing quality education for their own children. At this level parents are expected to serve on committees that hire school staff. Usually, parent's involvement at this level requires only a small percentage of parents, but these representatives must represent the different constituencies with in the community.

2.3.4 Outcomes of Parent Involvement

Research has found many outcomes of the interaction between schools, parents and communities. Jordan, Orozco and Averett (2001) summarize the outcomes to students, to schools, and to parents and community.

Outcomes to students - Participants claimed that parental and community involvement motivates students. There is a perceived increase in self-esteem, achievement, and lead to better attendance and behavior. Younger children enjoy having their parents come to school and happier and more secure with home and school working together.

Outcomes to school – When parents reduce teachers work loads, teachers have more time to spend with individual children. Safety is improved, discipline problems are reduced, lessons are more effective, a greater variety of teaching strategies can be utilized, and field trips are made possible. Parent and community involvement have influenced school reform efforts. Parental involvement provides moral support to teachers, which in turn can motivate teachers to strive for an even better educational experience for their students.

Outcomes to parents and community – Parents who are involved at the school are better informed about facilities, resources and expectations at the school. The result therefore, is that parents become better acquainted with their children's teacher and build a rapport that enables a cooperative approach to dealing with problems. They are also better able to help their children at home, such as assisting with homework. Parents build up a network of other parents on whom they can call for support and help in dealing with problems that arise between children.

2.4 Models in Parents Involvement Program

A number of models for parent school community partnership program have developed. Some of these programs are discussed in Barbour and Barbour (1997)

2.4.1 Head Start Program

The head start involvement program was started in acknowledging that children were not only family members but also community members. Parental and community involvement were paramount in changing the lives of children. It is designed to provide health, nutritional, social and education readiness for children and their parents.

The purpose of involving communities in head start was to make the community aware of the importance of providing adequate health, educational and nutritional service for children's development. Types of parental involvement in head start program are:

Parents as partner – parents are partner with professionals in the decision making process. At a formal level parents work with center staffs on determining program content, and formally parents serve on a parent policy committee or council.

Parents as Observer – parents participate in the head start classroom as observers, volunteers, and as paid aides, to observe different ways of working with their children. They gain a better understanding of what their children are learning and what they can do to assist them at home.

Parents as learner – parents become involved in their own learning by planning and identifying opportunities that correspond to their own interest and aspiration. Some parents continued their education at the college level and increase their opportunity for employment.

Supporting Children's learning – parents' work at home with their children to support and reinforce children's head start experience. Center personnel create and distribute ideas and suggestions for home activities (Barbour and Barbour, 1997).

2.4.2 Home Based Program

The realization of the importance of parent as children's first teacher led to ideas for developing home based programs. The purpose of the program is to use the home as a beginning point in children's education. The concept recognizes that parents are children's first teachers, and it is important to train parents to become more effective teachers. The emphasis in the 1990s for many home based programs has been family literacy. The

involvement of parents in home based program are the role of parenting activities, that is, mother child interaction in skill development of the children (Barbour and Barbour,1997).

2.4.3 Comers School Development Program

Comer's school development was developed to improve educational experiences of primary school children in building supportive bond among children, parents, and the school staff to promote a positive school climate.

The program goals are designed to create school environment where children feel comfortable, valued and secure. In this environment children will form positive emotional bond with school staff and parents and a positive attitude towards school program, which promotes the children overall development, and facilitate academic learning.

- 2.4.4 Schools Reaching out Project

The project was began to build closer relationship among parents, communities and school, with the premise that attitude towards parent involvement in learning could be alerted by changing the structure and manner in which teachers and parents interested. As Swap (1993) in Barbour and Barbour (1997) notes the guiding principle was that children achieve better in school when home and school maintain a community of values, expectations, and attitudes.

The program was structured in such a way that a school community council made decisions regarding objectives, policies, and strategies for involving parents. The parent center was a room for parents where they could meet with other parents, relax, and hold especial meetings. The key teachers, released from classroom teaching become the coordinator of most project activities (Barbour and Barbour, 1997).

v) **Decision-Making** - It includes parents as participants in school decision, governance, and advocacy activities through parent teacher association, committees, councils and other organization. Schools assist parent representatives to contact and exchange or obtain information from and give information to those they represent.

vi) **Collaborating with the community** - This program facilitates cooperation and interaction between schools, parents and groups, organizations agencies and individuals in the community to achieve commonly agreed upon goals. There are resources in the community such as human, economic, and social that can support and enhance home and school activities.

Basically all the above approaches have strategies such as staff collaboration, parent involvements, and students' achievement in common. However, the emphasis given in each approaches varies.

2.5 Parent Involvement in Private and Government Schools

A research conducted by Bauch and Goldring (1995) attempts to explore empirically the link between parental choice and involvement by examining the context of school responsiveness to parents under government and private schools choice arrangement. Parents who chose Private schools appeared to have greater parent involvement and perceive their schools as more responsive to parents need than parents who chose public schools. Parents who chose private school were involved in that they were more informed; they were more likely to agree that they have current information about school policies and their children's school progress. They were also more involved to serve on school committee. Private schools exhibited another parent involvement advantage in that they were more actively involved at home with their children in enforcing

1995). The school management and parent committee have also been highly involved in the day to day management of the school including the mobilization of the community to give more support to school development and to increase enrolment, and solving the problems of dropouts, repetition, etc.

The international report (Darling, 1986) states that in Ethiopia parents play an important role, both through their involvement in the school management committee and as contributors in financial and labour terms. The report continues that without this central role of parents, it is unlikely that several of the schools would have made it this far, and it is seen as essential for institutionalization. The principal plays an important role in facilitating cooperation with the community and in particular with the parents. It is sometimes difficult to get parents involved in school affairs in the first place, however, giving them a real decision making role is crucial to their participation (Dalin, et al., 1995).

CHAPTER THREE

Method and Procedure of the Study

3.1 Method

As mentioned earlier, the main objective of this study is to evaluate the practice of school parent partnership in government and private primary schools by comparing the schools practices in involving parents, parents involvement in their children learning at school and at home and problems encountered during involvement. The design is comparative study. The method employed was descriptive study method on the assumption that it is appropriate when a researcher wants to compare relevant information of the study (Best and Kahn, 2003: 95). The data was gathered through the use of both qualitative and quantitative methods, and then comparative analysis was made on the different cases between the government and private primary schools.

3.2 Source of Data

To accomplish the purpose of the study, relevant literature review was made. Besides, primary data was gathered from principals, teachers, students and parents. In addition to these, education experts from Bahir Dar town administration Education Office were taken as sources of data.

3.3 Samples and Sampling Procedure

The universe of the study includes all 10 government and 9 private primary schools in Bahir Dar town administration. Based on the purposive sampling method, it was attempted to conduct an in depth study on two schools (Yekatit-23 from government and Eshet from private).

Upper grades (grade seven and eight) students were taken as sources of information with the assumption that they could understand better the partnership that exists between their parents and the school.

According to the information obtained from the town Education Office with in the two schools, there are a total of two principals, 704 students (370 females) and 32 teachers in grade seven and eight out of which 570 students and 20 teachers in Yekatit-23 school, and 134 students, and 12 teachers were found in Eshet academy.

Accordingly, from the total population identified 15% of the students, 10 teachers, available principals, 6 parents from each school (Yekatit-23 and Eshet) and two education experts from the town education department were taken as source of information. Sample teachers were selected based on simple random sampling. The numbers of male and female students are nearer to be equal. Therefore, equal numbers of male and female students were selected based on stratified random sampling. The selection was made with the help of teachers and principals.

3.4 Data gathering instruments and procedures

To obtain the necessary information for the study, two types of data collection instruments i.e. questionnaire and interview were used. The questionnaire and interview guide were used by adopting from the National Network of Partnership Schools (2000) and School, Parent and Community Partnership Resource Book (2001) on measure of school, parent and community partnership. Some items of the questionnaire were directly taken and the rest were modified to make appropriate to our situation.

Questionnaires

Two sets of questionnaires were prepared to obtain information from teachers and students. To collect the data, Amharic version of the questionnaires (for both teachers and students) were used because, it avoids problem of language in understanding the questions.

Students' questionnaire is also organized in to a five point rating scale to get information about parents' involvement in their education at school and at home. Pilot test for the draft questionnaire of teachers and students were conducted in one primary school in the town (Kulkual Primary School) on three teachers and 12 students. Based on the feedback, certain items which were found redundant and ambiguous were deleted and refined respectively for final use. Finally, both questionnaires for the teachers and the students have been administered directly by the investigator with the help of the principal.

The questionnaire for teachers was organized in two major parts. The first part was prepared in the form of five point rating scale to get information about teachers and other school staff practices in involving parents in their children education. The items for this section were focused on teachers and school staff practices in initiating/encouraging parents, communicating with parent, use of school and classroom volunteers, assisting to develop parenting skills and knowledge, guiding parents to assist their children at home, involving in school decision making and facilitate cooperation and interaction between school, parents and the community. The second part of the questionnaire was an open ended type prepared to collect teachers' comments about parent involvement practices and problems in their school.

Interviews

Interviews were used to obtain information from parents, principals and education experts. The interview guide for principals were focused on the school practices in involving parents on their children learning and similarly parent interview guides were also focused on their participation in the education of their children at school and home. The ideas used in interview questions (guides) were adopted from National Network of partnership schools (2000) and school, parent and community partnership resource book (2001). The information, which were obtained from education experts were used to triangulate the data gained from other respondents (teachers, students, principals, and parents).

3.5 Method of Data Analysis

The data obtained through the sets of questionnaires were tallied, tabulated and changed in to percentage. Then, the two statistical tools, mean and t-test were employed for analyzing each item in the questionnaire. According to Fraenkel and Wallen (2000: 258) the t-test is a statistical test used to compare the mean scores of two different or independent groups, to see whether a difference between the mean of the samples is significant. Items of the questionnaire were prepared in the form of five point rating scale comprising not occurring, rarely, sometimes, frequently and always occurring. These responses were given the value of 1, 2, 3, 4 and 5 respectively. The average value was obtained by dividing the sum of each value by the number of rating scale. Accordingly, the average value is 3. Based on the average value, the mean score was interpreted as follows. If the mean score is less than 3 then, involvement practice is below average, and if the mean score is greater than 3, then the participation is above average. To make more specific, if the mean falls

between 0.5 and 1.49, it scores not occurring, between 1.5 and 2.49 rarely, between 2.5 and 3.4 scores sometimes between 3.5 and 4.49 frequently, and 4.5 and above scores always occurring. To check the existence of statistically significance different between the mean score of the two independent samples, t-test was computed.

There was a wide difference in the number of sampled students between the two sample schools. According to Yalew (2006: 299) if there is a wide difference in number between the two sample groups, it is not advisable to find degree of freedom using the standard formula $(n_1+n_2)-2$. Because the observed difference in number could not make it appropriate to reach to the right conclusion based on the result obtained through the above formula. So, to avoid the problem in this study Welch-Satterthwaite solution was employed to find degree of freedom. The following formulas were used to find the mean, standard deviation, t-test and degree of freedom.

$$\bar{X} = \frac{\sum X}{n}$$

$$t = \frac{X_1 - X_2}{\sqrt{\frac{[(n_1-1)S_1^2 + (n_2-1)S_2^2]}{(n_1+n_2)-2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$df = \frac{\left[\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} \right]^2}{\frac{\left[\frac{S_1^2}{n_1} \right]^2}{n_1-1} + \frac{\left[\frac{S_2^2}{n_2} \right]^2}{n_2-1}}$$

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n-1}}$$

$$df = (n_1 + n_2) - 2$$

CHAPTER FOUR

Data Analysis and Interpretation

This chapter deals with analysis and interpretation of the data gathered mainly from teachers, principals, students, parents and education experts in government and private schools through the data gathering tools.

The data obtained through these instruments were analyzed and interpreted in relation to the basic questions raised under chapter one. Accordingly, the main points of this analysis and interpretation were:

- The practice of the schools in involving parents in different involvement programs;
- Parents involvement in their children learning at school and at home;
- Major factors, which influence school parent partnership.

4.1 Characteristics of Respondents

Table 1: Description of Teacher respondents by sex, age, education level, service, teaching load and work shift

Characteristics		Government (Yekatit-23)		Private (Eshet Aca)		Total	
		No	%	No	%	No	%
Sex	Male	6	60	6	60	12	60
	Female	4	40	4	40	8	40
	Total	10	100	10	100	20	100
Age	21-30	1	10	9	90	10	10
	31-40	1	10	-	-	1	10
	41-50	4	40	-	-	4	40
	50 & above	4	40	1	10	5	40
Education level	Certificate	-	-	2	20	2	10
	Diploma	10	100	8	80	18	90
Service	1-5	1	10	9	90	10	50
	6-10	1	10	-	-	1	5
	11-15	-	-	-	-	-	-
	16-20	-	-	-	-	-	-
	21-25	1	10	-	-	1	5
	26-30	3	30	1	10	4	20
	31 & above	4	40	-	-	4	20
Teaching load	18-20	1	10	-	-	1	5
	21-23	2	20	1	10	3	15
	24-26	7	70	6	60	13	65
	27-29	-	-	2	20	2	10
	30 & above	-	-	1	10	1	5
Work shift	One shift	10	100	-	-	10	50
	Two shift	-	-	10	100	10	50

Table 1 shows that 60% of teacher respondents of the two schools were male and 40% of them were female respondents. Regarding teachers age 80% of teachers in government school (Yekatit-23) were between 21 and 30 years old. In terms of experience, 80% of Yekatit-23 school teachers have above 20 years of service, where as 90% of Eshet Academy respondents were in the service range from 1 to 5 years Teachers in Eshet Academy are younger and less experienced than teachers in Yekatit-23 primary school. But both teachers in the two schools were matured enough to perform tasks in their position adequately. Regarding educational level, table1 shows, 100% teachers from Yekatit-23 and 80%

from Eshet Academy were diploma holders; where as 20% of the teachers from Eshet were certificate holders.

The government school (Yekatit-23) has two shifts and all teachers in this school works either in the morning or afternoon shift. The private school (Eshet Academy) does not use shift system, and all the teachers work the whole day (8: 00 AM to 3:30 P.M.). Teachers of Yekatit-23 school work one shift, due to this they have more free time to perform other educational tasks (such as dealing with parents) than teachers of Eshet Academy.

Majority of the teachers (70%) in Yekatit-23 school had weekly teaching load from 24-26. Similarly 60% teachers in Eshet Academy had weekly period allotment from 24-26.

Table 2: Student Respondents by sex and age level

Schools	Respondents	Sex			Age of		
		Male	Female	Total	12+13	14& 15	16&17
Government school (Yekatit-23)	No	40	42	82	10	60	12
	%	48.8	51.2	100	12.2	73.2	14.6
Private school (Eshet Academy)	No	10	10	20	7	11	2
	%	50	50	100	35	55	10

Out of the total sample students, 48.8% and 50 % were male in government and private schools. respectively. Regarding to the age, 73.2% in government and 55% in the private were between 14 and 15 year. This indicates that female students are equally benefited in the education system at this level. Most student respondents were enough matured to understand and give appropriate answer for the questions about their parents involvement in their education.

Table 3: parents, principals and education experts by Sex, age, and education level

Respondents		Government school (Yekatit-23)		Private School (Eshet Academy)		Education experts
		Principal	Parent	Principal	Parent	
Sex	Male	1(100%)	5(83.3%)	1(100%)	5(83.3%)	1(50%)
	Female	-	1(16.6%)	-	1(16.6%)	1(50%)
	Total	1(100%)	6(100%)	1(100%)	6(100%)	2(100%)
Age	31-40	-	2(33.3%)	1(100%)	2(33.3%)	1(50%)
	41-50	-	3(50%)	-	4(66.6%)	
	51 & above	1(100%)	1(16.6%)	-	-	1(50%)
	Total	1(100%)	6(100%)	1(100%)	6(100%)	2(100%)
Educational Level	Illiterate	-	2(33.3%)	-	-	-
	1-4	-	-	-	-	-
	5-8	-	1(16.6%)	-	-	-
	9-12	-	-	-	1(16.6%)	-
	TTI (12+1)	-	1(16.6%)	-	-	-
	Diploma	1(100%)	1(16.6%)	1(100%)	1(16.6%)	-
	BA/BSC and above		1(16.6%)		4(66.6%)	2(100%)
	total	1(100%)	6(100%)	1(100%)	6(100%)	2(100%)

Table 3 shows that the two principals, 83.3% of parents from Yekatit-23 and Eshet schools and one of the two education experts were males. Regarding the ages, 33% in each of parents in both schools, the principals in Eshet and one of the education expert were in the thirties, and 50% parents in Yekatit-23 and 66.6% parents in Eshet were in the forties.

Regarding to educational level, table 3 shows that principals of the two schools were diploma holders. The table also shows that 33% of parents in Yekatit-23 and 83.3% of parents in Eshet School were diploma and degree holders respectively. Both education expert respondents were first degree holders. The data indicated that most parents of Eshet Academy were better educated than Yekatit parents. This intern may help parents of Eshet Academy to understand better about their children education.

4.2 Schools Encouragement and practices in involving parents in partnership programs

4.2.1 Schools encouragement (initiatives) in involving parents

Developing effective partnership with parents requires that all school staff (principals, teachers and support staff) create an inviting school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate in the decision making (Dodd and Konzal, 2002). In this section the data that indicate the status of school encouragement in involving parents are presented. Table 4 shows teachers responses on the extent of schools practices in initiating or encouraging parents involvement in their children education.

Table 4: Teacher Responses on the practices of schools to encourage/ initiate school parent partnership.

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	The school arranges conference or workshops with parents to discuss on guidelines and school regulations to bridge school family differences	3.30	.949	4.00	.943	1.655
2	Teachers and school exhibit staffs respect for parents as the primary support and most important influences in their child's education	4.20	.632	4.70	.483	1.984
3	The school encourages teachers to communicate frequently with parents about their curriculum plan expectation for home work and how parents can help.	3.70	1.337	4.20	1.033	0.936
4	The school conduct survey to identify talent and interests of parents to utilize in classes or through out the school	1.70	.675	2.50	1.080	1.985
5	the school provide appropriate support for PTA and other parent associations to involve in school activities.	3.3	1.60	2.10	0.322	2.941
grand mean, SD, t-test		3.24	0.951	3.50	0.772	0.672

p=0.05 df = 18 (2.101)

In table 4, item 1 shows responses of government and private school teachers on the extent of how the schools are organizing conferences and workshops for school staff and parents to discuss on guidelines and school regulation to bridge differences. The result obtained shows that the mean scores of government and private schools are above average (3.3 and 4.0 respectively). The t-test computed (t-calculated 1.655 and t-critical 2.101 at 0.05 level of significance), indicates the non-existence of statistically significant difference between the mean score of the two groups of respondents. The result reveals that both schools were performing limited activities to encourage parents and school staff to discuss on guidelines and school regulations.

As to the responses to the interview, both schools principals agreed that there were no plan to train parents and teachers at the school level. However, trainings and workshops were conducted at Zonal and Regional levels for staff and school committee members on how to mobilize community resources, students discipline, increasing enrolment. They further mentioned that essential information about major plan of the school and regulations which their children need to maintain were provided during school parent meeting.

As can be seen from table 4 of item 2 and 3, the mean scores of respondents on the extent of teaches and school staff respect for parent and the level of schools encouraging teachers to communicate frequently with parents are 4.2,3.7 for government and private schools respectively. This result indicates that majority of the respondents agree that there is a high practice of respecting parents as the primary support and most important influence in their children education, and encouraging teachers to communicate frequently with parents about their curriculum plan, expectation for homework and how parents can help. The calculated t-test result of the items indicates that there is no statistically significant

difference between the mean score of the two groups of respondents. This data implies that the practice of both schools in showing respect for parents and encouraging teachers to communicate with parents were similar.

In item 4 of table 4, the respondents were asked to rate the activity of the school in conducting survey to identify talent and interest of parents to utilize in classrooms or other school activities. The mean score observed were 1.7 and 2.5 for government and private school teachers respectively. The mean scores of both respondents were below average and this indicates that the schools activity of conducting survey to identify talent and interest of parents to utilize in the school is at low level. The computed t-test result (t-obtained 1.985 and t-critical 2.101 at 5% level of significant) shows the non-existence of significant difference among the mean score of government and private teacher respondents. Therefore, from this data, it is evident that both schools had not made further effort to identify talents and interests of parents to utilize in the classroom or other school activities. In the interview, a principal from the government school mentioned their little effort that:

" we tried to identify and ask parents who had special knowledge and talent in different fields for support, but these parents were not volunteer to support us by mentioning lack of time as a reason." (Feb, 2008)

In item 5 of table 4, respondents were asked to rate the schools appropriate support for PTA and other parent associations to involve in schools activities. Accordingly, the mean score of government and private school teachers were 3.3 and 2.1 respectively. That is, the mean score of government school respondents is above average and the private school is below average. The t-test value (t-obtained 2.941 and t-critical 2.101 at 5% level significance) result indicates that there is a significant difference among the mean scores of both groups of respondents. From this data it is

possible to conclude that the government school provides better support and tried to work cooperatively with PTA members than the private school.

Concerning the provision of appropriate support to PTA and other parent associations to involve in school activities, the principal of the government school mentioned that they have constructive and strong relationship especially with PTA members and the school works in collaboration with them. According to the private school principals there exists parent teacher association according to the formal government structure. However, this committee does not have regular schedule to perform activities in the school; individual parents are more active than the PTAs.

In general, the result of data analysis on the major components of school encouragement in promoting school parent partnership in government and private schools shows the grand mean scores of 3.24 and 3.5 for Yekatit-23 and Eshet Academy respectively. That is the grand means scores of both respondents were above average. The t-test result for the group mean score (t-obtained 0.672 and t-critical 2.101 at 5% level of significant) indicates that there is no significant difference between government and private teachers respondents in school encouragement practices to involve parents.

Though the above data imply the occurrence of medium level school practices of encouraging parents involvement, the interview and open-ended questions responses indicate limited parent participation on their children school programs. Therefore, the data obtained from teachers response about the practice of the school to encourage partnership seems a little bit exaggerated. Regarding this Molnar (2006) describes that teachers argued about the importance of parent involvement but most of the time they are reluctant to make it practical.

Both school teachers and staff need to exert better effort in encouraging parents to involve in their children schooling. Studies show that some parents initiate their contact with school themselves, and school never find it difficult to reach out those parents. Many parents however, never engaged with the school unless the school works hard to promote and encourage parental engagement in their children schooling (Lunts, 2003). Parents generally need and want direction to participate and maximize effectiveness of their involvement (Cotton, 2001).

4.2.2 Schools practices in involving parents in partnership programs

Several authors have developed frameworks for understanding the various types and components of school parent partnership. Joyce Epstein's (1995) framework of six types of parent involvement is frequently cited in research and has been adopted by many practitioners. In this sub-part attempt is made to compare schools practices based on Epstein's parent involvement framework.

1. Communication

Open two-way communication between parents and teachers is essential to building and maintaining health relationships. Schools should make every effort to reach out and communicate with parents in a clear way and listen to what they have to say.

Table 5 shows the responses of teachers about the school/ school staff practices of communication with parents on the education of their children.

Table 5: Teacher responses on school staff practice on communication involvement program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Participating in parent teacher conference	3.10	0.876	3.80	0.632	2.046
2	contact student parents through letter or phone or other means about their performance	2.90	1.370	4.70	0.483	3.918
3	Conduct a welcome orientation meeting on school opening occasion	4.40	0.843	4.90	0.316	1.754
4	Create communication with report card	4.20	1.229	4.80	0.422	1.460
5	Make a special contact with parents whose child experience failure or do something good.	3.30	0.949	4.80	0.422	4.567
6	The school establish clear two way channel for communication from home to school and from school to home	2.70	1.160	3.90	1.130	2.344
	grand mean, SD, t-test	3.43	1.071	4.48	0.568	2.740

$p=0.05$

$df = 18 (2.101)$

In the first item of table 5, respondents were asked to rate the level of their participation in parent teacher conferences. Accordingly the mean scores observed were 3.10 and 3.80 for government and private schools respectively. Thus the mean score of both groups of respondents are above average. The computed t-test (t-obtained 2.046 and t-critical 2.101 at 0.05 level of significance) result indicates the non-existence of statistically significant difference between the mean scores. From this result, it is possible to conclude that government and private school teachers were in favor of participating in parent teacher conference.

In the interview responses, the government school principal confirmed that parent teacher conference is conducted four times per a year. According to the private school principal they planned to make conference three times in an academic year. On the other hand number of parents

argued that most of the time the school calls/invites them to participate in the school opening and closing days (at the beginning and the end of school year). Therefore, from this responses and the above data it is possible to conclude that either the school did not clearly address the information to parents or some parents might not be interested to participate in the meetings organized by the schools.

Item 2 of table 5 shows the level of teachers and other school staff contact with student parents through telephone, letter or other means to deal about students performance. The result obtained shows the mean scores were 2.90 and 4.70 by government and private school teacher respondents respectively. It indicates medium and high level of school /teachers contact with parents through telephone or letter about students performance. The t-test computed value (t-obtained 3.918 and t-critical 2.101 at 5% level of significance) shows the existence of statistically significant difference among the mean score of respondents. That is, the private school respondents indicate high level of contact with parents through telephone and letter about student's performance.

In item 3 and 4 of table 5, respondents were requested to rate the level of conducting a welcome orientation meeting on school opening occasion and creating communication with report card. The result obtained shows the mean scores of government and private school respondents for the two items are 4.40, 4.20 and 4.90, 4.80 respectively. The mean score of the two groups were above average, and indicates high and very high level of practices in conducting a welcome orientation meeting and communication through student report card. The t-test computed shows the non-existence of statistically significant difference between government and private schools respondents. The result of this data implies that the two schools have the experience of conducting orientation meeting at the beginning and the end of academic year. Supporting this

parent interviewee also agreed on the school practice of sending children report card to home to be seen by their parents.

Item 5 of table 5 shows the level of teachers / school staffs special contact with parents whose child experience failure or do something good. The result obtained shows the mean scores of the two groups were 3.30 and 4:80 for government and private school respectively. That indicates the mean score of respondents of government school shows average level and the private school respondents mean score indicates very high level of practices. The Computed t-test (t -obtained = 4.567 and t -critical = 2.101 at 5% level of significance) indicates that there exist statistically significant differences on the mean scores of the two groups. The data reveals that the private school made better contact with parents whose child experience failure or does something good.

In item 6 of table 5, respondents were requested to rate the level of schools practices of establishing two-way communication channel from school to home and from home to school. Accordingly, the mean scores were medium and high level practices for government and private school teacher respondents respectively. The computed t-test (t -obtained = 2.344 and t -critical 2.101 at 5% level of significance) shows the existence of statistically significant different between the mean scores of the two groups. This indicates that the private school was better in establishing two way communication channels, from school to home and from home to school than the government school.

From the responses of the interview and open-ended questionnaires, the private school respondents confirm that in addition to conducting parent teacher conferences, the school collects information from parents frequently. The principal from the private school claims:

...information about the teaching learning process, the quality of education, efficiency and discipline of teachers, students discipline,...etc are collected from parents every two months through a form of questionnaire and the compiled comments and suggestion are used as discussion point for staff meeting." (Feb, 2008).

Regarding this, Molnar (2006: 21) states that two way communication about learning styles, interest, motivation and problems children encounter is very important. Parents want school staff to ask for their opinions on school matters and to listen to what they have to say.

In general, the t-test result of grand mean scores of the two groups of respondents indicates the existence of statistically significant difference. And this intern indicates that the private school had better practices in communicating with parents than the government one.

Communication is the foundation of effective partnership. Parents and schools should communicate regularly and clearly about information important to student success. Schools should inform parents about the curriculum, methods of assessment, school programs discipline codes, and student progress through the means of parent-teachers conference, home visit, homework, telephone, letter, student report cards and personal contact (Lunts, 2003: 2-3). The practice in private schools seems better than the government school.

2. Parenting

Schools can play a significant role in ensuring parenting programs. Table 6 indicates the practices of teachers and other school staff on some identified components of parenting programs such as providing training and information about parenting skill and child development, sharing their specialized information and talents, providing suggestion for home conditions that support learning and making home visit to create mutual understanding between home and school.

Table 6: Teacher responses on school staff practice in parenting involvement program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Teachers reach out all parents, not the ones who are always at the school	3.50	1.080	3.90	0.738	0.234
2	The school provides training & information for parents to learn more about parenting skills & child development	1.70	0.675	2.10	0.606	1.394
3	Parents are involved in sharing specialize information and talent for staff, students and other parents	1.50	0.527	1.20	0.738	1.394
4	The school provides suggestions for home conditions that support learning	2.50	1.033	2.80	0.707	0.758
5	Make a home visit to help parents understand the school and to help school understand parents	1.10	0.316	1.40	0.516	1.570
	grand mean, SD, t-test	2.06	0.726	2.42	0.661	1.161

$p=0.05$

$df = 18 (2.101)$

In item 1 of table 6, the respondents were requested the practice of teachers reaching out all parents not only the one who are always at the school. The mean scores of the two groups of respondents are 3.40 and 3.90 for government and private schools respectively that indicates medium and high level of reaching out all parents practices. The calculated t-value of the mean scores of the two groups is 0.234 that is less than the critical value 2.101 at 5% level of significance. Thus, it can be said that the difference in the practices of reaching out all parents, between government and private schools is not statistically significant. From this data it is possible to conclude that both schools were trying to reach out and involve all parents with out significant difference between them. But teachers and principals complain in the open ended questions and the interview about parents inactiveness to participate in school activities indicate us the reverse.

Item 2 and 3 of table 6 show the school practices in providing information and training for parents about parenting skills, and involving parents in sharing specialized information and talent for the staff, students and other parents respectively. The mean scores of the two groups of respondents for both items 1.7, 1.5 and 2.10, 2.20 for government and private school respondents respectively are below average, indicating low level of practices performed. The result of t-test computation (t -obtained = 1.394 and t -critical 2.101 at 0.05 level of significance) shows the non-existence of statistically significant difference between the mean scores of respondents for both items. The data reveal that, both schools did not work to provide training and information about parenting skill, and they also did not have relevant practice to involve parents in sharing specialized information and talents for the staff, students and other parents.

The information from the parent interviewee also indicates the existence of low level practices in providing information or training about parenting skills and in involving parents to share specialized information and talents, even though the government school principal mentioned their efforts to involve parents on such activities with no encouraging result.

In item 4 of table 6, respondents were requested to rate the schools practice in providing suggestions for home conditions that support learning. Concerning this, the mean scores of government and private school respondents were 2.50 and 2.80 respectively. This indicates medium level of practices in both groups. The calculated t-test value of the two groups mean scores is 0.758, which is less than the t -critical value 2.101 at 5% level of significance. Therefore, it can be said that the difference in the practice of providing suggestion for home conditions that support learning among government and private schools is not significant.

classrooms or in other area of the school, and also refers to parents who come to school to support student performances and events.

Table 7: Teacher responses with regard to school staff practice in volunteering program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Invites parents to visit their children when they are learning in the classroom	1.30	0.483	1.80	0.789	1.712
2	Invites parents to participate in field trips and extracurricular activities	1.80	0.789	2.30	0.823	1.385
3	The school has volunteer parents who provide service in the classroom and other school activities	1.00	0	1.10	0.316	1.00
4	Parent who provide voluntary services are praised and acknowledged	2.10	1.287	2.20	1.033	0.192
	grand mean, SD, and t-test	1.55	0.639	1.85	.742	0.306

$p=0.05$

$df = 18 (2.101)$

Table 7 shows the extent of practices of sample schools in volunteering involvement program. Item 1 and 2 of table 7 shows school practices of inviting parents to visit their children when they are learning in the classroom and to participate in field trips and extracurricular activities. The mean scores of government and private schools respondents for the two items are 1.30, 1.80 and 1.80, 2.3 respectively. The mean scores of both groups respondents are below average, indicating low and very low level of schools practices in inviting parents to visit their children while they are learning and to participate in field trips and extracurricular activities. The computed t-test value (t-obtained 1.712 and 1.385 for item 2 and 3 respectively and t-critical 2.101 at 5% level of significance)

classrooms or in other area of the school, and also refers to parents who come to school to support student performances and events.

Table 7: Teacher responses with regard to school staff practice in volunteering program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Invites parents to visit their children when they are learning in the classroom	1.30	0.483	1.80	0.789	1.712
2	Invites parents to participate in field trips and extracurricular activities	1.80	0.789	2.30	0.823	1.385
3	The school has volunteer parents who provide service in the classroom and other school activities	1.00	0	1.10	0.316	1.00
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	grand mean, SD, and t-test	1.55	0.639	1.85	.742	0.306

$p=0.05$

$df = 18 (2.101)$

Table 7 shows the extent of practices of sample schools in volunteering involvement program. Item 1 and 2 of table 7 shows school practices of inviting parents to visit their children when they are learning in the classroom and to participate in field trips and extracurricular activities. The mean scores of government and private schools respondents for the two items are 1.30, 1.80 and 1.80, 2.3 respectively. The mean scores of both groups respondents are below average, indicating low and very low level of schools practices in inviting parents to visit their children while they are learning and to participate in field trips and extracurricular activities. The computed t-test value (t-obtained 1.712 and 1.385 for item 2 and 3 respectively and t-critical 2.101 at 5% level of significance)

classrooms or in other area of the school, and also refers to parents who come to school to support student performances and events.

Table 7: Teacher responses with regard to school staff practice in volunteering program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Invites parents to visit their children when they are learning in the classroom	1.30	0.483	1.80	0.789	1.712
2	Invites parents to participate in field trips and extracurricular activities	1.80	0.789	2.30	0.823	1.385
3	The school has volunteer parents who provide service in the classroom and other school activities	1.00	0	1.10	0.316	1.00
4	Parent who provide voluntary services are praised and acknowledged	2.10	1.287	2.20	1.033	0.192
	grand mean, SD, and t-test	1.55	0.639	1.85	.742	0.306

$p=0.05$

$df = 18 (2.101)$

Table 7 shows the extent of practices of sample schools in volunteering involvement program. Item 1 and 2 of table 7 shows school practices of inviting parents to visit their children when they are learning in the classroom and to participate in field trips and extracurricular activities. The mean scores of government and private schools respondents for the two items are 1.30, 1.80 and 1.80, 2.3 respectively. The mean scores of both groups respondents are below average, indicating low and very low level of schools practices in inviting parents to visit their children while they are learning and to participate in field trips and extracurricular activities. The computed t-test value (t-obtained 1.712 and 1.385 for item 2 and 3 respectively and t-critical 2.101 at 5% level of significance)

classrooms or in other area of the school, and also refers to parents who come to school to support student performances and events.

Table 7: Teacher responses with regard to school staff practice in volunteering program

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Invites parents to visit their children when they are learning in the classroom	1.30	0.483	1.80	0.789	1.712
2	Invites parents to participate in field trips and extracurricular activities	1.80	0.789	2.30	0.823	1.385
3	The school has volunteer parents who provide service in the classroom and other school activities	1.00	0	1.10	0.316	1.00
4	Parent who provide voluntary services are praised and acknowledged	2.10	1.287	2.20	1.033	0.192
	grand mean, SD, and t-test	1.55	0.639	1.85	.742	0.306

$p=0.05$

$df = 18 (2.101)$

Table 7 shows the extent of practices of sample schools in volunteering involvement program. Item 1 and 2 of table 7 shows school practices of inviting parents to visit their children when they are learning in the classroom and to participate in field trips and extracurricular activities. The mean scores of government and private schools respondents for the two items are 1.30, 1.80 and 1.80, 2.3 respectively. The mean scores of both groups respondents are below average, indicating low and very low level of schools practices in inviting parents to visit their children while they are learning and to participate in field trips and extracurricular activities. The computed t-test value (t-obtained 1.712 and 1.385 for item 2 and 3 respectively and t-critical 2.101 at 5% level of significance)

Item 5 of table 6, shows the practices of teachers/ school staff home visit to strengthen understanding between the school and home. Accordingly, the mean scores of the two groups were 1.10 and 1.40 respectively. Thus, both groups mean scores are below average and indicating very low level practices of home visit by teachers/ school staff. The computed t-test result (t -obtained = 1.570 and t -critical = 2.101 at 0.5 level of significance) indicates that there is no significant differences between the mean scores of respondents. The data indicate that the practice of home visit by teachers/school staff to strengthen understanding between the school and home was not considered as important in both (government and private) schools.

In general, the grand mean scores of the two groups of respondents are below average and there is no significant difference in the practice of parenting involvement program between the two groups of responses. Therefore, from this data it can be concluded that neither the government nor the private school had better experience in supporting parents to develop parenting skills.

Regarding this, researches by Epstein and Dauber (1991) and Indiana Department of Education (2001) argue that schools, which assist parents to develop knowledge and skills needed to understand their children at each grade level through workshops, home visitors, family support programs and in other forms of education, training and information giving improves the relationship and mutual understanding between parents and the school.

3. Volunteering program

Volunteering program refers to involvement at school that includes parent volunteers who assist teachers, administrators, and children in

indicates the non-existence of statistically significant difference among the mean scores of the two groups respondents. The result of the data shows both schools are not familiar with the practice of inviting parents to visit their children when they are learning in the classroom and to participate in field trips and extracurricular activities. Parent respondents also argued that such practice are not common to them.

Item 3 and 4 of table 7 shows the responses of teachers on the availability of volunteer parents who provide services in the classroom and other school activities, and reaction to parents provision of voluntary service. The mean scores of government and private schools respondents for the two items are 1.00, 2.10 and 1.10, 2.20 respectively. The mean scores of both groups are below average and indicate very low and low participation of parents as volunteer in the schools. The t-test value (t-obtained = 1.00 and 0.192 for item 4 and 5 respectively and t-critical = 2.10 at 0.05 level of significance) indicates the non-existence of statistically significant differences between the two groups of respondents. Based on the data it is possible to conclude that there were no parents who provide voluntary service in both schools. It needs high effort to introduce and expand volunteerism in all school societies.

Regarding this, MacNeil and Patin (2006: 3) argued that principals should identify some of the parents that are enthusiastic about volunteering and enlist them to recruit additional parents. Teacher and administrators must make a concerted effort to acknowledge the volunteers and show appreciation for all efforts both large and small. National Coalition for Parents Involvement in Education (2006) identified that parents can volunteer as tutor, classroom aids and curriculum resources, as well as with field trips and front office. They can organize school events and attend student performance, sport events and other school activities.

4. Supporting learning activities at home

The Epstein's' involvement activity includes teachers supporting parents to assist their own children at home on learning activities that are coordinated with the children class work. This type of involvement suggests that parents are involved in curriculum related activities occurring at home such as, assisting with homework, discussing on books with children, and ideas for school projects (Lunts, 2003). Therefore, schools can assist parents on how to help their children at home by providing information on skills required making students successful in school. In Table 8, some school practices in supporting learning activities at home are discussed.

Table 8: Teacher responses on school staff practice in supporting home learning activities

No	Item	Yekatit-23		Eshet		T-obtained
		Mean	SD	Mean	SD	
1	Teachers inform parents about courses provided in each grade level approximate timeline, and what is expected from students	1.90	0.738	3.40	0.966	3.902
2	Make parents aware of the importance of reading at home and ask to listen to their child read	2.20	1.317	3.30	1.703	1.616
3	Teachers provide project works for students which requires parental involvement and information for parents on how to help children in their homework	2.10	0.994	4.00	0.667	4.749
4	Advice parents about deciding TV watching time and types of programs to their children	1.40	0.699	3.90	1.101	6.062
	grand mean, SD, t-test	1.90	0.937	3.65	1.109	3.813

$p=0.05$

$df = 18 (2.101)$

Item 1 of table 8 shows the practice of teachers to inform parents about courses provided in each grade level, approximate timeline and what is expected from students. The result obtained shows the mean scores of

government and private school respondents 1.90 and 3.40 respectively. The mean score were below and above average respectively indicating low and medium level practice of teachers informing parents about courses, timeline and expectations from the students. The t- test value 3.902 is greater than t-critical 2.101 at 0.05 level of significance. Therefore, it can be concluded that difference in the practice of teachers informing parents about courses, timelines and expectations from the student is statistically significant. The result of the data reveals that teachers of the private school were better in informing parents about courses provided, approximate timeline and what is expected from students than the government school.

As can be seen from table 8 items 3 and 4, respondents were requested to rate the practice of teachers providing project work for students which request parental involvement and information for parents on how to help children in their homework, and advice parents on deciding TV watching time and types of programs to their children respectively. The result indicates the mean score of government school respondents are below average, and the private school respondents are above average. The t- test value 4.749 and 6.062 for item 3 and 4 respectively are greater than t-critical 2.101 at 5% level of significance and shows significant difference between the mean of the two groups. Therefore, from this data it is possible to conclude that providing project work which request parental involvement and information for parents on how to help their children in their homework, and advice parents on deciding TV watching time and programs were better practiced in private schools than government schools.

In support of this idea, Bauch and Goldring (1995) on their study parent involvement and school responsiveness; in selected public and private schools, argued that private schools appear to facilitate grater parental

involvement at school and elicit more parental involvement at home, by conveying schools discipline and responsibility to the parents in the home management of their children.

5. Decision Making

This involvement program provides parents with the opportunity to take part in decision making about schools programs. It may include being a school board member or an active member of PTA. Parents may be helping to make program decisions including goal setting, development and implementation of program activities, assessment and fund raising.

Table 9: Teacher responses on school practices in involving parents in decision making program

No	Item	Yekatit-23		Eshet		T-Obtained
		Mean	SD	Mean	SD	
1	Parents are involved in the process of evaluating school functions and performance	4.00	0.667	4.40	0.699	1.307
2	The school has flexible time schedule that allows to involve parents who have limited time and opportunity to participate	2.90	1.287	3.60	0.699	1.512
3	Participate parent teacher associations (PTAs) in main school activities and finance decisions.	3.60	0.966	2.50	1.179	2.282
	grand mean, SD, t-test	3.50	0.973	3.50	0.859	0

$$p=0.05$$

$$df = 18 (2.101)$$

Table 9 presents the practices of sample government and private schools involving parents in decision making activities. The first item of table 9 shows the practice of schools to involve parents in the process of evaluating school functions and performances. The result obtained indicates the mean scores of government and private school respondents were 4.00 and 4.40 respectively. The mean scores of both groups are above average, indicating a high level practice of involving parents in

evaluating school functions and performance. The t-test value (t-obtained = 1.307 and t- critical = 2.101 at 0.05 level of significance) shows the non existence of statistically significant difference between the mean scores of the two groups. Based on the data it is possible to conclude that the practice of involving parents in evaluating school functions and performance were similarly performed in both private and government schools.

In the interview many parents confirmed that the school invited them to give suggestion on its previous performance and future plan in the school parent meeting. Education experts also argued that schools were advised to involve parents in evaluating their plan and performance. They further state that schools effort of participating parents is taken as one major point in quarterly performance evaluation.

Item 2 of table 9 shows the response on using flexible time schedule to involve parents who have limited time and opportunity to participate. The obtained mean scores of government and private school respondents were 2.90 and 3.60 respectively. The result shows mean scores of the two groups were average and above average. The t-test computed 1.512 is less than t-critical value 2.101 at 0.05 level of significance. Therefore, it can be concluded that there is no significant difference between the two groups of mean scores on using flexible time schedule to involve parents. The data reveal that most of the time both schools tried to invite parents to the school by selecting appropriate time (holidays and weekends) for most parents. Most interviewee parents also argued that the school invites them for meeting at weekend days.

In the last item of table 9, respondents were asked to rate the practice of schools in involving PTA members on the main school activities and financial decisions. The mean scores result indicates 3.60 and 2.50 for government and private school respondents respectively. Thus, the result

shows the mean scores were average and above. T-test computation shows the existence of significant difference in the practices of the schools in involving PTA members on the main school activities and financial decisions between government and private school respondents. Based on this data, the practice of involving PTA members on the main school activities and financial decision were better performed in government school than the private one.

The information from interview responses also supports that PTA members have significant level of participation in planning school programs, solving disciplinary problems and financial decisions in government schools. Individual parents better participate in evaluating the school function and performance in the private school. A parent teacher association member parent from Yekatit School mentioned that:

we are working closely with the school in different issues such as decision on finance, in evaluating teachers performance, in maintaining school discipline, fund raising ... etc.

A parent who was nominated as PTA member in Eshet school states:

... of course I was elected as PTA member but still I am involved in my child school as an individual parent not as a committee member.

It was reported that most of the time teachers and parent meetings are arranged during holidays or weekend days to allow all parents participate. However, as to the respondents of teachers and the principal, many parents do not have interest to participate in teacher parent meeting specially in government schools. The principal of Yekatit-23 school states:

... when we call parents to discuss on major school issues, they thought as we need them for many contribution. Even though, we tried to arrange meeting on weekends or holiday still we do not have enough parents as we expected to be. I think many parents consider teaching children as the sole responsibility of the school or the government.

Supporting this Dalin et al. (1995) reported that it is sometimes difficult to get parents involved in the school affairs in the first place, however, giving them a real decision making role is crucial to their participation.

6. Collaboration with Community

Although many activities can be accomplished when parents and teachers form a strong partnership, schools also receive greater support by working in collaborations with the community. Community members with special expertise can play similar roles. Parents and students can also contribute to the community through participating in activities such as cleaning and planting trees. Businesses organizations can involve by providing support in form of fund for some particular projects or materials.

Table 10: Teacher responses on school practice in collaboration with community programs

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
1	Develop linkage with some community agencies and organizations to enhance students skill and learning	3.30	0.675	3.10	0.738	0.633
2	Participate in the service to the community in order to promote volunteering and community service among students and parents	2.00	0.607	1.80	0.632	0.690
3	Business partners are utilized as resource both in the classroom and at administrative level	2.80	1.135	1.80	0.789	2.387
	grand mean, SD, t-test	2.70	0.806	2.23	0.720	1.257

$$p=0.05$$

$$df = 18 (2.101)$$

Item 1 of table 10 shows schools practices of developing linkage with some community agencies and organizations to enhance students skill and learning. The result obtained mean scores were 3.30 and 3.10 for government and private school respondents respectively. Thus, the result of the mean scores of the two groups was average value. The t-test compute 0.633 is less than t-critical 2.101 at 5% level of significance and shows the non-existence of significant difference between the two mean groups. Therefore, from this data it is possible to conclude that both schools were working to make linkage with community agencies and organizations to enhance their students skill and learning with out major differences between them

. Though the response of teachers did not show significant difference the interview response of principals confirmed that the government schools create relatively better linkage with some organizations and tries to acquire support for economically poor students and the school as a whole. However, the private school teachers and principal mentioned their school effort by teaching some students from the poor families with out school tuition to create a good image in the community. Eshet school principal mentioned that:

" we do have fifteen children in a KG class, which were selected from poor families of the surrounding community. We teach them free of school tuition..." (Feb, 2008)

As can be seen in table 10 item 2, respondents were requested to rate the participation in the service to the community in order to promote volunteering and community service among students and parents. The mean scores of the two groups indicate 2.00 and 1.80 for government and private schools respectively. It is below average value, and indicates low level practices of schools participation in the service to the community. The calculated t-value 0.690 is less than the critical value 2.101 at 5% level of significance. Therefore, it could be concluded that there is no

significant difference between the two groups of respondents. This data shows that the practice of providing service to the community in order to promote voluntarism among students and parents was not yet consider as part of parental involvement activity in both schools.

The difference between sample schools in the practice of involving parents according to Epstein's school parent partnership involvement programs were summarized in the table below.

Table 11 summary on schools practice in involving parents

No	Item	Yekatit-23		Eshet		T- Obtained
		Mean	SD	Mean	SD	
	Communication	3.43	1.071	4.48	0.568	2.740
	Parenting	2.06	0.726	2.42	0.661	1.161
	Volunteering	1.55	0.639	1.85	0.742	0.306
	Home Learning	1.90	0.937	3.65	1.109	3.813
	Decision Making	3.50	0.973	3.50	0.859	0
	Collaboration with community	2.70	0.806	2.23	0.720	1.257

$p=0.05$

$df = 18 (2.101)$

In table 11, the calculated t-value for parenting, volunteering, decision making and collaboration with community were 1.661, 0.306, 0 and 1.257 respectively. And thus, t-test results were less than t-critical 2.101 at 0.05 level of significance. Therefore, it can be concluded that there is no statistically significant differences between government and private schools on the practice of involving parents in parenting, volunteering, decision making and collaboration with community involvement programs. Therefore, from the above data it is possible to say that both government and private schools were not working as they expected to do with regard to enhancing parents skills in understanding their children, make them participate in involuntary activities, involving in decision making and

working in collaboration with community members. In order to strengthen the partnership with parents schools should create welcoming school environment (Batey, 1996), provide basic information and training (Cotton, 2001), involve them in decision making and planning (Molnar, 2006).

On the other hand, the grand mean scores of government school respondent for communication and home learning involvement programs indicates medium and low level practices respectively. However, the private school respondents mean scores result for the two involvement programs indicates high level practice. The calculated t-value of communication and home learning involvement programs were 2.740 and 3.813 respectively, and it is greater than t-critical 2.101 at 0.05 level of significance and indicate the existence of significant difference between the mean of the two groups of respondents. Therefore, from the data it can be concluded that regarding the practice of communicating with parents and supporting home learning activities the private school was better than that of the government one.

4.3 Parents involvement in their children learning at school

Parents can involve themselves in different school activities of their children learning, such as classroom participation, attending school events, fund raising, visiting the school, decision making, voluntary activities and advocacy.

Table 12: Students responses on the practices of their parents' participation in school programs or activities

No	Item	Yekatit-23		Eshet		Degree of freedom	T-Obtained
		Mean	SD	Mean	SD		
1	Participates in teacher parent conference	2.71	0.920	3.65	1.137	(25) 2.060	3.917
2	Contact to my teachers before or after the school concerning my academic progress whenever it is necessary	1.66	0.773	3.10	0.718	(30) 2.042	7.579
3	Visit when I am learning in the classroom	1.28	0.504	1.25	0.444	(32) 2.038	0.244
4	Helps with field trips or extra curricular activities	1.98	0.647	2.05	1.276	(21) 2.080	0.350
5	Raise money for school projects when it is necessary	2.68	0.901	1.10	0.308	(90) 1.990	7.707
6	Participates in decision making in major school activities	2.10	0.811	2.05	1.099	(24) 2.064	0.230
	grand mean, SD, and t-test	2.07	0.759	2.20	0.830	(27) 2.048	0.677

p=0.05

Item 1 and 2 of table 12 shows the mean scores of student respondents on their parents participation in teacher parent conference and the level of their teachers to discuss about academic progress. The result obtained indicates that the mean scores were below and above average for government and private school respondents respectively. The t-test result also shows the existence of statistically significant difference between the mean of the two groups of respondents. Therefore, the data reveal that parents of private school students were relatively better participate in parent teachers conference and had better contact to their children teachers.

As shown in item 3 and 4 of table 12 respondents were asked about their parents practice of visiting the classroom when they are learning, and support in field trips and extracurricular activities. The mean scores

results of both groups respondents for the two (1.28,1.98 and 1.25,2.05 for government and private schools respectively) items were below average and indicate very low and low level practices of parents in visiting their children when they are learning in the classroom, and helping with field trips or extracurricular activities respectively. The t -test computed result for the two items (t-obtained 0.244 and 0.350 are less than t-critical value 2.038 and 2.080 for item 3 & 4 respectively), it can be, therefore, concluded that there are no significant differences between the mean scores of government and private school respondents.

The response obtained from parent interviewee indicates most parents from both schools do not clearly understand the importance of visiting their children when they are learning in the classroom. Besides, the school/teachers did not invite them to do so. Based on the mean scores and interviewee response it can be concluded that parents practice of visiting the classroom and participating in extra-curricular activities were not performed in both schools. It needs high effort to aware parents about the importance of participating on such school activities. Lunts (2003:3) argue that unless the school asks parents to visit the classroom and support curricular and extracurricular activities, parents will never know what kind of assistance they can offer for the school.

With regard to parents participation by raising money for school project, when it is necessary, item 5 of table 12 shows that the mean scores of government and private school student respondents were 2.68 and 1.10 respectively. The mean scores are average and below, indicating medium and very low level participation of parent in contributing money for school project, in government and private schools respectively. The t-test result indicates the existence of statistically significant differences between the mean scores of the two groups. This data indicates that the involvement of parents in their children education through raising money for the purpose

of accomplishing school projects is better performed in government schools than private.

In the interview, respondents mentioned that parents who teach their children in government schools support the school through raising money for different school activities in which the amount of money is mostly determined by school administrative body and parent committees. The school management and parents committee were highly involved in mobilizing parents and the community for the contribution. However, there is no such a trend in the private school except collecting the monthly school tuition from each parent.

Item 6 of table 12 shows the response of students about the practice of their parent participation in decision making in major school activities. The result of mean score indicates 2.10 and 2.05 for government and private school respondents respectively. The mean scores are below average indicating low level participation of parents in decision making of major school activities. The calculated t-test 0.230 is less than t-critical value 2.064 is 0.05 level of significance. Therefore, it can be said that there is no statistically significant difference between the mean scores of the two groups. The response of students shows that their parents rarely participate in major school activities. Here it seems that the government school student respondents were not considering the PTA member parents participation in different major school activities.

In general, the grand mean scores of students responses about their parents participation in school programs/activities are 2.07 and 2.20 for government and private schools respectively. The t-obtained =0.677 is less than t-critical value 2.048 at 0.05 level of significance. Therefore, the practice of parent's participation in their children school programs/activities between government and private schools is not significant. The

information obtained from the interview also supports the above result. An education officer from the town education office states:

... even though, it is said to be not adequate, now schools are working to involve parents in their programs. But due to different reasons still many parents are not actively participate rather sending their children and contribute money when they are asked. (March, 2008)

Therefore from these responses and data it is possible to conclude that the practice of parents to involve themselves in schools programs/activities to support their children learning were very limited in both the government and private schools.

4.4 Parents involvement in the children learning at home.

In this section, sample students were asked about their parents practices in supporting their learning at home. The responses were analyzed by dividing in to two sub parts - parents support through monitoring, encouraging and assisting.

Table 13 item 1 and 2 shows students responses on level of parent involvement by making follow up whether their children really go to school and really knows what they are doing in their free time. The obtained mean scores (92.98, 3.18 and 4.20, 4.15) for government and private schools respectively, indicate medium and high level of parental involvement. The t-test calculated for these items indicate the existence of significant difference between the mean scores of the groups. Based on this data it can be said that the practice of parental involvement by monitoring and follow up their children were better implemented by private school parents.

Table 13: Students responses on the practices of parents in monitoring their children education

No	Item	Yekatit-23		Eshet		Degree of freedom	T-Obtained
		Mean	SD	Mean	SD		
1	Really knows whether I go to school or not	2.98	1.217	4.20	1.056	(33) 2.036	4.122
2	Really knows what I do in my free time	3.18	0.995	4.15	0.671	(42) 2.018	4.128
3	Keeps close follow up of how well I am doing in school and monitor whether I followed the plan	2.43	0.994	3.40	1.142	(27) 2.048	3.803
	grand mean, SD, and t-test	2.863	1.069	3.917	0.956	(32) 2.038	3.932

p=0.05

As can be seen from table 13 item 3, the mean scores of responses on the practice of parents involvement in their children education by keeping close follow up of how well they are doing in school and monitor whether they followed the plan or not shows 2.34 and 3.40 for government and private school respondents respectively. This shows the mean scores are below and above average which indicates low and medium level of parental follow up of their children how well they are doing in school and monitor whether they followed the plan or not for the two group respectively. T-test was computed to see if there is significant difference between the mean scores of respondents. The result shows the existence of statistically significant difference among the mean scores of government and private school respondents.

In general, the grand mean scores result of table 13 indicates medium and high level practices in government and private schools respectively. The t-test calculated for the grand mean scores 3.932 is greater than t-critical value 2.038 at 0.05 level of significance indicates the existence of statistically significant differences between the mean scores of the two groups of respondents. Therefore, based on the data, it is possible to

conclude that the practice of parents in monitoring and follow up their children learning was better performed by parents of private school than the government one.

Table 14: Students responses on the practices of parents in encouraging and assisting their children education at home

No	Item	Yekatit-23		Eshet		Degree of freedom	T-
		Mean	SD	Mean	SD		
1	Helps me to organize my daily and weekly plan for study	2.50	1.009	3.40	1.095	(27) 2.048	3.529
2	Guide and assists me in my home work and assignment	3.17	0.966	4.35	0.875	(31) 2.040	4.958
3	Helps me with tutorial or gets me a tutor when ever I get problem in my study and performance	2.09	1.249	4.00	0.649	(58) 2.002	6.608
4	Provide secure study room for study at home	2.44	1.025	3.65	0.813	(31) 2.040	5.628
5	provide sufficient and relevant books and other educational materials at home	2.63	0.876	4.35	0.671	(43) 2.018	7.137
6	Reduce work load at home	3.26	0.927	4.45	0.686	(38) 2.025	5.385
7	talk about the value of education	3.38	1.118	4.35	0.587	(57) 2.003	3.745
8	Encourage reading book	3.15	1.124	4.25	0.786	(26) 2.056	4.135
9	praise and reward me when I work hard academically	3.85	1.032	4.10	1.021	(29) 2.045	0.977
	grand mean, SD, and t-test	2.94	1.036	4.1	0.798	(36) 2.030	4.677

p=0.05

Item 1, 2 and 3 of table 14 show students responses on their parents practices in assisting at home by organizing their study plan, supporting in their homework and assignment, and helping with tutorial when they get problem in their performance. The obtained result of mean scores indicates below and above average for government and private school respondents respectively. The computed t-test result shows the existence

of statistically significant difference between the mean scores of the two groups. In the interview many parents argued that most of the time they encourage and try to assist their children homework. A parent from Eshet academy disclosed about his support:

I should have to sign (put my signature) on my daughter homework folder. Before I do that I always try to check whether she did all her homework correctly. (Feb, 2008)

This data implies that in improving academic support for their children, parents of the private school were better than the government one.

Regarding item 4, 5 and 6, of table 14, respondents were asked to rate the level of parents' involvement in their learning by providing secure study room, relevant books and other educational materials, and reduce work load at home. The mean score results indicate medium and high level parental support in government and private schools respectively. The t-test result also shows the existence of significant difference between the mean scores of the two groups of respondents. This data indicates that assisting children through providing/arranging favorable home environment for their learning at home is relatively better performed by private school parents than government schools.

As can be see from table 14, of item 7, 8 and 9, students were asked to rate the level of their parents practice in encouraging to read and work hard in their education. The mean score result indicates above average for both schools. The calculated t-test result also indicates the existence of significant difference between the mean of the two groups of respondents. Therefore, from this data, it is possible to conclude that parental moral and psychological encouragement, and support for their children learning were found better in private school parents than the government. Here it does not to mean that parents of government school did not encourage

their children. The data also show medium and high level of encouragement.

Regarding this issue Goldring and Bauch (1995: 14) state that private school parents were more likely to contact the school and enforce rules at home. Parents who teach children in private school will be more involved in their education than public schools because they make a greater involvement of time, energy and fees. This greater involvement could lead to a sense of ownership of the school that psychologically encourages parental involvement.

4.5 Major Factors Influencing School-Parent Partnership

Many factors influence the extent of school parent partnership. For instance, U.S. Department of education (1997) argue that barriers to parent involvement in school arise from many factors, some related to the constraints facing teachers and other school staff, some related to the challenges and pressures that parents face and others related to culture and socio-economic differences between parents and school staff. In this section, the response of parents, teachers, principals in the two schools and experts from education office on the main factors influencing parents involvement in their children are summarized and presented. The responses of teachers were collected through open ended questions; response of parent and principals were collected through interviews.

Lack of awareness: Almost all parents, principals and most teacher respondents mentioned that lack of awareness affected their participation in school activities. Interviewed parent respondents lack clarity about what roles would they play to their children education at school. The two principals also argued that lack of awareness on the parts of parents was the major factor that affects their involvement in schools activities. During the interview Eshet school principal mentioned.

there are few parents who said the reason why I brought my child in this school is to see my child become academically successful through the school effort, otherwise why I pay huge money (fee) here I can send him to the government school free of school fee. (Feb., 2008)

Regarding the importance of creating awareness, Molnar (2006: 22-23) pointed out that most parents are not fully aware of all that happens in the classroom. Creating numerous efforts to increase awareness of common goals is expected from the schools through different means of communication.

Lack of time: Most parent, principal and teacher respondents mentioned that time limitation is seems to be the biggest barrier to participate in school activities. Principal and teachers of the government school stressed that due to low economic background, parents were engaged in different daily activities to generate income and other family commitments that contributed to the pressure on parent time that hindering participation.

Regarding time constraint Brown (2005: 3) states that for many parents, a major impediment to becoming involved in school activity is lack of time. Working parents are unable to attend school events during the day. In addition, evening and holidays are the only time those parents have to spend with their children, and they may choose to spend time with their family rather than attending meetings at school.

Lack of effective school parent communication: majority of teachers and parents mentioned lack of effective communication between the school and parents as the main hindering factor for involvement. Here, the reasons forwarded by the two parties for the problem were different. Principals and teachers complained that parents were most familiar with their child's stories of the school rather understanding the larger school event. They were not volunteering to come to school to discuss about the

over all school issues, besides to this majority of students do not relay message to their parents. On the other side parents respondents of the government school complained most of the time the message from the school to parents were similar; either they tale us to contribute money for the school projects or about the disciplinary problem of our children. Regarding factors affecting school -parent partnership, Dodd and Konzal (2002: 154) state that educators and parents see the world of school through different eyes. Parents are most concerned with the need of their individual children; educators on the other hand have to consider the need of all of their students while at the same time thinking of individual children. At this time communication might face difficulties.

Lack of attention: Majority of the respondents from both schools pointed out that lack of attention by parents, and teaching staffs hampered the school parent partnership. Parents have the right to know how their children are progressing and how teachers are trying to solve any problem. However, some parents as mentioned by principals and teachers do not give enough attention to know about their children progress and problem; they don't want to come to the school. Parent's lack of attention in their children education may have different reasons. As Docking (1990: 123) argues unpleasant memories of their own school day, lack of confidence prefer to leave educational matter to the teachers could be some of the reasons. According to Brown (2005:5) teachers complain that parents do not come to the conference or school open hours. This led some teachers to conclude that parents do not care about their children education. It is the responsibility of teachers and principals to encourage such parents to become involved.

Lack of experience on how to involve parents: Teachers and principal respondents mentioned that lack of experience on how to involve parents in classroom and other aspects of education affected parents participation

in schools activities. Regarding this issue Butter (1992) suggest that teachers and school principals need to acquire new attitude towards parents, new skills in communication, team building, decision making, and sharing in order to welcome and work with parents in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The objective of this study was to compare government and private primary schools practices in the school parent partnership activities in Bahir Dar Town Administration. To this effect data were collected from sample schools and respondents. From the analyzed and interpreted data, the major findings of the study are summarized as follows:

1. There is no statistically significant difference between government and private primary schools in encouraging parents partnership;
2. Concerning the school practices to involve parents in Epstein's' six types of involvement programs, there is statistically significant difference in communication and assisting students at home between the two school types in favor of the private one. The practice of involving parent teacher association (PTA) members in major school activities shows significant difference in favor of the government school. However, there is no statistically significant difference in parenting, volunteering, decision making and collaboration with community involvement programs between government and private primary schools;
3. There is no statistically significant difference between government and private primary schools in parents involvement in their children education at school. Parents involvement in their children education at school was found generally low in both schools;
4. Parents involvement in their children education at home shows statistically significant difference between government and private

schools in favor of private school. Parents involvement in monitoring, guiding and assisting their children education at home was found below average in government and above average in private primary schools;

5. Practices of the private school such as involving parents in their children homework and assignment using homework folder, and ways to communicate and acquire parents suggestion and comments are good lessons for government schools. On the other hand, involving PTAs in decision making and other major school activities, and developing linkage with different organization in order to have support for students and the school as a whole could be good lessons for private schools;
6. The findings from open ended questions and interviews indicated that the major factors affecting school parent partnership as mentioned by both school respondents were:
 - Time constraint: on the part of parents time constraints was viewed as a significant barrier by both schools principals, which was supported by many teacher respondents;
 - Lacks of awareness: Many parents lack aware of the importance of their involvement in their children education at school. They consider it as the work of educators only. Educators also mentioned they do not have enough training on how to involve parents on their children schooling;
 - Lack of commitment: teachers and principals mentioned that some parents who can understand the importance of their involvement do not have the commitment to perform their role.

5.2 Conclusions

In general, the school-parent partnership in the government and private primary schools is found to be low and there is no significant difference in involving parents. However, the government school practices in:

- Involving parent teacher association (PTA) in some major school activities and
- Establishing good relationship with some institution and donors to obtain support for school and economically poor students

The private school effort:

- To make parents involved in their children learning at home through homework or assignment and
- In Establishing two way channel of communication between the teacher and parents.

were found to be encouraging activities that each school could learn one from another. Lack of awareness in both parents and educators and time constraints of parents are among the several factors that seemed to have contributed to this situation.

The weak partnership that exist between the school and parents in the government and private primary schools reveal that educating children is not considered as mutual responsibility of school staff and parents. Therefore, without active involvement of parents, in their children learning it is difficult to acquire the intended result from the education system. Though building strong school-parent partnership is time taking activity, both the government and private schools need to exert better effort.

5.3 Recommendations

On the basis of the findings reached and conclusions drawn, the following recommendations are made:

1. The findings indicate both government and private schools are not working to encourage parental involvement as it intended to be. Thus, it would be advisable for both schools to initiate or encourage parents participation in their children schooling not only for the benefit of children to be successful in their academic performance, but also motivate teachers to strive for better educational experience for their students and enable parents to have better information about the school and to help their children at home. It is also recommended that the authorities in the town, the school administration and teachers must pay attention to perform their duties according to the policy and guideline in involving parents;
2. The practice of private schools in involving parents especially, in establishing two ways of communication and in providing ideas for parents on how to help their children at home are encouraging. On the other hand the practice of government schools in supporting PTAs' to make them participate in decision making and other major school activities are better. The town education office should work to arrange experience sharing programs between the schools to learn good practices from one another;
3. Parent involvement is a process that requires teachers, administrators, parents, students, and the community to plan, implement and reflect on their effort and goals. Fully performing this activity takes time. Therefore, it needs continuous attention and support by the concerned education authorities, to make these

stakeholders more aware of the importance of strong partnerships in order to attain the intended educational goals;

4. Parents want to help their children succeed academically and they can contribute to that success with some help from the school. Therefore, both schools should create effective communication through telephone, letter, and face to face discussion; inviting school environment for parents though welcoming their questions and constraints.

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የአማራ ብሔራዊ ክልላዊ መንግስት (1996) የትምህርት አመራር፣ የአደረጃጀት፣ የሕብረተሰብ ተሳትፎና የፋይናንስ መመሪያ፣ ትምህርት ቢሮ፣ ባህር ዳር.

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APPENDIX - A

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM

Department of Curriculum and Teachers

Professional Development studies

Questionnaire to be completed by the teachers

This questionnaire is developed to gather information on the current practices of school parent partnership in government and private primary school in Bahir Dar town, and to provide insight about possible future directions and needed improvements. Your cooperation and sincerity in responding to each of the questions below determines the success of the study.

Therefore, please read each items carefully and give your response that is closest to describing the situation in your schools and your activities.

No need of writing your name.

Thank you in advance for your cooperation

I. Information about the respondents

1. Your school name _____

2. Your age _____

3. Sex a) Male b) Female

4. Educational qualification

a) TTI Diploma Other Specify _____

5. year of service _____

6. Your period allotment in a week _____

7. Your work a) In one shift only

b) Some times in two shift

c) In two shift

II. Specific Direction

Carefully examine the scoring explanation below. Read each of the items and putting the sign (✓) in the space of your choice that corresponds to the response that come closest to describing the situation in your school and/or your activities.

Scoring explanation

1. Not occurring: the activity does not occur in our school
2. Rarely occurring: the activity occur in only one or two classes the activity is not emphasized in the schools parent involvement plan.
3. Sometimes occurring: the activity occurs in some classes; the activity is not a major component of this school s parent involvement plan.
4. Frequently occurring: the activity occurs in many classes/grade levels, the activity is one of the major components of the school parental involvement plan.
5. Always occurring: the activity performed always in all class/grade level

No	Items	Not	Rarely	Sometimes	Frequently	Always
	Encouraging/initiating parents					
1	The school arranges conference or workshops with parents to discuss on guidelines and school regulations to bridge school family differences					
2	Teachers and school exhibit staffs respect for parents as the primary support and most important influences in their child's education					
3	The school encourages teachers to communicate frequently with parents about their curriculum plan expectation for home work and how parents can help.					
4	The school conduct survey to identify talent and interests of parents to utilize in classes or through out the school					

IV. Please, give more suggestion on the following ideas

- a) In your school, is there a practice of parents' involvement in school programs? If you say yes specify, please.

- b) Have you taken training on how to involve or how to work with parents in instructional process? _____

i) Pre-service training _____

ii) In service training _____

- c) According to some educators, the task of education needs professional training and they consider the involvement of parents in teaching learning process as insignificant. What do you say about the involvement of parents in their children learning?

- d) Do you think that there are limitations on the involvement of parents in school program? What are the major factors?

- e) What do you suggest for the improvement of school parent partnership for the development of children in your school?

APPENDIX - B

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAM

Department of Curriculum and Teachers

Professional Development studies

**Questionnaire to be completed by students about the involvement of
parents in their education**

The following questions are related to your parents' involvement in your education at home and at school. Please read carefully each of the items and give your response about your parents (mother father and other care giver whom you are living with) about the involvement in your learning by putting the sign (✓) in the box of your choice that designates the response closest to your perception.

I. Information about the respondent

1. Name of your school _____
2. Sex Male Female
3. Age _____
4. Grade _____

II. Give your response by encircling the number that corresponds to the response that closer to your perception.

Scoring explanation

1. Not occurring: the activity does not performed by your parents
2. Rarely occurring: the activity performed by your parents only one or two times and parents does not give their attention.
3. Sometimes occurring: the activity does perform occasionally by your parents.
4. Frequently occurring: the activity performed many times by your parents.
5. Always occurring: the activity always perform by your parents as the major components in your learning.

No	Items	Not Occurring	Rarely Occurring	Sometimes Occurring	Frequently Occurring	Always Occurring
1	Participates in teacher parent confer	1	2	3	4	5
2	Contact to my teachers before or after the school concerning to my academic progress whenever it is necessary	1	2	3	4	5
3	Visit when I am learning in the classroom	1	2	3	4	5
4	Helps with field trips or extra curricular activities	1	2	3	4	5
5	Raise money for school projects when it is necessary	1	2	3	4	5
6	Participates in decision making in major school activities	1	2	3	4	5
7	Really knows whether I go to school or not	1	2	3	4	5
8	Really knows what I am do in my free time	1	2	3	4	5
9	Keeps close follow up of how well I am doing in school and monitor whether I followed the plan	1	2	3	4	5
10	Helps me to organize my daily and weekly plan for study	1	2	3	4	5
11	Guide and assists me in my home work and assignment	1	2	3	4	5
12	Helps me with tutorial or gets me a tutor when ever I get problem in my study and performance	1	2	3	4	5
13	Provide secure study room for study at home	1	2	3	4	5
14	provide sufficient and relevant books and other educational materials at home	1	2	3	4	5
15	Reduce work load at home	1	2	3	4	5
16	talk about the value of education	1	2	3	4	5
17	Encourage reading book	1	2	3	4	5
18	praise and reading me when I work hard academically	1	2	3	4	5

APPENDIX - D

Interview Questions for Principals

1. How do you see the importance of parents involvement on their children education?
2. What activities are performed by your school to strengthen partnership between parents?
3. Does your school provide training for teachers on getting parental involvement?
4. In your school what activities are performed to help parents on how to assist their children?
5. How do you communicate with parents to discuss overall school issues?
6. Do you have conferences that involve all parents? How many times within the year?
7. As a school leader how do you evaluate parents support and follow up of their children at home?
8. Does the school perform survey on the talents about a variety of subjects?
9. What major changes do the school obtain from the involvement of parents?
10. Do you have parent volunteer? If so in what activities?
11. How do you evaluate the activities of PTA and other parent committees in your school?
12. What looks like the involvement of parents in your school decision making?
13. How do you define your school relation with other organizations?
14. Could you mention some major factors which hinder parents from actively involving in their children education?
15. To strengthen the partnership what should be expected from parents and schools?

ክፍል ሁለት

ቀጥሎ ያሉትን ጥያቄዎች በጥንቃቄ በማንበብ የት/ቤትዎን እና የራስዎን ተግባር የተሻለ ይገልጻል በሚሉት መልስ ትክክል የ(✓) ምልክት በማስቀመጥ ምላሽዎትን ይስጡ።

የነጥብ አሰጣጥ ማብራሪያ፡-

1. ፈጽሞ አይከናወንም፡- ተግባሩ በት/ቤታችሁ የማይከናወን ሲሆን
2. በገዛታችሁ ደረጃ የሚከናወን ፡- ተግባሩ በአንድ ወይም በሁለት ሴክሽኖች ወይም ክፍሎች የሚከናወን ሆኖ በት/ቤቱ የወላጆች ተሳትፎ እቅድ ላይ ትኩረት ያልተሰጠው ሲሆን
3. አልፎ አልፎ የሚከናወን ፡- ተግባሩ በተወሰኑ ሴክሽኖች ወይም ክፍሎች የሚከናወን ሆኖ በት/ቤቱ የወላጆች ተሳትፎ እቅድ ውስጥ አብይ ተግባር ያልሆነ
4. በተደጋጋሚ የሚከናወን ፡- ተግባሩ በብዙ ወይም ክፍሎች ደረጃ የሚከናወን ሆኖ በት/ቤቱ የወላጅ ተሳትፎ እቅድ ውስጥ እንደ ዋና ተግባር የሚቆጠር ሲሆን
5. ሁልጊዜ የሚከናወን ፡- ተግባሩ በሁሉም ክፍሎች ደረጃ ሚከናወን ሲሆን

ተ.ቁ	ጥያቄዎች	ፈጽሞ አይከናወንም	በገዛታችሁ ደረጃ	አልፎ አልፎ የሚከናወን	በተደጋጋሚ የሚከናወን	ሁልጊዜ ሚከናወን
	ሀ. የወላጆችን ተሳትፎ በቀዳሚነት ማበረታታት					
1	ት/ቤቱ በመመሪያዎችና ደንቦች ዙሪያ ወላጆችን ሰብስቦ ያወያያል					
2	ወላጆች በልጆቻቸው ትምህርት የመጀመሪያ ድጋፍ ሰጭ እና ወሳኝ መሆናቸውን መምህራን ይገነዘባሉ					
3	የት/ቤቱ መምህራን በትምህርት እቅዳቸው፣ በተማሪዎች የቤት ስራ እና ልጆችን በትምህርታቸው ዙሪያ እንዴት መርዳት እንዳለባቸው ከወላጆች ጋር በየጊዜው እየተገናኙ እንዲወያዩ ይበረታታሉ					
4	በት/ቤቱ የወማር ማስተማር ሂደት ድጋፍ እንዲያደርጉ በተለያዩ የእውቀት መስኮች ወላጆች ያላቸውን ችሎታ ለማወቅ ጥረት ማድረግ					
5	ት/ቤቱ ለወላጆች ህብረት ሥራዎች መሳካት ተገቢው ድጋፍና አቅርቦት መስጠት					
	ለ) ከወላጆች ጋር ያለ ግንኙነት					
6	ከተማሪ ወላጆች ጋር ስብሰባ ማድረግ					
7	በተማሪዎች የትምህርት ውጤት ዙሪያ ከወላጆች ጋር በደብዳቤ፣ በስልክ ወይም በሌሎች የመገናኛ መንገዶች መገናኘት					

ክፍል ሦስት

ቀጥለው ለቀረቡት ጥያቄዎች ተጨማሪ አስተያየቶችን ይስጡ

ሀ. በትምህርት ቤታችሁ ፕሮግራም መሠረት ወላጆችን የማሳተፍ ተግባር/ ልምድ አለ?
መልስዎ አዎ ከሆነ እባክዎ በምን መልክ እንደምታሳትፏቸው በገልፁ

ለ. ወላጆችን በልጆቻቸው ትምህርት ጉዳይ ተሳታፊ ለማድረግ የሚያስችል ስልጠና ወስደዋል? _____

በቅድመ ስራ ስልጠና _____

በስራ ላይ ስልጠና _____

ሐ. እንደ አንዳንድ የትምህርት ባለሙያዎች ገለፃ የትምህርት ሥራ መያዣ ስልጠና እንዲኖር የግድ ይላል ስለዚህ የወላጆች በመማር ማስተማር ሂደት መሳተፍ አላስፈላጊ ነው በማለት ይስማማሉ። እርስዎ በወላጆች ተሳትፎ አስፈላጊነት ዙሪያ ምን ይላሉ?

መ. በትምህርት ቤታችሁ ወላጆችን በማሳተፍ ረገድ ውስንነት አለ ብለው የምናሉ? ምክንያቶቹ ምንድን ናቸው ይላሉ?

ሠ. የልጆችን በትምህርት መሻሻል ለማግኘት ይረዳ ዘንድ የትምህርት ቤት እና ወላጆችን አጋርነት ማጠናከር በተመለከተ ምን ይመክራሉ?

APPENDIX - G

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ፕሮግራም

የካሪኩለምና የመምህራን ሙያ ማሻሻያ ት/ት ክፍል

ወላጆቻቸው በመማር ማስተማር ሂደት ስለሚያደርጉት ተሳትፎ በተመለከተ በተማሪዎች የሚሞላ መጠይቅ

መመሪያ፣ የሚከተሉት ጥያቄዎች ወላጆቻችሁ በእናንተ ትምህርት ዙሪያ በትምህርት ቤት እና በቤት ውስጥ ስለሚያደርጉት ተሳትፎ የሚመለከቱ ናቸው። እያንዳንዱን ጥያቄ በጥንቃቄ አንብቦ/ሽ ወላጆችህ/ሽ በትምህርትህ/ሽ ዙሪያ ስለሚያደርጉት እገዛና ተሳትፎ ይገልጻል የምትለውን/ይውን መልስ መልስ/ሽ።

አመሠግናለሁ።

ክፍል አንድ

የግል ሁኔታ የተመለከቱ ጥያቄዎች

ቀጥሎ የተዘረዘሩት ጥያቄዎች የግል ሁኔታን የሚመለከቱ ናቸው። ትክክለኛ መልስህን/ሽን በሳጥኑ ውስጥ የ(✓) ምልክት በማስቀመጥ ስጥ/ጩ። የመልስ መስጫ የሚሆን ክፍት ቦታ ከፊታቸው ለተሰጣቸው ጥያቄዎች መልስህን/ሽን በተሠጠው ክፍት ቦታ በመሙላት መልስ/ሽ።

1. የምትማርበት ት/ቤት ስም _____
2. ስታ ወንድ ሴት
3. እድሜ _____
4. የትምህርት ክፍል _____

ክፍል ሁለት

ቀጥሎ ያሉትን ጥያቄዎች በጥንቃቄ በማንበብ ወላጆችህ/ሽ፣ በትምህርትህ/ሽ ዙሪያ በቤት ውስጥ እና በት/ቤት የሚያደርጉት ተሳትፎ የተሻለ (ይገልጻል) የምትለውን/ይውን መልስ የያዘውን ቁጥር በማክበብ ምላሽህን/ሽን ስጥ/ጩ።

- | | |
|-----------------------|--|
| 1 = ፈጽሞ አይከናወንም፡ | ተግባሩ በወላጆቻችሁ የማይከናወን ሲሆን |
| 2 = በገባቸው ደረጃ የሚከናወን፡ | ተግባሩ በወላጆቻችሁ ከአንድ ጊዜ ወይም ከሁለት ጊዜ ባልበለጠ ደረጃ የተከናወነ/የሚከናወን |
| 3 = አልፎ አልፎ የሚከናወን፡ | ተግባሩ በወላጆቻችሁ አልፎ አልፎ የሚከናወን ሲሆን |
| 4 = በተደጋጋሚ የሚከናወን፡ | ተግባሩ በወላጆቻችሁ ብዙ ጊዜ የሚከናወን ሲሆን |
| 5. ሁልጊዜ የሚከናወን ፡ | ተግባሩ በወላጆቻችሁ ዘወትር/ሁልጊዜ የሚከናወን ሲሆን |

ተ.ቁ	ጥያቄዎች	ፈጽሞ አይካናወጥም	በዝቅተኛ ደረጃ	አልፎ አልፎ የሚካናወን	በተደጋጋሚ የሚካናወን	ሁልጊዜ የሚካናወን
1	የመምህር ወላጅ የጋራ ውይይት ላይ መሳተፍ	1	2	3	4	5
2	አስፈላጊ ሲሆን ከትምህርት በፊት ወይም በኋላ ት/ቤት በመሄድ ከመምህርቹ ጋር ስለትምህርቱ ሂደት መነጋገር	1	2	3	4	5
3	በክፍል ውስጥ እየተማርክ/ሽ መገባዘን	1	2	3	4	5
4	በመስክ ትምህርታዊ ጉዞ ወይም በተጓዳኝ ተግባራት መርዳት	1	2	3	4	5
5	ለት/ቤቱ ውጥን ስራዎች ማከናወኛ የሚውል ገንዘብ ባስፈለገ ጊዜ ማዋጣት	1	2	3	4	5
6	በት/ቤቱ የጋራ እቅድ አወጣጥ እና ወሳኔ አሰጣጥ ላይ መሳተፍ	1	2	3	4	5
7	ዘወትር ት/ቤት መሄድ ያለመሄድህን/ሽን ማወቅ ወይም ማጣራት	1	2	3	4	5
8	በትርፍ ሰዓትና ከት/ቤት መልስ የት እንደምታሳልፍ/ፊ እና ምን እንደምትሰራ/ሪ ማወቅ	1	2	3	4	5
9	በእቅድሽ መሠረት ማጥናትና አለመጥናትህን/ሽን በቅርበት መከታተል	1	2	3	4	5
10	እለታዊ እና ሳምንታዊ የጥናት እቅድህን/ሽን እንድታዘጋጅ/ጁ መርዳት	1	2	3	4	5
11	የቤት ስራህን/ሽን እንድትሰራ/ሪ መምከርና መርዳት	1	2	3	4	5
12	ትምህርት ሲከብድህ/ሽ ማስጠናት ወይም አስጠኝ መቅጠር	1	2	3	4	5
13	አመቺ የጥናት ቦታ ማዘጋጀት	1	2	3	4	5
14	አስፈላጊና በቂ መጻሕፍት እንዲሁም ሌሎች የትምህርት መሳሪያዎች በቤት ውስጥ ማቅረብ	1	2	3	4	5
15	ለቤተሰብ የሚሰራውን የስራ ጫና መቀነስ	1	2	3	4	5
16	ስለትምህርት ጥቅም መወያየትና መምከር	1	2	3	4	5
17	መጽሐፍት ማንበብን ማበረታታት	1	2	3	4	5
18	በትምህርትህ/ሽ የላቀ ውጤት ስታመጣ/ጩ ማድነቅና መሸለመ	1	2	3	4	5

APPENDIX - H

ለርዕስ መምህራን የቀረበ መጠይቅ

1. የወላጆች በልጆቻቸው ትምህርት ዙሪያ ተሳታፊ የመሆን አስፈላጊነትን እንዴት ይመለከቱታል?
2. ት/ቤትም በመምህራንና በወላጆች መካከል መልካም አጋርነት ለማጠናከር እና መረጃዎችን ለመለዋወጥ የሚያስችል ምን ተግባር አከናውናል?
3. ወላጆችን በልጆቻቸው ትምህርት ዙሪያ ንቁ ተሳታፊ እንዲሆኑ ለማገዝ የሚያስችል ስልጠና ለመምህራን ተዘጋጅቶ ያውቃል?
4. ወላጆች ልጆቻቸውን እንዴት መርዳት እንዳለባቸው የሚያስገነዝቡ ምን ተግባራት በት/ቤትም ተከናውናል?
5. ስለ አጠቃላይ የት/ቤትም እንቅስቃሴ ወላጆች እንዲያውቁ የሚደረገው በምን መንገድ ነው?
6. ሁሉንም ወላጆች ተሳታፊ የሚደርግ የጋራ ስብሰባ ታካሂዳላችሁ? ከሆነ በዓመት ስንት ጊዜ?
7. እርስዎ እንደ አንድ የት/ቤት አመራር ወላጆች በቤት ውስጥ ለልጆቻቸው የሚሰጡትን ድጋፍና ክትትል እንዴት ይገመግሙታል?
8. ት/ቤቱ በሚያከናውናቸው ተግባራት የወላጆችን ድጋፍ ለማግኘት ይችላል ዘንድ ልዩ ልዩ እውቀትና ክህሎት ያላቸውን ወላጆች ለመለየት ምን ተስርቷል?
9. በወላጆች ተሳትፎ አማካኝነት በት/ቤቱ የተገኘ ለውጥ ካለ ቢያብራሩ?
10. በት/ቤቱ የተለያዩ ተግባራት ላይ ተሳትፎ የሚያደርጉ በጎፊ ቃዎች ወላጆች አሉ? ካሉ በምን በምን ተግባራት ላይ ይሳተፋሉ?
11. በት/ቤትም የወላጅ መምህር ህብረት (ወመሀ) እና ሌሎች ወላጅ ኮሚቴዎች እንቅስቃሴ እንዴት ይገመግሙታል?
12. በት/ቤትም እቅድ አወጣጥ፣ ገንዘብ አጠቃቀም፣ ክንውን ግምገማ እና ውሳኔ አሰጣጥ ዙሪያ የወላጆች ተሳትፎ ምን ይመስላል?
13. ት/ቤትም ከሌሎች ተቋማትና ድርጅቶች ጋር ያለው ግንኙነት እንዴት ይገመግሙታል?
14. ወላጆችን በት/ቤትም ሆነ በቤት ውስጥ በልጆቻቸው ትምህርት የሚያደርጉትን ተሳትፎ ሊያደናቅፉ የሚችሉ ምክንያቶችን ቢጠቅሱ?
15. የወላጆችና የት/ቤትን ግንኙነት ለማጠናከር ከወላጆችና ከት/ቤት ምን ይጠበቃል?

APPENDIX - I

ለወላጆች የቀረበ መጠይቅ

1. ስለልጅዎት ት/ቤት እንዲሁም ስለሚሰጠው ትምህርት ምን ያህል ውቃት?
2. በት/ቤት በተጠራ ስብሰባ ላይ ተገኝተው ያውቃሉ? ከተሳተፉ በምን ርእስ ጉዳይ ዙሪያ በስፋት ትወያያላችሁ?
3. ልጅዎትን የሚያስተምሩ መምህራንን ያውቋችዋል? ከመምህራኑ እና ሌሎች የት/ቤቱ ስራተኞች ጋር ያለዎት ግንኙነት ምን ይመስላል?
4. ከልጅዎት አስተማሪ ጋር በደብዳቤ፣ በስልክ ወይም መንገድ ተገናኝተው ያውቃሉ?
5. አስፈላጊ ሆኖ ሲገኝ ከትምህርት ሰአት በፊትና በኋላ ከልጅዎ መምህር ጋር ስለትምህርቱ ሂደት ተወያይተው ያውቃሉ?
6. ከልጅዎት በት/ቤትን በቤት ውስጠ ምን እንዲያከናውን ይጠብቃሉ?
7. ልጅዎት ት/ቤት በሰአቱ እንደሚገባና ትምህርቱንም በአግባቡ እንደሚከታተል እንዴት ውቃሉ?
8. ለልጅዎ በቤት ውስጥ የትምህርቱን ስራ በአግባቡ እንዲያከናውን ምን ምቹ ሁኔታ ፈጥረውለታል?
9. በቤት ውስጥ በእየለቱ በቋሚነት የሚተገበር የጥናት፣ ቴሌቪዥን መመልከቻ፣ የውይይት ወዘተ ሰአት መድበው ይጠቀማሉ?
10. ልጅዎት በመማር ላይ እያለ በክፍል ውስጥ ተገኝተው ያውቃሉ? ወላጆች በክፍል ውስጥ በሚሰጥ ትምህርት ዙሪያ ተሳታፊ መሆናቸውን በተመለከተ ምን አስተያየት ይሰጣሉ?
11. በት/ቤት ስለሚሰጥ የበጎፈቃድ አገልግሎት በተመለከተ ምን የሚያውቁት ነገር አለ?
12. ለት/ቤት በገንዘብ፣ በጉልበት፣ በቁሳቁስ ወይም ችግረኛ ተማሪዎችን በመርዳት አስተዋጽኦ አድርገው ያውቃሉ?
13. በት/ቤት ጉዳዮች ዙሪያ በሚሰጡ ውሳኔዎች ተሳትፈው ያውቃሉ? ት/ቤቱ ወላጆችን በውሳኔ አሰጣጥ ለማሳተፍ የሚያደርገውን ጥረት እንዴት ይመለከቱታል?
14. ከአካባቢው ማህበረሰብ ጋር ተባብሮ ከመስራት አንጻር ት/ቤቱ ምን ይመስላል?
15. በእርስዎ አመለካከት ወላጆች በልጆቻቸው ትምህርት ዙሪያ ተሳታፊ እንዳይሆኑ ሊያደርጓቸው የሚችሉ ምክንያቶች ምን ምን ናቸው ይላሉ?
16. በወላጆች ትምህርት ዙሪያ ት/ቤት እና ወላጆች ትብብራቸውን ለማጠናከር በየበኩላቸው ምን ማከናወን ይገባቸዋል?

APPENDIX - L

Student respondents rating scores

Item No	Yekatit-23						Eshet					
	Not occurring	Rarely	Sometimes	Frequently	Always	Total	Not occurring	Rarely	Sometimes	Frequently	Always	Total
1	4	33	31	10	4	82	-	4	5	5	6	20
2	40	32	9	-	1	82	-	4	6	10	-	20
3	61	19	2	-	-	82	15	5	-	-	-	20
4	17	51	13	1	-	82	9	6	1	3	1	20
5	8	25	35	13	1	82	18	2	-	-	-	20
6	15	50	13	2	2	82	8	6	3	3	-	20
7	14	9	34	15	10	82	-	2	3	4	11	20
8	-	24	23	21	14	82	-	-	3	11	6	20
9	16	28	26	11	1	82	-	6	4	6	4	20
10	14	27	30	8	3	82	-	5	6	5	4	20
11	1	19	37	15	10	82	-	1	2	6	11	20
12	35	25	7	10	5	82	-	-	4	12	4	20
13	4	47	10	17	4	82	-	-	2	9	9	20
14	7	43	24	5	3	82	-	1	8	8	3	20
15	2	12	39	22	3	82	-	-	2	7	11	20
16	-	24	10	21	17	82	-	-	1	11	8	20
17	6	17	29	19	11	82	-	-	4	7	9	20
18	-	14	8	36	24	82	1	-	3	8	8	20

APPENDIX - M

Mean and SD of teacher respondents

Items No	Yekatit-23			Eshet Academy			T-critical	T Obtained
	N	Mean	SD	N	Mean	SD		
1	10	3.30	.949	10	4.00	.943	2.101	1.655
2	10	4.20	.632	10	4.70	.483	2.101	1.984
3	10	3.70	1.337	10	4.20	1.033	2.101	0.936
4	10	1.70	.675	10	2.50	1.080	2.101	1.985
5	10	3.3	1.60	10	2.10	0.322	2.101	2.941
6	10	3.10	0.876	10	3.80	0.632	2.101	2.046
7	10	2.90	1.370	10	4.70	0.483	2.101	3.918
8	10	4.40	0.843	10	4.90	0.316	2.101	1.754
9	10	4.20	1.229	10	4.80	0.422	2.101	1.460
10	10	3.30	0.949	10	4.80	0.422	2.101	4.567
11	10	2.70	1.160	10	3.90	1.130	2.101	2.344
12	10	3.50	1.080	10	3.90	0.738	2.101	0.234
13	10	1.70	0.675	10	2.10	0.606	2.101	1.394
14	10	1.50	0.527	10	1.20	0.738	2.101	1.394
15	10	2.50	1.033	10	2.80	0.707	2.101	0.758
16	10	1.10	0.316	10	1.40	0.516	2.101	1.570
17	10	1.30	0.483	10	1.80	0.789	2.101	1.712
18	10	1.80	0.789	10	2.3	0.823	2.101	1.385
19	10	1.00	0	10	1.10	0.316	2.101	1.00
20	10	2.10	1.287	10	2.2	1.033	2.101	0.192

Items No	Yekatit-23			Eshet Academy			T-critical	T Obtained
	N	Mean	SD	N	Mean	SD		
21	10	1.90	0.738	10	3.40	0.966	2.101	3.902
22 _F	10	2.20	1.317	10	3.30	1.703	2.101	1.616
23	10	2.10	0.994	10	4.00	0.667	2.101	4.749
24	10	1.40	0.699	10	3.90	1.101	2.101	6.062
25	10	4.00	0.667	10	4.40	0.699	2.101	1.307
26	10	2.90	1.287	10	3.60	0.699	2.101	1.512
27	10	3.60	0.966	10	2.50	1.179	2.101	2.282
28	10	3.30	0.675	10	3.10	0.738	2.101	0.633
29	10	2.00	0.607	10	1.80	0.632	2.101	0.690
30	10	2.80	1.135	10	1.80	0.789	2.101	2.387

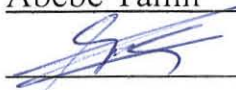
APPENDIX - N

Mean and SD of student respondents

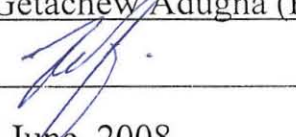
Items No	Yekatit-23			Eshet Academy			T-critical	T -Obtained
	N	Mean	SD	N	Mean	SD		
1	82	2.71	0.920	20	3.65	1.137	(25) 2.060	3.917
2	82	1.66	0.773	20	3.10	0.718	(30) 2.042	7.579
3	82	1.28	0.504	20	1.25	0.444	(32) 2.038	0.244
4	82	1.98	0.647	20	2.05	1.276	(21) 2.080	0.350
5	82	2.68	0.901	20	1.10	0.308	(90) 1.990	7.707
6	82	2.10	0.811	20	2.05	1.099	(24) 2.064	0.230
7	82	2.98	1.217	20	4.20	1.056	(33) 2.036	4.122
8	82	3.18	0.995	20	4.15	0.671	(42) 2.018	4.128
9	82	2.43	0.994	20	3.40	1.142	(27) 2.048	3.803
10	82	2.50	1.009	20	3.40	1.095	(27) 2.048	3.529
11	82	3.17	0.966	20	4.35	0.875	(31) 2.040	4.958
12	82	2.09	1.249	20	4.00	0.649	(58) 2.002	6.608
13	82	2.44	0.876	20	3.65	0.671	(43) 2.018	7.137
14	82	2.63	1.025	20	4.35	0.671	(43) 2.018	7.137
15	82	3.26	0.927	20	4.45	0.686	(38) 2.025	5.385
16	82	3.38	1.118	20	4.35	0.587	(57) 2.003	3.745
17	82	3.15	1.124	20	4.25	0.786	(26) 2.056	4.135
18	82	3.85	1.032	20	4.10	1.021	(29) 2.045	0.977

Declaration

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

Name: Abebe Tamir
Signature: 
Submitted to: Addis Ababa University
Date: June, 2008

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

Name: Getachew Adugna (Ph.D)
Signature: 
Date: June, 2008