

**Parent Involvement in Their Children Education in Selected
Government Preschools in Addis Ababa**

By

Helen Bekele

**A Thesis Submitted To the Centre for Early Childhood Care and
Education in Partial Fulfilment of the Degree of Masters of Art in
Early Childhood Care and Education**

Addis Ababa University

College of Education and Behavioural Studies

Centre for Early Childhood Care and Education

August, 2021

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Approval of Board of Examiners

Centre for Early Childhood Care and Education

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DECLARATION

In this thesis, I, Helen Bekele, declare that my work is original. It has not been presented for any degree at this college, nor at any other university or college. To the best of my knowledge, all sources of materials used for the study have been appropriately acknowledged. I have undertaken the study independently with the guidance and support of the research advisor.

Signature_____

Date_____

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Acronyms

EF:	Executive function
NGO:	Non-Government Organization
PI:	Parent Involvement
PII:	Parent Involvement Inventory
PPATC:	Parent Perceived Amount of Communication
PPO:	Parent Performance Orientation
PMO:	Parent Mastery Orientation
ZPD:	Zone of Proximal Development

Abstract

The purpose of this study was to assess parent's involvement in selected government preschools children in Addis Ababa City Administration. In total, 162 parents selected for the study, and 2 preschools administrators and 3 teachers were interviewed. Lev Vygotsky's sociocultural theoretical framework was used to guide this study. Correlation was conducted to see the relationship between parents involvement, with parent's number of children at home ($r=-0.002$) and age of children($r=.085$), the result showed that parent involvement does not have relationship with number of children at home and age of a child. T-test was also used to determine if there is significant difference between who has male and female children regarding parental involvement. There was no significant difference ($p < .001$) between parents whose children are male and female. Teachers asked about what the school arrange to invite parents in the school environment. In all the pre-schools, schools organize only meeting with in a semester. Therefore, parent's participation in school is limited. In addition to this, parents' busy working schedule also limit parent's participation. According to the current study, participation of parents in government preschools children is moderate.

This study could possibly contribute to show up and increases the level of involvement by giving information about their level of involvement. In addition, the study increases teachers and parents understanding of parent involvement and participation in their children education by giving information about importance of parent involvement.

Key words: *parent involvement, preschool children*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Parents are among the most important people in children's lives. Children learn and rely on their parents and other caregivers throughout their lives to provide protection and care for them and chart a trajectory that promotes their overall well-being (Vivian, Morgan, & Heather, 2016). As a child's first educator, parents play an important role, as they lay the foundation for the child's academic journey, self-confidence and self-concept, and self-reliance. A parent's involvement with children has been conceptualized as a set of beliefs, attitudes, and values that differ from simply engaging in the child's life activity (Grolnick and Slowiaczek, 1994). According to Fantuzzo, Davis, and Ginsberg (1995), the term parental involvement refers to a variety of parental behaviours that directly or indirectly influence children's cognitive development and school achievement. Hill & Taylor (2004) defines parental involvement as interactions between parents and their children that allow the children to benefit from educational outcomes and future success. This is a very common definition of parental involvement. A parent's involvement is also defined as participation in the educational processes and experiences of their children, mostly when it comes to the amount of parental involvement when it comes to schooling and their child's life (Jeynes, 2005).

Parents may be involved in their children's education in a variety of ways, at home, at school, or in both settings. Epstein (1995) states that parental involvement starts with raising their children in positive ways, personal resources, learning at home, and cognitive-intellectual resources. Hornby (2011) assumed parental involvement to be a type of interaction that contains several

contributions and practices from parents. Such contributions and practices include support of their children's language development as well as supervision of their children's homework.

Every child has school-based involvement activities that parents participate in. Attending a parent-teacher conference, observing the child in class, and fundraising are examples of school-based involvement (Kohl, 2000). These contributions and practices are also applied to parental school-based involvement, such as listening to children read, participating in educational visits, and serving on parent-teacher associations and school governing bodies (Manal, 2017).

Parents' engagement in in-school activities and a stimulating home environment are crucial for the cognitive, social, and emotional development of children (Amy, 2009). Children's games or playing with them reading to them at an early age, discussing school life at home, taking part in parent-teacher meetings and other school activities will have positive and lasting effects on children's motivation, their attention, behaviour, and academic achievements (Amy, 2009). Children are more likely to achieve academic success if their home environment is supportive (Henderson & Berla, 1994; Sanders & Sheldon, 2009). Regarding the learning process of children, Vygotsky is most well-known for his Zone of Proximal Development (ZPD). Based on Vygotsky's theory, children who are in the zone of proximal development for a particular task can almost do it independently, but not quite. In order for children to accomplish the task successfully, they need some assistance.

Ronel, (2014) study showed that when parents get involved earlier in a child's learning process, the more powerful the effects, and the most effective forms of parent involvement are those, which engage parents directly in learning activities with their children at home. Involving parents in children's homework supports the development of attitudes, knowledge, and behaviours associated with good performance in school (Hoover & Sandler, 1995; Kathleen and Joan, 2001).

In Ronel's (2014) study, children whose parents are actively involved tend to achieve more, regardless of their ethnic and racial backgrounds, socioeconomic status, or level of education.

Parents' involvement in their children's education makes children more motivated to work hard in school, motivated not to give up easily, even if they do not understand a particular topic, and will not skip classes because their parents supervise their attendance, are active and ready to learn, they learn to be punctual from a young age, parents would continuously inquire about their progress, so they would not want to disappoint them (Amanda, 2001, Kwatubana & Makhalemele, 2015, Lemmer,2007).

Parental involvement goes beyond parents asking about school performance to include them in the communication process in order to keep a healthy relationship with their children (Clinton and Hattie, 2013). Actively involving parents and community members tends to enhance schools' reputations and community support. Programs that encourage and involve parents are usually successful, better, and have higher quality programs than programs that do not involve parents (Joep and Eddie, 2007). "Schools that encourage and support parent involvement are now generally considered to be the most effective one method" (Grant and Ray, 2010; Henderson and Mapp, 2002, p.21). Studies indicate that the school system can not be effective if parents are not involved.

According to Garry (2011), there are four domain factors as a barrier for parent involvement in children's education. Such factors are, parental factors (parents' beliefs about parent involvement, parents' current life contexts, parents' perceptions of invitations for involvement, and class, ethnicity, and gender), child factor(learning difficulties and disabilities, gifts, and talents, and behavioural problems), parent-teacher factor (differing agendas, attitudes, and

language used), and finally societal factors (including historical and demographic issues, political issues, and economic issues) these main factors affect parental participation. In all of these factors child's educational activity is affected (Alice, 1992).

Children whose socio-economic backgrounds are low usually attend government or NGO-sponsored schools (Mosko, 2000). Effective community and family partnerships, however, are required to realize this goal (Dighe, 2020). One of the reasons parents do not participate in their children's education is their lack of time and money, as well as their perception that learning is strictly an academic process. A study done by Fantahun (2016) also stated that lack of family and community partnership was one of the problems facing early childhood education in Ethiopia. As a result of limited resources and limited time, preschool-community collaboration is low (Fantahun, 2016). "A good way to improve early childhood education in Ethiopia is to respect families and communities" (Fantahun, 2016, p.52). The other study at the same time in Ethiopia found that parents' play support and pre-schoolers home activity are important factors associated with the development of executive function (EF) in early childhood (Metaferia¹, Sofia and Judit 2020).

1.2. Statement of the problem

Parent involvement in children's education has a lot of importance for the children. Parents who become active participants in the early childhood education process can ensure that their children receive all the support they need to reach their full potential (Amanda, 2011). Parental involvement in children's education helps children to grow up to be productive and responsible citizens.

Many scholars emphasized on short and long-term advantages of parental involvement. Tyler's (2017) study revealed the impact of school-family relationships on student success was

examined. A parent's involvement is increased, teachers and school administrators also raise the chance to realize quality reform in education and have importance to enhance social skills and academic competence of children, (Lindsay, 2018). Mickey (1985) study revealed that parents who were involved highly in their children's preschool education yielded higher cognitive scores than children of parents who were less involved and also the study found a significant but modest positive correlation between parent involvement and children's higher conceptual and language skills at the end of the preschool year.

Parents living status and educational background affect participation in school, children who grow up in poverty are at higher risk for negative effects such as lower levels of cognitive development, academic achievement, and socio-emotional well-being (Allhusen, 2005). Lower-income, urban parents, however, tend to be less involved in their children's education (Reynolds et al, 1992) and to have poorer quality relationships with teachers than higher-income parents (Kohl et al., 1997). However, there is a research limitation on the area of parent involvement in early childhood education in home school relationships (Danielle, 2007, Jeffries, 2012). Further research is needed in this area to identify ways in which parent involvement can be promoted and increased during the preschool years, particularly with low-income children.

There are research limitations in Ethiopia as well in terms of parental involvement in early childhood education and care. However, in which there are various studies conducted in the area of early childhood care and education for instance; there are studies on the area of present practice, challenge the future direction of early childhood education, Fantahun 2016, Melese and Kifle 2017, in the area of early childhood teachers education Szente, Tadesse2007, Kasahun 2013, Early Childhood Care and Education in Ethiopia by Belay 2018, in the area of School Readiness Programs in Ethiopia Belay &Belay 2015, in the area of quality of early childhood

education in Ethiopia Fantahun 2019, Girma 2014, Beide , Yigzaw 2019. In the area of parent involvement in early childhood education there is limited number of studies Tsegaye, 2017.

As an importance of parent involvement in early childhood education, it should be studied especially in Ethiopia. This study was intended to assess the level of parent involvement in government preschool children.

1.3 Objective of the study

General objective

The general objective of the current study is to assess the status of parental involvement in selected government preschools in Addis Ababa city administration.

Specific objectives

To assess the status of parental involvement in their children's education at home.

To assess the status of parental involvement in their children's education at school.

To assess ways what participant parents currently involved in the preschool education of their children.

1.4 Research questions

1. What is the status of parental involvement in their children's education at home?
2. What is the status of parental involvement in their children's education at school?
3. How do the participant parents currently involve in the preschool education of their children?

1.5 Significance of the study

Parent involvement in early childhood education is believed to benefits parents, teachers, and most importantly the child. The current study report shared with the study area schools.

Therefore, results of this study benefit parents, teachers (school), children and preschool in the following ways:

The current study assessed participation of parents at home and at school in their children's education. Parents gain insight about their level of participation in children's education. This allows them to understand the benefits of being involved in their children's education, increasing their involvement.

By providing insight into the relationship between teachers and parents, the research also helps teachers to develop effective methods for involving parents in the educational process, as a result teachers improve parent-teacher relationships. This encourages teachers to get in touch with parents. The preschools, the study was conducted benefit from the study, because the preschools know the status of parent participation in their own preschool and how they are working with parents, this helps the preschools to increase ways of participation for parents.

Most importantly, the study benefits children of the study area because the study gives awareness for parents about how important is involvement in their children education this expect to parents to increase their involvement both at home and at school. If children are assuming parents are being a part of their educational activity at home and school, children keep the focus on their schooling and increase children's confidence about their school activity, and children feel free to ask and talk with their parents regarding their activity of preschool.

By knowing the status of the parent involvement in the study area the recommendation gives the way to increase parent's involvement for other government preschools, policymakers specifically for the ministry of education work on the road map of the preschool education, governmental and non-governmental organizations they are working with parents in order to understand the

importance of involvement in young children success. The finding of this study also provides important direction for conducting further research in the areas of preschool children's education.

1.6. Delimitation

The study is delimited only on parent's participation in their preschool children's education at home and school in selected five government preschools which are found in Kolfe Keranio sub city.

1.7 Operational definition of terms

The following concepts addressed in this study. Those definitions guide this study.

Parent: The term parent is defined as an individual who has reflected a primary caregiver of the child, for instance, biological mother or father, adoptive mother or father, foster mother or father, grandmother or grandfather, aunt, uncle, or any other legal guardian of the child in the home.

Parent involvement: participation of parents in their preschool children's education at home and school. It is measured by the parent involvement inventory (PII) developed by Watkins (1997).

School based involvement: participation of parents in school setting about child's education.

Home based involvement: participation of parents in home setting about child's education

Status: level parents participation in their children education.

CHAPTER TWO

LITERATURE REVIEW

Under this subtitle, the definition and the general conceptualization of parental involvement in early childhood care and education will be presented.

2.1 Conceptualization of parent involvement

There are different conceptualizations and dimensions of parent involvement “parent involvement is an undifferentiated concept that represents a wide variety of behaviours from straight parent participation in academic direction to parent involvement in school authority” (Radhika, 2011, p.13). Kohl and Colleagues (2000) define parent involvement as what parents ensure to enhance their children’s schooling success and strengthen the communication they have with their children’s school. Jayson (2005) also defined parental involvement the same with the other as the “parental participation in the educational processes and experiences of their children”. Participation includes both home and school-based involvement, such as listening to children read at home and supervising work and attending meetings and workshops at school with the teacher.

Parent involvement is shared responsibility in which partnerships are comprised of shared goals, shared contributions, and shared accountability for success (Jordan, 2001, Fantuzzo & colleagues, 2002). Parents can participate in enriching activities with their children at home, support and acknowledge their children's achievements, or take part in school-related events like parent-teacher conferences (Radhik, 2011, Swick, 2005). Involvement was also defined as monitoring their child’s whereabouts, homework completion, and school progress influencing their children’s plans after graduating from high school; and regulating television viewing (Mary, 2007).

Douglas, Nancy and John (2012) mention two mechanisms by which parental school involvement promotes achievement. These are by increasing social capital and social control mechanisms. In increasing social capital, parental school involvement increases parents' skills and information which makes them better equipped to assist their children in their school-related activities. Social control happens when schools and families work together to develop a consensus about how to communicate appropriate behaviour to children at home and at school (Neal, 1999). Parents' coming to know one another and agree on goals both behavioural and academic serves as a form of social constraint that reduces problem behaviours. When children and their peers receive similar messages about appropriate behaviour across settings and from different sources, the messages become clear and salient, reducing confusion about expectations. It is also possible for teachers, parents, or other adults to lose their authority, and effectiveness when families disagree about acceptable behaviour. Due to these two factors, children also receive messages about the importance of education, which then increase their competence, motivation to learn, and engagement in school (Grolnick & Slowiaczek, 1994).

As parents establish relationships with school personnel, they learn important information about the school's expectations for behaviour and homework; they also learn how to help with homework and how to help children's learning at home. In the same way, when parents and teachers interact, teachers learn about parents' expectations for their children and their children's teachers. In addition to this when parents are involved in their children's schooling, they meet other parents who provide information and insight on school policies and practices, as well as extracurricular activities, and understand teachers are the situation and how difficult situations have been handled successfully (Mary, 2007).

Parental school involvement does not reflect just one set of activities. Such diverse activities as volunteering in the classroom, communicating with the teacher, participating in academic-related activities at home, communicating the positive value of education, and participating in the parent-teacher relationship are all included in parental school involvement and each is related to school performance (Epstein & Sanders, 2002, Hill & Craft, 2003, Nancy & Taylor, 2004).

Regrettably, most school communication with parents takes place only when something is going wrong such as homework not being completed, a student misbehaving in class, or a student earning a poor test score (Edel, 2008, & Dawit, 2018). More parents become involved when teachers are caring and trustworthy (Mapp, 2003). Probably the best way to develop parental involvement is to invite parents directly into the schools (Edel, 2008). An individual or group of individuals can increase the inclusion of parents in the school system, the secret is to approach this goal systematically (Harlene, 1991). In accordance with Mary (2007), when schools welcome parents to participate at school, parents feel comfortable and they are able to maintain classroom and school discipline. As a result, if teachers and students respect one another, parents can collaborate with the school, observe how their child's teacher instructs, and communicate with the teacher about their child's progress.

The role of parents in early education is multifaceted, spanning all arenas, both home and school environments, it serves as a link between home and school environments, two key contexts when children are developing (Elizabeth, 2010).

Home-based involvement requires parenting activities, personal resources, learning at home, and cognitive-intellectual resources (Mary,2007).Parenting activities include rearing their children in positive ways, providing healthcare and nutritious meals, and ensuring regular school attendance, Epstein's parent involvement model also recommends this as a parenting role at home.

Positivity, caring, and communicating what is expected of the student are personal resources. Parents can assist with learning at home by helping with homework. Commonly home-based involvement includes providing cognitive-intellectual resources such as going to the library and talking about current events.

School-based involvement includes parents helping and supporting schools through volunteering in classrooms, attending sporting events and concerts, and helping with fundraising activities. Finally, the home-school collaboration includes communication between home and school or parent and teacher (parent-teacher conferences), decision making (parent-teacher association), and school collaboration with the community (Mary, 2007). According to the Harvard Family Research Project, parent-teacher conferences were the most frequently cited family involvement activity (Mary, 2007).

2.2 Importance of parental involvement in children's education

The preschool years represent crucial opportunities for the development of parental involvement in children's early education (Rohaty, 2011). This subtitle will discuss the importance of parent involvement in children's educational achievement in preschool.

The preschool years are an optimal time to establish parent involvement and to familiarize parents of children at-risk for academic difficulties with the skills children need to acquire prior to entering elementary school. Having parents participate in preschool has been related to strong pre-literacy skills, math acquisition, well-developed social skills, and positive attitudes toward school (Kendall, 2012 & Radhika, 2011). Children's later reading achievement during the elementary and middle school years is additional long-term benefit of parent involvement during preschool. Parents' active involvement in their children's learning is a recommended strategy

(Henderson & Mapp, 2002). Parent involvement may be particularly important for children from low-income families (Kendall, 2012).

A child's first experiences in school are often parents' first experiences as critical stakeholders in their child's formal schooling. It may allow parents to develop skills in working collaboratively with school personnel.

A majority of research studies emphasize the benefits of parental involvement in both the short and long term. According to all these studies of (Radhika, 2011, Qilong, 2015) parent-child relationships and parent participation both relate to positive outcomes in a child's education and related to behavioural outcomes. The younger the child, the more important communication and unity between the parent and the teacher (Lauren, 2016).

Home learning is crucial role in preparing learners for success in school since parents help build self-confidence, self-concept, and self-reliance. If the aspects of home training are not completed by the time the child starts school, they become a mutual concern and a shared responsibility of the family and the school (Radhika, 2011). Experiences illustrate Bronfenbrenner's (1986) Ecological Systems Theory, which emphasizes the serious impact of environmental interactions on the growth of children. According to this model, the relationship between a child's family and school is multidirectional; the family influences the school, while the school influences the family (Kendall, 2012). Parental school involvement increases parents' skills and information (i.e., social capital) which makes them better equipped to assist their children in their school-related activities (Nancy & Lorraine, 2004). Parent involvement in early childhood education plays a significant role in the development of both academic and non-academic outcomes in preschool-aged children.

Few studies have examined parent involvement during the preschool years and its impact on later academic, behavioural, and social outcomes (Kendall, 2012). However, family involvement in early childhood benefits the child, family, and school staff (Epstein, 2001, & Lauren, 2016). Parental involvement in children's education has been shown to enhance cognitive and behavioural abilities (Lindsay, 2018).

The academic outcome is one of the short-term outcomes. Many studies have investigated the relationship between preschool participation by parents and children's academic achievement (Kendall, 2012). The majority of the few studies conducted on the academic impact of parent involvement among pre-schoolers enrolled in Head Start and other preschool organizations support the need for parent involvement during the preschool years.

Parent involvement in an early year has a lot of importance and consistent positive effect, a child's academic achievement well into primary school, secondary school, and even high school (Sanders and Sheldon, 2009). Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist (Sanders & Sheldon, 2009). There is an overwhelming connection between literary resources in the home and the development of children's reading skills (Sheldon, 2009), the importance of the child has been highlighted in emergent literacy when parents are involved. Feinstein and Symons (1999) found parent involvement in early childhood to be the single greatest predictor of success at age sixteen. By having families volunteer in a kindergarten classroom to assist with emergent literacy, students were able to recognize more words (Porter & Johnson, 2004). If parents are involved in the classroom as volunteers children feel happy about their parents being in the classroom. Research supports the idea that parent involvement and experiences that take place in the home during a child's first

few years greatly influence a child's language, greater mastery of early basic skills in mathematics, science, and literacy development (Ijalba, 2015, Koralek, 2014, Danielle, 2007 et.al.). A study by Hill and Craft (2003) found that the quantity of parents' participation in kindergartners' math classes was positively related to their math performance, but not to their reading.

As compared to passive parental involvement (parent-teacher conferences, home visits by teachers), active parental involvement (class visits and helping with class activity) was associated with significantly more positive adaptive development in all domains except motor development. Additionally, active parental involvement was significantly related to children's greater mastery of basic skills in all subject areas (Davis, 2005). Parents can provide support, knowledge, time, and assistance when they are encouraged to become active in a school (Edel, 2008), more positive attitudes toward school (Shumow & Miller, 2001), a more positive self-concept, and academic self-confidence (Sanders & Herting, 2000), increased educational and career aspirations in adolescents (Hill, 2004), fewer suspensions and conduct problems (Fantuzzo, Perry, and Childs, 2004).

Parental involvement offers a means for teachers to become more familiar with their students' backgrounds. Parent involvement can help teachers learn about the challenges students may face at home (Tutwiler, 2005).

The study which explored how school involvement during pre-kindergarten was related to children's reading achievement in kindergarten and eighth grade (Kendall, 2012). The authors concluded from these findings that parent involvement is greatly needed in early childhood programs, especially those that serve low-income families (Kendall, 2012). Another school implemented teams that recruited when parents become more involved in their children's

education, elementary school students have shown improved school progress, attendance, behaviour, and attitudes (Mary, 2007).

Since parent involvement is associated with lower conduct problems, children are more likely to follow school rules and have a successful school experience with more parent involvement.

School-based involvement was significantly related to children's cooperation behaviours. High levels of Parent involvement were significantly related to lower scores in problem behaviours and higher scores in social skills among the preschool participants (Kendall, 2012, Radhika, 2011). In addition to this with Marcon (1999) findings, a longitudinal study of 1,205 urban, kindergarten through third-grade children found that parental involvement was significantly related to children's academic and social functioning (Izzo,1999). When parents of kindergarteners talked to their children about the importance of school and helped them practice what they were learning, the children's behaviour was more cooperative, self-controlled, inviting, and respectful than that of kindergarten children with less involved parents.

In addition to children, teachers and parents also benefit involvement from that actively involve parents and the community tends to establish better reputations in the community, experience better community support, school programs that encourage and involve parents usually do better and have higher quality programs than programs that do not involve parents. "Parental involvement has positive results for the child, parent, and teacher" (Qilong, 2015 & Lauren, 2016).

Being involved in their children's schooling has also made parents more aware of what teachers do, what their children are learning, and how to help them with schoolwork. In this case, they are more likely to help when they are requested by teachers to become more involved in their

children's learning activities at home and how the school functions, and developed more positive feelings about their children's teachers and school, (Mary,2007,et.al). Moreover, parents perceive themselves as useful (Mapp, 2003), and they talk to their children more often and are more sensitive to their children's social, emotional, and intellectual needs. Parent involvement in their children's early childhood education is associated with higher levels of parental involvement when their children enter elementary school, according to Hill (2014).

Through parental involvement, teachers become more comfortable asking other parents to be involved, manage their classrooms more effectively, and appreciate parents' help with learning activities (Collins et al, 2000). As a result, teachers and principals become better adept at understanding and respecting families' cultures and differences. They also report increases in job satisfaction (Gina, Ronel, 2014).

2.3 Barrier of parental involvement

Although research is growing on the importance of parental involvement in early childhood education, many barriers remain when it comes to involving parents (Lindsay, 2018). Under this subtitle different barriers are discussed such as parents factor, (socioeconomic status of parents, their education (poverty) perception about parent involvement and the contacts they make with the schools affect how they encourage children's development and progress in school, teachers belief about parent involvement, and child factor.

Parental involvement in school is systematically influenced by socioeconomic characteristics like socioeconomic status, ethnicity, and culture (Kendall, 2012, Hill and Lorraine, 2004). A study from Hill and Lorraine (2004) found that parents from higher socioeconomic backgrounds are generally more involved in their children's education. The higher the level of education of parents, the more likely they are to advocate for their children's placement in honours courses

and actively manage their children's education (Hill Lorraine et al, 2004). As Kendall 2012 and Kohl 2000 cited in Grolnick, Benjet, Kurowski, and Apostoleris, 1997 stated in contrast, single mothers and parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, transportation problems, and stress due to residing in disadvantaged neighbourhoods for many parents, the lack of time is an obstacle when trying to be involved in their child's education (Lindsay,2018, Mary,2007, Hill, Lorraine, 2004, Kendall 2012). Family reading, writing, and discussion are directly affected by the level of parental involvement (Tina, 2002).

In particular, a family's socioeconomic status has been established as a significant predictor of Parent involvement in literature different from this Crozier (1999) found that parents with low socioeconomic status may be more likely than parents with middle or high-incomes to consider their child's teacher as the "expert" in their child's education (Kendall 2012). A study by Alexander, Entwisle, and Olson (2001) found that during the academic year, students of different socioeconomic backgrounds made similar academic gains; however, during the summer, higher-Socio Economic Status students continued to grow while low-Socio Status children did not, creating an ever-increasing gap in performance across years. How students spend time outside of school is related to academic, as well as social and behavioral outcomes (Amy and Sandra 2009).

Younger children are more positive about their parents going to school, whereas older children are less attached to it." Children's performance at school is another factor that influences parental involvement. When parents consider their children are academically gifted Parents in this situation tend to lose confidence in the school and therefore reduce their involvement with teachers (Garry, 2011).

There are numerous studies that indicate that mothers who are depressed are less involved than mothers who are not depressed in preparing young children for school and exhibiting lower levels of involvement throughout the early years of schooling (Hill and Lorraine, 2004).

A negative self-perception can also affect parents' school involvement. If they are unhappy with themselves, they may not be able to connect with their children's school. As a parent, your memories of your own school experiences may become reactivated and may influence how you interpret and direct your child's school experiences (Lindsay, 2018, Hill & Lorraine, 2004). Having a negative experience does not encourage parents to get involved with their children's education, as some uninvolved parents state. Most of the time, parents' self-confidence determines their involvement in school. A factor that may be especially important in this regard is the experience of poverty. Poverty exerts direct effects on parents' mental health and self-perception due to a struggle to make ends meet, increasing their stress (Radhika, 2011).

Hoover-Dempsey & Sandler, (1995) points out three factors that parents fail to consider when determining their children's educational needs. First, parents may not be sure what role they should play in their children's schooling or how to interact with teachers second, parents may not have the skills that they need to help with their child's schoolwork, or may believe that they will not be effective at helping their child and the third is parents may want to support their children's education but may believe that teachers do not want their help, do not support their efforts, or do not value their contributions. In the view of parents, teachers are responsible for a child's education and if the child encounters difficulty the parents may blame the teacher. Conversely, teachers may believe they need help from parents with school activities at home (Mary, 2007). Some parents might be more involved if they believe that certain factors contribute to the academic success of their children (Mary, 2007). A widespread viewpoint holds that education is

solely the responsibility of professionals (Radhika, 2011). "Parent involvement strategies are associated with teachers' attitudes" (Epstein and Becker, 1982; Epstein and Dauber, 1988; Swick and McKnight, 1989).

A teacher from a culturally different background tends to lack a sense of what students and parents look like (Epstein and Dauber, 1991). Teachers who are culturally different tend to believe that students and parents are uninterested or unconcerned with schooling. According to Yan and Lin (2005), involvement in school sometimes varies across ethnic or cultural backgrounds as well. Often, this can lead to another obstacle language conflicts for many ethnic groups, language tends to be a barrier when it comes to communicating with the local school.

Parents' lack of initial pre-service training is considered a significant barrier to involving parents (Monique 2014). Teachers who hold more positive attitudes toward parent involvement use parental involvement techniques more frequently in their teaching approach. According to Brent (1991), preservice teachers held highly favourable attitudes toward Epstein's (1987) model, which outlines five types of parental involvement. These favourable attitudes became even stronger when subjects had classroom experience through student teaching placements. Teachers may not include parents or tell them how parents can help if they do not believe they can work collaboratively. Many teachers believe that parents are not capable of doing school-related activities at home, do not believe their involvement will have an impact and believe that parents cannot be asked to do so. One of the main reasons that teachers dislike parents is because they question their experience, judgments, and status (Edel, 2008). Some teachers believe that low-income families and parents with no college education have low educational expectations for their children, lack the skills to effectively help their children are not concerned about their children generally less involved in schooling (Margaret,2003). Several studies show that teachers

are hesitant to involve parents because they are unsure of how to do so, believe their involvement will have no meaning, or believe parents lack the necessary skills (Becker and Epstein, 1982; Gal and Stoudt, 1995).

In addition to the characteristics of the parent and family, the school's context and policies influence parental school involvement. In Hoover-Dempsey (1995) model, parental engagement is seen not only as a matter of parental self-perception but also as a function of the school climate, including parents' perception about whether their engagement is welcomed by school staff teachers'. The encouragement of such involvement results in increased competence among parents when interacting with their children and more parental involvement in academic activities at home (Epstein and Dauber, 1991). Teachers' willingness to let parents into their classrooms can be an obstacle rather than seeing parents as partners in the classroom. Sanders & Sheldon, (2009) to overcome the barriers preventing parental involvement, schools need to provide a welcoming climate where the school staffs is respectful and responsive to parents.

Among the barriers that prevent parents from being involved in schools and community programs, Ginan (2014) outlined these:

1. Attitudes – The workforce does not feel comfortable talking about issues in front of families. Families don't trust staff, staff thinks families are too overwhelmed to participate. Staff isn't willing to accept families as equal partners. There is no contribution from families. Family members might violate client confidentiality, according to staff. According to Hornby (2011), professionals common attitudes toward parents, such as Parents as adversaries, vulnerable, less able, needing treatment, causal, parents needing to be kept at a “professional distance has mentioned as a barrier to do not involve in children education. In Hornby (2011) book, there are some recommended idea that encourage parents to involve in school.

2. Logistics – Schools and programs can't pay for childcare for this reason getting to meeting is difficult for families without transportation. Parents are only able to attend meetings during working hours or at times when they are inconvenient. Taking time off work to attend meetings isn't reimbursed.
3. System barriers – No systems are in place for paying parent leaders for their time and contributions. Staff time can only be paid during regular working hours. Parental and family involvement is not well supported.
4. Lacks of skills – Families have never participated in (school-type) meetings/committees. Families are unaware of applicable procedures and policies. Staff isn't ready to work with families in new ways. Lack of information about the role of families and staff.

Attitudes needed to work effectively with parents, professionals need to communicate to parents the attitudes of genuineness, respect, empathy, and also professionals need to show respect for parents may increase parent involvement. In addition, competencies needed to work effectively with parents need to have specific skills and knowledge such as skills needed to work effectively with parents, knowledge needed to work effectively with parents.

2.4 Conceptual framework of parent involvement

Lev Vygotsky's sociocultural theory focuses on a framework that describes how children acquire new modes of handling knowledge and solving problems (Harlene and Stufkens, 2003). A major aspect of Vygotsky's child development theory is the significance of social interactions and how interactions play a fundamental role in cognitive development. Vygotsky's developmental framework revolved around the concept that learning occurs on two levels one is through interactions with others and through the individual's mental structure (Harlene, 2003).

The first dimension Vygotsky specified is interaction with others. He placed a strong emphasis on social interactions supporting learning in early childhood. Through social interactions, children are acquiring age-appropriate skills, learning to communicate, and enhancing the development of cognitive skills. Vygotsky believed interactions with someone more knowledgeable are the key for a child to learn and develop a better understanding of the world and learning happens by interacting with our environment & that development is enhanced when confronted with new tasks just out of reach of one's present abilities (McLeod, 2014).

The zone of proximal development (ZPD), the difference between what a learner can do without help and what he or she can do with help, is an integral aspect of Vygotsky's theory. During cooperative learning exercises, less competent children have an opportunity to work with more competent peers (Lindsay, 2018).

Epstein's (2001) framework on parent involvement evolved from examining parent engagement from preschool through high school. This framework has been adopted by early childhood education programs to help assist in promoting family involvement and providing options for families. This framework includes six types of involvement (Mary, 2007 and Lindsay, 2018).

The first type of Epstein's parental model is parenting home environments that support achievement. When parents are actively involved in their children's education, they can enhance their school success by supporting their children by providing a home environment that is conducive to learning, as well as providing nutrients and healthcare, and by ensuring regular attendance at school (Becker and Epstein, 1982). Home-school notes are another effective way for teachers to communicate with parents (Becker and Epstein, 1982).

Learning at home is also the model of parents that assisting children in the learning process at home. In this model, teachers suggest ways that parents can help their children with homework or other school-related activities.

Level one of the model suggests that three major factors influence the variety and frequency of family involvement. These three factors are parents' personal motivators, perceptions of invitations to be involved, life context variables. The model also acknowledges that families support children's learning through involvement activities at home. Level four is the level of the model that views students as the authors of their academic success describes a set of four student beliefs and behaviours associated with academic achievement.

CHAPTER THREE

RESEARCH METHODS

3.1 Research design

In this study, a descriptive survey design used to investigate the status of parental involvement in their preschool children's education at pre-school and home. This type of design gives the chance to have a more complete understanding of a problem.

3.2 Study site

The study conducted in Addis Ababa which is the capital city of Ethiopia; there are ten sub-cities in Addis Ababa. From these ten sub-cities, the study conducted in kolfe keranyo sub city.

3.3 Population of the study

In the study area, there are 194 pre-schools. Among this number, 157 pre-schools owned by privates, 21 are others (NGO, churches, mosques, or shares) and 16 are government pre-schools. The total number of children in all pre-schools in a sub-city are 30561, 15745 male and 14821 females.

The current study was conducted in government pre-schools to investigate the government preschool children's parents' level of participation. These, 16 government pre-schools are found in 15 woredas of the sub-city and the total number of children in 16 government preschools is 9,040 in total, (4655 Male and 4384 Females).

Among this total number of government pre-school children, 2177 males and 1778 females are in KG1, 1419 male and 1376 female are in KG2 and 1258 male and 1230 females are KG3 children.

The age of the children is between three to six years old from KG1- KG3. Parents of preschool children participated in this study by giving information regarding their involvement in their children's schooling at home and school environment.

In the study area of government pre-school classes, the total number of KG3 children are 1,525, 775 male and 749 females out of this number in selected five pre-schools there are 475 KG3 children in eight sections 223 Male and 252 female. Researcher select KG3 class children because they are preparing for formal schooling and parents expect to have close attachment with them.

3.4 Sample and sampling

To achieve the objectives of the current study data collected from children's parents, (parent who spent the most time in educational involvement with the child), teachers and pre-school administrators in selected pre-schools by applying probability sampling techniques. As far as probability sampling technique is considered, the researcher applied multi- stage cluster sampling technique in order to make representative sampling. The purpose of using multi stage sampling in this study is to organize the population in to group.

Out of fifteen woredas in the sub city the study selected four different woredas randomly, by considering that it represent the rest ten woredas in the sub city, from these different woredas researcher selected randomly one pre-school from each woreda total of five pre-schools. From KG1,2 and3 the study was conducted in one sub-group (in KG3) classes, in five pre-schools there are eight sections of KG3 classes, therefore; the study was conducted in one section of KG3 class from each preschool (all children in the class have participated in the study). From each preschool the study selected one section of upper KG3 class total of five sections children's parents are participated in this study.

To make interviews with teachers and administrators the study interviewed five teachers and administrators from all selected pre-schools. The researcher believes that the selected key informants can provide enough information concerning the topic under study. Therefore, the researcher prepared a schedule to conduct semi structured interviews for the pre-school administrators and teachers.

Out of sixteen government pre-schools in the sub-city, the study was conducted in five different government pre-school children parent's woreda 01, 05, 06 and woreda14. In woreda 6 there are two preschools from these two the study used both preschools because some of the woreda do not have government preschools, woreda,1, 5,and woreda 14 have only one preschool each, so the study selected one pre-school from each, namely from woreda01 Bruh Tesfa ,from woreda 5 Adis hiwot, from woreda 6 Yemane Birhan and Weyra, from woreda 14 Dagmawi birhan preschools are selected.

Table 1. Number of children in selected preschools.

No	Preschool	KG1		KG2		KG3			KG1-KG3	
		M	F	M	F	M	F	T	M	F
1	Yemane. B	72	77	53	53	64	70	134	284	242
2	Adiss hiwot	65	64	61	62	56	60	116	182	186
3	Weyra	35	23	23	20	24	23	47	138	115
4	Biruh tesfa	53	46	46	55	56	71	127	165	162
5	Dagmawi. B	27	34	53	46	23	28	51	103	108

The number of children in all selected KG-3 sections are 43, 36, 41, 38, and 32, 190 KG3 children in total. In multi stage cluster sampling in the final stage all the individuals will be taken as the participants of the study which means 190 children parents are sample for the current study (93 Male &97 Female).

3.5 Instrument

The data was collected from parents concerning their participation in their children's education both at home and at schools. Main inventory developed by Watkins (1997) and used for the study "Teacher Communications, Child Achievement, and Parent Traits in Parent Involvement Models" 'Watkin (1997) and "Parent Involvement in Children's Schooling" by Heather (2011). The name of the instrument is parent involvement inventory (PII).

The Questionnaire is comprised of 26 closed-ended items representing the main construct of Parent Involvement. The questionnaire has four sub scale. Cronbach alphas were examined for each scale, mastery orientation scale ($r = .67$) included five items in it, performance orientation scales ($r = .78$) included six items, Parent involvement Six items ($r=.86$), Parent-perceived amount of teacher communications eight items ($r= .92$).

In the Parent mastery orientation, Parent performance orientation and Parent involvement scales, more of the items represented each of the following dimensions of the home learning climate. And in the Parent perceived amount of teachers communication scale more items represent the school communication of parents with their children's teachers.

The questionnaire asked children from low-income families (receiving free or reduced-free lunches), and 64% of the students were White, 33% Black, and 3% American Indian, Asian American, or Latino. The current study also conducted in low socio economic class in

government preschools, and the government preschools offer free meal for children therefore, the inventory is considered to fit for the current study.

The scales consists of 26 items in four sub-scale each sub-scale address different issues. All the scales responses measured by a likert scale with the following range: 1 = not at all, 2 = rarely, 3= sometimes, 4 = frequently, 5 = a lot. And only for the parent – perceived amount of teacher communication scale does the measure differs from the other 1=more than enough, 2= very enough, 3= enough, 4=rarely, 5=not enough.

The five items in the Parent Mastery Orientation Scale address aspects such as how often the parent encourages the child to try to find reasons to fix mistakes he/she makes, how often the parent pays close attention to the child's improvement in his/her school learning, and how often the parent encourages the child to feel successful for simply working hard on his/her homework.

The six items in the Parent Performance Orientation Scale address aspects such as how often the parent asks the child what grade he/she received on a test or paper, how often the parent congratulates the child when he/she does better than others, and how often the parent tells the child he/she can get good grades if he/she works hard enough. The six items in the Parent

Involvement Scale address how often the parent interacts with the child verbally or physically, talking about what the child learned in school, or discussing the child's schoolwork with him/her.

The items in the Parent-Perceived Amount of Teacher Communications address whether or not the teacher communicated enough with the parent in seven specific ways, such as sending home activities for the parent and child to work on, telling the parent about the child's strengths and positive qualities, and sending the parent notes or newsletters to keep him/her informed about the classroom.

In this study, a total of 190 questionnaires were distributed to the parents. The returned questionnaires are 162 (85.2%), the rest 28 (14.7) are not returned for different reasons and not properly filled out. Moreover, 3 classroom teachers and two pre-school administrators participated in the interview.

The reason why the study used this inventory is the sub-scales mapped with three of the six types of involvement out of Epstein's six types of involvement directly related to the study title.

Parenting (offer families assistance with parenting and childrearing skills, in understanding child development, and in setting home conditions that support children as students), Communicating (keep families up-to-date on school programs and children progress through effective school-to-home and home-to-school communications), and Learning at Home (offer suggestions and techniques to involve families in learning activities with their children at home).

Semi-structured interview guide

The importance of an interview has been explained best by Khan (1993) as an interview is more appropriate to gather data with deep explanations and ideas of individual participants, in this case, (five in total) preschool principals and main teachers of each preschool interviewed. The interview guide was prepared by the researcher to address the research question related to pre-school principals and pre-school teachers.

3.6 Methods of data collection procedures and data analysis

This study intended to collect information regarding the involvement of parents at home and school in pre-school children's education. After the proposal and the instrument approved the selected preschools were contacted by the researcher in person to explain the purpose of the study to obtain their permission to collaborate with the study. After knowing the preschool

permission the selected sub-group (children in KG3 class) was contacted to address children's parents by the classroom teacher and researcher to send the research questioner to home for their parents. Teachers were asked for their assistance in distributing and collecting the questioner. In one of the pre-school researchers contact parents in person in the pre-school setting, when they come to school to receive children's uniforms, and asked their permission to fill the questionnaire and they fill the questioners with the help of other data collectors because some parents could not read and write by themselves.

A semi-structured interview conducted with two pre-school principals and three classroom teachers by obtaining their permission to the interview, after knowing their willingness the interview established and writing/recording their answers.

Based on the nature of the problem, the data were collected both in qualitative and quantitative ways. The data that obtained from teachers and principals was in-depth Semi-structured interview and analysed qualitatively by coding, developing themes, and interrelating those themes. The data obtained from the parents' questionnaire were analysed quantitatively using descriptive statistics (mean, standard deviation), correlation, t-test, and one-way ANOVA by using SPSS.

3.7 Ethical consideration

Included with the inventory was a document containing an explanation of the study and that their responses are completely anonymous and that there is no benefit for or risk to them for helping with the study. Consent was recognized and the parent completed and returned the inventory.

The researcher informed the participants orally and writing that their contribution is voluntary.

The clarification mainly incorporated information about the aims of the research, the extent, and procedures of confidentiality and ambiguity, and about the voluntary nature of the research even they can quit in the middle of their participation.

CHAPTER FOUR RESULTS

4.1 Demographic characteristics of participants

This study aimed at assessing the status of parental involvement in selected government preschools in Addis Ababa city administration. In this chapter the result of the study is presented.

Table 2: Demographic characteristics of participants

Variable		Frequency	Percent %
No of children	1	33	20.4
	2	54	33.3
	3	37	22.8
	4	21	13
	5	17	10.5
Relationship with a child	Mother	119	73.5
	Father	31	19.1
	Grandmother	2	1.2
	Other	10	6.2
Age of a child	5	14	8.6
	6	117	72.2
	7	30	18.5
	8	1	.6
Child's gender	Female	82	50.6
	Male	80	49.4
Educational level of parents			
	Illiterate	28	17.3
	Primary school	79	48.8
	High school	30	18.5
	Certificate	4	2.5
	Diploma	9	5.6
	Degree	5	3.1
	Other	7	4.3
Monthly income			
	< than 2,000	104	64.2
	2,001-2499	24	14.8
	3,000-3,499	7	4.3
	3,500-4,000	8	4.9
	Other	8	4.9
	Total	162	100%

As indicated in table 1 the frequency and the percentage of the demographic characteristics of participants are presented. It revealed that majority of the parents 33.3% (54) had two children in

their family which is followed by 22.8% (37) parents who had 3 children in their family which is the second largest number of children in the families. The rest 20.4% (33), 13% (21), and 10.5% (17) of the participated parents had 1, 4, and 5 children in their family respectively. The above table also revealed that majority of the participants are children's mothers (73.5%) which might indicate that mothers have more involvement in their preschool children's education. The age of children is ranged from 5- 8, the mean age is 6.11 (72.2 %) with a standard deviation of .534, concerning children's gender the results indicated that 50.6% (82) of the children are females while 49.4 % (80) of children are boys. Out of 162 parents 48.8 % (79) had primary educational while 17% of parents were illiterate. As the economy of the studied area is low, we see the majority of the parents, 64.2% (104), had less than 2,001birr, because the study was conducted only in government preschools and the majority of parents had low-income.

4.2. The level of parental involvement in preschool children's education

As the first objective of the study was to assess the level of parent involvement at home and school. The first analysis focuses on assessing the level of parental involvement in selected preschools. One sample t-test has been used to determine the level of parent involvement by comparing mean of each scale with score taken as average parent involvement.

Table 3: one sample t-test for the full PII scale and the four sub scales

Scale	Mean	SD	<i>t</i>
PMO	4.09	3.5	63.59**
PPO	4.26	4.23	65.06*
PI	3.54	5.21	53.22
PPATC	3.25	.5612.07	8.5998.8

Note: PPATC (parent perceived amount of teacher communication), PI (parent involvement), PPO (parent performance orientation) PMO (parent mastery orientation). ** $P < .01$ $df = 161$

The PII has four sub scales and the sub scales have five response categories. The maximum mean score of the scales are the following PMO 25, PPO 30, PI 35, and PPATC is 40 and the scales have 5,6,7,8 items respectively. In the current study the actual mean score of the scales are

PMO 20.45, PPO 25.62, PI 24.80 and for PPATC scale 25.93, then the actual mean score divided by the items in the scale, the result is PMO 4.09, PPO 4.26, PI 3.54 and PPATC 3.25. Taking these response categories the scores 4 and 5 represents high parent involvement and 2 and 1 used to represent low parent involvement. The score 3 is taken as the average parent involvement score and has been hypothesized to represent an average involvement that every parent should engaged in to influence children's developmental and academic outcomes. Therefore, the parents mean score in the one sample t-test is compared against this average parent involvement score to determine their level of involvement. The one sample t-test indicate that parents score on the PMO sub scale ($M=4.09$, $SD=3.5$) is significantly higher than the average parent involvement score of 3 set for this purpose, $t(161) = 12.72$, $p=.000$. This result might indicate that parents had high involvement in PMO which asks parents about dimension of home learning environment, however, because their mean score is still below the maximum possible mean score, there is a lot to be done to improve parental involvement in the Ethiopian preschool context. Analysis in the other sub scales indicates that PPO, PI, and PPATC were significantly higher than the average parent involvement set for the purpose of this research. PPO, $t(161) = 4.26$, $p=.000$, PI, $t(161)$, 3.54 , $p=.000$, and PPATC, $t(161)$, 3.25 , $p=.000$. However, though the parents mean score in the PI and PPATC sub scales is far from the highest level of involvement set for this research maximum possible mean score which indicates that parental involvement in these areas is moderate. Closely observing the one sample t-test in all the sub scales, parental involvement in the current study is found to be moderate.

4.3. Relationship among variables

To investigate the relationship between parent demographic characteristics and parental involvement in preschool children's education the study conducted correlation.

Table: 4 correlations between PI sub scales and demographic characteristics of parents and children

Variables	No. of children	Age of child	PPATC	PI	PPO	PMO
No of children			.036	.066	.058	.028
Age of a child			.061	.144	.023	.124

Note: PPATC (parent perceived amount of communication), PI (parent involvement), PPO (parent performance orientation), PMO (parent mastery orientation).

To investigate the association person r correlation has been computed. As the correlation result indicates number of children in the family and child's age are not correlated with all PI sub scales which might indicate that these child's and parent's demographic characteristics do not have relation with parental involvement in this study.

4.4. Comparison among groups

The current study aimed to see whether there is a difference between parents level of involvement based on their and their children's demographic characteristics. To see these differences independent sample t-test and one way ANOVA have been used and the results are presented below.

Table: 5 results of independent sample t-test for comparison of the four sub scales across child gender (N=162)

Measure	Grouping Variable Gender	Groups	Mean	SD	<i>t</i>	<i>df</i>
PATC	F		26.656	7.09	1.24	
	M		25.18	7.99		
PI	F		24.93	4.68	.307	
	M		24.66	5.72		
PPO	F		25.9	4.01	.961	
	M		25.3	4.44		
PMO	F		20.7	3.37	.856	
	M		20.2	3.61		
Total SS	F		98.19	11.32	1.49	160
	M		95.36	12.71		

Note: PPATC (parent perceived amount of communication), PI (parent involvement), PPO (parent performance orientation), PMO (parent mastery orientation).

As presented in table 5, independent sample t- test has been computed to compare parents' involvement based their children's gender across the four sub scales of parent involvement. As the result indicates there was no statistically significant mean difference between parents whose children are boys and parents whose children are girls in their parent involvement in all the four sub scales. Thus, the independent sample t- test result indicates that child gender does not influence parental involvement in preschool children's education.

4.5. Results of one way analysis of variance

This study investigated whether there was a statistically significant difference in parents' involvement in their preschool children's education across parent' education level. To investigate this question parents were categorized based on their level of education. The groups include parents who were illiterate, parents with elementary level education, parents with high school education, and parents with college certificate and above. One way ANOVA was conducted and the results are presented in table 6. The parents were also categorized based on their monthly income. The income levels include parents with less than 2000 birr income to parents whose income was more than 4000 birr. However, because the number of parents in different income groups is not proportional it was difficult to compute one way ANOVA.

Table 6: the result of ANOVA for parent involvement across their educational level

Source	Sum of Squares	Df	Mean Square	F	Sig
Between	1444.646	6	240.744	1.694	.126
Within	22029.632	155	142.172		
Total	23474.278	161			

The study computed one way ANOVA on parents involvement in the four sub scales, (parents mastery orientation, parent perceived amount of communication, parent involvement and parent performance orientation) with parents' educational level. Accordingly the one- way ANOVA result indicates that, there was no statistically significant difference in parents' level of involvement across their educational level [$F(6, 155) = 1.69, p=.126$].

4.6 Qualitative findings

In addition to the quantitative data collected through parent involvement inventory, qualitative data were collected for triangulation through interview to ask how teachers and school administrative understand parent involvement and to ask ways that the school is applying to encourage parent participation. Classroom teachers and preschool principals participated in the interview. The interview questions focused on issues about preschool teachers and administrators conceptions of parent involvement in preschool children's education, the ways in which parents are involved in their children's education both at home and at school and how the preschool teachers support parents to be involved in their children's education. Three preschool teachers and two principals participated in the interview.

4.6.1. Preschool teacher's conceptions of parent involvement

Respondents in the current study share common understanding about parent involvement. They indicated that parent involvement means participation of all children's parents in the education related issues at home and at school. For example, participant 1 said "most parents do not give attention about their involvement because of limitation of time and their educational background". Some of the ideas about parent involvement are broad, as P3 mention that "parents in this area are poor so that have very busy daily schedule to feed their children, most of the parents work small business because of this they start work early morning and back home lately because of this reason even when we ask them to come to school for different reason they do not come." Where some other ideas are very narrow for P5 parent involvement is good for both children and the school also.

Both the preschool teachers and preschool administrators believe parent involvement is very important because teachers believe that teachers are not the only to teach children, parents and

the community also have their own responsibility and contribution on children. P2 said “ I believe that if parents are involved in their children education we will be more effective on our work and for parents also, if parents participate in their children education they will have enough information about their children how their children progressing in education.”

4.6.2 Barrier of parent involvement in the view of teachers

There are different reasons for parents for not involving in their children education as explained by teachers. The main reasons are economic status, children come from low- income households, parent’s educational level, parent’s busy work schedule, limitation of knowledge how to help their children and expecting invitation from the school are the main reasons. This result has limited parent’s involvement in their children education. Additionally, studies have shown that parent's demographic factors limit parent's involvement in their children's education and limit them to come to school for different reasons.

4.6.3 Ways of parent involvement

The preschools do not have a lot of program to invite parents to involve in their children education. Individual invitation is one of the ways to contact parents. Individual parent’s invitation is applied mostly when problem occur too different reasons, the reason may be child educational issue, when a child misbehave at class, if the child do not work the home work frequently, and when the child absent regularly, these are the main reasons for teachers to call parents to come to school. Majority of parents do not involve by their initiation unless teachers call them. Some parents believe that everything is the duty of the school, everything in the school is the responsibility of teachers “Parents contribute a lot to strengthen the teaching learning process of the school, though discussion with parents we can solve many problems” this is what one of the participant is said.

Most of the time preschools meeting is one of the way to contact parents when the school needs to discuss in mass regarding different topics. The meeting is called mostly in the beginning of the school year, at the end of the semester or in graduation ceremonial. These are the main reason of preschools to arrange a meeting at this time most parents attend in the program. As P1said “teachers and school administrative mostly give advice verbally through informal conversation when parents come to school in the morning or after class to take a child if the child needs support in his school act”. This is also one of the ways to contact parents.

In all the preschools the study is conducted, most parents don't visit the class room but only the PTC (parent teachers committee) visit children's classroom sometimes with the classroom teacher. One of the participant said “sometimes PTC welcome children in the preschool gate and visit the school compound.”

Not all parents pay the same attention for their children. Some parents support their children at home even if they are not educated; beside this some parents do not have any concern to support or help to do their homework. P2 said “Some parents work the homework by themselves.” In this COVID 19 season cleaning their hands regularly and wearing face mask for the children are extra task for parents when they send them to school.

4.3.3 Level of parent involvement in the view of teachers

Most of the participant teachers and school administrative agreed that in government preschools participation of parents is moderate. One of the school administrative said the “participation of parents in our school is moderate, half of the parents do participate well and willing when the school and the classroom teachers ask them to come to discuss, the other half are not concerned about involving in the child's schooling”.

CHAPTER FIVE

DISCUSSION

This study assessed the level of parent involvement in selected government preschools. In this chapter discussion of major findings is presented.

5.1 Level of parent involvement

Among the four sub scales, the parent mastery orientation and parent performance orientation scales asked how parents are concerned about their children's learning at home and about their contact and attachment with children by encouraging to improve the result, congratulate and fix their children's mistake and PI scale also ask the aspect of parent's interaction with their children verbally. In all three of the sub scales (PMO, PPO and PI) the result shows that parent's level of involvement is above average close to the highest. There is parent involvement at school also but the result shows that it is far from the maximum possible score. Even parent involvement is above the average in terms of the importance and expected highest level of involvement there is a need of improvement to become the highest level of involvement. Research has documented that high level of parent involvement has significant impact on children's development and learning. As children are very dependent on their parents they need their parents help in every aspect of their life. Children whose parents are highly involved in their education scored high in education and has lower behavioural problem.

As one of the reason for this result, children age mention as a factor. The current study was conducted on children's parents, when the child age is young the more parents feel responsible and have conversation about the school activities at home. In addition to this number of children at home and relationship with a child is also the reasons for parent's involvement. In the current

study 33.3% of parents has only 2 children at home and 73.5% of participants are children's mother which indicate mother may get more time with their children and children spend most of their time with their mother at home. Therefore, mothers have time to talk with their children about their learning improvement at home.

The other parents perceived amount of teacher communication (PPATC) sub scale have been used to investigate how parents communicate with children's teachers and the result is moderate. Compared with other scales the level of PPATCs is (3.25) and it has lower result even it is above the average, it need more effort to maximize the participation of parents in government preschools. Teachers also mentioned that there is limited way of communication in the school to invite parents and, also parents need invitation from the school is the other reason to have limited participation in the school. The items in this scale asked whether teachers (school) send home activities, telling the child's strength and positive behaviour and sending notes and newsletter for parents. The above aspects are very important to improve the relationship with the school and parents. As a reason for this result both parents and teachers are responsible.

Gaps that limit parents from involving in their children education at school literature mention a lots of reasons educational background, skill to help a child, attitude toward school and teachers, their previous experience and socio-economic factors are strongly prevent parents to involve in schooling activities (Mahbubur, Kamrul, Obaydullah, 2019, Brock & Edmunds, 2010, Barker, 2016).

As the current study revealed in the interview parents work schedule is also one factor, if both parents and guardian have busy working schedule they have less time for the child at home or school based participation. With a lot of reason parents are not willing to actively involved in either school-based or home-based parental involvement (Garry, 2011). Research has indicated that low-income parents are less involved (Deborah, 2004) in their children's education. Related

to this all the preschools in the study area are in low economic group, 64.2% of parents monthly income was less than 2,000. Because of this reason the participation of parents in the school and classroom is limited.

Other reason for parents to have moderate involvement in PPATCs is way of parent involvement at schools. As the interview showed most of the time the preschools prepare only meeting to contact parents once in a semester and the agenda is not related with the child's learning. Most of the time the agenda is about the infrastructure and volunteering parents as worker. Parents also visit schools only when the teachers call them with different reasons this limit the participation of parents to come to school compound and to have contact with the teachers. Furthermore teachers do not ask parents unless problem occur, so that most parents do not come to school without the invitation of the school or the teacher. According to Lamas and Tuazon (2016) parents become comfortable when the education system ask them to involve in school activities. As the interview result showed for some parents, parent involvement is only pick and drop the child to & from school but they do not communicate with teachers about the child. P5 said that "some parents communicate with teachers informally." But this is not enough to contact parents to talk about the child's learning activity in the classroom.

5.2 Relationship among variable

Number of children at home, age of children, parent's educational level and parent's monthly income are not significantly correlated with parent's involvement in the current study.

As a reason for this result the age of the child is one of the factors because parents give attention for young children regardless of their educational background, economic status, and number of children at home. Such views act as a barrier to parental involvement, despite

widespread acknowledgement that the capacity to support children's learning does not require a high level of education from parents (Clark, 1983; Hoover-Dempsey & Sandler; Hornby, 2000).

Additionally children have attachment with their parents in this age. According to Griffith, 1998; Stevenson & Baker, 1987 age of a child is one of the factor for involvement, if the child is young the participation will be high this is the assumption of many studies literature. 72.2% of children's age is 6 years and the result of parental involvement is moderate. But involvement in this age should be maximum when we compare with the importance of parent involvement.

In PPATCs parents are less involved one of the reason why parents do not involve highly while they have only two children at home may lay on mothers busy work schedule. But involvement of parents in the school in early year is very important. The younger the child, the more important communication and unity between the parent and the teacher (Lauren, 2016). For parents engaging in work a lot of time is the barrier to do not involve in their children education (Mahbubur, Kamrul,& Obaydullah, 2019). As the current study result revealed 17.3% of participated parents are illiterate, following this 48.8 of parents have only elementary school. As the interview result from teachers regarding parents involvement teachers mention as a reason for parents to have moderate involvement in their children education is parent's educational level, parents assume themselves not able to help their children. Parents who has higher educational background are positively associated with a greater tendency for them to advocate for their children's placement in honours courses and actively manage their children's education (Hill Lorraine, et al 2004).

The current study is conducted in government preschools, 64.2% of parents monthly income is less than 2,000 birr. Parents from low income families have to maintain tight work schedule for their earnings. So it is very difficult for them to manage time to go to school and attend meeting

or school functions. The interview result also shows that parents do not have much time to come to school because of the working schedule. However, literatures says parent involvement during early year is very important, especially for low income children parent involvement may be particularly important for children from low-income families (Kendall, 2012). When parents earn money the less the time to give for the child.

5.3 Comparison among group

There is no significant difference between male and female children for parents to involve in children education based on results of independent sample t-test for comparison of the four sub scales across child gender. As the result indicates there was no statistically significant mean difference between parents whose children are boys and parents whose children are girls in their parent involvement in all the four sub scales. Among the reasons for this result is that parents view their children equally regardless of whether they are male or female, either boys or girls children are not special to help in different way. Therefore, Parents moderately involve in their children's education.

5.4 One way Analysis Of Variance

One way ANOVA was conducted in the current study, the finding revealed that there is no significant difference between parent's educational level and parent involvement. There are four group in the education level illiterate, primary school, secondary school and certificate and above. From the groups large number of participants has (48%) of parents in this study have only primary school education. For helping the child in young age does not need higher level of education this may leads parents to have moderate involvement in their children education particularly at home. Moreover, parents do not want their children to emulate them, and in order to take revenge on their children, they want to do their best to help them.

Some parents believe that they can't contribute anything for their children education. For some parents, lack of confidence to go to school is one factor. As Epstein (2001) has found that parents are most effectively involved when they are invited by the teachers. Regrettably, most school communication with parents takes place only when something is going wrong, such as homework not being completed, a student misbehaving in class, or a student earning a poor test score (Edel,2008, & Dawit,2018). Parents, therefore, do not become motivated unless they are invited by their child's teacher or something drastic occurs to them.

5.5 Qualitative Data

In the view of school teachers and school administrative the level of parent involvement is also moderate. Ways that the school prepare to participate parents is very limited this is the measure limitation for parents to do not have highly involved in their children learning. Most of the time the schools arrange meeting once in a semester there are different agendas raised by the school not directly related to the children's learning. This limit the participation of parents in the school.

In addition to this, Parents have a lot of barrier to come to school to involve in the school environment. One of the barriers is parent's economic status, economic difficulties lead to economic pressure in the family and parental increased risk for emotional distress, it results in poor parental involvement Conger and Donnellan, (2007). Families in the current survey area are poor, and moms don't regularly attend their children's schools due to their busy work schedules.

CHAPTER SIX

SUMMERY, CONCLUSION AND RECOMMENDATIONS

6.1 Summery

The general objective of the current study was to examine the status of parental involvement in selected government preschools. To answer the above issues, the following research questions were addressed.

1. What is the status of parental involvement in their children's education at home?
2. What is the status of parental involvement in their children's education at school?
3. How do the participant parents currently involve in the preschool education of their children?

The study reviewed literature and theoretical framework and the study used standardized instrument and interview guide for the teachers and school administrates to measure parent involvement. The instruments administered at the actual study site through cluster sampling technique to five different preschool children's parents.

Subsequently, 190 questionnaires were distributed to the parents. The returned questionnaires are 162(85.2%), the rest 28(14.7) are not returned for different reasons and not properly filled out. Moreover 3 classroom teachers and two preschools administrates participated in the interview. The study used both descriptive and inferential statistics to analyse the collected data. Therefore, descriptive statistics were used to describe the results of the study, and inferential statistics were applied to test whether there is statistical significance between variables or not (Independent sample t-test, Pearson correlation, ANOVA and one sample t-test). The following key findings come up from the study. These are listed below:

- ✓ Based on both quantitative and qualitative result there is moderate parental involvement at home and at school in government preschool children education.
- ✓ A correlation was used to identify the relationship between parent involvement (PMO, PPO, PI and PPATC) with children's age and number of children at home both the variables have no relation with parents involvement.
- ✓ Gender differences were examined using independent sample t-test to compare the parent involvement between male and female children parents. The result showed there is no significant difference between whose children are male and whose children are female.
- ✓ ANOVA result indicates that, there was no statistically significant difference in parents' level of involvement across their educational level [$F = (6, 155) = 1.69, p = .126$].

6.2 Conclusion

In early childhood education parents participation mean a lot for the child's academic and non-academic outcome. Parental involvement is expected to be high in terms of its importance, but there is moderate involvement in the area of the current study. In the current study also teachers mention demographic characters (parents work schedule or their economic status, educational background of parents) as a reason for parents that prevent them from involvement in their children education.

In general the current study result indicate that parents are moderately involved in their children education at home and school. Moderate involvement indicate that in terms of the importance of involvement in children education parent's involvement should come to the highest. Compared with the other scales PPATC scale is close to the average involvement.

6.3 Recommendations

Based on the study result the level of parent involvement in selected government preschools is moderate. The following recommendations are believed to maximize the level of parent involvement.

- ✓ Schools should advocate the importance of parental involvement for children so that parents can give due attention about parent involvement.
- ✓ Increase and promote participation of parents at school and at home by implementing other type of parent involvement rather than meeting. Such ways are contacting parents through parenting training, sending notes that have information regarding the child's improvement in his learning and behaviour, by encouraging parents by volunteering in school in their professions, by creating discussion about school activities with the child, monitoring child's school progress, by encouraging and rewarding good grades, reading to/with the child, modelling reading behaviour, taking the child to the library, monitoring the child's out-of-school activities, and talking regularly with the child.
- ✓ Provide professional development for school faculty and staff on ways to create family-friendly schools, build positive school-family relationships.
- ✓ Policy makers and the policy document should give the highest emphasis on parent involvement as an important factor so that parents, school administrators, educators will give attention.
- ✓ Further study should be conducted specifically in government preschools to investigate the other factors of moderate involvement in government preschool.

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Appendix 1
Addis Ababa University
College of Education and Behavioural Studies
Centre for Early Childhood Care and Education

Parent Involvement Questioner

Title of Research Study: Parent Involvement in their children education in selected government preschools in Addis Ababa

Dear Parents

I am doing a research study about parents' involvement in their children's education at home and school.

The first few questions ask for some basic information about you and your family. The next set of questions asks about what you say and do in helping your child to learn at home. The third section asks about communication between you and your child's teacher.

You are not being asked for your name, so the information you write on the survey will be anonymous. No one will know that the answers came from you. You will not directly benefit from helping with this study. However, by helping you will add to our knowledge of children's lives. There are no risks for helping with this type of study.

The questioner will take only 10 – 15 minutes to complete. By completing the enclosed survey, you are agreeing to participate in the research.

If you have any questions, please feel free to contact me by phone at (251) 94-3606457 or by email at bekelehelen95@gmail.com If I do not answer the phone, please leave a message. I really appreciate you helping with this study.

Thank you,

Parent Involvement Inventory

This survey is being used to gather information about the involvement parents have in their children's schooling.

If you have more than one child, please choose ONLY one of your children and fill the survey out while considering only him or her. The child must be in KG -3.

1. How many children do you have in total? 1 2 3 4 5 or more

2. What is your relationship to the child for whom you are filling out this survey?

Mother Father Step-Mother Step-Father Grandmother Grandfather
Other

3. How old is the child for whom you are filling out this survey? 4 5 6

4. What is your child's gender? Female Male

5. What is your highest level of education?

Bachelor's degree College (Diploma)

High school diploma Other

6. Monthly income (birr) less than 2,000 birr

2,000-2,500 2,500-3,000

3,000-3,500 3,500-4,000

Different from mentioned amount -----

Parent involvement inventory

A. Parent Mastery Orientation Scale

For the following items, please respond according to what you typically say and do in helping your child learn at home, not what you necessarily believe is right. Please circle the number that shows how often you say or do the following things.

No	Type of question	Not at all	Rarely	Sometimes	Moderately	A lot/ always
1	I encourage my child to try to find the reason for the mistakes he or she makes.	1	2	3	4	5
2	I encourage my child to do extra work to learn new things	1	2	3	4	5
3	I pay close attention to my child's improvement in his or her school learning.	1	2	3	4	5
4	I try to find out from my child what he or she wants to learn about.	1	2	3	4	5
5	I encourage my child to feel successful for simply working hard on his or her homework.	1	2	3	4	5

B. Parent Performance Orientation Scale

No	Type of question	Not at all	Rarely	Sometimes	Moderately	A lot
6	When my child brings home a test or paper he or she completed, I ask first what grade he or she received.	1	2	3	4	5
7	I pay close attention to the grades my child receives.	1	2	3	4	5
8	When my child is making a lot of mistakes on a task, I encourage him or her to try a different task.					
9	I congratulate my child when he or she does better than others.					
10	I often tell my child that he or she can do better than others if he or she tries hard enough.					
11	I often tell my child he or she can get good grades if he or she works hard enough.					

C. Parent Involvement Scale

For the following items, please respond according to what you typically say and do in helping your child learn at home, not what you necessarily believe is right. Please fill in the circle that shows how often you say or do the following things.

No	type of question	Not often	Rarely	Sometimes	Most of the time	Very often /always
12	How often do you talk to your child about what he or she is learning in school?	1	2	3	4	5
13	How often do you review and discuss with your child the graded assignments and work he or she brings home?					
14	How often do you help your child with math?					
15	How often do you help your child with reading?					
16	How often do you talk with your child about your expectations regarding his or her homework?					
No	Type of question	Very little time	Little time	Moderately	Frequently	A great deal of time
17	In general, how much time do you (or someone in your home) spend working with your child on school subjects each day?	1	2	3	4	5
18	How much time do you (or someone in your home) spend checking/correcting his or her homework each day?					

D. Parent-Perceived Amount of Teacher Communications

Teachers communicate with and involve parents in a variety of ways. As far as you are concerned, did your child's teacher communicate with you enough in the following ways this school year?

No	Type of question	More than enough	Very enough	Enough	Rarely	Not enough
19	Sent home activities for my child and I to work on together.					
20	Gave me reports or notes about my child's progress.					
21	Asked me to help my child with his or her schoolwork.					
22	Told me about my child's strengths and positive qualities.					
23	Gave me ideas about how to help my child learn					
24	Sent me a folder of my child's classwork with comments.					
25	Kept me informed about what my child was learning.					
26	Sent me newsletters or notes to keep me informed about the classroom.					

Appendix 2
አዲስ አበባ ዩኒቨርሲቲ

የባህሪና ትምህርት ጥናት ኮሌጅ

የቀዳማይ ልጅነት ዘመን ክብካቤና ትምህርት ማዕከል

ወላጆች በልጆቻቸው የትምህርት ጉዳዮች ውስጥ ያላቸውን ተሳትፎ የሚለካ መጠይቅ የጥናት ርዕስ፡- የወላጆች ተሳትፎ በመንግስት ቅድመ መደበኛ ልጆች/ ተማሪዎች ትምህርት ላይ

ውድ ወላጅ

እኔ ተማሪ ሄለን በቀለ ወላጆች በልጆቻቸው ትምህርት ላይ በትምህርት ቤት ውስጥ እና በቤት ውስጥ ስላላቸው ተሳትፎ ጥናት በማጥናት ላይ እገኛለው። የመጀመሪያዎቹ ጥቂት ጥያቄዎች ስለ እርስዎ እና ስለ ቤተሰብዎ የተወሰኑ መሰረታዊ መረጃዎችን ይጠይቃሉ።

የሚቀጥለው የጥያቄዎች ስብስብ ልጅዎ በቤት ውስጥ እንዲማር/ድትማር ለመርዳት ምን እንደሚሉ እና እንደሚያደርጉ ይጠይቃሉ። ሦስተኛው ክፍል በእርስዎ እና በልጅዎ መምህር መካከል ስላለው ግንኙነት ይጠይቃል።

በዚህ መጠይቅ ስምዎን አይጠየቁም፤ ስለዚህ በዳሰሳ ጥናቱ ላይ የፃፉት መረጃ ስምአይኖረውም መልሶቹም የእርስዎ ስለመሆኑም አይታወቅም። በዚህ ጥናት ስላደረጉት እገዛ በቀጥታ ተጠቃሚ ባይሆኑም እርስዎን በመርዳት በልጅ ት/ት ላይ ያሎትን ተሳትፎ እንዲጨምሩ ያበረታታል። በዚህ ጥናት በመሳተፍ ምንም አይነት ጉዳት አይደርስዎትም።

መጠይቁን ሞልቶ ለማጠናቀቅ ከ10-15 ደቂቃ ብቻ ይወስዳል። የተያያዘውን የዳሰሳ ጥናት በማጠናቀቅ፣ በጥናት ውስጥ ለመሳተፍ ተስማምተዋል።

ማናቸውም ጥያቄዎች ካሉዎት በስልክ (251) 946-606457 ወይም በኢሜይል bekelehelen95@gmail.com ያግኙኝ። እኔን ለማነጋገር እባክዎን ነፃ ይሁኑ። ስልኩን ካልመለስኩ እባክዎን መልዕክት ይተው።

ይህንን ጥናት በማገዝዎ በጣም አመሰግናለሁ።

የወላጅ ተሳትፎ ቆጠራ/ዝርዝር

ይህ የዳሰሳ ጥናት ወላጆች በልጆቻቸው ትምህርት ውስጥ ስላላቸው ተሳትፎ መረጃ ለመሰብሰብ ያገለግላል፡፡

ከአንድ በላይ ልጆች ካሉዎት እባክዎን ከልጆችዎ አንዱን ብቻ ይምረጡ እና እሱን ወይም እሷን ብቻ ከግምት በማስገባት ጥናቱን ይሙሉ፡፡ልጁ በቅድመ መደበኛ ት/ት ውስጥ የ ደረጃ 3 ተማሪ መሆን አለበት፡፡

ሀ. በአጠቃላይ ስንት ልጆች አሉዎት? 1 2 3 4 አምስት ወይም ከዚያ በላይ ልጆች

ለ. ይህንን የዳሰሳ ጥናት ለምትሞሉት ልጅ ጋር ያለዎት ግንኙነት ምንድ ነው?

እናት አባት የእንጀራ አባት የእንጀራ እናት

ሴት አያት ወንድ አያት ሌላ

ሐ. ይህንን የዳሰሳ ጥናት የሚሞሉለት ልጅ ዕድሜ ስንት ነው?

5 አመት 6አመት 7አመት

መ. የልጅዎ ጾታ ? ሴት ወንድ

ሠ. የትምህርት ደረጃዎ ምንድ ነው?

አንደኛ ደረጃ ሁለተኛ ደረጃ የመጀመሪያ ዲግሪ

ኮሌጅ (ዲፕሎማ) ሰርተፊኬት

ያልተማረ ሌላ

ረ. ወርሀዊ የገቢ ሁኔታዎ (በብር) ከ2,000 ብር በታች

ከ2,000-2,500 ከ2,500-3,000

ከ3,000-3,500 ከ3,500-4,000

ከተጠቀሰው የገንዘብ ውጪ ከሆነ እባክዎ እዚህ ላይ ይጥቀሱ -----

የወላጅ ተሳትፎ መመርመርያ

ሀ. የወላጅ ተሳትፎ መለኪያ

ለሚቀጥሉት ጥያቄዎች እባክዎን ልጅዎ በቤት ውስጥ እንዲማር / እንዲረዳዎት በተለምዶ የሚናገሩት እና የሚያደርጉትን መሰረት በማድረግ ይመልሱ። እባክዎ ምን ያህል ጊዜ እንደሚናገሩ ወይም የሚከተሉትን ነገሮች እንደሚያደርጉ የሚያሳይ ቁጥርን ያክብቡ።

ተ.ቁ	የጥያቄው ዐይነት	በፍጹም	በጥቂቱ	አንዳንድ ጊዜ	በመጠኑ	ብዙ ጊዜ
1	ልጄ ለሚፈፀማቸው/ለምትፈጽማቸው ስህተቶች ምክንያቱን ለማወቅ እንዲሞክር/እንድትሞክር አበረታታለሁ/ታለሁ	1	2	3	4	5
2	ልጄ አዳዲስ ነገሮችን እንዲማር ተጨማሪ ስራ እንዲሰራ/ድትሰራ አበረታታለሁ	1	2	3	4	5
3	ልጄ በትምህርቱ/ቷ ለሚያሳየው/ለምታሳየው መሻሻል/ለውጥ ተገቢውን ትኩረት እሰጣለሁ።	1	2	3	4	5
4	ልጄ ምን መማር እንደሚፈልግ/ምትፈልግ እጠይቀዋለሁ/ለማወቅ ከልጄ ለመጠየቅ እሞክራለሁ።	1	2	3	4	5
5	ልጄ የቤት ስራውን/ዋን በትጋት በመሥራቱ/ቷ በቀላሉ ስኬታማ እንደሆነ/ነች እንዲሰማው/ት አደርጋለሁ ።	1	2	3	4	5

ለ. የወላጅ አፈፃፀም አቅጣጫ ልኬት

ተ.ቁ	የጥያቄው ዐይነት	በፍጹም	በጥቂቱ	አንዳንድ ጊዜ	በመጠኑ	ብዙ ጊዜ
6	ልጄ የተቀበለውን/ችውን የ ፈተና ወረቀት ወደ ቤት ውስጥ ይዛ/ዞ ሲመጣ /ስትመጣ በመጀምርያ የምጠይቀው/ቃት ያገኘው/ችውን ውጤት ነው	1	2	3	4	5
7	ልጄ ለሚያገኛቸው/ለምታገኛቸው ውጤቶች ከፍተኛ ትኩረት እሰጣለሁ።	1	2	3	4	5
8	ልጄ በአንድ ጥያቄ ላይ ብዙ ስህተቶችን ሲሰራ/ስትሰራ ፣የተለየ ስራ ወይም ሌላ ጥያቄ እንዲሠራ/ድትሰራ አበረታታለሁ/ዋለሁ።	1	2	3	4	5
9	ልጄ ከሌሎቹ በተሻለ ሲሠራ/ስትሰራ	1	2	3	4	5

	የመልካም ምኞት መግለጫ ቃላት እጠቀማለው::/ደስ እንደተሰኘሁበት/ባት እነግረዋለው/ታል					
10	ልጄ በሚገባ ጠንክሮ/ራ ከሞከረ/ች ከሌሎች በተሻለ ሊሠራ/ልትሰራ እንደሚችል/ትችል አዘውትራ እነግረዋለው/ራታለው::	1	2	3	4	5
11	ልጄ ጠንክሮ/ራ ቢሠራ/ብትሰራ ጥሩ ውጤት ሊያገኝ /ልታገኝ እንደምትችል አዘውትራ እነግራታለሁ/ዋለው	1	2	3	4	5

ሐ. የወላጅ ተሳትፎ መለኪያ

ተ.ቁ	የጥያቄው ዐይነት	ብዙ ጊዜ አይደለም	በጥቂቱ	አንዳንድ ጊዜ	ብዙ ጊዜ	ሁልጊዜ
12	ልጅዎ በትምህርት ቤት ውስጥ ስለሚማረው/ምትማረው ነገር ምን ያህል ጊዜ ያወሩታል /አታል?	1	2	3	4	5
13	ውጤት የተሰጠባቸውን የቤት ሥራዎችን እና ወደ ቤት የሚያመጣውን ስራ ከልጅዎ ጋር ምን ያህል ጊዜ ይወያዩባቸዋል?	1	2	3	4	5
14	ልጅን ሂሳብ ትምህርት በማለማመድ ምን ያህል ጊዜ ይረዱታል?	1	2	3	4	5
15	ልጅን ንባብ በማለማመድ ምን ያህል ጊዜ ይረዱታል?	1	2	3	4	5
16	የቤት ሥራን በተመለከተ ከልጅዎ የሚጠብቁበትን ከልጅ ጋር ምን ያህል ጊዜ ይነጋገራሉ?	1	2	3	4	5
ተ.ቁ	የጥያቄ ዐይነት	በጣምትን ሽጊዜ	ትንሽ ጊዜ	በመጠኑ	በተደጋጋሚ	ሁልጊዜ
17	በአጠቃላይ ፣ (እርሶ ወይም ሌላ የቤተሰብ አባል) በትምህርት ቤት ርዕሰ ጉዳዮች ላይ ከልጅዎ ጋር በየቀኑ ምን ያህል ጊዜ ያሳልፋሉ?	1	2	3	4	5
18	እርሶ ወይም ሌላ የቤተሰብ አባል የልጅን የቤት ስራ በማየትና / በማረም በየቀኑ ምን ያህል ጊዜ ያሳልፋሉ?	1	2	3	4	5

መ. የወላጅ ግንኙነት መለኪያ

ተ.ቁ	የጥያቄው ዐይነት	ከበቂ በላይ	በጣም በቂ	በቂነው	በጥቂቱ	በቂ አይደለም
19	ከልጅ ጋር በጋራ የምንሰራቸው የቤት ሥራዎች ከት/ቤት ይላኩልናል	1	2	3	4	5
20	ት/ቤቱ ስለልጅ ለውጥ የሚገልጹ ማስታወሻዎችን ይልክልኛል።	1	2	3	4	5
21	ት/ቤቱ ልጄን በት/ቱ ስራዎቹ እንድረዳው/ት ይጠይቀኛል።	1	2	3	4	5
22	ከት/ት ቤት የልጄን ጥንካሬዎች እና መልካም ጎኖች ይነግሩኛል።	1	2	3	4	5
23	ልጄን በትምህርቱ ላይ እንዴት መርዳት እንደምችል ሀሳቦችን ይሰጡኛል።	1	2	3	4	5
24	የልጄን የትምህርት ቤት የክፍል ስራ ስብሰባዎች ከአስተያየቶች ጋር ይልኩልኛል።	1	2	3	4	5
25	ልጄ ምን እንደተማረ በየጊዜው ያሳውቁኛል።	1	2	3	4	5
26	ስለ ክፍል ሁኔታ መረጃ እንዳገኝ በራሪ ወረቀቶችን ወይም ማስታወሻዎችን ይልኩልኛል ።	1	2	3	4	5

Appendix 3

የቃል መጠይቅ

ይህ የቃል መጠይቅ የተዘጋጀው በጥናት ርዕሱና ጥያቄ መሰረት ሲሆን የቅድመ መደበኛ ት/ቤቱን አስተዳደርና የየክፍሎቹን መምህራኖችን ስለወላጅ ተሳትፎ የሚያደርጉትን እንቅስቃሴ ይጠይቃል፡፡

1. ወላጆች በልጆቻቸው ትምህርት ዙሪያ ያላቸውን ተሳትፎ እንዴት ይረዱታል?

- ሀ) የወላጅ ተሳትፎ ማለት ምን ማለት ነው (የወላጅ ተሳትፎን እርሶ እንዴት ይረዱታል)
- ለ) የወላጅ ተሳትፎ ምን ያህል ጠቃሚ ነው ብለው ያስባሉ

2. ወላጆች በትምህርት ቤት ውስጥ በምን በምን መልኩ ተሳትፎ ያደርጋሉ?

- ሀ). ከአስተማሪ ጋር ስለ ልጁ ትምህርት እና ባህሪ መወያየት
- ለ). ትም/ቤቱ በሚያዘጋጃቸው የተለያዩ ፕሮግራሞች ላይ መሳተፍ
- ሐ). በክፍል ውስጥ አስተማሪዎችን በፍቃደኝነት ማገዝ
- መ). ትም/ቤቱ በሚያዘጋጃቸው ኮንፍረንሶች ላይ መሳተፍ

3. ወላጆች በቤታቸው ውስጥ በልጆቻቸው ትምህርት ዙሪያ በምን በምን መልኩ ይሳተፋሉ

- ሀ) ተማሪውን በቤት ስራ ማገዝ
- ለ) ተማሪውን የተለያዩ ቦታዎችን (እንደ ሙዝየም ያሉ እንዲጎበኝ ማድረግ)
- ሐ) ለልጅ አስፈላጊ የትምህርት ግብአቶችን ማሟላት

4. ትምህርት ቤታችሁ መምህራን በልጆቻቸው ትምህርት ዙሪያ ተሳትፎ እንዲያደርጉ በምን በምን መልኩ እገዛ ያደርግላቸዋል ?

- ሀ) ወላጆች ወደ ት/ት ቤት መተው ተሳትፎ እንዲያደርጉ ምን ምን መንገዶችን ይጠቀማሉ?
- ለ) ለወላጅ ልጁ (ተማሪው) በክፍል ውስጥ ስላለው ተሳትፎ እንዲያውቅ እንዲሁም መልካምና መሻሻል ስላለባቸው ነገሮች (ባህሪዎች) በቂ መረጃ እንዲኖረው የሚያደርጉት ነገር ምንድን ናቸው? (ምን ምን መንገዶችን ይጠቀማሉ)?
- ሐ) በቤት ውስጥ ወላጅ ልጁን እንዲረዳው እርሶም ሆኑ ሌሎች መምህራን ምን ያደርጋሉ (ልጁ በቤት ውስጥ ከወላጅ (ከሌላ የቤተሰብ አባል) ጋር በጋራ ሊሰራቸው የሚችሉ ምን ምን ስራዎች ይልካሉ?

5. በአጠቃላይ በናንተ ትምህርት ቤት የወላጆችን ተሳትፎ ምን ያህል ነው (የወላጆችን ተሳትፎ እንዴት ይገመግሙታል)?