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Addis Ababa  
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**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES  
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION**

**Parental Involvement in Children's Education in Selected Private and  
Government Preschools in Addis Ababa City Administration**

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**August 2021  
Addis Ababa, Ethiopia**

**Parental Involvement in Children's Education in Selected Government and Private Preschools in Addis Ababa City Administration**

**Thesis Submitted to Center for Early Childhood Care and Education in Partial Fulfillment of Requirements for the Degree Masters of Art in Early Childhood Care and Education.**

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**August 2021**

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**Declaration**

I hereby declare that this thesis entitled “Parental Involvement in Children’s Education in Selected Government and Private Preschools in Addis Ababa City Administration” is my original work. This thesis work has not been presented anywhere as part of the requirements of any other academic degree and that all sources of materials have been duly acknowledged.

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## **LIST OF ABBREVIATIONS**

**ANOVA**-Analysis of Variance

**CECCE**-Center for Early Childhood Care and Education

**CPC**-Chicago's Child-Parent Center

**DCSF**-Department for Education, School, and Families

**DES**-Division of Employment Security

**ECCE**-Early Childhood Care and Education

**EPF**- Ethiopian policy framework

**ES**-Educational Status

**ESDP**-Education Sector, Development and program

**ETB**-Ethiopian Birr

**GEQUIP**-General Education Quality Improvement Package

**HLE**-Home Learning Environment

**LCLB**-No Child Left Behind

**MDG**-Millennium Development Goal

**MoE**-Ministry of Education

**NGO**-Non-Government Organization

**OECD**-Organization for Economic Co-operation and Development

**PCCS**-Parent-Child Communication scale

**PIS**-Parent Involvement Scale

**PMOS**-Parent Master Orientation Scale

**PPOS**-Parent performance Orientation scale

**PTA**-Parent Teacher Association

**PTCS**-Parent-Teacher Communication Scale

**SD**-Standard Deviation

**SES**-Socio-economic Status

**SIP**-School Improvement Program

**UK**-United Kingdom

**UPE**-Universal primary Education

**USA**-United States of America

**USDoE**-United State Department of Education

## **ABSTRACT**

*It is believed that parental involvement in preschool children's education is profoundly important. The objective of the study, therefore, was to assess parental involvement in selected private and government preschools in Addis Ababa city administration. A mixed research design has been applied in the current research supported by the concurrent triangulation method. Data were collected from 200 parents drawn using a multistage random sampling method from four preschools, using a 25 items which is Parental Involvement Scale (PIS) with four sub-scales. In addition, an interview has been used to gather qualitative data from 13 teachers. Descriptive (mean, standard deviation, frequency) and inferential statistics (correlation, t-test, one-way ANOVA, and post hoc pair-wise comparison) have been used to analyze the collected data. The result indicated that parents were highly involved in their preschool children's education. Statistically a significant difference has been found between parents in government and private preschool in the parent-child communication in favor of parents in private preschools. However, statistically significant differences were not found in the other areas of parent involvement scales. Parent gender has been found to influence their involvement, and also mothers have been found to involve more than fathers. Parents' age, parents' educational status has been found to influence their involvement. However, in this study parents' income does not influence parent involvement. As a result, because parent involvement is one of the most important factors in a children's education, all stakeholders must collaborate to work effectively to promote parents' involvement in their children's education.*

**Keyword:** - Parent; Parental Involvement; Child Education

# CHAPTER ONE

## Introduction

### 1.1. Background of the study

Parents, as stakeholders in the school community, play a critical role in their children's education. Parent involvement refers to parents' involvement in their children's development and education, as well as the establishment of links between the home and the school environment (Fantuzzo, Tighe, & Childs, 2000). Bouffard and Weiss (2008) stated that parental involvement is supposed as the sum of activities parents perform with their children in the context of learning. Parental involvement is the communication between home and school, supporting learning at home, participating in school activities, and having a role in decision-making methods inside the administrative structure (Fantuzzo, 2004). Furthermore, other researchers define parental involvement in a narrow sense, stating that parental involvement is the parent's participation in their children's educational processes and experiences. Parent involvement refers to parents' involvement in their children's development and academic learning, as well as the formation of links between the home and school environments (Fantuzzo, 2013; Mendez, 2010). Parental involvement is described by Lopez (2001) with which parents trying to unmoving on their children the value of education by exposing them to the hard potential labor on the grounds.

Parents' involvement in their children's education can broadly be divided into school-based and home-based involvement. There are two types of school-based involvement. Specifically, school communication (which entails contact between parents and school personnel to share information about the child's progress, establishing good relationships between teachers and parents, and discussing emerging problems) and school participation (which entails volunteering for school activities, attending school functions, and participating in school governance (Desforges & Abouchaar, 2003). Material provision, such as funding for teaching materials, building or furniture maintenance, and fixtures and fittings, are all examples of school-based involvement (Vogels, 2002).

Two categories of parent participation take place at home: home discussion and home supervision (Desforges & Abouchaar, 2003). Houtenville and Conway (2008), home dialogue is parental effort, which includes how often parents discuss activities or events of particular interest

to the child, or items the child studies in class, and is positively associated with child accomplishment. Home supervision involves monitoring the child's out-of-school activities, which impacts massively on student achievement (Desforges & Abouchaar, 2003; Singh, 1995). Parental participation refers to the home structure as it relates to the parents' level of discipline in insisting on homework completion and limiting potentially distracting activities like watching television (Desforges & Abouchaar, 2003). Follow-ups with their children's subject instructors can also help parents identify areas where their children are having difficulty (Clinton & Hattie, 2013). They take diverse methods to participate in school as a result of their natural differences, as well as disparities in opportunity and conditions. Even if the same parent may choose different sorts of involvement based on the circumstances and situation (Goshin & Mertsalova, 2018).

Epstein (1985) proposed a six-part framework for parental involvement. These frameworks were developed based on data from numerous researches that looked at what aspects are most helpful in children's education (Epstein, 1995, 1996, 2001, 2003, 2009). Parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community are among the six factors. Parenting is involved in all of the actions that parents engage in to produce happy, healthy children who grow into responsible adults; parents commit to their children for the rest of their lives. Communicating – families and schools exchange information in a variety of ways. Important events and activities are announced in letters and brochures sent home by schools. Teachers receive information from parents regarding their child's health and educational background. Volunteering– refers to enlisting and arranging parental assistance and support for school programs and student activities. Learning at home– refers to giving parents advice and information on how to help their children with homework and other curricular decisions and activities. Decision-making – refers to the involvement of parents in school decisions as well as the development of parent leaders and representatives. When parents join school governance committees or organizations like the parent/teachers association, they participate in school decision-making. Collaborating with the community – is concerned with locating and integrating community services and resources to support and strengthen schools, students, and their families (Epstein, 1995).

Parental involvement in their children's educational activities can take many forms, ranging from simple tasks such as motivating children, being positive about school, or assisting children

with homework to more complex tasks such as parent-teacher conferences, being a member of a PTA, volunteering in the classroom, and assisting in the classroom (Khan, 1996). According to Rajni, Sarika, and Neetu (2007), the extent to which parents participate in their children's education by fundraising, assisting educators with academic or non-school activities, and motivating children to do well in school is dependent on the extent to which the school and the principal encourage such involvements.

Parents' involvement in their children's schooling offers various advantages, according to research. The parent-teacher partnership has a significant impact on the education of children. For example, research shows that parents' involvement in their children's education improves their academic performance (Epstein, 2009; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberger., 1990; Swap, 1993; Whitaker & Fiore, 2001). Studies have found that kids perform better in school when their parents are involved with their schoolwork (Bachman & Votruba, 2010). According to Goshin and Mertsalova (2018), parent involvement in education is viewed as a way to increase a child's academic performance at school and close the achievement gap between low-income children and their more affluent counterparts. Parents' involvement in their children's schooling does have a favourable impact on their academic progress (Stoneman, 1995). According to Garcia and Thornton (2014), Parental involvement in children's learning, helps to improve their performance, minimize absenteeism, and restore parents' faith in their children's education. Parental participation has also been linked to positive school attachment among children as well as creates positive school climates (Alcalay, 2005; Cowan, 2012). The child's parent may be an indirect benefactor of parental participation. This benefit could be from the parent's engagement in helping their child focus on homework or from the teacher focusing on their child (Desforges & Abouchaar, 2003).

Parental involvement at the preschool level has various lifelong benefits, such as emphasizing the significance of education and forming a network of useful connections (Andréa Peck, 2018). Parental participation at this key juncture acts as a facilitator, allowing the kid to make a smoother transition to elementary school. The involvement of parents in their children's education has a positive impact on their academic progress (Stonemen, 1995). The study also found that when parents become involved in their children's schooling, the likelihood of them

dropping out decreases. In a study on parental participation, Joseph (2009) discovered that parental involvement increases student achievement.

Parental involvement has been shown to have a favourable impact on children's development as well as academic achievement and social-emotional outcomes in studies (Gadsden, 2013). International research shows that parental involvement can help children of all ages improve their academic and social performance (Desforges & Abouchar, 2003). Children with interested parents, in particular, have better peer interactions than children with uninvolved parents. Their social abilities appear to be better developed as well. Children with involved parents have better emotional regulation skills and experience negative feelings less frequently (Fiorilli & Grimaldi, 2019).

According to Edwards and Redfern (1988), parental involvement in reading has a good impact on both the children's education and the parent's knowledge base. Parents are comfortable when the education system requires their involvement in school activities (Llamas & Tuazon 2016). Parents are more interested and sensitive to their children's social, emotional, and intellectual developmental requirements as a result of increased connection and communication with them. Parents' impressions of the school have improved, and greater ties and commitment to the school have developed (Eccles & Harold, 1993). Parents will be able to address any questions they may have about the best ways to assist their child's education if they have more opportunities to connect with their child's teacher (Fiorilli & Grimaldi, 2019).

While parents become more active in their children's education, preschool teachers and schools benefit as well. Teachers and principals are more likely to have a positive attitude. They frequently gain parental respect for their profession, and parental involvement improves communication and relationships between parents, teachers, and administrators. In terms of school benefits, schools that actively involve parents have a better reputation in the community, and schools that promote and involve parents usually perform better and provide higher-quality education than schools that do not (Henderson & Berla, 1994).

Low parental involvement in their children's schooling has a detrimental impact. Because students spend the majority of their day at school, these settings must communicate with one another to maintain consistency across learning spaces (Epstein, 2010). The level of parental

involvement in their children's schooling is one aspect that contributes to increased accomplishment (Hart, 1988). According to Hart, including parents leads to improved academic accomplishment for children at all levels of education.

Even though parental involvement is critical to children's education, various barriers prevent it. For example, A lack of time on the part of teachers: Working on family involvement is often seen as a task added to an already long list of responsibilities by preschool teachers. Related to a mismatch in the communication patterns of families and teachers, some initiatives to increase involvement fail. This is generally due to cultural and language difficulties. Teachers' misunderstandings of parents' talents; some teachers assume parents are unable to assist their children since they have low educational backgrounds; low-income families, family members mention a lack of resources as the primary reason for their lack of involvement in their children's education. Parents lack comfort, some parents feel intimidated and unwelcome at school (Caplan, 2000). Tension in the relationship between parents and teachers, and the most barriers that prevent parents from becoming involved in their child's schooling are parent's low educational level (Mattingly, 2002). Fantuzzo, Tighe, and Childs (2000) who collected data from parents stated that parents with a higher level of education were much more involved in school-based activities. Additionally, the demographic factors of parents have an impact on their involvement. These family structures are characterized by an increase in parental working hours and mobility, a bigger proportion of families in which both parents work, an increase in divorces, increasing lone parenting, and a decrease in the number of linked families.

There are several international and national policy documents on parental involvement in their children's education. Parental involvement in children's schooling has been a prominent component of school reform efforts and federal education legislation during the last two decades, and the belief that parents play a key role in their children's educational achievement has become conventional wisdom (Comer 1992; Epstein 1985). For instance, America's Schools Act of 1994 aimed to provide meaningful opportunities for parents to participate in their children's education at home and school. One of the aims of the No Child Left behind Act of 2001 is to enhance parental involvement in children's education. According to the Centre for Child Well-Being (2010), Parental involvement in their children's learning not only enhances a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better conduct

and social adjustment. The Ministry of Education in Ethiopia has developed a national policy framework for preschool education, as well as strategic operational instructions to improve its implementation process, under the supervision of the Ethiopian police. EPF (2010) Early Childhood Care and Education is driven by the following principles: - Reinforcing healthy Ethiopian cultural values, including parental involvement and community participation. Parents and other caregivers are the most essential people in a child's development. They play an important part in the education and development of youngsters. Their job is to socialize the child and teach him or her life principles as well as spiritual, cultural, and moral values to help the youngster develop character. Parents, teachers, schools, the local community, and government education experts at all levels must all actively participate in the execution of preschool education up to the recommendations of those policy documents (MoE, 2011). The importance of parental involvement in their children's education has grown, resulting in a growing demand for preschool education that is both accessible and of high quality (MoE, 2010).

The other main importance is frameworks for parental involvement in children's education. Epstein (2001, 2009) claims that there are many reasons for developing and establishing a partnership between school, family, and community. The major goal of such collaboration is to help youngsters succeed in school. Improving school climate and programs, strengthening parental skills and leadership, aiding families in interacting with others in the school and community, and assisting teachers with their work are some of the additional reasons.

Finally, some research on the topic of parental engagement was undertaken in Ethiopia. The role of parent involvement, the factors that affect parent involvement, the relationship between parent involvement and a child's academic performance, the contributions that parents involvement in a child's education and the challenges of parent involvement were some of the topics covered in these studies (Wakjira, 2017; Tsegaye, 2017). This study, on the other hand, looks into the status of parents' involvement in their pre-school children's education in the selected pre-schools.

## **1.2. Statement of the problems**

Parent involvement is a concept that refers to parents' involvement in their child's whole development, including education, and is focused on the establishment between the home and school environments (Fantuzzo, Tighe, & Childs, 2000). Parental involvement does not only

refer to parents questioning their children's performance in school, but also to them taking an active role in communicating with their children to maintain a healthy relationship with them and ensure that the process of encouraging, mentoring, leading, and stimulating (Clinton & Hattie, 2013).

Parent involvement is defined as actions that take place between a parent and their child or between a parent and their child's teachers at school, and that may help the child's educational outcomes and development (Abdullah, Seedee & Alzaidiyeen, 2011). Parental involvement, according to NCLB (2001), is defined as parents' regular participation, a two-way process, and meaningful communication involving student academic learning and other school activities, such as assisting their child's learning, being actively involved in their child's education at school, and assisting their child's learning, serving as full partners in their child's education and decision-making, as well as serving on advisory committees to aid in their child's education; and other activities

Many studies have shown that parental involvement has numerous advantages. The benefits of parental involvement in their children's learning, according to the Centre for Child Well-Being (2010), not only increase a child's morale, attitude, and academic achievement across all subject areas, but it also encourages better behaviour and social adjustment. According to Olsen and Fuller (2003), parents who participate in their children's education help the children, society, instructors, and schools. Henderson and Berla (1997) on the subject of parental engagement found that one of the most accurate predictors of students' academic performance is not their parents' income or social status, but their ability to build a supportive home environment.

The lack of parental involvement may hurt the education of children. According to Jayaswal, Kumari, and Arora (2003), children with minimal parental participation have low self-confidence and self-esteem. A great number of studies on parental engagement in children's education have been undertaken around the world. They suggested that a strong school-home partnership could boost children's academic progress (Garry, 2011). Parental involvement in children's schooling, according to Robison and Harris (2014), may be extremely beneficial.

In Ethiopia, however, the government and parents pay little attention to parental involvement in their children's education. A few studies on parental involvement in preschool children's

education have been undertaken in Ethiopia. In Ethiopia, parent involvement in children's education is restricted due to a lack of understanding of preschool children's education (Kahasay & Abebech, 2006; Tsegaye, 2017). Parents were involved in their preschool children's education was very low, and parents were participating in school decision-making activities to a limited extent (Kahasay & Abebech, 2006). Another study found that parents' involvement in their children's schooling was unsatisfactory (Tsegaye, 2017).

As a result, this research was carried out to determine the status of parental involvement in their children's schooling. This study differ from past research in that it looked at the current status of parents' involvement in their children's education in a variety of private and public preschools. Furthermore, the purpose of this study is to describe the existing status of parent involvement in their preschool children's education, as well as to minimize the gap by creating awareness of parental involvement. Because of the aforementioned gap, the following research questions will be addressed.

### **1.3. Research Questions**

1. What is the status of parental involvement in their preschool children's education?
2. Is there a statistically significant difference between parents whose children are attending private and government preschools in their involvement?
3. Is there a statistically significant difference in the involvement of parents based on their demographic characteristics (gender, age, educational status, and income)?
4. How are parents involved in their preschool children's education?

### **1.4. Objective**

The main purpose of this study is to assess parental involvement in preschool children's education in selected government and private pre-schools in the Arada sub-city of Addis Ababa City Administration.

### **1.5. Significance of the Study.**

The purpose of this study is to assess parental involvement in preschool children's education. Accordingly, the results of this study will have the following significance.

1. It will help Policy and decision-makers to design appropriate parent involvement strategies that promote effective parent involvement practices.

2. It will help preschool teachers' to facilitate, communicate, interact and support parents to involve effectively in their children's education.
3. It also helps parents, teachers, and other professionals to change their views regarding the importance of parental involvement for a child's education and development. So that it helps to increase parent involvement.
4. The finding of this study will help preschool children to be confident and successful in their education when their parents are effectively involved in their education. In other words, while the parents are involved in their children's education, children have direct profit than others.
5. The study also serves as a supporting document for further study in the area of parent involvement in Early Childhood Education.

#### **1.6. Delimitation of the study.**

The study was delimited to assess parental involvement in their children's education. Even though researching parental involvement in children's education is crucial in this country, due to time and resources this study was limited to the selected area of Addis Ababa administration of Arada sub-city in the selected private and government pre-schools. The study bounded physically Addis Ababa, Arada sub-city in select woredas of pre-schools, woredas 06 and 08, which were chosen through a lottery system.

#### **1.7. Limitations of the study.**

Because the goal of this study is to examine parental involvement in their children's education, data has been collected directly from parents and preschool teachers. As a result, one of the most significant limitations of our study was the occurrence of COVID-19 pandemics. COVID-19 occurred when the questionnaire was being prepared for distribution to the study's participants. Due to the incidence of COVID-19, the data collection for the research has been postponed till this year. Still, participants were afraid to contact me during COVID-19 broadcasts data gathering.

#### **1.8. Operational Definition of Variables**

**Parental involvement:** in this study parental involvement mean that the participation of parents in their preschool children's education. The study used the Parental Involvement Scale (PIS) developed by Watkins (1997) which contains 25

items to measure parent involvement. And some in-depth interview was used to assess the current status of parent involvement.

**Children's Education:** Children's education is any school-related activity that children participate in at home or preschool. It might also include any activity in the preschool that parents involve to influence their children's achievement.

**Parent:** A parent is a person responsible for the care, safety, and accommodation of their child in this study. Parents can also provide physical, emotional, and spiritual nourishment for their children. In general, parents in this study may be father and mother, single mother, single father, grandparents, and someone responsible for the child's care.

### **1.9. Organization of the study**

Six chapters make up this research. The first chapter serves as an introduction, focusing on what and how parents' involvement in their children's education should be studied. Background of the study, statement of the problem, objective, research questions, significance of the research, and limitations and delimitation of the study are all important parts of this section.

The relevant investigations undertaken by different researchers on pertinent issues are presented in Chapter 2. The method, the research design, population, sample and sampling procedure, instruments, data collection procedure, and data analysis discuss in Chapter 3. The analysis of the findings is presented in Chapter 4. The findings are discussed in Chapter 5. Chapter six is about summary conclusions and recommendations of the study.

## CHAPTER TWO

### Review of Related Literature

#### 2.1. The concept of parental involvement

Parental participation, like many other ideas in the social sciences, is a value-laden phrase. Only a few texts in a large amount of literature on parental engagement focus on its origins, nature, and meanings, which is rather amazing (Desimone, 1999; Lareau, 1992; Lightfoot, 2004; Ravn, 2005; Weiniger & Lareau, 2003). The idea and definition of parental engagement utilized in research are frequently vague, leading to the conclusion that many other aspects and their relationships should be included while investigating the phenomenon of parental involvement (Patall, Cooper & Robinson, 2008). Parental involvement, parental participation, educational partnership, and school family interactions are some of the phrases and concepts used (Driessen et al., 2005). School and family partnerships do not 'produce' successful students, rather, the partnership activities that include teachers, parents, and students engage, guide, energize, and motivate students so that they produce their success (Kumari, 2016).

Successful Children are not only produced by the school and home partnerships; but also by the activities of the partnerships, which include teachers, parents, and students, engage, guide, excite, and motivate students to achieve their success (Kumari, 2016). To summarize the viewpoint of most critics, much of the literature on parental engagement is about parents who are not yet involved, or who are not participating appropriately, but who can become well involved if they respond to calls to involvement from the school and its members (Hoover- Dempsey, 2005). Despite calls to respect parents' home cultures and practices (Baker, Kessler-Sklar, Piotrkowski, & Parker, 1999), many authors neglect how parents may exhibit spontaneous involvement in their children's education.

Types of involvement described by Lopez (2001), Parents who try to instill the value of education in their children by exposing them to hard and hardly prospective labor in the fields, for example, are usually outside the scope of schools and teachers, though their effects are not necessarily of lower value than those of the more well-known forms. Despite its conceptual and definitional ambiguity, Fantuzzo, Davis, and Ginsberg (1995) described parental participation as a range of parental activities that influence children's cognitive development and school accomplishment directly or indirectly. Attending parent-teacher conferences; being a member of

a PTA, volunteering in school, helping in the classroom, helping with homework, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding good grades are all examples of these parents' behaviors described by Fantuzzo and his followers in the empirical literature, reading to/with the child, modeling reading behaviour, taking the child to the library, calling the school in the event of a problem, monitoring the child's out-of-school activities, and communicating with the child regularly are all important. Parental participation refers to parent acts that can be recognized as indications of their dedication to their child's educational affairs and are related to the child's school or schooling. This means that a parent who exhibits these behaviors more frequently can be considered more involved than a parent who exhibits them less frequently.

Other activities that are not directly related to school or schooling, according to some scholars, should be included in the conceptualization of the term of parental participation. Limiting TV viewing time (Georgiou, 1997; Baker et al., 1999; Sui-Chu & Willms, 1996), adhering to a specific set of rules to discipline the child (Mcwayne, Hampton, Fantuzzo, Cohen,&Sekino, 2004), being home when the child returns from school (Sui-Chu & Willms, 1996), and limiting the amount of time for going out with friends are just watching the child in sports (Steinberg, Lamborn, Dornbusch, & Darling, 1992), and taking the child to cultural events (Baker, 1999). Although not identical to parental participation (Steinberg, 1992), the highly involved parent is associated with more general parenting characteristics (authoritative parenting).

Parental involvement has also been envisioned as a collection of parental attitudes, and values (Grolnick & Slowiaczek, 1994), and knowing the child's friends (Georgiou, 1997) to parents' enthusiasm (Zellman & Waterman, 1998), parents' beliefs that they should take an active role in their children's education (Grolnick, Benjet, Kurowski, & Apostoleris, 1997), educate their children to good citizenship (Desforges & Abouchaar, 2003), have high aspirations for their children (Astone & McLanahan, 1991; Sui-Chu & Willms, 1996), Apart from their (sufficient) assessment of invitations to involvement from the school, instructor, and the children themselves, they have a positive sense of efficacy for helping the child learn (Hoover-Dempsey et al., 2005).

Parental involvement is difficult to define due to the diverse perspectives of teachers, administrators, parents, and even children. Smit (2007) defines these notions as follows: parental

engagement is defined as parents' involvement in their child's development and education both at home and at school, while parental participation is defined as parents' active participation in school events. Hill et al (2004) defined parental participation as interactions between parents and their children that allow the children to benefit from the educational outcomes and future success of their children. Furthermore, Hornby (2011) assumed that parental participation is a sort of interaction in which parents make a variety of contributions and activities.

According to Miksic (2015), parental participation can be widely described as how parents assist their children's education in both speech and deed.

Parental involvement, according to Myeko (2000), is a process in which parents actively participate in their children's educational pursuits. The activities range from casual participation at school occasions to concerted attempts to assist parents in becoming better educators for their children. Parental involvement, according to Nye (2006), is also defined as "the effective engagement of a parent with their child outside of the school day in an activity centered on improving academic performance." Out-of-school activities are emphasized here, such as a trip to the zoo where the child is expected to learn something, or playing games with the child at home that will develop the child's reading or mathematician skills. Holloway et al. (2008) define PI as the beginning of both home-based behaviors such as homework supervision and school-based activities such as attending school events and talking with teachers. The same authors emphasize the general level of cognitive stimulation supplied in the home setting, among other aspects.

Pate and Andrews (2006) expand on the above definitions by defining PI as having an awareness of and involvement in schoolwork, an understanding of the relationship between parenting skills and children's academic success, and a commitment to regular communication with educators about their children's progress. Desforges and Abouchaar (2003) stated it best when they described PI as a catch-all word for several activities ranging from at-home good parenting, homework assistance, talking to instructors, attending school functions, and even participating in school governance. This is supported by Zoppi (2006), who cites Cotton and Wikelund (2001) in defining PI as an all-encompassing term that includes attending school functions, responding to school obligations, assisting children in improving their schoolwork, encouraging, arranging for appropriate study time, and space, modeling desired behaviour,

monitoring homework, and actively participating in school activities. Different writers highlight different features of PI, as may be seen from these definitions. This is because their viewpoints are shaped by the environments in which they live. A working definition of PI for this study is parents' participation in the home- and school-based activities aimed at increasing parental involvement in their children's education.

## **2.2. International Research on the Effects of Parental Involvement**

Early parental support, as well as ongoing involvement, has been demonstrated to have a significant positive impact on a child's accomplishment, particularly throughout their early school experience (Okado, Bierman, & Welsh, 2014). In certain children's life, there are two sorts of educators: their parents and their teachers. Parents are typically the primary caretakers and educators until their children enter nursery school or begin school, and they continue to have a significant influence on their children's learning throughout school and into further education. Caregivers such as maids and nannies play an important role in the rearing of children in many nations, including those in the Gulf, particularly during the early years.

It is widely acknowledged that for students to achieve their maximum potential in school, they will require their parents' full support. Educators all over the world are working on ways to increase parental involvement in their children's education. Parents are expected to participate not just in promoting their own child's successes, but also in school reform and administration in general. Furthermore, students who have parents who are interested in their children's education have fewer behavioural issues and perform better academically. They're also more likely to finish high school than pupils whose parents aren't interested in their education (Data Bank for Children's Trends, 2004). There might be significant discrepancies in how parents regard themselves as having a part in their child's education and how confident they are in their ability to assist. Parents may be put off from participating because of how teachers treat them, or they may believe they lack the abilities to make a difference in their child's progress. By censoring communications from schools or not asking questions about homework that has been assigned, children can have a considerable impact on the degree to which their parents are involved.

Recognizing the importance of parental involvement, the UK government has backed it up with a series of guidelines and rules designed to encourage parents to participate in the learning process in a methodical manner (Desforges & Abouchaar 2003). As children get older, parental

behaviors that demonstrate parental involvement tends to change. Direct assistance with school-relevant abilities is appropriate and foundational for younger children. Activities that promote independence and autonomy become more important as students get older. In 1997, the British government issued guidelines to emphasize the need of getting parents involved in school, a matter that is seen as critical in ensuring greater wellbeing and higher attainment for young people (Harris, 2009).

### **2.3. Parent's involvement and Early Childhood Education**

Parental participation in the early years can have long-term consequences. When children are extremely young, maternal and child health services can help parents with breastfeeding, nutrition counseling, and instilling good habits in their children's health and hygiene. At this age, service providers frequently focus their attention on the parent to ensure that the child's psychological needs are met, including adopting practical knowledge of socialization and upbringing processes, including child discipline; support offered to the child's play and learning, and the avoidance of neglect, abuse, or stressful family environments (Bennett, 2009).

The intellectual, emotional, physical, and social requirements of the kid must all be satisfied. All of Epstein's methods of parental involvement are accessible to employ when children enter more institutionalized educational settings such as kindergartens and schools later on. As children get older and enter high school, there may be minor shifts in each form of parental participation as students take greater responsibility for their learning. A longitudinal study of the effects of Chicago's Child-Parent Centers (CPC) found good results in terms of school readiness, and improved academic achievement that lasted into adolescence, and decreased dropout rates. Parental engagement is one of the five areas addressed by the Child-Parent Centers.

The study's positive results included the following:

Parents who engaged in the prekindergarten program were more likely to be involved in primary school; the more years the parents were involved in primary school, the more successful their children were.

Recent studies of English pre-schoolers have looked into the impact of parental involvement on achievement and cognitive development. The Effective Provision of Preschool Education Project, longitudinal research, evaluated the attainment and development of children aged three to seven years. The impact of parental involvement in interactions with professional provision

was of special focus in the Child Policy Brief (1996). The term "home learning environment" (HLE) was used to characterize a variety of learning-related provisions reported by parents in the home. Reading, library visits, letter and number play, painting and drawing, teaching (through play) the letters of the alphabet, number and shape play, teaching nursery rhymes, and singing were all part of HLE. "A higher home learning environment was connected with increased levels of cooperation and conformity, peer sociability and confidence,... lower anti-social and worried or upset behaviour, and higher cognitive development scores..." the researchers concluded. After age, it was the factor that had the most impact on cognitive development" (Desforges & Abouchar, 2003). The quality of the HLE was also found to be more essential for child development than parental occupation, education, or money, according to the study. "What parents do matters more than who they are" (Sylva, 2004).

#### **2.4. Theoretical frameworks for parental involvement in children's education**

Many reasons exist, according to Epstein (2001, 2009), for developing and establishing a collaboration between school, family, and community. The major goal of such collaboration is to help pupils succeed in school. Improving school climate and programs, developing parental skills and leadership, aiding families in interacting with others in the school and community, and assisting teachers with their work are some of the other reasons. All of these factors highlight the necessity of parents participating actively in their children's education and maintaining a positive relationship with schools. Educators and parents play critical roles in children's educational progress. To achieve in school, students require a pleasant learning environment that provides support, motivation, and high-quality education. With the increasing pressures on families, parental involvement in their children's education extends beyond the school walls. While juggling school, sports, family situations, family time, job schedules, and other commitments, many families are faced with overwhelming and unexpected schedules and circumstances, leaving little time to provide support in any one area (Swap, 1993).

Even though parental involvement appears to be the subject of several domestic and international studies, there is still concern about parental involvement and what constitutes effective parental involvement in student education. Educators, parents, and community members may have differing perspectives on how to engage students effectively and how they may contribute to the educational process. Parents' engagement in their children's education

begins at home when they provide a safe and healthy atmosphere, appropriate learning experiences, support, and a favourable attitude toward school. Educators, parents, and community members may have differing perspectives on how to engage students effectively and how they may contribute to the educational process. Parents' engagement in their children's education begins at home when they provide a safe and healthy atmosphere, appropriate learning experiences, support, and a favourable attitude toward school. According to studies, parental involvement is most effective when it is perceived as a collaborative effort between educators and parents (Davies, 1996; Emeagwali, 2009; Epstein, 2009). Educators and parents should have a better knowledge of effective parental participation strategies in increasing student achievement by examining parents' and teachers' opinions.

Several academics have researched parental engagement and its implications on the educational process over the years, including (Berger, 2008; Davies, 1996; Epstein, 2009; and Henderson & Mapp, 2002). Joyce Epstein, the creator, and head of the National Network of Partnership Schools at Johns Hopkins University is a major researcher on parental participation. Epstein focuses on school, family, and community cooperation programs that will enhance policy and practice to promote student academic achievement and success, as evidenced by his various studies and work in over 100 publications. When it comes to parental participation, Epstein has developed a framework that includes six key elements.

This paradigm is based on findings from numerous studies on the most successful components in children's education (Epstein, 1995, 1996, 2001, 2003, 2009). Parenting, communicating, volunteering, learning at home, decision-making, and community collaboration are the six factors.

Parenting entails all of the tasks that parents undertake to create happy, healthy children who develop into capable students. Unlike teachers, who have a limited impact on children, parents are committed to their children for the rest of their lives. Parental participation activities provide information to parents about their child's growth, health, safety, or home situations that can help students learn. Parent education and other courses or training for parents, family support programs to aid families with health, nutrition, and other services, and home visits at elementary, middle, and secondary school transition points are all included.

Communicating – Families and schools exchange information in a variety of ways. Important events and activities are announced through letters and flyers sent home by schools. Teachers receive information from parents regarding their child's health and educational background. A school website is another way for parents and families to communicate with the school. The regular schedule of useful notices, memos, phone calls, newsletters, and other communications includes conferences with every parent at least once a year, language translators to assist families as needed, and the regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

Volunteering – pertains to enlisting and coordinating parental assistance and support for school programs and student activities. Volunteering in education can be done in three different ways. First, they can aid instructors and administrators as tutors or assistants in the school or classroom. Second, they may help out at the school by fundraising for an event or advertising it in the community. Finally, they could volunteer as an audience member by attending school activities or performances. Included is a school/classroom volunteer program to assist teachers, administrators, students, and other parents, a parent room or family center for volunteer work, meetings, and family resources, and an annual postcard survey to identify all available talents, hours, and places of volunteers.

Learning at home – is concerned with providing parents with suggestions and information on how to best support their children with homework and curriculum-related decisions and activities. This form of involvement can include parents helping their children with homework or taking them to a museum. These activities foster a school-focused family and encourage parents to participate in school activities. Parents can learn about what their children are doing in the school and how to help them with homework through activities to foster learning at home. Information for families on the skills required for children in all subjects at each grade level, information on homework requirements and how to monitor and discuss schoolwork at home, as well as family engagement in setting student objectives each year and planning for college or job are all included.

Decision-making – refers to the involvement of parents in school decisions as well as the development of parent leaders and representatives. When parents join school governance committees or organizations like the parent/teachers association, they participate in school

decision-making. Taking on leadership roles that require disseminating information to other parents are examples of additional decision-making actions. Active PTA/PTO or other parent organizations, advisory councils or committees for parent leadership and participation, independent advocacy groups to fight for school reform and improvements, and networks to connect all families with parent representatives are some of these options.

Collaborating with the community – is concerned with locating and integrating community services and resources to support and strengthen schools, students, and their families.

Information about community health, cultural, recreational, social support, and other programs/services for students and families, as well as information on community activities that link to learning skills and talents. Students, parents, instructional approaches, and the school climate can all be affected by each of these elements. Furthermore, each component encompasses a wide range of collaboration activities. Finally, each element raises problems that must be solved to incorporate all families. That is why Epstein (2001; 2009) believes it is critical for each school to determine which factors are most likely to help the school achieve its academic goals and foster an atmosphere of a partnership between the home and the school. Even though these six elements are primarily focused on academic accomplishment, they also lead to a variety of outcomes for both parents and instructors (Epstein, 2003, 2009).

By becoming involved in their children's education, parents get a more positive attitude toward the school and its staff, as well as more confidence in supporting their children with homework, according to Henderson and Berla (1994). Furthermore, they are more likely to garner community support for the school and its programs, as well as becoming more involved community members. Teachers may expect greater communication with parents, a deeper understanding of their students' families and situations, and more effective communication with both the homes and the community as benefits (Epstein, 2009). Henderson and Berla (1994) also suggest that more parental involvement will benefit schools by improving teacher morale and increasing family support. Furthermore, according to Clarke (2007), schools work best when parents and the community are active participants and feel ownership of the school. As a result, it is reasonable to conclude that these six factors help not just students, but also their parents, instructors, and schools.

## **2.5. How can parents be involved in their children's education?**

Parents can be involved in their children's education by joining school boards, being concerned about their children's academic achievement, and displaying dedication to their children's education by attending parent-teacher conferences to acquire a better understanding of their children's performance. Parents can also participate by following up with their children's subject instructors to identify areas where they are having difficulty (Clinton & Hattie, 2013). Parents go to great lengths to contact their children's teachers when they fail, thereby creating and strengthening the teacher-parent relationship and demonstrating their devotion to their children's education. Parental involvement, according to Hornby and Lafaele (2011), is an important component of education and can be achieved through both home-based parental involvement, such as listening to the child read and assisting them with their homework, and school-based parental involvement, such as attending parents meetings and educational workshops. Parents should be involved in their children's sporting activities, according to Labahn (1995), as this will increase their results and serve as motivation.

## **2.6. Types of parental involvement**

In general, there are two kinds of PI: school-based engagement and home-based involvement. They both have an impact on student engagement but in different ways.

### **2.6.1. School-based involvement**

Desforges and Abouchaar (2003) (Hoell, 2006) identify two types of school-based involvement: school communication (which involves contact between parents and school personnel aimed at sharing information such as the child's progress, establishing good relationships between teachers and parents, and discussing emergent problems) and school involvement (which includes involvement in extracurricular activities such as sports) (Jeynes, 2005; Houtenville & Conway, 2005) and school engagement (volunteering for school activities and attending school functions, as well as participation in school government) (2008). Material resource provision or donations, such as paying for instructional materials, building or furniture maintenance, and fittings, are all significant aspects of school involvement (Vogels, 2002). Vogels (2002) also adds social activities such as parties, excursions, and school trips, as well as classroom teaching, lunchtime supervision, and practical activities such as cleaning and odd jobs. Studies demonstrate that PI "played out in the school confers little or no advantage on the

individual child," according to Desforges and Abouchaar (2003). This finding has been extensively reproduced in the research. However, this should be interpreted with caution. Pupil achievement cannot be divorced from PI manifestations in the classroom. There are additional benefits, such as the potential to improve school-community relations, contribute to school transparency and accountability, and provide joy, self-fulfillment, and other benefits to parents (Desforges & Abouchaar, 2003).

According to Desforges and Abouchaar (2003), such benefits have yet to be demonstrated to make a significant contribution to children's academic progress (Trotti, 2008). However, Desforges and Abouchaar admit that parental involvement in classroom activities, school events and functions, and governance and guidance has the potential to assist all children at school (2003, Trotti, 2008). They go on to say that the primary benefit of each parent's involvement is to their children. Individual children's benefits may come at the expense of other children. A parent, for example, can put so much pressure on a teacher that the teacher ends up providing that parent's child extra attention at the expense of other students in the same classroom. This highlights the importance of exercising caution while supporting some forms of PI, such as allowing parents to visit the school and speak with the teacher at any time. While some research, such as that conducted by Singh, Desforges, and Abouchaar (2003), suggests that PI in the classroom has little, if any, impact on student accomplishment, it is not without value. This type of commitment in school can act as a crucial lubricant for at-home involvement (Desforges & Abouchaar, 2003).

### **2.6.2. Home-based involvement**

According to the literature cited below, home-based involvement has a stronger positive impact than school-based involvement. Home conversation (which is linked with discussing school-related activities) and home supervision (which entails monitoring the child's out-of-school activities, including homework) are two types of home-based involvement identified by Hoell (2006, Desforges& Abouchaar, 2003).

According to Houtenville and Conway (2008), parental effort is positively associated with student accomplishment, which includes how frequently parents mention activities or events of particular interest to the child or topics the child studies in class. This point of view has a lot of backing from both old and news sources. According to Jeynes (2005), spending a lot of time on

activities like reading and communicating with one's child, as well as the more subtle aspects of PI like parental style and expectations, have a greater impact on pupil educational outcomes than some of the more visible aspects of PI like having household rules. Senechal (2006, & Catsambis, 2001) in Desforges and Abouchar (2003) support Jeynes' claims by stating that parental participation has a favourable impact on student accomplishment, whether directly or indirectly. Parents can play a role in this by actively encouraging their children to learn at home and offering learning opportunities for them.

Providing learning opportunities for children at home includes reviewing schoolwork, spending time working with a child on reading and writing abilities, bringing home learning materials such as books, and talking to a child about the parents' enthusiasm for learning (and modeling that love for learning). The way parents interact with their children (including home discussions) is more essential in predicting academic outcomes than how involved they are at school. According to Holloway (2008), the level of cognitive stimulation supplied in the family is crucial for student development. The students' self-perception as learners, as well as their motivation, self-esteem, and educational objectives, are influenced by the home dialogue. According to Desforges and Abouchar (2003), PI changes how students perceive education and coursework and boosts their motivation to succeed through home talk. This incentive and values system is supported for younger children by parental skill acquisition encouragement (for example, in respect of early literacy). Apart from boosting success, the parent-child talk, according to McNeal (2001), regularly reduces negative behaviour such as lethargy or a lack of application.

Desforges and Abouchar (2003) refer to the home structure as referring to the degree of discipline exerted by the parents to insist on homework completion and to minimize potentially distracting activities such as watching television. This might be considered part of creating a positive learning environment at home (HLE). Reading to and with the kid, going to the library with the child, and playing with letters and numbers, painting and drawing, teaching the letters of the alphabet via play, playing with shapes, teaching nursery rhymes, and singing are all examples of activities that make up a healthy HLE (Desforges & Abouchar, 2003; Armbruster, 2003; Trotti, 2008; Melhuish, Sylva, Sammons, Siraj-Blatchford & Taggart, 2001) confirm that HLE has a stronger influence on cognitive development than SES or mother's qualifications. Notably,

there are parents with high SES and credentials who provide a low HLE index home environment, as well as parents with low SES and qualifications who provide a high HLE index home environment (Melhuish, 2001). To put it another way, some parents with high socioeconomic status and a high level of education provide a poor home learning environment for their children, whereas some parents with low socioeconomic status and a low level of education provide a good home learning environment for their children.

Some schools employ the expert model, in which professionals are assigned to the role of expert or disseminator of specialized knowledge and services, while parents are assigned to the role of information and service recipients. In this arrangement, PI in instruction was limited to supervising the completion of teacher-directed homework assignments or conducting extra-curricular enrichment activities during after-school hours (Radaszewski-Byrne, 2001). This is restricting, and it is founded on schools' (teachers') often unwarranted lack of faith in parents' capacity to come up with constructive projects. In summary, home-based engagement “clearly and consistently has large effects on children's success and adjustment that considerably transcend other forms of involvement, according to the research (Desforges & Abouchaar 2003). The diverse sorts of households and different categories of parents can have an equally favourable influence on the academic performance of children, according to Goshin and Mertsalova's (2018) findings. They take diverse approaches to participate in school as a result of their natural differences, as well as disparities in opportunity and conditions. Even if the same parent may choose different sorts of engagement depending on the circumstances and context, it is reasonable to believe that his or her preferences are influenced by family traits such as socioeconomic status, educational background, and cultural background.

## **2.7. Importance of Parental Involvement in their pre-school children’s education**

The importance of parents' engagement and opinions on teaching quality is that the former is a reflection of the latter because when parents are happy with their child's growth at school, it reflects on the latter it is most likely that the teaching quality in their children's school is excellent (Hoover-Dempsey, (2001; Epstein, 2002) implies that "kids may enjoy higher academic and social success when parents participate in their children's schooling."

Epstein (1992-2001) suggests that parents who are informed and involved in their children’s school can positively impact their child’s attitudes and performances. Moreover, parents can

assist instructors in assisting their children in progressing and bolstering their success by encouraging them to do their homework and cooperating with teachers when addressing the poor elements of their children's academic advancement (Oakes, 2015). As a result, Harris et al. (2009) suggested that parental participation is useful and can be utilized as an acceptable and influential technique to support pupils, but that it must be used with caution. When there is a positive relationship between home and school, it becomes an influencing factor that can improve school efficiency as well as students' progress (Hallgarten, 2000). According to Harris et al. (2009), parental involvement in schools can lead to significant improvements in their children's accomplishments and progress. As a result, Harris (2009) found that parents play an important role in raising educational standards in general.

Furthermore, Harris (2009) claimed that there is a strong link between parental involvement and children's academic accomplishment; so, any plan to improve students' development and school efficiency must include this type of involvement. Furthermore, Grant and Ray (2010) asserted that parental involvement is critical for the growth of students and schools. Grant and Ray's (2010) study demonstrates that parental participation is vital not just for kids, but also for schools and their development. Early parental support, as well as ongoing involvement, has been demonstrated to have a significant positive impact on a child's accomplishment, particularly throughout their early school experience (Okado, Bierman, & Welsh, 2014). Parental participation, according to Peng and Wright (1994), provides the supporting atmosphere that students require to achieve.

Parents who are interested in their children's education, according to Christenson, Rounds, and Gorney (1992), are motivated to improve the quality and efficiency of their work, and parents who have high expectations for their children's academic performance indicate that they value education. Hornby (2011) asserted that parental involvement has several advantages and benefits for parents, children, and teachers. Hornby (2011) hypothesized that parental involvement increases parents' self-esteem, contentment, and interest in their children's schooling. Hornby (2011) believed that parental participation can improve the cooperation between parents and teachers, as well as increase the teacher's morality, in that the teacher becomes more committed to the school's mission and works harder to improve the children's academic success.

Besides, Hallgarten (2000) argued that parental involvement in the educational process and schools leads to several benefits for the whole community.

Additionally, the role of parental involvement in improving educational outcomes has been recognized for over 40 years (DES, 1967) and is now acknowledged by governments in many countries. The following are some examples of projects that use parental involvement as a significant variable in enhancing educational outcomes:

- ✓ In the United States, the “No Child Left Behind” program (USDoE, 2001) supported the formation of parent-school partnerships.
- ✓ The UK's "Children's Plan" (DCSF, 2007) emphasized the importance of parents in their children's education.
- ✓ New Zealand's "Schooling Strategy" (MoE, 2005), which prioritizes promoting parent and family involvement in children's education as one of three priority areas, along with improving teaching quality and expanding evidence-based practice.

Other merits of parental involvement that emerge from the above reviews encompass benefits for children, teachers, and parents. According to Desforges and Abouchaar (2003), research has shown that when parents and professional educators form a special relationship based on shared goals, good learning progress can be made even when the preschool is not performing well.

These data suggest that parental involvement in home learning activities is most strongly linked to improved cognitive achievement in the early years. Furthermore, the parent's child may be the direct recipient of parental involvement. This benefit could stem from the parent's engagement in helping their child focus on homework or from the teacher focusing on their child. Desforges and Abouchaar (2003) also pointed out that parents profit from school involvement (joy, self-fulfillment, and so on), which would be a "private" benefit directly accruing to the engaged parents and their children. Parents are expected to have a part not just in promoting their own children's accomplishments, but also in school reform and democratization of school governance.

## **2.8. Activity related to parental involvement in their children’s education**

There are a variety of activities that parents can participate in to help their children develop using their skills, time, and energy (Carol, 2010). Workshops, family nights, parent education seminars, adult training programs, and support services such as carpools and babysitting for younger children are examples of school-wide activities (Carol, 2010). The second sort of

activity is communication; the school can involve parents in events by using phone calls, newsletters, and email to remind and notify parents (Carol, 2010).

Educational activities are the third type of activity, the parent is encouraged to participate in the activities that occur in the classroom or school and help the class to run more smoothly such as fundraising, volunteer to manage the classroom, work as a photographer during children's performance, design webpages if some parent has the knowledge and skill about it, beautify the environment of the classroom by cleaning unwanted stuff and create wall painting (Carol, 2010). Parents of children with special needs are encouraged to participate in the development of an individualized educational plan for their children (Carol, 2010). The fourth category is service activities, which include childcare, parent support groups, resource libraries, a material center, and service exchange (Carol, 2010). The final category is decision activities (Carol, 2010), which allow parents to choose a school rather than simply be fee payers. Parents are given the "power" to decide what happens in the school, such as the criteria for recruiting teachers, what is included in the policy, and how the educational program is reviewed and designed (Carol, 2010). Only after they know about what the program is about and how it is implementing, they will be supporting the program (Carol, 2010).

Finally, parents have long engaged in activities such as fund-raising, collaboration with other communities, serving on the school committee, attending PTA meetings, and providing volunteer support in the classroom, which are widely welcomed by schools. However, for parental involvement to be most effective, it's critical to highlight not only these activities but also other parts of a true partnership between schools and parents, such as productive parent-teacher meetings and effective two-way communication, according to Epstein (1995).

## **2.9. Barriers to parental involvement in their children's education**

Even though parental involvement is recognized as being of significance in the education of children, there remains great diversity concerning parental involvement.

Physical or psychological distance between teachers and parents, a lack of educator professional development, ethnicity and socioeconomic status biases, limited views of parental participation, and perceptions of the school as limited to the provision of instruction are among the barriers identified by Moore (1990). Moore (1990) concludes that, for kids to overcome new academic difficulties and achieve success, the nation's schools must evolve to the point where parents and

schools can benefit from each other's knowledge and abilities. To overcome the barriers that impede parents from participating in their children's education, schools must provide a welcome environment in which instructors and staff are courteous and attentive to parents (Wherry, 2009). Administrators and teachers must encourage respectful two-way dialogue between school and home (Wherry, 2009).

Parents today are frequently busy with the diversions and responsibilities of everyday life. Some parents are unable to attend school activities or participate in their children's education regularly due to limited income, restrictive work hours, and language barriers (Ho, 2009). Baeck (2010), cultural standards, poor financial means, and a lack of educational proficiency are all cited as hurdles to parental involvement in school by Lee and Bowen (2006).

According to Davis (1996), many parents have low self-esteem and others have not had academic success, therefore they lack the knowledge and confidence to aid their children. Parents who did not have academic success may have a poor perception of it (Greenwood & Hickman, 1991).

The language, curriculum, and staff may frighten parents, causing them to avoid communicating with the school (Flynn, 2007). Rutherford and Edgar (1999) acknowledge that parents are having a harder time becoming active in their children's secondary education since determining which educator is responsible for which aspect of the child's academic program can be difficult. "Parents from lower socioeconomic origins confront considerably more challenges to involvement, including nonflexible work schedules, a lack of resources, transportation issues, and stress-related to living in poor neighbourhoods, according to Hill and Taylor (2004). According to Ascher (1988), low-income urban parents can and desire to participate in their children's education just as much as middle-class parents. Single-parent engagement is typically hampered by inflexible leave regulations and child-care duties, according to her. Many school authorities make the presumption that single and low-income working parents cannot be approached or relied upon in advance. They are not required to attend meetings, participate in their children's classrooms, or assist with home learning activities (Ascher, 1988).

Time poverty, lack of access, a lack of financial resources, and a lack of understanding are all impediments to participation, according to Williams and Sanchez (2011). "Feelings of inadequacy, insufficient school background, or preoccupation with essentials may inhibit parents

from connecting with schools, “are according to Johnson (1994). Social capital in families has been connected to student achievement, graduation rates, higher educational attainment, motivation, and involvement in school, according to Lee and Bowen (2006) and Dika and Singh (2002). Similarly, Ho (2009) discusses the importance of parental involvement in schools, noting that it aids parents in overcoming a lack of social capital. Hill and Taylor (2004) claim that parental involvement in the school improves parents' social capital, which in turn improves students' achievement. Students are an important element of a successful school, family, and community involvement, and their failure to perform their responsibilities can present a barrier to collaborations (Epstein, 1995). Students are frequently in charge of informing and communicating with their parents about school activities, programs, and events (Epstein, 1995).

Teachers assist students in understanding their position and the value of actively participating in the family, school, and community collaboration in programs that need a high level of commitment (Epstein, 1995). Because education budgets are being cut and demands are rising, school administrators and instructors must take the initiative to involve parents in their children's education (Wherry, 2009). Some school administrators and instructors may not be aware of how to incorporate parents; as a result, educators who lack this information could be taught ways for including parents and forming partnerships (Greenwood & Hickman, 1991). Administrators and instructors may be unaware of the significance of parental participation and the impact it has on student progress (Flynn, 2007). Teachers frequently assume that parents do not support their children's education and do not discipline them when there is a problem at school. When instructors do not receive parental support, they frequently consider that contacting parents is a waste of time (Flynn, 2007).

Therefore To overcome the barriers that impede parents from participating in their children's education, schools must provide a welcome environment in which school personnel is respectful and responsive to parents (Wherry, 2009). Teachers and administrators must promote polite two-way dialogue between the school and the home (Wherry, 2009). “The answer is to stop treating parents like “clients” and starts treating them like “partners” in helping children learn,” said Bouie, an educational consultant (Wherry, 2009). Parents want to be treated with respect, according to a survey of parents in four school districts. They do not desire a professional-client relationship (Davies, 1991). The failure to adequately train preservation teachers is a big

impediment to increasing parental involvement in schools (Epstein, 1995). As part of their teacher education and internship, preservice teachers could work with parents (Greenwood & Hickman, 1991). Classes could be included in teacher education and advanced degree programs to help educators define their position in school, family, and community partnerships (Epstein, 1995).

To address barriers between home and school, several school systems have hired parent involvement coordinators to lead and manage family participation events and initiatives inside the system (Epstein, 2001). The role of parent participation coordinators, according to Epstein (2009), is to encourage more parents to become active in a range of facets of the school. Parent involvement coordinators frequently hold workshops for parents to educate them on the school curriculum and to remind them that they are their child's most important teacher (Epstein, 2009).

Finally, some of the other barriers of parental involvement are:-

### **2.9.1. Parent and Family Factors**

The belief that parents have in their ability to help their children succeed at school is the second belief that is crucial to parental involvement. Parents who have low confidence in their capacity to help their children are more likely to avoid engagement with schools, according to Hoover-Dempsey and Sandler (1997), because they believe that such involvement will not result in beneficial outcomes for their children.

#### **Parents' Perceptions of Invitations for Involvement**

When parents believe that teachers or schools do not value parental involvement, they are less likely to participate (Hoover-Dempsey & Sandler, 1997). As a result, parent impressions of school invitations are regarded critical in building effective PI.

**Current Life Contexts of Parents:** Several factors of a parent's current life context can function as a barrier to parental involvement. The degree of education of parents will influence their perceptions of whether they have the necessary skills and knowledge to participate in various parts of parental participation (Green, Walker, Hoover-Dempsey & Sandler, 2007). The educational level of the parents, whether they are a single parent or a large family, their economic level, their job condition, and so on all have an impact on the level of PI (Garry, 2011).  
**Class, ethnicity, and gender:-**There are also barriers relating to class, ethnicity, and gender of parental involvement in their children's education. Differences in class, ethnicity, and gender

may play a role in determining the degree to which parents are involved with schools (OECD, 1997). The discovery by Young (1998) that cultural roles, expectations, and values play an important influence in how trust is perceived and developed adds to the necessity to understand the context of culture and ethnicity. According to Reay (1998), the reality is that moms are the ones who are most involved in their children's education.

### **2.9.2. Child Factors**

**Children's Ages:** - The age of the kid is also a barrier to parental involvement, as it is commonly accepted that parental involvement declines as children become older, peaking around the time they enter secondary school.

The propensity for parents of younger children to be more involved could be because younger children are more favourable about their parents going to school (Garry, 2011).

Older children, on the other hand, are less interested in school participation, such as parents accompanying their children on field excursions, which is at least partly owing to teenagers' desire to become independent of their parents (Eccles & Harold, 1993).

**Learning Disabilities and Difficulties:** Parental participation might be hampered or facilitated by a child's academic performance.

Parents are more likely to participate in parental involvement activities when their children are having difficulty with their schooling owing to learning challenges or impairments (Eccles & Harold, 1993).

**Gifts and Talents:** It is normally a pleasure for parents to attend parent-teacher meetings for children who are doing well in school, therefore children being talented is usually a facilitating element for parental involvement.

However, when parents believe their children are academically brilliant and this belief is not shared by instructors, hurdles to successful parental involvement might emerge (Montgomery, 2009).

**Behavioural Issues:** When a child's behaviour becomes so extreme that the school considers suspension or expulsion, the conflict between the school and the parents is nearly unavoidable, and it creates a significant barrier to meaningful parental involvement (Parsons, 1999)

**Goals and Agendas:** -Differing expectations and vested interests frequently impact parent-teacher interactions and roles (Wolfendale, 1983).

Parents' ambitions, on the other hand, are more likely to be focused on improving their children's performance, trying to influence the school's ethos or curriculum, and wanting to gain a better understanding of school life (OECD, 1997). Teachers, according to Rudney (2005), have their own goals for parental involvement in the areas of schoolwork, providing a nurturing environment, fund-raising, and attending school events and parent-teacher meetings.

Attitude: - Parents' attitudes have shifted from respect and helplessness to recognition of their rights in a world where parents are frequently portrayed as consumers (Bastiani, 1993).

Parents are their children's primary educators, while schools augment home learning with specialized knowledge? The Organisation for Economic Cooperation and Development (OECD) published a report in 1997.

Different perspectives on this issue will have significant implications for how parental engagement is viewed, framed, appreciated, and, most crucially, executed (Garry, 2011).

Language: - The use of words like a partnership, collaboration, and participation hides the disparities that exist in the real world of parental involvement (Reay, 1998; Wolfendale, 1983).

The use of words like a partnership, collaboration, and participation hides the disparities that exist in the real world of parental involvement (Reay, 1998; Wolfendale, 1983).

#### **2.9.4. Societal Factors**

Historical and Demographic Factors: - A historical history of social and educational development lies behind the chasm (Bastiani, 1989).

The history involved creates an often unappreciated obstacle to parents being involved in their children's education (Garry, 2011). Henderson and Berla (1994) remind out that school organization, which was originally based on factory production lines, is still in place today. Increased parental working hours and mobility, as well as an increase in the number of families in which both parents work, are accompanied by an increase in divorces, resulting in an increase in single parenting and the number of partnered families (Garry, 2011).

#### **2.9.5. Economic Factors**

Free-market principles have grown to dominate the economy in many Western countries, resulting in education being organized to meet the needs of the market (Garry, 2011). Economic restraints have resonated in the restrictions on parental engagement as a result of the market's impact on the reality of parental involvement (Hegarty, 1993).

## **2.10. Role of educators in Parental Involvement**

According to studies, psychologists are highly enthusiastic about the importance of parental involvement and believe they must be actively involved in promoting its implementation in the schools where they operate. Consultation with families about how to support their children's learning and behaviour at school, assisting schools in developing methods of communicating with families, and providing in-service training to professionals on how to involve parents in their children's schoolwork were all highly rated activities (Wherry, 2009). Psychologists, for example, can assist professionals in developing good communication skills for use with parents and ways for scheduling productive parent-teacher conferences. Psychologists might also encourage experts to visit families who would benefit from such visits. Psychologists can engage with parents of children of all ages to ensure that they have the information they need to implement effective home-based parental involvement activities and to collaborate effectively with schools, in addition to their professional training and supervision (Wherry, 2009).

## **2.11. International Policies on Parental involvement**

Recognizing the importance of parental involvement, the UK government has backed it up with a series of guidelines and rules designed to encourage parents to participate in the learning process in a methodical manner (Desforges & Abouchaar 2003).

The British government produced the so-called "Green Paper" in 1984, to encourage parents to be represented on school boards. The British Education Act of 1989 emphasized parents' involvement in children's assessment as well as their representation in governing educational authorities, emphasizing the underlying role of parents in their children's education (Gezani, 2009). The British government highlighting the role of parental involvement and the ways by which it can be bolstered (Williams, 2002).

In 1997, the British government issued guidelines to emphasize the need of getting parents involved in school, a matter that is seen as critical in ensuring greater wellbeing and higher attainment for young people (Harris, 2009).

According to Echaune et al. (2015), most African countries, including Uganda, South Africa, and Kenya, have policies that encourage PI. According to these writers, Kenya implemented the Basic Education Act of Kenya (2013), which requires school boards of management to analyze school needs with full parental engagement. Chindanya (2011) conducted a study on PI in

primary schools in Zimbabwe, which proved its several benefits. Promotion of pupil motivation, teacher motivation, greater school attendance, and good behaviour were some of the benefits suggested by PI. Uganda, a Sub-Saharan African country, approved the second Millennium Development Goal (MDG) on education in 1997, and the Ministry of Education, Science, Technology, and Sports implemented the Universal Primary Education (UPE) program (Bategeka & Okurut, 2006). The fundamental goal was to make education more accessible, equal, and affordable, to reduce poverty by providing basic education to all citizens.

## **2.12. Parent's Involvement under Ethiopia's Educational Policy Documents**

### **Education and Training Policy Document**

The Ministry of Education addressed four important domains to enhance schools, as stated in the MoE (2007) document of school improvement program (SIP). Teaching and learning, the environment, community engagement, and leadership and management are the domains. The SIP's implementation required active participation from all stakeholders, primarily teachers, students, parents, and educational professionals at all levels (MoE, 2011). The Ethiopian government announced the first education sector development program (ESDP-1) in 1997, based on education and training policy, to improve quality, relevance, efficiency, expanding access, and achieving universal access to primary education by 2015 (MoE, 2005). According to several reviews of the ESDP's implementation, Ethiopia made great educational development as a result of the program, 1 2 3 (MoE, 2007). Despite fast increases in the number of educated instructors, schools and institutions, and educational access, obstacles remained in achieving quality and internal efficiency. In 2007, the Ministry of Education (MoE) launched the general education policy implement package (GQUIP) to address quality issues.

Systematic Investment Plan (SIP), the most important of EQUIP's four programs, requires parents to be actively involved in their children's education. Being a member of the school board, participating in the parents' advisory committee, and being a PTA member. Rahel (2014) went on to say that "school parents need to be aware that their involvement helps their children's learning, behaviour, and attitude regardless of a variety of influencing variables." Several parent participation activities have been specified under the 13th standard of SIP (MoE, 2010). At the end of each semester, parents who are supporting their children at home should contact their children's teachers. Parents will receive report cards detailing their children's academic progress.

Contribute money to the school, donate educational items to the school and volunteer work is a valuable contribution.

### **2.13. National Policy Framework of Early Childhood Education (ECE)**

It has been proposed in the policy framework strategic operational guideline (MoE, 2010) to develop ECE service delivery on four pillars, the first of which is parental education engagement. Throughout the year, adequate opportunities for engagement and communication between parents and teachers should be provided. Parents and teachers should communicate about their children's progress frequently. Parent-teacher association meetings should be held regularly throughout the school year. All parents should have access to comprehensive information. Teachers should have access to information regarding the student's home environment.

Parents and the community will be able to assist in the operation of Preschools. The ministry of education has proposed that all preschool arrangements promote high-quality parent-child interaction and that joint involvement of teachers and parents be maintained to discuss the child's progress and the type of support the child requires in the family, according to the above-mentioned operational plan (MoE, 2010). One of the main goals of the ECE framework's monitoring and evaluation is to create and improve the necessary partnerships and collaboration among all stakeholders to provide successful services and programs for young children. Ministry of Education (MoE, 2010), greater opportunity for parents and community engagement increased enrolments in primary education, increased production, and poverty reduction are some of the benefits of investing in the early years.

## **CHAPTER THREE**

### **Research Methods**

#### **3.1. Research Design**

A mixed research design has been employed in this study. This design is based on Creswell's (2009) Concurrent Triangulation strategy study design. In a concurrent triangulation technique, the researcher gathers both quantitative and qualitative data concurrently and then analyzes the two data to see if there is convergence, differences, or the same.

#### **3.2. Study area**

The research was carried out in Addis Ababa's Arada sub-city. There are several pre-schools in the Aradas sub-city. In the Arada sub-city, there are a total of 48 preschools. 13 governments, 20 private, 7 communities, 4 faith-based, and 4 other preschools found in the sub-city (Educational Statistics Annual Abstract, 2017/18). As a result, the study can be conducted in this sub-city because of the large preschool found there. The other reason the study was conducted in Arada sub-city was because of its physical proximity to Addis Ababa University, which helps to visit the selected pre-schools repeatedly to get the needed data.

#### **3.3. Population of the study**

The study was conducted in the Addis Ababa city administration, specifically in the Arada sub-city. Arada sub-city is divided into 10 woredas. A total of “120” classrooms and 9942 Children are found in the sub-city both in private and government preschools. More specifically in the private preschool, there are a total of 6949 children (3702 males and 3247 females), and a total of 66 classrooms (24 KG1, 22 KG2, and 20 KG3 are found). Among government preschools, there are a total of 2993 children (1514 males and 1479 females), and a total of 54 classrooms (20 KG1, 18 GK2 and, 16 KG3 are found).

In these pre-schools, there are 2500 teachers, out of these 1487 (950 females teachers and 537 males teachers) are in a private preschool. While 1013 (730 females teachers and 283 males teachers) are in the government preschool. Also, a total of 33 directors are found in these government and private preschools. It is from this population that the sample of the study has been taken.

### 3.4. Sample and Sampling

In the current study, a multistage cluster sampling method has been used.

In the first stage, two Woredas (06 and 08) out of the 10 woredas found in the sub-city were randomly selected. Nine preschools (4 governments and 5 private) were found in the selected two wordas. Of them, 5 preschools (2 government and 3 private) were found in woreda 06 and 4 preschools (2 government and 2 private) were found in woreda 08.

In the second stage of the sampling process, 4 preschools (2 governments and 2 private) were randomly selected from each woreda. In the third stage, 2 classrooms (KG1 and KG2) were randomly selected from each selected preschool (a total of 8 preschool classrooms).

In the final stage, children and their parents were taken as the sample for this study and proportionally selection takes place in each classroom. According to Ary, Jacob, and Raveniah (1972), 10% to 20% of any population is represented in a sample when the target population is less than 10,000.

A total of 1200 preschool children are found in four selected preschools. Of 1200 children, 630 children, are found in the two private pre-schools with 11 teachers, and 2 directors. As well as 570 children, found in the two government preschools with 10 teachers, and 2 directors. Considering the 95% confidence level and 5% error, 200(17%) children and their respective parents were selected through their children using a random sampling method from four pre-school. This helps to give all parents of children an equal chance to be part of the study. And 25 teachers are found in four preschools and then using the lottery method 13 (52%) teachers were selected as the sample.

To cross-check whether a representative sample has been taken using the multistage cluster sampling technique, a simplified formula of population proportion has been used. The result of the formula has yielded a similar sample size as presented below.

Using Yamane's (1967) the sample size is as the following formula:-

$$n = \frac{N}{1+N(e)^2}$$

Where, n = the sample size  
N= is the population size and  
e = is the level of precision.

Therefore,  $n = 1200 / (1 + 1200 (0.05)^2) = 1200 / (1 + 3) = 1200 / 4 = 300$  which is 25%.

Hence, the sample size of the study was 200 parents and 13 teachers. Therefore, 103 parents and 7 teachers were selected from private preschools. 97 parents and 6 teachers were selected from government pre-schools. Finally, the sample is 200 (17%) parents and 13(52) teachers were involved in the study which is 214. According to Ary, Jacob, and Raveniah's (1972) declaration, this sample can be represented for the total population.

The following table 1 shows the total population and sample of the study.

**Table 1:** population and sample size

No	Name of Pre-school	Location Woreda	School Type	Total Children	Sample Children	Total Teachers	Sample Teachers	Total Sample
1	Genet	06	Gov't	240	40	7	4	44
2	Meskerem	08	Gov't	330	54	5	3	58
3	Gabriel	08	Private	370	62	8	4	66
4	Radical	06	Private	260	44	5	2	46
Total	-	4	4	1200	200	25	13	213

### 3.5. Instruments

As indicated before, in this study mixed research method has been used. For the quantitative data, parental involvement scales (PIS) have been used. The scale has 25 items divided into four subscales which were developed by Watkins (1997, on Heather, 2011, University of South Florida). The scale also has a demographic item. The scale has been used to measure the status of parental involvement and the statistically significant difference in parents' involvement based on their demographic characteristics. To collect qualitative data an in-depth interview has been used. The English version of the questionnaire has been translated into Amharic to make it simple for the respondents.

The four sub-scales of PIS include; Parent Master-Orientation (PMO), Parent Performance-Orientation (PPO), Parent-Child Communication (PCC), and Parent-Teacher Communication (PTC) sub- scales. The PMO sub-scale has 5 items, the PPO sub-scale has 6 items that are related to parent's awareness to evaluate the child's task and performance on tasks.

The items in the first two sub-scales are written as a five-point scale having response categories ranging from "very a lot" to "never at all" with the value from 5 to 1.

The third sub-scale Parent-Child Communicate (PCC) contains six items that are used to measure how often Parent-Child Communication occurred, which is the involvement parents have with their child’s schooling that takes place at the home via communicating with the child about what he or she is learning at school. The items in this sub-scale are written on a five-point scale ranging from “always to never” with a corresponding value of 5 to 1. The fourth sub-scale (PTC) contains eight items that are designed to measure parent-teacher communication the variety of communication that teachers have with the parent regarding children’s schooling. The items on the scale are attached five Likert- type rating scale with, (5= more than enough, 4= enough, 3=undecided, 2= not enough, &1 = less than enough).

The reliability of the overall PIS and the four sub-scales has been established by previous studies. The reliability of the overall scale and the sub-scales has also been checked in this research. According, to Watkins (1997, on Heather, 2011, University of South Florida), this original parent involvement scale (PIS) has five good internal consistency, with total Cronbach Alpha ( $\alpha$ ) coefficient value of .929. In the current study, the total Cronbach Alpha ( $\alpha$ ) coefficient was .903. For the current study, to check the reliability scale pilot test has been conducted. A pilot test was conducted with data collected from 20 parents who were not included in the main study. The purpose of determining the current dependability of the scale was to compare the current study to the previous one.

**Table 2:** *The original and current reliability values of the full PIS scale and the four sub-scales*

No.	Scales	No. of items	The original $\alpha$ result	The current $\alpha$ result
1	Total involvement	25	.93	.90
2	Master Orientation Scale	5	.67	.69
3	Performance Orientation Scale	6	.78	.79
4	Parent-Child Communication scale	6	.86	.79
5	Parent-Teacher Communication Scale	8	.92	.85

The interview guide was the other tool employed in this study. The interview is the primary method used by qualitative research to gain a thorough understanding of people's perceptions, feelings, and knowledge of programs ( Leedy & Ormood, 2005). In this study, a semi-structured interview guide was employed based on Epstein's (1995) six parent participation frameworks.

The use of interviews was chosen because it allowed for the examination of themes that were too complicated to be fully comprehended using a qualitative instrument.

### **3.6. Data Collection Procedures**

The PIS initially was developed by Watkins (1997, on Heather, 2011, University of South Florida). To start the data collection process the researcher took a letter from Addis Ababa University, Center for Early Childhood Care and Education (CECCE) and submit the letter to the Addis Ababa Education bureau to get permission to conduct the study in preschools found in the Arada sub-city (as part of COVID-19 protection procedures permission has been given from the education bureau) the education bureau referred me to the sub-city education bureau and received the permission from the sub-city that could be given to the selected preschools. Once permission has been received and the sample preschool contacted and the purpose of the study was explained to the preschools' directors. All the preschool directors agreed to support the data collection.

The instruments were distributed to parents through the help of the preschools directors. The directors gave the instrument to the present when the parents come to bring and take their children. The parents were instructed through a cover letter that the information they provided that their participation was completely based on their willingness. That the cover letter was with a short message that describes the objective of the study and that encourage them their participation is valuable

A total of 200 questionnaires have been distributed to the parent in the four sample preschools. Then, after one week, the filled instruments have been returned to preschool directors. However, from 200 participants, only 185 (92.5% return rate) participants returned the instrument. 15 (7.5%) participants don't return the questionnaire. Out of 185 (92.5%) returned questionnaire, 5(2.7%) questionnaire were disqualified. Finally, the researcher used only 180 (90%) for data analysis.

### **3.7. Methods of Data Analysis.**

Data analysis involved the methods of cleaning and interpreting qualitative or quantitative data which requires a principal choice by the researcher, (Coffey & Atkinson, 1996).

Jakuja (2009) explains that analysis focuses upon identified recurrent themes across records. The quantitative data were analyzed using SPSS version 20 using descriptive (mean, standard

deviation, frequency) and inferential statistics (correlation, t-test, one-way ANOVA, and post hoc pair-wise comparison).

### **3.8. Ethical Considerations**

When humans are used as study participants in a research project, great care must be taken to ensure that their rights are respected (Polit & Hungler, 1999). As a result, the researcher obtained written consent from all bodies. Participants were given enough information about the study to make an informed decision about whether or not to participate. The instruments were sent once the parents had received all of the research information and expressed their readiness to participate in the study willingly. The respondents were told that they had an option whether or not to participate in the study and they were not obligated to do so. They were also told that if they no longer wanted to participate in the study, they could withdraw at any time. During the data gathering, participants' privacy and confidentiality were also ensured.

## CHAPTER FOUR

### Results

This chapter is divided into two sections. The first section discusses the demographic features of the respondents, while the second section examines the data gathered from them via questionnaires and interviews.

#### 4.1, Demographic Information of Participants

*Table 3: Participants demographic variables (n=180).*

<b>Parents gender</b>	<i>F</i>		<i>%</i>	
Female	96		53.3	
Male	84		46.7	
Total	180		100.0	
<b>Respondents</b>	<i>Father's ES</i>		<i>Mother's ES</i>	
<b>Educational Status</b>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Elementary	18	10.0	30	16.7
Secondary	39	21.7	43	23.9
Certificate	23	12.8	27	15.0
Diploma	50	27.8	52	28.9
First degree and above	50	27.8	28	15.6
Total	180	100.0	180	100.0
<b>Respondents income</b>	<i>F</i>	<i>%</i>		
<1000	38	21.1		
1001-2000	27	15.0		
2001-3000	29	16.1		
3001-4000	28	15.6		
>4000	58	32.2		
Total	180	100.0		
<b>Preschool types</b>	<i>F</i>	<i>%</i>		
Private	92	51.1		
Public	88	48.9		
Total	180	100.0		
<b>Respondents' age</b>	<i>F</i>	<i>%</i>	<i>mean</i>	<i>SD</i>
20-30	48	26.7	104.9	11.5
31-50	94	52.2	103.6	12.6
Above 50	38	21.1	95.1	20.9
Total	180	100.0	.94	.691

Table 3 shows the demographic characteristics of the parents of the participants.

The demographic characteristics include gender, age, father's educational status, mother's educational status, and monthly income. In terms of gender, 96 (53.3%) of the participants are females, whereas the rest 84 (46.7%) participants are males.

The fathers' educational status was categorized into five groups, ranges from primary school to first degree and above. 50 (27.8%) fathers' were first-degree holders and 50(27.8%) diploma holders followed by 23(12.8%) fathers who had college certificates; the rest 57 (31.7%) fathers had secondary education. Thus, out of 84, the majority of 100 (55.6%) fathers were diploma and above holders. Concerning mothers' educational status, the majority 52 (28.9%) were diploma holders, followed by 43(23.9%) and 30 (16.7%) mothers who completed secondary and elementary schools respectively. The rest 28 (15.6%) and 27(15.0%) mothers were first degrees and certificate holders. Therefore, out of 96 mothers, 59.5% had a certificate and above educational level.

In terms of participants' income, out of 180 participants' 58(32.2%) are earning a monthly income of more than 4000 ETB. 84(46.7%) participants' are earning monthly income between 1001- 4000 ETB. The rest of 38(21.1%) are earning a monthly income of less than 1000 ETB. Thus, the majority of the participants' are earning more than 4000 ETB.

Concerning, the type of preschool the parents come from, 92(51.1%) are from private pre-school, whereas 88(48.9%) are from government pre-schools. Finally, the table indicated that the age category of respondents. The age category is based on Santrock's lifespan development, (2011). As a result, 48(26.7%), were between 20-30 years old which is early adulthood, 94(52.2%), were between 31- 50 years old, middle adulthood, and the rest of the 38(21.1%), were above 50 years old which is late adulthood. Therefore, the majority of the respondents were between 31- 50 years old. The total mean age of the respondents was .94, with a standard deviation of .691.

## 4.2. Descriptive Statistic

### 4.2.1, the Status of Parental Involvement

*Table 4: the result of descriptive statistics for the total scale and sub-scales (n=180)*

Variables	Min.	Max.	Mean	Exp. mean	SD
Total Parent involvement scale	25	125	101.96	75	14.6
Master Orientation	5	25	20.44	15	3.7
Performance Orientation	6	30	25.31	18	4.2
Parent-Child Communication	6	30	24.31	18	4.10
Parent-Teacher Communication	8	40	31.89	24	6.6

This section addresses the study's first research question, which was to look at the status of parental involvement in the education of preschool children. Mean and standard deviation was calculated to answer the question. The mean divided was used to evaluate whether parental involvement is low or high. Since the PIS of this study was a five-point Likert- type rating scale, the expected mean is found by:  $1+2+3+4+5$  divided by  $5=3$ , this means that 3 times the number of items in each scale gives the expected mean for the total scale and each subscale. Thus, the expected mean score for full PIS scale = 75, Parent Master Orientation Scale = 15, Parent Performance Orientation Scale =18, Parent-Child Communication Scale = 18 and Parent Teacher Communication Scale =24.

As a result, those who scored above the expected mean are considered to have a high status of involvement in their preschool children's education, while those who scored below the expected mean are considered to have a low status of involvement in their preschool children's education, as shown in table 4.

Consequently, as indicates in table 4 above the mean score of the total Parent Involvement Scale among both private and government preschools is (M=101.96, SD=14.6). This indicates that both preschools have scored above the expected mean score, so their status of involvement is high. In the Parent Master Orientation Scale (PMOS) parents' mean score from both preschools is (M=20.44, SD=3.7) this indicates that they scored a high status of parent involvement which is above the expected mean score. In the Performance Orientation Scale (PPOS) parents' mean score from both preschools is (M=25.31, SD=4.2). This indicates that parent from both preschools has a high status of involvement in their preschool children's education.

In the Parent-Child Communication Scale (PCCS) parents' mean score from both preschools is (M=24.31, SD=4.10). This indicates that parent from both preschools has a high status of involvement in their preschool children's education. The final mean score in the Parent-Teacher Communication Scale (PTCS) parents' mean score from both preschools is (M=31.89, SD=6.6). This indicates that parent from both preschools has a high status of involvement in their preschool children's education.

The data which collected through interview also shows that the majority of parents were involved into their children's education in different ways. According to the respondent's parents were involved by *“providing learning materials, delivering children to and from school paying monthly school fees, preparing food for their children and celebrating the conclusion of each semester with a parent ceremony.”* According to the respondents: the role of parents in their children's education is only providing learning materials, transporting children to the preschools, and at the end of the day take their children, as well as paying school fees. As well as they send their children through their caregiver, and they didn't come to the school even at the end of the semester during parent celebration responded almost all of the teachers.

One of the respondent teachers indicated that:

*“In terms of parenting, parents believe that teachers are well qualified to teach their children and that they should not be concerned about such matters.”*

#### **4.3, Relationship among variables**

Correlations among parent's demographic characteristics and their score on the total and the four sub-scales of parent involvement are presented below.

**Table 5:** Correlation among parent characteristics and the overall and the four sub-scales (n=180).

Variables	1	2	3	4	5	6	7	8	9
1. Total Parent Involvement	-	.739**	.811**	.798**	.804**	-.207**	.236**	.143*	.012
2. Master Orientation		-	.650**	.514**	.359**	-.075*	.146	.121	-.067
3. Performance Orientation			-	.585**	.444**	-.168*	.259**	.166*	.017
4. Parent-Child communication				-	.494**	-.242**	.271**	.157*	.105
5. ParentTeacherCommunication					-	-.162*	.111	.048	-.013
6. Respondents 'age						-	-.047	-.052	-.239**
7. Fathers' educational level							-	.399**	.547**
8. Mothers' educational level								-	.306**
9. Parents' income									-

\*\*  $P < .001$  (2-tailed).

\*  $P < .005$  (2-tailed).

The result of the above table shows the correlation between parents' demographic characteristic and their involvement in children's education on the overall scale, and the four sub-scales using Pearson product-moment correlation. There is positive correlation between overall parent involvement and other four sub-scales ( $r = .739$ ) master orientation sub-scale, ( $r = .811$ ) and performance orientation sub-scale, ( $r = .798$ ) and parent-child communication sub-scale, ( $r = .804$ ) and parent-teacher communication sub-scale.

There is a positive correlation ( $r = .207$ ) among parents' age and their overall involvement in preschool children's education. There is a positive correlation ( $r = .236$ ), between fathers' ES and their overall involvement in preschool children's education. There is also a positive weak correlation ( $r = .143$ ) between mothers' ES and their overall involvement in preschool children's education. The parent's income is not significantly correlated with overall involvement.

As indicated in the above table 5 there is a positive correlation between each sub-scale. There is a positive weak correlation between parents' age ( $r = -.075$ ) and their involvement in parent master orientation in preschool children's education, ( $r = -.168$ ) their involvement in parent performance orientation, ( $r = -.242$ ) their involvement in parent-child communication, and ( $r = -.162$ ) their involvement in parent-teacher communication. The fathers' ES is not significantly

correlated with their involvement in parent master orientation and parent-teacher communication. Whereas, there is a positive correlation between fathers' ES ( $r=.259$ ,  $r= 271$ ) with a parent performance orientation and parent-child communication in their involvement in preschool children's education respectively. The mothers' ES is not significantly correlated with their involvement in master orientation and parent-teacher communication in their involvement in children's education. While there is a positive correlation between mothers' ES ( $r=.166$ ,  $r= 157$ ) with their involvement in performance orientation and parent-child communication respectively. The parent's income is not significantly correlated with all sub-scales in their involvement.

#### 4.4, Comparison among groups

**Table 6:** T-test result of Parental involvement, in their children's education in both private and government preschools (n=180).

Variables	Grouping variable	Groups	M	SD	T	df	P
Total Variable	Preschool Type	Private	102.49	10.85	.500	178	
		Government	101.40	17.75	.495	142.75	.617
Master-Orientation	Preschool Type	Private	20.10	3.3	-1.322	178	
		Government	20.81	3.9	-1.38	170.37	.188
Performance Orientation	Preschool Type	Private	25.41	3.32	.352	178	
		Government	25.19	4.95	.35	151.131	.726
Parent-Child Communication	Preschool Type	Private	24.97	3.12	2.220	178	
		Government	23.63	4.84	2.200	147.7	.028
Parent-Teacher Communication	Preschool Type	Private	32.01	6.03	.243	178	
		Government	31.77	7.105	.242	170.7	.808

To investigate whether there is a statistically significant difference in parental involvement between parents in private and government preschools an independent sample t-test has been computed. As the t-test result shows in above table 6, there is no statistically significant mean difference between parents in private (M=102.49, SD=10.85) and government (M=101.40, SD=17.75) preschools in their overall involvement ( $t_{(142.75)} = .495$ ,  $p= .621$ ) which indicates that type of preschool does not influence parents' involvement in the area of overall involvement in this study.

The above independent sample t-test also reveals that there is no statistically significant mean difference between parents in private preschools ( $M = 20.1$ ,  $SD = 3.29$ ), and government preschools ( $M = 20.81$ ,  $SD = 3.895$ ) in their involvement in the area of parent master orientation, ( $t_{(170.37)} = -1.38$ ,  $p = .190$ ) which indicates that type of preschool does not influence parents' involvement in the area of parent master orientation.

Similarly, an independent sample t-test has been computed for the parent performance orientation sub-scale based on the preschool type and the result indicates that there is no statistically significant mean difference between parents' in private preschools ( $M = 25.41$ ,  $SD = 3.36$ ) and government preschools ( $M = 25.1$ ,  $SD = 4.9$ ) preschools were not significantly different on parent performance orientation score ( $t_{(151.13)} = .35$ ,  $p = .728$ ) which indicates that type of preschool does not influence parents involvement in the area of parent performance orientation.

The result of the independent sample t-test shows that statistically significant mean difference between parents in private preschool ( $M = 24.97$ ,  $SD = 3.12$ ) and government preschool ( $M = 23.6$ ,  $SD = 4.8$ ) in their involvement in parent-child communication are ( $t_{(147.69)} = 2.200$ ,  $p = .029$ ). The result further indicates that the mean score of parents from the private preschools is greater than the mean score of parents in the government preschool, which might indicate that parents in private preschools have more involvement in the parent-child communication dimension compared to parents in government preschools.

Finally, like the t-test result shows there is no statistically significant mean difference between parents in private preschools ( $M = 32.01$ ,  $SD = 6.03$ ) and government preschools ( $M = 31.8$ ,  $SD = 7.105$ ) in their involvement in parent-teacher communication dimension ( $t_{(170.69)} = .242$ ,  $p = .809$ ) which indicates that types of preschool do not influence parents involvement in the area of parent-teacher communication.

The data which collected through interview shows that respondent responds that *“Communication between parents and schools occurs once a month, but not all parents communicate with the school.”*

Natural contact between home and school would not only improve children's educational attainment but would also support the development of school leadership to fulfill the school's aim.

On the same question, two teachers' respondents indicated that:

*“We had an urgent meeting if necessary and we call parents to discuss the issues with them.”*

This implies that parents contacted preschools when they were approached by their children's preschools for urgent and required issues. However, several parents did not call the preschools, even after being contacted twice over the semester. *“Most of the parents are participating in school activity by fund support, any different bazaar, and school construction”*.

They claimed that the majority of parents who did not volunteer to engage in school events did so because they did not comprehend the importance of their contribution to the schools.

In addition, the majority of the teachers stated: *“parents were not uniformly concerned in school activities.”* Generally, according to respondents the status of parent involvement is considered the as good status

**Table 7:** *T-test of parent's gender and their involvement in their children's education (n=180)*

Variable	Grouping variable	Groups	N	M	SD	t	df	sig
Total Involvement	Gender	Female	96	105.22	12.167	3.293	178	.002
		Male	84	98.23	16.240			

To investigate whether there is a difference in parental involvement based on parents' gender; an independent sample t-test has been computed. As the t-test result in table 7, shows the mean overall parent involvement score of mothers (M=105.22, SD =12.167) and fathers (M =98.23, SD =16.24) is significantly differ ( $t_{(152,43)} = 3.232, P =.002$ ). This result indicates that mothers had more involvement in the overall scale compared to fathers' involvement.

#### **4.5, one way ANOVA result**

To see whether there is a significant difference between parents in a different group of age, educational status, and income one-way ANOVA has been computed and the results are presented below.

**Table 8:** Results of ANOVA for parents' involvement across their age category (n=180)

	<i>Sum of squares</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	2312.599	2	1156.299	5.712	.004
Within groups	35833.045	177	2.2.447		
Total	38145.644	179			

The other purpose of this study is to assess whether there is a significant difference between parent's demographic characteristics in their involvement in their preschool children's education. These are parent's age, educational status, and monthly income.

The age of parents' was categorized into three groups based on Santrock's (2011) finding, thus 20-30 Early adulthood, 31-50 Middle adulthood, and above 50 late adulthood. Depending on their age the analysis of variance was applied to examine the significant difference between ages in their involvement.

Therefore, one-way ANOVA, indicates that there is a significant difference between parents' age group in their involvement, ( $F(2,177) = 5.712, P = .004$ ). These results suggest that parents' age make difference in their involvement in preschool children's education. Since the ANOVA result yields a significant difference between the groups, it is found to be necessary to check which of the pairs of groups differed among themselves. Therefore, a post hoc pair-wise comparison using Tukey HSD was computed (see table 9 below) the result suggested that there is a significant difference between the 31 to 50 age group and other age groups in their involvement. This indicates that parents who were aged from 31 to 50 years old were more involved in children's education, than did the other age groups (under 30 and above 50).

On the other hand parents' who were aged between 20-30 years old and above 50 years old were less involved in preschool children's education compared to parents who are above 31-50 years, old age groups. According to scholars, middle age group parents, are mature enough than the other group of parents, so that they can understand the role of their involvement. In addition to these, they understand the values of their involvement in children's education, not only these, but also they are more likely to be informed about children's education comparing to the other parentage groups.

**Table 9:** Results of HSD post hoc test for parental involvement across their age (n= 180)

Age ranges	20-30	31-50	50 & above	Std. Error	P
20-30		9.239*	.738	2.524	.954
31-50	-9.239*		8.501*	3.090	.006
Above 50	-.738	-8.501*		2.524	.009

\*.  $P < 0.05$  level.

**Table 10:** Results of ANOVA for parents' involvement across Father's educational status (n=84)

	Sum of squares	Df	MS	F	p
Between Groups	3276.561	4	819.140	4.111	.003
Within Groups	34869.083	175	199.252		
Total	38145.644	179			

One-way ANOVA has been used to identify whether there was a statistically significant difference between fathers in different educational status groups in their involvement.

The educational status of fathers' was divided into five groups, primary education, secondary education, certificate, diploma, and first-degree and above.

The result of one-way ANOVA in Table 10 above, indicates that there is a statistically significant difference between fathers in different educational qualification groups in their involvement in their preschool children's education ( $F(4,175) = 4.111, P = .003$ ). The results suggest that fathers' educational status make difference in their involvement in preschool children's education. Since the ANOVA result yields a significant difference between the groups, it is found to be necessary to check which of the pairs of groups differed among themselves. Therefore, as presented in table 11 below, of the Tukey HSD, a post hoc pairwise comparison was computed, and the result suggested that there is a significant difference between fathers with secondary and below education and fathers who hold their certificate diploma and first degree and above. This may indicate that fathers' who were educated above certificate were more involved in children's education, than did fathers who had an education level below the certificate. On other hand, fathers' who completed only elementary education and secondary education were less involved than did higher educated fathers. This is expected because higher educated fathers' were more likely to be informed about children's education comparing to less educated fathers'.

The interviewed teachers responded that “*there is a communication letter in which the school and the parents were contacted each other, about the role of the parent to support their children at home.*”

This means that the school monitors how the parent interacts with their children throughout the contact book and that the school sends homework to ensure that parents are supporting their children. As a result, most parents said that they discussed school concerns and work activities with their children via the contact letter, but most parents do not assist their children at home because they are preoccupied with their jobs.

As well as most teachers indicated that:

“*Twice in the year, the preschools are prepared that of experience sharing to the parents*” At the meeting, the school community and parents worked on many things about the future of the teaching-learning process as well as the rule and regulations of the school environments.

Almost all of the respondent teachers were responded that:

“*Some selected parents were the members of the community collaboration which organized to identify and integrating communities.*”

Schools, students, and their families benefit from and are strengthened through community collaboration.

**Table 11:** Results of HSD post hoc test for fathers’ involvement across their ES (n= 84)

ES range	Secondary	Certificate	Diploma	Above first degree	Std. Error	p
Elementary		-15.005*	-12.062*	-14.242*	4.442	.008
Secondary		-5.988	-3.045	-5.225	3.880	.018
Certificate	5.988				3.880	.003
Diploma	3.045				3.880	.018
Above first degree	5.225				3.880	.003

\*.  $P < 0.05$  level.

**Table 12:** Results of ANOVA for parents’ involvement across mothers’ educational status (n=96).

	Sum of squares	df	MS	F	P
Between Groups	2267.705	4	566.926	2.765	.029
Within Groups	35877.939	175	205.017		
Total	38145.644	179			

One-way ANOVA has been used to identify whether there was a statistically significant difference between mothers in different educational status groups in their involvement. The educational status of mothers' was divided into five groups, primary education, secondary education, certificate, diploma, and first-degree and above.

The result of one-way ANOVA in Table 12 above, indicates that a statistically significant difference between mothers in different educational qualification groups in their involvement in their preschool children's education, ( $F(4,175) = 2.765, p = .029$ ). Educational status makes difference in their involvement in preschool children's education. Since the ANOVA result yields a significant difference between the groups, it is found to be necessary to check which of the pairs of groups differed among themselves.

Therefore, as presented in table 13 below, of the Tukey HSD, a post hoc pairwise comparison was computed, and the result suggested that there is a significant difference between mothers with educated elementary education only and mothers who had a first degree and above. This may indicate that mothers' who are educated above first degree are more involved in children's education, than did mothers who had an education level below secondary. On other hand, mothers' who completed only elementary education were less involved than did first degree educated mothers. This is expected because higher educated mothers' were more likely to be informed about children's education comparing to less educated mothers'.

**Table 13:** Results of HSD post hoc test for mothers' involvement across their ES ( $n = 96$ )

ES range	secondary	Certificate	Diploma	Above first degree	Std. Error	<i>p</i>
Elementary				-11.598*	3.762	.020
Secondary						
Certificate						
Diploma						
Above first degree						

\*.  $P < 0.05$  level.

**Table 14:** Results of ANOVA for parent involvement across their monthly income (n=180)

	<i>Sum of squares</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between Groups	128.051	4	32.013	.147	.964
Within Groups	38017.594	175	217.243		
Total	38145.644	179			

In above table 14, based on parents' monthly income, one-way ANOVA has been used to test the statistically significant difference of parental involvement. Thus, the result indicates that there was no statistically significant difference between parents' income in their involvement, [F (4,175) = .147, P =.964]. This result suggests that parent's income does not make difference to parent involvement in preschool children's education.

## CHAPTER FIVE

### 5. Discussion

The purpose of the present study was to examine parental involvement in preschool children's education. Many scholars studied parental involvement in their preschool children's education both in Ethiopia and other parts of the world. Parental involvement in early childhood education is promoted, according to research, as a means of encouraging positive attitudes and behaviors toward learning and increasing child literacy (England, 2004; Jordan, 2009, in Robison & Harris, 2014). Parents can play an important role by assisting their children in a variety of ways at home and school (Robison & Harris 2014).

The study's primary findings were presented, with an emphasis on the necessity of parental engagement in young children's education.

#### 5.1. The status of parent involvement in their children's education.

The primary objective of this study was to investigate parent involvement in their pre-school children's education in private and government preschools in the Addis Ababa city administration. The findings of this study indicate that parents in both private and public preschools have high scores in their involvement in preschool children's education on the overall parent involvement scales. The parents' high level of involvement in their preschool children's education can be contributed by several factors. It might be because most parents in this study were higher educated, their monthly income is more than 4000 birr, so their involvement in their children's education can be high. In addition, the conduciveness of school environment, school communities, and the school-home relationship are promoted to involve in high level.

Higher parental involvement is frequently linked to better educational achievement for children (Robison & Harris, 2014). Parents with a high level of interest in their children's education are more likely to provide enough learning aids and opportunities for active participation in the learning process. According to one study, children whose parents are involved in their schooling had a more disciplined home life and higher academic accomplishment at school.

The overall scores, private and government preschool parents indicated that they have high involvement in their children's education. The scores of parent involvement on a total scale seem

high, which is the score was above the average. Marcon (1999) revealed that greater parental involvement in their preschool children's education results in increased communication with their children and school. For example, parents who did not complete high school maybe it is difficult helping their children with homework than those who are completed higher school. However, in this case, both private and public pre-schools parent almost most of them educated parents, as the result they might get the same information regarding their children's education and they might work with the school closely which help their children education. Also might be parents who live in the capital city are get understand the values of education to involve in their children's education at a high level. Shumow (2004) found that parental education is linked to parental involvement in their children's education in a study.

In addition to the overall score, the parents' scores on the subscales have been carefully investigated. The scores of both private and government preschool parents on the master-orientation scale shows that parents had high involvement in this area of involvement, the high mean scores indicate high involvement. The parents from both government and private preschools were highly involved in their children's education concerning all the four sub-scales, master orientation, performance- orientation, parent-child communication, and parent-teacher communication scales. The study's findings are similar to previous research (Marcon, 1999), which found that significant parental involvement in their preschool children's education improves communication with their children. Parent-child communication regarding education, behaviors that parents participate in with the sole purpose of improving academic performance, (Robison & Harris, 2014). Another assumption demonstrates that parents who are heavily involved in their children's education had higher student test scores than parents who are less involved (Griffith, 1996). On the other hand, children with a low level of parental involvement scored lower on tests than those with a higher level of parental involvement. Another researcher claims that effective parent-school communication fosters a positive school-home environment for children's education (Graray, 2011).

## **5.2. Differences between and among groups**

As the data indicates to identify the statistically significant difference between parents' involvement in both private and public preschools, an independent t-test has been computed. Consequently, the result of the independent sample, t-test shows that there is no statically

significant difference between parents whose children attending private and government preschools in their involvement. The reason why there is no significant difference in parents' involvement in private and government pre-schools might be from both preschools the majority of the parents are higher educated and they understand the role of their involvement in their children's education. In addition to this most of the time parents who live in the capital city try to support their children. As well as might be the school-home connection, school culture; influence the parent to involve in their children's education in both pre-schools involvement. In addition in some pre-schools, there is an agreement between parent and school how to involve in children's education. However, regarding parent-child communication (PCC), statistically, significant differences have been found between parents whose children attending private and government preschools in their involvement. Parents whose children are attending private preschools were more involved in their children's education than those from government preschool.

Most of the time private pre-schools are business-oriented and they are closely worked with parents. And there is a communication book between private schools and home in which the school checks how parents are supporting their children at home. As a result, this conclusion is similar to the previous study's finding that the majority of parents choose private preschools because it allows them to be more involved in their children's education (Rashmitha & Shoba, 2018).

The other result of the independent sample t-test investigated the difference in parent's level of involvement based on their gender and the result indicated that there was a statistically significant difference between male and female parents and their involvement in their preschool children's education. Mothers were more involved in their preschool children's education than fathers, according to the findings. According to Reay (1998, in Garry2011), mothers are more involved in their children's education than fathers. Mothers are also closer to their children than fathers are.

Garry (2011) also claimed that during the last few decades, there has been a large shift in family structure, with mothers being more involved in their children's schooling than fathers. As a result, the findings of this study and Garry's assumption are similar in that mothers did more work, such as working with schools regarding their children's education, than fathers. Mothers' are the front line investing in terms of time and mental labor; mothers 'have a different

relationship to the schools than fathers, who appear to be the agents of family social class and children's performance in the classroom (Reay, 1997, in Diane 2002). It reveals itself not just in mothers' efforts to assist their children's education, but also in women's attitudes, assumptions, and beliefs regarding their children's education (Diane, 2002). This finding is also consistent with Grolnik and Slowiaczek's (1994; Sandeep, 2018) findings, which found that mothers were more likely than fathers to be involved in their children's educational activities.

Mothers are more involved in their children's education because they have a strong relationship with their children than the fathers, especially with preschoolers. Parent involvement, especially mothers' involvement in children's education contributes a great role. This is equivalent to claiming that parental participation leads to a reduction in educational gaps (Diane, 2002).

Under this objective of this study, also one-way ANOVA has been applied to see whether there is a statistically significant difference between the variables. The parent's age is one of the parent's demographic characteristics which might determine parents' involvement in preschool children's education. Thus, the finding of this study indicates that there was a significant difference between parents' different age groups in their involvement in children's education. In this study parents who have aged 31 to 50 years old were highly involved in their children's education than did those below 30 and above 50 years old parents. It might that parents who are middle age group understand the role of their involvements. As well as middle-aged parents have the interest to communicate with their children, teachers, and entire school communities, regarding their children's education and development than the other group people.

Broman (1981; in Arlin, Sanders, & Marianne, 1994) conducted studies on the effects of parents' age on children's holistic development, including education, and found that mothers of four and seven-year-old children scored low on academic attainment. Furstenberg (1976; Arlin, Sanders, & Marianne, 1994) found that the children of older mothers had higher average scores on a measure of school readiness. Both studies indicated that the participation of older mothers is even more important for young children. Indirectly, the age of the parents, especially the age of the mothers, changes the way they participate in their children's education. Mothers' positive age has now reached 33 years, according to these studies. One finding indicated that both young and old-aged parents have nothing to do with their children's education. It also fits with the

assumption that older mothers have less energy to invest in their children's education than younger mothers, and that younger mothers may be less mature to support their children's education (Roosa, 1982; Menaghan, 1997; Nancy & Christine, 2008).

Another purpose of this study is to examine statistical differences in parental involvement in children's education based on their educational status (ES). And the findings of this study indicated that parents with higher education are more likely to be involved in their children's education than those with lower education. The finding of many studies indicated that educated parents tend to be more involved in their children's education than did those of less-educated parents. According to Yayew and Ketama (2019), parents' educational standing can influence how interested they are in their children's education; the more educated a parent is, the more involved they are in their children's education. The current finding also suggests that a parent's educational standing has an important impact on their involvement in the education of their preschool children. This study's findings are similar to previous research (Shumow, 2004; Stevenson & Baker, 1987; Sandeep, 2018), which found that parental education has an advantageous impact on parental involvement.

Parent's education helps them to be more efficient educators and more able to facilitate their children's educational activities. According to previous research, educated parents are more likely to be aware of what their children are learning at school and able to monitor and give appropriate stimulation when their children are desired" (Alexander, 1994 in Sandeep, 2018;). Less-educated parents, on the other hand, do not feel at ease communicating with and participating in their children's educational activities, and they feel isolated, have a lower sense of efficacy in helping their children, have difficulty communicating with teachers, and are less likely to participate in school programs (Simon, 200; in Sandeep, 2018).

This research indicates that fathers with a higher education were more involved in their preschool children's education than fathers with lower education. On the other hand, fathers with less education were less interested than fathers with higher education. The current study also indicates that mothers with higher education status were more involved in their preschool children's education. Mothers with higher education, on the other hand, were more active in their children's education than those who did not. In terms of their involvement in their children's education, there is no statistical difference between moms who attended primary school,

secondary school, certificate holders, and diploma holders. Sandeep's (20018) study indicated that mothers with higher education spend more time with their children and have closer relationships with them than mothers with lower education.

Overall, the results of the current study indicated that parental education plays an important role in the level of involvement in their pre-school children's education. Parents with a high level of education monitor their children's educational activities at home and school. Tries to provide an appropriate environment, help in homework and preparation of school activities, and participate in school activities and programs. According to Fantuzzo, Tighe, and Childs (2000), who collected data from parents, parents with a higher level of education were far more involved in school-based activities.

The other purpose of this study is to see the statistically significant difference based on parents' income in their involvement. Even though researchers indicated that parent's income plays a great role in children's education, the finding of the current study shows that there is no significant difference between parents with incomes in their involvement in their children's education. According to (Yayew & Ketama 2019), the parental financial level has an impact on parental involvement in their children's education; high-income parents are more involved in their children's education than low-income parents.

This study finding shows differ from those of earlier studies based on parents' monthly income. Children from low-income parents have fewer possibilities for formal literacy than children from middle-income families, (Baker & Soden, 1998; Robinson & Harris, 2014). Low-income parents were far less likely to take their children to school than middle-income parents and less likely to engage in joint reading exercises with their children. According to one study, one of the barriers to effective parental engagement is low monthly income, which causes parents to work several jobs and not spend enough time at home assisting their children with their schoolwork (Chavkin & William, 1989). Low-income parents are less interested in their children's schooling, according to another study. Lower-income parents have less time and flexibility to satisfy their children's involvement goals. Some of these parents limit their obligations to supporting their children's fundamental and socio-emotional requirements, such as providing clothing, emotional support, and teaching social skills. In other words, parents who earn a lot of money are very interested in their children's education (Kathryn, Drummond &

Deborah, 2004). This study, like others before it, found a link between parental income and children's education. This and similar studies have found that parental involvement in their preschool children's education varies depending on their income. As a result, more research is needed to determine why there is a variation in their involvement in both forms of research dependent on their income.

The other purpose of this study is to examine the ways of parental involvement in preschool children's education. Thus, based on six of Epstein's parental involvement framework interviews have been implemented. As a result, "parents participate in their preschool children's education by providing learning materials, importing to the preschool, occasionally coming to the preschool to communicate with the school, paying the school fee (private preschools), and providing nutrition during the school day, among other things," according to respondents. The four frameworks are very mandatory in children's quality education, and take-place between parents and schools as well as between school communities and parents in which both parties communicate with each other about children's status, learning, and holistic development." Activities such as fund-raising, attending PTA meetings, or providing voluntary help in the classroom have long been engaged in by parents and are easily accepted by schools. However, for parental involvement to be as effective as possible, it is critical to highlight not only these activities but also other parts of a true partnership between schools and parents, such as productive parent-teacher meetings and effective two-way communication (Garry, 2011).

Children are disadvantageous if their parent does not communicate with the school about their education. A communication letter is used to inform parents about their children's achievements at school, according to the literature, or a note can be made of the themes covered and activities carried out by children at school so that parents can discuss them at home. Alternatively, what the children did at home during the evening, weekend, or holidays can be written so that the teacher can continue the discussion at school. Similarly, teachers can advise parents about any events at home that may have disturbed their kids, and teachers can inform parents about any misbehaviour that has occurred at school (Garry, 2011). Parents, on the other hand, are helping their children at home by providing learning materials, paying school fees (for private preschools), transporting their children to school, and cooking meals for their children, according to the majority of respondents. According to Jeynes (2005), spending a lot of time on activities

like reading and interacting with one's child, as well as more subtle parts of PI like parental style and expectations, has a stronger impact on pupil educational outcomes. These assertions suggest that parents' lack of contact with their children may harm their children's educational outcomes. According to the answers of the teachers, some parents do not understand the importance of their involvement, and even if the school calls them, they do not want to communicate with the school's community. This could be due to a lack of knowledge about children's education, which prevents them from participating in their children's education.

## CHAPTER SIX

### Summary Conclusion and Recommendations

#### 6.1, Summary

Parental involvement refers to when parents are involved in their children's education, either directly or indirectly. The involvement of parents in their children's education can be separated into two categories: school-based and home-based involvement. Epstein devised a six-part structure for parental participation. These frameworks were based on findings from many studies of what factors are most effective with regards to children's education.

Parental involvement in their children's educational activities can take many forms, ranging from simple tasks like motivating children, being positive about school, or helping children with their homework to more complex and skill-demanding tasks like assisting educators or school administration, which require higher skill levels. Parental involvement in their children's education has been proven to have various advantages, according to research. The parent-teacher partnership has a significant impact on the education of children.

International research shows that parental involvement can help children of all ages achieve better academic and social outcomes. According to Edwards and Redfern (1988), parental involvement in reading has a good impact on both the children's education and the parent's knowledge base. While parents become more active in their children's education, preschool teachers and schools benefit as well. Teachers and principals are more likely to have a positive attitude.

Low parental involvement in their children's schooling has a detrimental impact. Because students spend the majority of their day at school, these settings must communicate with one another to maintain consistency across learning spaces (Epstein, 2010). Even though parental involvement is critical to children's education and development, several impediments prevent parents from participating in their children's education. Parental engagement can be hampered by a variety of factors, including a lack of time, lengthy hours, a lack of knowledge, and so on.

On parental involvement in their children's education, there are various international and national policy documents. Parental involvement in children's schooling has been a prominent component of school reform efforts and federal education legislation during the last two decades, and the belief that parents play a key role in their children's educational achievement has become conventional wisdom. According to the Ethiopian educational policy framework, parents and other caregivers are the most essential people in a child's life because they reinforce desirable Ethiopian cultural values, such as parental involvement and community participation.

However, the government and parents in Ethiopia pay little attention to parental involvement in their children's education. In Ethiopia, little research on parental involvement in pre-school children's education has been undertaken. The current study's major goal was to evaluate parental involvement in their children's education in several governments and private preschools in Addis Ababa City Administration.

The total population of this study was two woredas, 4 preschools, 1200 parents, 25 teachers from this population that the sample of the study has been taken. The samples of this study were 106 parents and 6 teachers were from private preschools and 95 parents and 7 teachers from public preschools. Questionnaires and interviews were developed by Watkins as data collection instruments (1997).

The quantitative data were analyzed using SPSS version 20 using descriptive (mean, standard deviation, frequency) and inferential statistics (correlation, t-test, one-way ANOVA, and post hoc pair-wise comparison). In terms of gender, the majority of participants are females, according to the demographic characteristics of participants. In terms of educational attainment, the majority of respondents had earned a certificate or higher. In terms of income, the majority of respondents make more than 4000 ETB each month. Finally, in terms of age, the majority of responders are between the ages of 31 and 50.

The first research question revealed that both private and public preschool parents had a high level of involvement in their children's education. The second question was answered with an independent sample t-test, which revealed that private preschool parents were more involved in their children's education than public preschool parents on the parent-child communication scale, but there was no statistically significant difference on the other scales. The gender independent

sample t-test was computed for the parents. Mothers were shown to be more interested in their children's schooling than fathers. A one-way ANOVA test revealed that highly educated fathers are more involved than lesser educated fathers, based on their educational status. Similarly, women with higher education are more involved than mothers with lower education. When it came to parental age, parents over the age of 30 to 50 were more involved than parents under the age of 30 and over 50 years old. Finally, the one-way ANOVA test reveals that there is no statistically significant difference in the monthly income of parents in terms of their involvement. In general, the results show that there is a statistically significant difference in the demographic features of parents.

## **6.2, Conclusion**

The findings of this study show that parent involvement was high in both private and government preschools. Aside from that, the majority of parents are educated, and thus have a good understanding of their children's education. The area they live in also demands them to be involved in their children's education, which they can do through access to Early Childhood Education. Some parents know about parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community, according to teacher replies, but parents need to be made aware of their part in the process. As a result, parents assist their children's education as much as possible at home by guiding them while they read, do homework, and so on, and at school by engaging with the school community through fundraising, volunteering, and involvement in the PTA, among other things.

According to the present findings, private preschool parents are more involved in their children's education than government preschool parents. This is because many private preschools collaborate closely with one another, and there is also an agreement between parents and schools regarding the role and duty of parents and schools in the education of their children.

Finally, the current study's findings revealed that moms are more involved in their children's education than fathers. In terms of ES, parents with higher education have been more interested in their children's education than parents with lower education.

In general, parental involvement benefits all parties involved: children, instructors, and parents. Children's attitudes, behaviour, and school attendance, as well as their mental health, improve as a result of their parent's involvement. Effective parental involvement improves parent-teacher

relationships, teacher morale, and the school atmosphere for teachers. Involvement in their children's education has been connected to greater parental confidence and happiness with parenting, as well as increased parental interest in their children's education (Garry, 2011).

### **6.3, Recommendations**

Based on the findings of the study the following recommendations are:

- ❖ To begin with, the Addis Ababa education bureau should prepare comparable teaching methods and materials for both private and public preschools, as well as devote more attention to promoting parent involvement in children's education and educating parents on how to participate in their children's education.
- ❖ Second, the Addis Ababa education bureau needs to give the chance to skilled teachers to work in preschools, especially those with knowledge and abilities in early childhood education theories, philosophy, principles, and ethics, to strengthen parent engagement.
- ❖ Third, preschool teachers must be up to speed on child's education and how to work with parents of children of all backgrounds. Parents will be able to recognize the necessity of being active in their children's development, as well as the benefits that may follow if ECE center staff employs appropriate tactics for encouraging parental involvement.
- ❖ Finally, in this field of study, more research needs on parent demographic characteristics such as parental gender, income, and educational status in their involvement in children's education.

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**APPENDIX-A**  
**ADDIS ABABA UNIVERSITY**  
**College of Education and Behavioural Studies**  
**Center for Early Childhood Care and Education**  
Agreement to Take Part in this Research Study  
Please Help with my Study

Your Involvement in Your Child's Education.

**The title of the study is:** - "Parent Involvement in Children's Education in Selected Governmental and Private Preschools in Addis Ababa City Administration"

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

This study is part of my work at Addis Ababa University.

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 nameless. 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.

If you have any questions, please feel free to contact me by phone at [+251917292184](tel:+251917292184) or by email at [mitikuzeleke37@mail.com](mailto:mitikuzeleke37@mail.com)

I appreciate you helping with this study.

Thank you!  
Mitiku Zeleke

**DEMOGRAPHIC PART**

**The instruction I:-** For the following your general information choose the option that represents your information.

1. What is your relationship to the child for whom you are filling out this study?  
A. Mother, B. Father, C. Step-parent, D. Grandparent, E. Other
2. What is your gender? A. Female, B. Male
3. What is the fathers' highest level of education?

- A Primary school completed      B. High school      C. Certificate,  
 D. diploma      E. Degree and above

4. What is the mothers' highest level of education?

- A Primary school completed      B. High school      C. Certificate,  
 D. diploma      E. Degree and above

5. What is your age? A. 20-30,      B. 31-40      C. Above 40

6. What is your average annual income?

- A. Less than 10,000 birr,      B. 10, 000 to 15000 birr  
 C. 16,000 to 20,000 birr,      D.21, 000 to 25,000 birr, E. 26,000 and above birr

**Instruction II:-** 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 box that shows how often you say or do the following things.

**Master orientation**

**5= very a lot, 4=a lot, 3=undecided, 2=Not at All, 1= never at all**

No.	Items	5	4	3	2	1
1	I encourage my child to try to find the reason for the mistakes he or she makes in him/her schooling.					
2	I encourage my child to do extra work to learn new things.					
3	I pay close attention to my child's improvement in his or her school learning.					
4	I try to find out from my child what he or she wants to learn about.					
5	I encourage my child to feel successful for simply working hard on his or her homework.					

No.	Items	5	4	3	2	1
6	When my child brings home a test or paper he or she completed, I ask first what grade he or she received.					
7	I pay close attention to the grades my child receives.					
8	When my child is making a lot of mistakes on a task, I courage 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.					

**Instruction VI:-** for the following items **you and your child communicate**, 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.

**5= always, 4=often, 3=sometimes, 2=rarely, & 1= never.**

No.	Items	5	4	3	2	1
12	How often do you talk to your child about what he or she is learning in school?					
13	How often do you review and discuss with your child the graded assignments and work his or she brings home?					
14	How often do you help your child with reading?					
15	How often do you talk with your child about your expectations regarding his or her homework?					
16	In general, how much time do you spend working with your Child on school subjects each day					
17	How much time do you spend checking/correcting his or her homework each day?					

**Instruction V:- 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?

**5= more than enough, 4= enough, 3=undecided, 2= not enough, 1= less than enough**

No.	Items	5	4	3	2	1
18	Sent home activities for my child and me to work on together.					
19	Gave me reports or notes about my child's progress.					
20	Asked me to help my child with his or her schoolwork.					
21	Told me about my child's strengths and positive qualities.					
22	Gave me ideas about how to help my child learn.					
23	Sent me a folder of my child's classwork with comments.					
24	Kept me informed about what my child was learning					
25	Sent me newsletters or notes to keep me informed about the classroom.					

26. Please list other issues or an aspect of parent involvement in children's schooling that you believe is important and that was missing from the list that you just took.

**APPENDIX-B**

**አዲስ አበባ ዩኒቨርሲቲ**

**የትምህርትና ስነ-ባህሪ ኮሌጅ**

**የህፃናት እንክብካቤና ትምህርት ማዕከል**

**ለወላጆች የተዘጋጀ የጽሁፍ መጠይቅ**

ውድ ወላጆች በቅድሚያ በዚህ ጥናት ላይ ለመሳተፍ ፈቃደኛ በመሆናችሁ ከልብ አመሰግናለሁ። የዚህ ጥናት ዋነኛ ዓላማው በአዲስ አበባ በግልና በመንግስት በቅድመ መደበኛ ትምህርት መርሃግብር (በመዋለ ህፃናት)ት/ቤቶች በመሳተፍ ላይ ያሉ ህፃናት የወላጆች ተሳትፎ ከህፃናቱ መደበኛ ትምህርት ዝግጅት ጋር ያለውን ግንኙነት/ዝምድና ማጥናት ነው። በመሆኑም እርሶ የሚሰጡት መረጃ ለጥናቱ እጅግ ወሳኝ ግብዓት መሆኑን በመረዳት በዚህ መጠይቅ ላይ ለቀረቡት ጥያቄዎች በተቻሎት መጠን ትክክል ነው ብለው የሚያስቡትን ምላሽ እንዲሰጡን በአክብሮት እንጠይቃለን። ከዚህ ጥናት የሚገኘው መረጃ የችግሩ መጠን ምን ያክል እንደሆነ የሚያመለክት ይሆናል። ጥናቱም ችግሩ በቀጥታ ለሚመለከተው የመንግስትም ሆነ መንግስታዊ ያልሆኑ ድርጅቶች ቀርቦ የመፍትሄ አቅጣጫ ለመቅረፅ ይረዳቸዋል። ይህ መጠይቅ 5 ክፍሎች ሲኖሩት እያንዳንዳቸው በርካታ ጥያቄዎችን ይዘዋል። ስለዚህ ትክክለኛ ስሜትህን/ሽን እንድትገልፅ/ጭ

በአክብሮት እጠይቃለሁ። ለጥያቄዎቹ የሚሰጡት መልስ በሚስጥር የሚያዙና ለጥናቱ አላማ ብቻ የሚውሉ ይሆናሉ ። በዚህ መጠይቅ ውስጥ የእርስዎ ተሳትፎ ሙሉ በሙሉ በፈቃደኝነት ላይ የተመሰረተ ይሆናል። ስም መፃፍ አያስፈልግም። በዚህ ጥናት መጠይቆች ውስጥ በወንድ ጾታ የተገለጸው ለሴትም ያገልግላል። ለማንኛውም ጥያቄ ላለዎት በ0917292184 ይደውሉልኝ።

ስለ ትብብርዎ በቅድሚያ አመሰግናለሁ !!

ምትኩ ዘለቀ (የጥናቱ ባለቤት)

**ክፍል አንድ:- አጠቃላይ መረጃ**

**መመሪያ I:-** ከዚህ ቀጥሎ የአንተን/ችን አጠቃላይ መረጃ በሚመለከት ጥያቄዎች ቀርበዋል። ለአንዳንድ ጥያቄዎች አስፈላጊውን መረጃ በተሰጠው ክፍት ቦታ ላይ ፎ/ፊ። በምርጫ መልክ ለቀረቡት ጥያቄዎች የምትሰጠውን/ጩውን ትክክለኛውን መልስ የሚወክለውን ቁጥር በመክበብ ነው።

1. እርስዎ ከህጻኗ ጋር ያሉት ዝምድና ምንድን ነው? 1. እናት 2. አባት 3. አያት 4. አሳዳግ 5. ሌላ
2. የእርሶ ጾታ:- (1) ሴት (2) ወንድ
3. የእርስዎ ዕድሜ:- \_\_\_\_\_
4. የአባት ከፍተኛ የትምህርት ደረጃ (ከሚከተሉት አማራጮች ውስጥ አንዱ ላይ በማክበብ ይምረጡ)
  - (1) የአንደኛ ደረጃ ትምህርት ያጠናቀቀ
  - (2) የሁለተኛ ደረጃ ትምህርት ያጠናቀቀ
  - (3) ሰርትፊኬት ያለው
  - (4) የኮሌጅ ዲፕሎማ ያለው
  - (5) የመጀመሪያ ድግሪና ከዚያ በላይ
5. የእናት ከፍተኛ የትምህርት ደረጃ (ከሚከተሉት አማራጮች ውስጥ አንዱ ላይ በማክበብ ይምረጡ)
  - (1) የአንደኛ ደረጃ ትምህርት ያጠናቀቀ
  - (2) የሁለተኛ ደረጃ ትምህርት ያጠናቀቀ
  - (3) ሰርትፊኬት ያለው
  - (4) የኮሌጅ ዲፕሎማ ያለው
  - (5) የመጀመሪያ ድግሪና ከዚያ በላይ ያለው
6. የእርስዎ ወርሃዊ አማካኝ ገቢ ?

1. ከ 1,000 ብር በታች, 2. ከ 1,001 -2000 ብር 3, ከ 2001 - 3,000 ብር,  
4, ከ 3 001- 4,000 ብር, 5, ከ 4 001 ብር በላይ

**ክፍል ሁለት:-ለወላጆች የተዘጋጀ የጽሁፍ መጠይቅ**

**መመሪያ II:-** ከዚህ በታች በቀረበው ሰንጠረዥ ውስጥ የተዘረዘሩት ሀሳቦች እርስዎ የልጅዎ በቅድመ መደበኛ ትምህርት መርሃግብር የሚያዩትን ሁሉን አቀፍ የትምህርት ለውጥ ለማገዝ በቤት ውስጥ (ከትምህርት ቤት ውጭ) የምታከናውናቸው ተግባራት ናቸው። እባክዎ በሰንጠረዥ ውስጥ የተዘረዘሩትን ተግባራት በማከናወን የልጅዎ ትምህርት በምን ያህል መጠን እንደሚያግዙ በተሰጠው ክፍት ቦታ ላይ በመፃፍ ይግለጹ።

ተ. ቁ	የሚተገበሩ ተግባራት	እጅግ ጣም	ብዙ ጊዜ	ሀመደሰ	በጥቅቱ	በፍጹም
1	ልጄ ከትምህርት ጋር በተያያዘ የሆነ ስህተት ሲሰራ በምክንያት ችግሩን እንዲፈታ አበረታታለሁ					
2	ልጄ ተጨማሪ ስራዎችን በመስራት አዳዲስ ነገሮችን እንዲማር አበረታታለሁ					
3	ልጄ በቅድመ መደበኛ ትምህርት ወቅት ሁሉን አቀፍ መሻሻል በማምጣት ለመደበኛ ትምህርት ዝግጁ እንዲሆን በሙሉ ትኩረት በሚገባ እከታተላለሁ።					
4	ልጄ ስለምን መማር ወይም ማወቅ እንደሚፈልግ ለማወቅ እሞክራለሁ።					
5	ልጄ የሚሰጠውን የቤት ስራ ጠንክሮ በመስራት የስኬታማነት ስሜት እንዲሰማው አበረታታለሁ					

**መመሪያ III:-** ከዚህ በታች በሰንጠረዥ ውስጥ የተዘረዘሩ ልጅዎን በአካዳሚያዊ (የቀለም ትምህርት) (Performance orientation) ክህሎትን እንዲዳብር ከማዳበር አኳያ የወላጆች/የአሳዳጊዎች ተሳትፎ ለመገምገም ነው። ስለዚህ እርስዎ በምን ያህል ድግግሞሽ እንደሚያከናውኑ ከተሰጡት የተግባራት ድግግሞሽ መጠን ውስጥ በአንዱ ላይ በማክበብ መልሶን ይስጡ።

ተ.ቁ	የሚተገበሩ ተግባራት	እጅግ በጣም ብዙ	ብዙ ጊዜ	ላመወሰን	አዘጋጋላለሁ	በጥቂቱ	በፍጹም
6	ልጄ ሰርቶ የጨረሰውን ፈተና ወይም የቤት ሰራ ሲያመጣ መጀመሪያ በሰራው ስራ ምን ውጤት እንዳገኘ እጠይቃለሁ						
7	ልጄ በትምህርቱ የሚያመጣውን ውጤት በደንብ ትኩረት ሰጥቶ እከታተላለሁ።						
8	ልጄ ተግባራትን ሲፈፀም ስህተት ቢሰራ በተለየ መንገድ እንደገና አስተካክሎ እንዲሰራ አበረታታለሁ።						
9	ልጄ ከሌሎች ዳደሾቹ በትምህርቱ የተሻለ ሲሰራ ለስኬቱ እውቅና እሰጣለሁ						
10	ልጄ በቅድመ መደበኛ ትምህርት ፕሮግራም ውስጥ በትምህርቱ ጠንክሮ ለመስራት ከሞከረ ከእድሜ አቻ ዳደሾቹ የተሻለ መስራት እንደሚችል ሁል ጊዜ እነግረዋለሁ።						
11	ልጄ በቅድመ መደበኛ ትምህርት ፕሮግራም ውስጥ በትምህርቱ ጠንክሮ ከሰራ ከእድሜ አቻ ዳደሾቹ የተሻለ ውጤት እንደሚያገኝ ሁል ጊዜ እነግረዋለሁ።						

መመሪያ VI:-ከዚህ በታች በቀረበው ሰንጠረዥ ውስጥ የተዘረዘሩት ሀሳቦች እርስዎ ከልጅዎት ጋር ያለዎት የተግባቦት (communication) ክህሎት ለመገምገም ያስችል ዘንድ በቤት ውስጥ (ከትምህርት ቤት ውጭ) የምታከናውናቸው ተግባራት ናቸው። እባክዎ በሰንጠረዥ ውስጥ የተዘረዘሩትን ተግባራት በማከናወን ልጅዎ ምን ያህል ጊዜ/ሰዓት እንደምታጠፋ በተሰጠው ክፍት ቦታ ላይ በመፃፍ ይግለጹ

ተ.ቁ	የሚተገበሩ ተግባራት	እጅግ በጣም	ብዙ ጊዜ	አልፎ	በጥቂቱ	በፍጹም
12	ልጅዎት በቅድመ መደበኛ ትምህርት ስለሚማራቸው አጠቃላይ ትምህርት ለምን ያህል ጊዜ ታወራላችሁ?					
13	ልጅዎት በመምህራን ታይቶ ውጤት የተሰጠውን የቤት					

	ወይም የክፍል ስራ ወደ ቤት ይዞ ሲመጣ በምን ያህል ጊዜ ትክክለኛነቱ ወይም ትወያዩበታለችሁ?					
14	ልጅዎት ቤት ውስጥ መደበኛ የንባብ ችሎታውን በማሻሻል ለቅድመ መደበኛ ትምህርት ዝግጁ እንዲሆን ለምን ያህል ጊዜ ያግዛሉ?					
15	ልጅዎት መምህራን የሚተጧቸውን የቤት ስራ መስራትን በተመለከተ እርስዎ ስለሚጠብቁት መልካም ውጤት ለምን ያህል ጊዜ ከልጅዎት ጋር ያወራሉ?					
16	በአጠቃላይ በየቀኑ የቅድመ መደበኛ ስርዓተ ትምህርት በየትምህርት ዓይነቱ ልጅዎትን ለማገዝ ምን ያህል ጊዜ ያሳልፋሉ?					
17	በቅድመ መደበኛ መምህራን የሚሰጡ የቤት ስራ ልጅዎት ሲሰሩ ትክክለኛነቱን በማረጋገጥ ወይም በማረም ምን ያህል ጊዜ ያሳልፋሉ?					

**መመሪያ v:-** አባክዎ ከዚህ በታች ባለው ሰንጠረዥ ውስጥ በተጠቀሱ ተግባራት የእርስዎን ልጆች የሚያስተምሩ የቅድመ መደበኛ ትምህርት ቤት መምህራን ጋር ያለዎት የተግባቦት (communication) መጠን ለመገምገም የተዘጋጁ ናቸው። ስለዚህ የተዘረዘሩትን ተግባራት በማከናወን ከመምህራን ጋር በመነጋገር የልጅዎ ትምህርት በምን ያህል መጠን እንደሚያግዙ በተሰጠው ክፍት ቦታ ላይ በመፃፍ ይግለጹ።

ተ. ቁ	የሚተገበሩ ተግባራት	በጣም ከበቁ	በቂ ነው	ለመወሰን የሚገባ	በቂ	በጣም ከበቁ
18	ከልጄ ጋር በጋራ የምንሰራው የቤት ስራ በመምህራን ሲላክ					
19	ስለ ልጄ የትምህርት አፈፃፀም ወይም መሻሻል ከመምህራን ማስታወሻ ና ሪፖርት እቀበላለሁ					
20	በቅድመ መደበኛ ትምህርት ውስጥ ልጄ በትምህርት እንዳግዘው					

	በመምህራን እጠየቃለሁ ::					
21	የልጄን ጠንካራ ና መልካም ጎን ይነገረኛል ::					
22	ከመምህራን ልጄን በትምህርት እንዴት ማገዝ እንዳለብኝ ምክረ-ሃሳብ እቀበላለሁ::					
23	ከመምህራን ስለ ልጄ የክፍል ውስጥ የትምህርት አፈፃፀም ከማስተካከያ ግብረ-መልስ ጋር የያዘ አስረጅ ሰነድ ይላክልኛል::					
24	ልጄ በቅድመ መደበኛ ስርዓተ ትምህርት በየትምህርት ዓይነቱ ስለሚማራቸው ትምህርቶች በተከታታይ እንዳውቅ መምህራን ይረዱኛል::					
25	መምህራን ስለልጄ የክፍል ውስጥ ትምህርት የሚገልፅ ማስታወሻ ወይም ደብዳቤ ይልኩልኛል::					

26. እባክዎ ከላይ በሰንጠረዥ ከተዘረዘሩት ውጭ የወላጆች ተሳትፎ በቅድመ መደበኛ ትምህርት መርሃግብር (በመዋለ ህፃናት) በመሳተፍ ላይ ያሉ ህፃናት ለመደበኛ ትምህርት ዝግጅት ከማሳደግ አኳያ ያልተጠቀሱ ነገሮች ወይም የመሳተፊያ ጠቃሚ መንገዶች ቢዘረዝሩልን \_\_\_\_\_

በዚህ ጥናት ላይ ላደረጉት ተሳትፎ ከልብ እናመሰግናለን!!!

**APPENDIX-C**

**ADDIS ABABA UNIVERSITY**

**College of Educational and Behavioral Studies**

**Teachers and directors Guided Interview**

What do parents do to help their child at school? \_\_\_\_\_

Do parents' monitor the way their child spends his/her time outside of school? \_\_\_\_\_

How often each month, on average, do parents' contact the school? \_\_\_\_\_

Do parents' participate in school events? If so, what events? \_\_\_\_\_

Have parents' ever communicated with other parents at the school? \_\_\_\_\_

Are parents' a member of any community association? \_\_\_\_\_

**Thank you very much!**