

**EXPERIENCES OF PARENTS' INVOLVEMENT IN THE MANAGEMENT OF
PRIMARY SCHOOLS IN OROMIYA NATIONAL REGIONAL STATE, ETHIOPIA**

by

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DEDICATION

This dissertation is dedicated to my late parents; my mother Abebu Senbeta and my father Mekonnen Wakjira. I dedicate this work to my entire family, wife, sons and daughters who always encourage me.

DECLARATION

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I declare that **EXPERIENCES OF PARENTS' INVOLVEMENT IN THE MANAGEMENT OF PRIMARY SCHOOLS IN OROMIYA NATIONAL REGIONAL STATE, ETHIOPIA** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature: Girma Mekonnen Wakjira

Date: 09 December 2017

ABSTRACT

The study investigated parents' involvement in managing primary schools in Oromiya National Regional State, Ethiopia. The main concern of this study revolved around the challenges that lead to the decline in parental involvement in their children's schooling, low stakeholders' participation in the management of primary schools, lack of awareness of students and their families on the school context that leads to increased rates of learner achievement. Furthermore, the study investigated the existence of conflict in role perception manifested in assuming that schools could play their roles in children's education without parents' interference, and both parties working together for their children's achievements.

In the study, a qualitative research methodology was employed. This qualitative study examined parental involvement in their managing primary schools through semi-structured interviews with five primary school principals, five parent –student teacher association chairpersons and 12 parents who had children in elementary school through focus group discussions.

The findings of this research were centred around families' participation in their children's learning, understanding how parental involvement enhances learners' achievements, views of schools and teachers on parental involvement, school assistance of parents in their parenting tasks and strategies to allow parents to take part in their children's schooling.

The conclusion drawn from this study is that the Ethiopian educational policy tries to advocate parental involvement in managing primary schools for improving educational quality at its level and through obtaining better family school governance experiences. School principals and PTA chairpersons did not seem to appreciate the possible advantages that could emanate from complete parental involvement in managing elementary schools.

The study recommends approaches to manage and use schools, human and material resources, ways to involve uneducated parents in school management to use their indigenous knowledge in their children's schooling, and parental involvement in managing primary schools in rural and semi-urban areas differs from other situations.

Key terms: children; managing primary schools; Oromiya primary schools; parents; parental involvement; Parent Student Teacher Associations; principals.

LIST OF ACRONYMS

BAE: Basic Adult Education

BES: Basic Education Strategy

CSA Central Statics Agency

EFA: Education for All

EMPDA: Education Materials Production and Distribution Agency

EPRDF: Ethiopian People Revolutionary Democratic Front

ESDP: Education Sector Development Programme

ETP: Education and Training Policy

FDRE: Federal Democratic Republic Ethiopia

FGD: Focus Group Discussion

FPE: Free Primary Education

GEQIP: General Education Quality Improvement Programme

GTP: Growth and Transformational Plan

HPR House of Peoples' Representatives

IAE: Integrated Adult Education

KEB: Kebele Education Board

KG: Kindergarten

MOA: Ministry of Agriculture

MOE: Ministry of Education

NCLB No Child Left Behind

NEAEA: National Education Assessment and Examination Agency

NETP: New Education and Training Policy

NFE: None Formal Education

NGOs: None Governmental Organisations

NMSA: National Middle School Association

OEB: Oromiya Education Bureau

PASDEP: Plan for Accelerated Sustainable Development to End Poverty

PI: Parental Involvement

PS: Primary Schools

PTAs: Parent-student Teacher Association

SBM: School-Based Management

SES: Socio-Economic States

SIP: School Improvement Package

SMCs: School Management Committee

TIQET: Total Integrated Quality Education Test

UNICEF: United Nation International Children Fund

UNISA: University of South Africa

UNESCO: United Nations Education Science and Cultural Organisation

UPE: Universal Primary Education

USAID: United State Aid for International Development

WEB: Woreda Education Board

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CHAPTER ONE: ORIENTATION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION TO THE CHAPTER

This introductory chapter presents the setup and organisation of this research study. The chapter begins with the brief problem discussion of what the study is about. This provides readers with information about the study. This is followed by the problem discussed in this chapter related to the issue of how parents get involved in managing primary schools to ensure and sustain quality education in the North Shoa Zone of Oromiya National Regional State. The second section presents the problem of the statement that gives an apparent description of the challenge, a justification for carrying out the study and the research questions. The research questions indicate the flow of the research. The next section is followed by the aim and objectives of the study, which covers what this research, intended to achieve. Next is the significance of the study that covers the aspect of who will benefit from the research outcome and states how this will be achieved. The study's ethical issues follow together with the rationale or motivation, limitations of the study and trustworthiness. The theoretical framework, literature review, research design, and methodology are sequentially indicated.

1.2 BACKGROUND OF THE STUDY

This research study was carried out on the issue of families partaking in the management of primary schools in Ethiopia as a whole, particularly in Oromiya National Regional State. Ethiopia is one of the sub-Saharan African countries that have a long history of literacy. The country has her indigenous system of writing (Pankhurst 1976: 81; Knife 1994). Since primary education is the grassroots level of the educational ladder, the positive and negative aspects of the system begin to show here.

Education is a tool for the creation of citizens that are useful in the development of a country. Education changes the attitude of society towards the desired path. It introduces citizens to the latest technological discoveries and scientific inventions that accelerate economic, social and cultural growth. In Ethiopia, the contemporary, administrative situation has brought a paradigm shift in stability education policy to step ahead with the global world (Knife 1994; United Nations Educational, Scientific, and Cultural Organisation (Global Monitoring Report

2005:86; Derebsa 2006:59; 2009:69). The Education and Training Policy has been formulated and implemented, and satisfactory results have been registered at all levels concerning developing the educational participation and equity of learning in Ethiopian.

In line with this, the current government has taken a critical step so far to improve educational quality in primary schools. This includes the development of a sense of belonging and experience of the parental involvement and management of schools for the achievement of expected educational goals (Education and Training Policy document, 1994:1). One of the essential aspects needed to realise citizens' access to quality education in the primary schools is the community partaking in primary school activities.

Despite recognising its contribution, the community allows parental involvement to remain insignificant in primary schools. Henderson, Jacob, Kernnan-Schloss and Rcimondo (2004:132) argue that parents are confident to becoming equivalent stakeholders in all school activities of their children's learning achievement. The same authors maintain that parental involvement in their children's schooling would spur them into success (p.145).

1.2.1 Parental involvement in education

Epstein (1995:175) elucidates that parental involvement in children's schooling would be planned by schools. This would be a parameter used to involve parents in schools to create an additional partnership into their children's learning. As Epstein (1995) posits, such an approach gives a gradual chance for parents by guiding and promoting school-parent partnerships. Despite efforts by different groups such as professionals, researchers, and policy-makers to enhance parental involvement, standards have been set forth. In this regard, Allington and Cunningham (2007:197) conducted a study on parental involvement in their children's schooling.

In the related literature, what is explicitly stated regarding families partaking in their children's schooling was that parents do not question pertinent issues and this makes them indifferent in their involvement. In some related literature review, Mapp (1998:126) shows that if the family does not take part in their children's schooling such as helping as listeners at a school event or being part of the parent tuition programme; schools find it difficult to reach parents. In addition, the number of researchers on parental involvement reveal that there are school

leaders who coach parents on how to be involved in school programmes in order to achieve success (Chavkin, 2000; Dorman & Fisher, 2002; Darke, 2004; Epstein & Sanders, 2000; Machen, 2005; Redding, Langdon, Meyer & Sheley, 2004).

Similarly, Nieto (2004:163) confirms that some scholars and school leaders believe that families need to be predetermined by different awareness creation activities conducted by schools. This shows how parents have their deficits regarding their involvement. Nieto (2004:192) underscores that school governing bodies that to see parents from a discrepancy point of view cannot contribute positively to the educational success of their children. On the contrary, Hinderson *et al.*, (2004:187) accentuate that maybe parents who are disadvantaged, uneducated or less educated may have reservations with the modern education culture, frequently observing that it is not easy to connect with their children's school life.

Based on the above categorisation, Epstein (1995:276) asserts that those school leaders' opinions are that families do not possess the essential skills, knowledge, and talents to support their children with their schooling. Literature shows that sometimes discrepancy of justification would not matter for the academic success of children who come from a poor background and who can achieve at a top level.

1.2.2 The contributions of families participating in their children's education

One thing that is the most important contribution of families who are actively partaking in their children's learning is the student academic success (Epstein, 1995). Similarly, Hoover-Dempsey and Sandler (2005:235) acknowledge that parental involvement in their children's schooling vitally improves students' achievement and enhances the three-way communication between parent, student and schools. Many research findings; for example by Bennet, Weigel and Mertin (2002:78); Johngon and Decusati (2004:85); Epstein (1995:156; 2000:90); and Jeynes (2005:231), have also yielded convincing facts confirming that parental involvement has a positive impact on students' success and the overall school achievement.

1.2.3 The six types of parental involvement according to Epstein

Parental involvement Epstein (1995:270) recognises six types of parental involvement in their children's schooling as partners in education. These are briefly explained below:

Parenting is the first type of parental involvement. This refers to parents' fundamental obligation to involvement in their children's schooling. This obligation takes the children's healthcare into account, parenting skills, and socialisation that prepare the children for school and school society. Moreover, parenting maintains children's well-being, constructs children's home behaviour, supports school learning, and maturity throughout their school life.

Communicating is the second fundamental obligation of parental involvement into their children's learning. This mainly takes into account the relationship of parents with schools about the educational plans and their children's achievement within the different communication fora. It includes memos, notes, phone calls, and student report cards per semester. This type of communication is the most performed and other interactions with parents that some schools undertake.

The third type of parental involvement is **volunteering** which includes parent and non-parent volunteer participation. The biggest advantage of this involvement is assisting teachers, school leaders and even students in classrooms or schools as a whole. Volunteering is mostly by parents who visit the school and participate in different school programmes.

The fourth type parental involvement by Epstein is **learning at home**. In learning at home, schools can assist parents on how to check their children's work, talk with students about their daily activities, and how to advance to the next grade.

As Epstein states, **Decision making** is the fifth parental involvement which refers to taking decisions, governance and encouragement in participatory roles regarding Parent-Student-Teacher Associations (PTAs), other concerned partners at the school, Woreda, and the regional even country level.

The last category of parental involvement in their children's education is **Collaboration** with the all-encompassing society. It involves teamwork and exchange of ideas mainly between the school and parents and even creating more opportunities for schools, agencies and business groups. With such collaboration, these stakeholders develop a sense of sharing everyday responsibilities for students' learning and prospect achievements.

Epstein (1995:271) hypothesises the three spheres of ‘concise or corresponding area of control pressures’ on children’s schooling. These areas of control influences on children’s learning include parent, school, and the broad society. The collaboration of these three agents gives students an opportunity to achievement, understanding and the significance of education. As Epstein posits, if these three spheres of influence are not connected, a child has a higher possibility of failing to meet with his/her academic goals throughout their school life.

1.2.4 Experiences of parents’ involvement in Ethiopia

For the family to actively take part in their children’s education, schools assist parents in promoting them and other stakeholders on matters on what schools can do (Epstein, 1995: 475). Experiences and contributions of parents in school management and the extent of parents’ fruitful engagement are not discussed because of different reasons. Ethiopia serves as a compass for other countries’ development. As it stated in the Education and Training Policy, (1994) apparently education and the education sector can only play a vital role for the recognition of the future of the country, a medium level-income country, by producing knowledgeable, skilful, enthused and pioneering citizens.

This means education can contribute significantly in encouraging the youth and adults by providing the essential technical life skills which offer opportunities to generate income for disadvantaged populations (UNESCO 2003:18). The growth and transformation plan of the Ethiopian Federal Democratic Republic state realises that the education sector educates and trains the new productive labour force that is required by the newly emerging and growing manufacturing industries (GTP, 2010/11:42).

Ethiopia has shown vast dedication to the success of Education for All (EFA) through its poverty decreasing plan document (PASDP, 1992). One of the main strategies planned by the Ethiopian government is the central idea of poverty reduction as stipulated in the legislation is providing quality education for the citizens. For the realisation of this strategy, the government affirmed its commitment to the attainment of the Millennium Development Goals (MDGs) by 2015 (UNESCO, 2005:173). Since the mid1990s in Ethiopia, there has been a remarkable and fast development of education and educational activities at all levels.

Following this, thousands of schools were opened, millions of children have obtained educational access, thousands of teachers were recruited, and hundreds of thousands of jobs were created in the educational sector in Ethiopia as a whole and Oromiya Region in particular. However, this rapid expansion of education has led to some challenges (Derebsa, 2009:73; Tesfaye, 2009:87; Tilaye, 1999:69). One of the current challenges experienced in primary education is the deterioration in the quality of education.

An attempt has been made to determine that parental involvement in the administration of elementary schools is a very vital element for ensuring quality education in primary schools. According to Coleman (1998:253) “teachers’ beliefs about parental involvement, learner capabilities, and the importance of children having responsibilities in the classroom are crucial regarding ensuring and sustaining quality education in primary schools”.

Therefore, this research purposefully targeted on describing the experiences of parental involvement in school management through volunteering in school-oriented activities and homeschool communication by participating in different school events, having educational discussions with students at home, and taking part in the process of concluding matters relating to school governance with school principals.

1.3 STATEMENT OF THE PROBLEM

Epstein (1995:275) acknowledges that parents are an essential element in their children’s education despite their race, civilisation and class differences. The above acknowledgement tells us that parental involvement is the fundamental responsibility in their children’s learning achievements. Apparently, one fathoms that the collaboration between parents and schools is significant to children’s successful school experience.

As indicated in different kinds of literature, parental involvement in managing their children’s primary school’s learning in Ethiopia is given little attention by stakeholders (government and parents). Few research studies in this area show the extent to which parental involvement in managing primary schools enhances quality education and pupils’ school performance. Owing to this situation in Ethiopia, specifically in primary schools, this study attempted to investigate this issue. The main research question was:

What are the experiences of parents' involvement in school management?

To develop recommendations for the design of an effective parental involvement strategy in managing primary schools of Oromiya, the following problems were identified.

From the present researcher's experience, the existing situation in parental involvement in managing primary schools in Oromiya, especially in North Shoa Zone schools is full of challenges in many ways. These include:

- some teachers having a firm belief that communication with families contains real connection in the classroom and is essential whereas some tutors approach family inputs as obstructions or a burden on the expert job that teachers perform with students,
- declining parental involvement in their children's schooling,
- meagre stakeholder participation in primary schools' management,
- lack of students and their families' awareness about the school context that leads to the increasing rate of learner's achievement, and
- the existence of conflict in role perception manifested in assuming that schools could play their roles in children's education without parents, and both parties should work together for their children's achievements.

From these and other related gaps, this research investigated whether the newly designed Education and Training Policy, strategies, and programmes to enable families to practically participate in their children's schooling in primary school management for quality education, is implemented or not in the North Shoa Zone of Oromiya National Regional State.

1.4 PURPOSE OF THE STUDY

The research study intended to explore parental experiences in school management of their children's education from their viewpoint, mainly as it focuses on families who are passive in their school participation. Allington and Cunningham (2007:22) assert that parents should be concerned about their children's schooling before they take part in their children's school life.

To promote educational activities, schools have been authorised to engage parents. However, parental involvement has not been apparently indicated in the country's different educational

documents, and that is why it is not seen in practice. Today even though new educational policies, programmes and plans have been considered to bring better parental involvement and applied in schools or school locations, the ordinary grievance is that parents are sidelined prior to the execution of these plans. Allington and Cunningham (2007:24-27) cite that the first necessary step is “reaching out to families, the next action is listening what they said” (p.27). However, still, “it is only the step” (p.24). This indicates that families cannot participate in their children’s education unless schools reach out and listen to them.

The purpose of this qualitative study was to assess how parents understand their school involvement in their children’s education, specifically as it relates to parents who are not active in schools. Parental involvement has been explored in various literatures from the schools’ perspective, but few empirical studies have been conducted on parental involvement from the perspective of parents.

This study employed focus group discussions with parents and semi-structured interviews with primary schools principals and chairpersons of PTAs. In addition, the study analysed different educational documents: policies, programmes and packages. The result of this research provided the experiences of parents on parental involvement in primary schools’ management. The qualitative method was used for information compilation and research study to ensure a voice of parental involvement from the parents’ perspective.

1.5 AIMS OF THE STUDY

The ultimate aim of this research study research study was to explore the experiences of parental involvement in their children’s education in primary schools.

1.6 RESEARCH QUESTIONS

The main research question that directed the research study was: What are experiences of parents’ involvement in school management?

There were three sub-questions related to the central research question, and they are:

- What is the experience of parents’ involvement in school management?

- What are the contributions that parents' involvement in school management has brought forth?
- What are the challenges involved in the course of parents' involvement in school management?
- How can parental involvement be improved in school?

1.7 OBJECTIVES OF THIS STUDY

1.7.1 General objective

The overall intention of the research was to explore parental involvement from parents' perspective for the management of primary schools in North Shoa Zone of Oromiya Regional State, Ethiopia.

1.7.2 Specific objectives of the study

- To explore how parents participate in school management.
- To investigate whether parental involvement contributes to effective school management in primary schools.
- To understand how parental involvement enhances learners' achievement.
- To contribute possible opportunities for parental involvement in school.

1.8 SIGNIFICANCE OF THE STUDY

Parental involvement in their children's schooling has been explored from what schools can do to involve parents. On the contrary, there are limited research studies on how parents contribute to school management in Oromiya, in the Ethiopian context. Therefore, this qualitative study was conducted in the northern zone of Oromiya, to look at the parents' contributions in their children's schooling from their viewpoint.

Therefore, the outcome of this research may be useful to the education sector that tries to find ways to involve families in their children's schooling. The findings may also be useful to the Ministry of Education in preparing educational documents regarding parental involvement. It

is also hoped that the educators and researchers will use the findings to bridge the gap between theory and practice on how parents could be involved in the life of the schools attended by their children.

While the research aimed to investigate and understand the extent of parental involvement, challenges and opportunities and approaches in primary schools, it may have the following specific contributions. It also identifies legitimate, policy or strategy gaps in parental involvement for accomplishing school goals; which helps officials to recommend the possible policy route towards parental involvement in primary education.

In the same way, it might serve as a mechanism for the other researchers or scholars on matters of parental involvement. Moreover, it is envisaged that it will bring indigenous knowledge and experience of local communities in the perspective of parents in primary school involvement.

Hopefully, conducting research in this area will enlighten the stakeholders on the obstacles to parental involvement. It will further contribute towards finding ways in which parental involvement in school management can enhance achievement within the broader learning community.

1.9 MOTIVATION

The continuous lack of parental involvement in their children's learning at primary schools in North Shoa Zone, lack of parental involvement skills and their incapability motivated the researcher to carry out this research study. The researcher's interest was in exploring parental involvement from the parents' perspective in five primary schools. This was done to determine whether parents participate in schools and contribute to students' achievements. The study also sought to explore the challenges and opportunities associated with parental involvement in managing primary schools.

The researcher is a teacher who has been vigorously involved in the education sector for more than 20 years and has been a primary school, and secondary school principal for 15 years. He has been a Woreda education supervisor for one year, cluster schools coordinator for four years, managing the education sector at a higher level (House of Peoples' Representative

standing committee chairperson) for five years, and vice chairperson for the Ethiopia Educational Professional Association for four years.

The researcher's interest has also been aroused owing to the deteriorating quality of education in primary schools, especially in Oromiya National Regional State of North Shoa Zone. The researcher investigated the topic further owing to the gaps on the presently applicable legislation in the Ministry of Education (MOE). For instance, programme documents such as the General Education Quality Improvement Programme (GEQIP), and School Improvement Programme (SIP) (2003) do not present all necessary parental involvement guidelines to facilitate challenges on implementation and remove any uncertainty on how and why functions and capability of parental involvement in the school is not always clearly defined. Having this understanding, the researcher had an interest in exploring the parents' viewpoint to effective school management at primary school level.

1.10 RATIONALE FOR CONDUCTING THIS RESEARCH

Researchers such as Mansfield (2009:215) and Siririka (2007:175) have researched and arrived at findings regarding parent participation in school management. The solution in their related review is relevant to conditions fairly unlike from the one this study gives attention to. This means this research has its exclusive background. It comes into view that no absolute research on parental involvement has been undertaken in Ethiopia. Shoko Yamada (2013:2) argues that research restricts itself to discussion days, thereby apart from other vital perspectives of parental involvement. Research continues to focus on school leaders, excluding views of parents (pp.27). This research tries to show the experiences of parental involvement in Oromiya National Regional State of North Shoa Zone, Ethiopia.

As Corbin and Strauss (2007:9) state, the objective of parental involvement in primary schools would bring the desired change in children's education. This is the reason why the researcher conducted this research study to improve the parental involvement perspective. In addition, Marshall and Rossman (2006:42) aver that in the qualitative case study, generalisability or conclusiveness would not have 'over viewing claims' about the phenomenon under study. Furthermore, Marshall and Rossman, (ibid) maintain that qualitative studies are not generalisable, but their consequence may be open to discussion for further understanding.

Oromiya, North Shoa Zone has 342 primary schools. Moreover, it should be noted that the challenges of insufficient parental involvement are experienced in all schools in the zone. This study covers five primary schools purposefully selected to represent parents of the same socioeconomic status and literacy levels.

The following respondents participated from each school: one primary school principal from each school, one PTA chairperson from each school, two parents (who have children from the schools) from three schools and three parents from two schools making it a total sample of 22 participants. The extent of the answers was mainly directed by, but not restricted, the research challenge pointed out in this chapter.

1.11 CONCEPTUAL FRAMEWORKS

The following two conceptual frameworks underpin this research study:

1.11.1 Social Capital theory of parental involvement

Barton, Drake, Perez, Louis, and George (2004:132) assert that parents who hold their children's education in high regard demonstrate this through several practices and resources. On the contrary, Hoover-Dempsey and Sandler (1997:178) argues that even though parents partaking in their children's schooling are assets to schools, school leaders are not completely understood or appreciated by parents.

Lareau and Horvat (1999) assert that in social capital, families recognise that to maintain their children's schooling, they have to avoid misrepresentation. Furthermore, Lareau and Horvat (1999) maintain that, as parents, they should try to arrange means for them to get to school and ensure that they sustain their children's schooling. On the contrary, the World Bank Group (2007) cited in Crites (2008:11) o posits that social capital theory helps to understand the gap between parental life levels regarding their participation in their children's learning.

Coleman (1998:115) argues that if the parents' social capital is low, their involvement in their children's education would possibly be low too. On the contrary, if there were high social capital network between the two parties, the result obtained regarding children's achievement would be high. As Coleman (1998) postulates, frequent parental involvement in school

activities results in the effective safeguarding of their children's academic results. Coleman sums up his idea by saying that schools' structures contribute towards creating a conducive learning environment (ibid).

Feuerstein (2002:231) explains that standards that lead to high learner achievement results from strong social capital which consists of parents partaking in their children's learning with commitment and awareness of the school system. Lin (1999:96) states that for social capital to have a positive impact on a child's schooling, parents have to understand that their involvement in the school life is crucial. Lin (1999:98) recognises the three advantages of societal connections. The primary advantage of communal network is being up-to-date with all operations and gathering facts concerning all occasions at school. Secondly, the benefits of the social network include social security that presents members with the power to pressurise decision makers to make beneficial decisions for the school. The last advantage of the social arrangement has social values that legitimise the decisions made by prominent persons in the best interest of the school.

From the above, one can understand that the more influential the individual, the more chances of heightened engagement which is a definite consequence of the partnership or connection. Lin (1999:98) asserts that the two viewpoints result in the point of which the return on the relationship is arrival for the advantage of the collection or the benefit of the individual. Lin further argues that the central point on the individual is naturally at the capable stage in which public assets were seen as persons attractive in associations with the advantages of the individual.

1.11.2 Hoover-Dempsey's theory of parental involvement

In this model, parent motivational beliefs include parental involvement with self-understanding or concept building, family self-efficiency for supporting their children's schooling and learning achievement during their school life. As Hoover-Dempsey postulates, the general and detailed calls for parents to be involved in the education of their children as a model that facilitates families' role understanding. The model exposes personal life, which includes parents' aptitude and the information they possess about their children's schools as well as the time and power of contribution to their children's presentations.

However, Bourdieu and Passeron (1977) acknowledge the contradictory levels of parental involvement in school culture and organisational assets. Bourdieu and Passeron (1977:79) argue that schools unevenly draw from the theory of social and learning capital connected with different school values. According to this theory, it means schoolteachers who come from the upper class of the society and on the other side of the school sector are likely to reproduce the views of middle and lower school leaders, in the community. However, the arrangement of schooling and parental life to which Lareau (198:2317) alludes is not clear for parents to understand the different stages of their involvement and development in schools. Therefore, this model is not suitable for schools in Ethiopia. Moreover, that is why the researcher selected Epstein's theoretical framework as a base for this research study.

1.11.3 Theory as it relates to Epstein typology: Epstein parental involvement

Few of the many categories of parental involvement Epstein (1995) acknowledges are knowledge-based parent-school relationship that can be separated by the different positions of participants in school plans. The topology of parental involvement model in education is categorised by six common models. These include parenting, communicating, volunteering, decision-making, collaborating with the community, and recruitment and systems set to encourage parents. Epstein (1995) argues that the six typologies of parental involvement locate the learner at the centre and thus guide for balanced growth, overall school activities of partnerships, including the opportunities parents have for their participation at school and home for the learner's positive growth. Based on this argument, this study argues that Epstein's typology can create a better coordination around which a school can ensure, sustain and support all family efforts to contribute to the children's schooling positively.

The researcher also argues that it is possible to execute Epstein's model mutually in inadequately resourced or adequately resourced schools to enhance parental involvement in Oromiya, Ethiopia. This implies that the ultimate goal of school improvement is to achieve the interconnected goal attainment that will enhance learning, success, and progress among citizens. Hillman and Stoll (1994:2) cited in Kate Myers argue that the School Improvement Programme can be defined as sequentially, and strategic in planning children's learning, procedure and their intended learning outcome. Vanvelzen (1995), Hopking, Stoll, Myers,

Learmonth, and Durman (1995: 231) opine that to create academic success, schools have to engage in different school development programmes which attract parents to participate. According to these authors, this programme brings and strengthens school heads to lead positive transformation at all levels.

These two frameworks of social capital theory and Epstein's topology were used to study how families participate in their children's schooling. The interviews with school principals, and PTA chairpersons and focus group discussions with parents and analysis of school documents clarified how theory impacts parental experiences. These were analysed from end to end. According Epstein's typology, when families share the background of their involvement in their children's schooling, then the students will gain a better understanding about the relationship, understanding, and assets that the families draw upon to support their schools. This support may be unworthy or unrecognised by school leaders; yet it can be vital to the family because of the contribution it makes to the children's learning. Because of the above rationale, the researcher used Epstein's typology theory as the main theory for this study.

1.12 RESEARCH PARADIGM

The interpretive theory approach was used to design this study to challenge the theories of the narrative on parental involvement. Social theories are gearing forces in the alternative research activities to an interpretive theory study. Epstein's (1995) model of parental involvement unearths a discrepancy in how families are viewed. This study attempted to understand the voice of parents and make corrections for the low-level perception of parental contribution in primary schools that have been abiding in the various research literatures.

The interpretive view assumes that individuals' view of the world creates a subjective understanding of how they should contribute to their children's schooling. This lead the researcher to take into account and investigate the parents' detailed understanding of how they get involved in their children's learning, rather than focusing on the extrinsic meaning. As Creswell (2007:21) posits, constructivists frequently take in hand the "series" of communication between persons and focus on the deep-rooted context in which persons exist and work for participants to recognise their environmental setting and historical background. This also encouraged the researcher to seek the parents' life and learning backgrounds.

In the interpretive foundation, Moustakas (1994:143) explicitly cites that everyone has his or her own life story and personal understanding within the broad community in that they perceive the world as a social construct. Based on the above rationale, the researcher distinguishes that possibly more explanation is based mostly on biased existence to see truth as social constructions, which is why we only have approximately biased resolutions. More importantly, employing interpretivism in this research was able to moderate the excellence of the research by its intended purpose, available resources, the procedure followed and results obtained.

Therefore, in doing this research, the researcher recognised and identified the interpretive paradigm to apply to the existing reality and accurate knowledge, plus checking experiences about parental involvement at home and its effect on the learners' educational performance and other school activities that were investigated. A theory that illuminates one area leaves another area in darkness: "no theory can illuminate everything".

1.13 RESEARCH DESIGN AND METHODOLOGY

The qualitative research methodology was chosen for this study. As McMillan and Schumacher (2010:322) state, qualitative methodology is based on a "phenomenological philosophy of naturalistic outlook and moves towards facts by means of different levels of communication and social experiences". The same authors explain that qualitative research method derives meaning from the research participants' perspectives (ibid). Mouton (2001:114) describes research methodology as an order that one follows to examine the problems identified. In this study, a different method of data collection, such as document analysis, semi-structured interviews and focus group discussions, were employed to study the problem at hand.

This study determined the experiences of parents' involvement in their children's schooling in managing lower level schools with the view to identify experiences and challenges as perceived by parents themselves (Creswell, 1994:6). In qualitative research when the researcher appreciates the challenges and opportunities in involvement, it is possible to create appropriate ways to answer problems regarding study contributors. Practically, in the qualitative research study method, there are different viewpoints by different scholars

regarding paradigms. Because of this and other reasons, the qualitative case study methodology was selected for this research study.

1.14 RESEARCH DESIGN

The qualitative case study research plan was employed in this research. In research planning, there are issues that determine the best research study method. One of the most determinant factors in the research method is interviews and questions to be answered. As Yin (1994) in Baxter and Jack (2008:216) state, case studies are ordinarily indispensable to answer how and why questions. Additionally, Yin explains that case study allows the exploration of contemporary phenomenon when the appropriate behaviour cannot be manipulated (Baxter & Jack, 2008: 218).

Rowley (2002:214) explains that case studies have usually been viewed as missing in flexibility and impartiality when contrasted with other social research methods as a research method or strategy. In the absence of this doubt, case studies are used mainly because they may reveal results that might not be reached with other methodologies. Case studies have frequently been observed as a cooperative instrument for the early, investigative period of a study scheme, as a foundation for the enlargement of the ‘additional structured’ gear that is necessary for review and experiments.

Merriam (1998:15) states that “qualitative research explores a holistic idea which fairly covers this research study that assists us to acknowledge and give details to the understanding of public incidences with a small interruption of the normal location as likely.” Yin (2003:20) projected that any kind of experiential research study has a map for getting information from here to there, in the place where facts differ. Between “here” and “there” numerous challenges may be found, which affect the collection and analysis of relevant data. Paton cited in Merriam (1998:56) explains qualitative study as an attempt to acknowledge realities in their individuality as a division of the difficult circumstances and the communication among them. Finally, the product of qualitative studies guarantees the researcher to give crucial suggestions for literature using writings than a picture to describe what will be learned concerning an occurrence and the procedure, connotation and consideration.

1.15 DATA COLLECTION INSTRUMENT

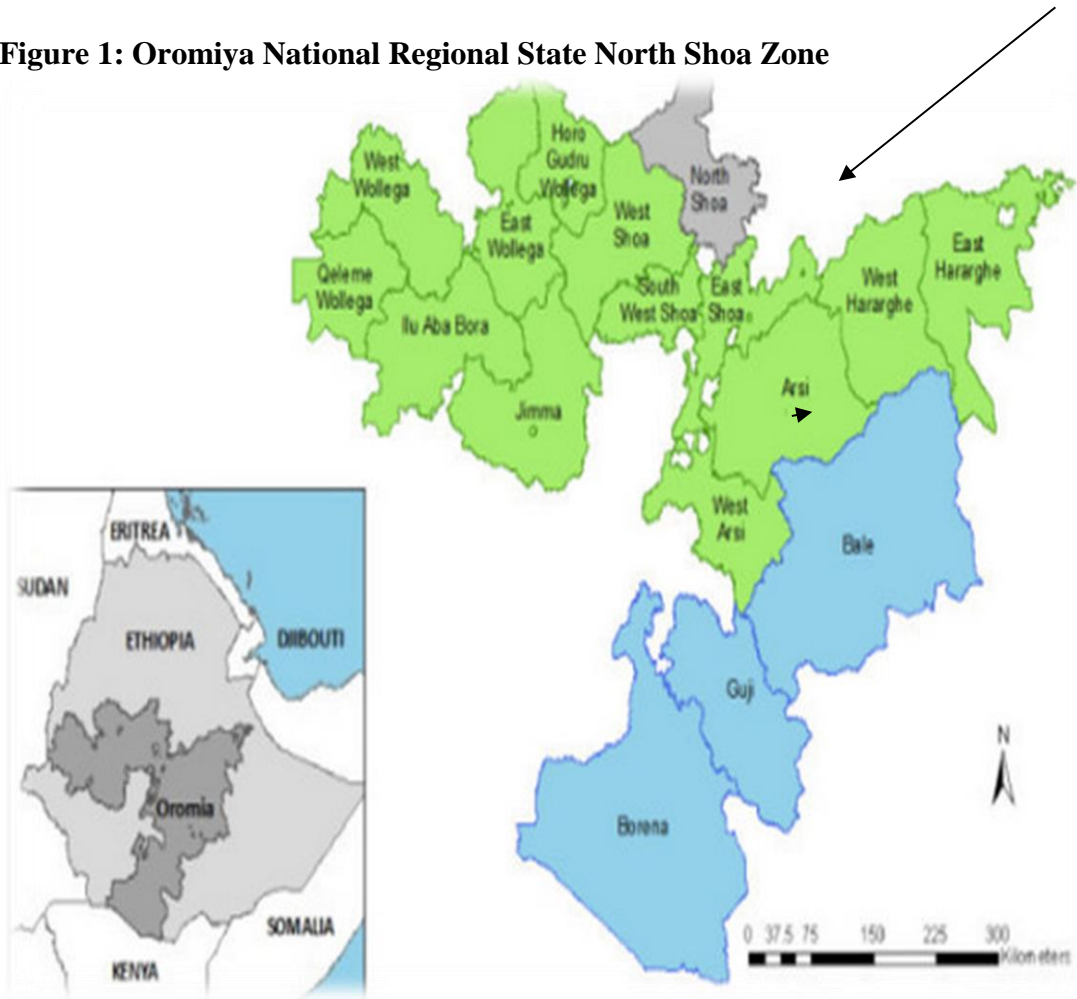
The data in this qualitative study was collected from different groups using focus group discussions with parents and individual in-depth interviews with school principals and PTA chairpersons. As explained by Creswell (2007:62) “the goal of collecting interviews and focus group discussions was to saturate the categories”. Strauss and Corbin (1998:96) explain parental group discussions as another means through which data can be collected. This involves data gathering through “actions, goings-on, and events”.

In this research after data was gathered, it was grouped as per Strauss and Corbin’s (1998: 98) recommendations. Merriam (1998:159) postulates that in a qualitative study, the research study is the tool used for bringing together gathered facts in an attempt to recognise the connotation individuals encompass to construct their feelings or experiences of the world. This research study widened the outlook of parents by using a significant lens to appreciate their participation. Parents were capable of telling their backgrounds outside of the school setting, the assets, and relationship they drew in the lead to maintaining their children's learning. Unclear knowledge of parental fear provides an opportunity to make sense of the parental involvement perspective.

1.16 RESEARCH SITE

The primary schools selected for this research study are situated in the northern part of Oromiya National Regional State. North Shoa Zone is a semi-arid zone where peasants or farmers are struggling to survive on little produce from their grain farming. Cash crops or other market productions are characteristically poor. Consequently, jobless parents move and their children drop out of school to assist them. In North Shoa, the socio-economic status of parents is low and categorised by subsistence living. These make schools under equipped institutions, regarding public libraries, provision of electricity to their homes, and even students walking long distances fetch water and gather firewood. Children spend more time raring cattle. Most huts that they live in are not properly ventilated; they are smoky and crowded.

Figure 1: Oromiya National Regional State North Shoa Zone



1.17 DATA ANALYSIS

As Rubin (1995:226-227) states, the examination of collected data starts while conducting face to face interviews, focus group discussions and document analyses. According to McMillan and Schumacher (2006:373), data is analysed using philosophical research studies where the researcher builds an image that obtains form as the data collector gathers and inspects the elements. Bridgemohan (2002:12) opines that the final analysis is done through the researcher thoroughly searching and organising the focus group discussions, the transcriptions from the interviews, and tape records by building upon the available data to allow and present the new findings that were not discovered by other researchers.

This means that the tape-recorded interviews and parent focus group discussions were jotted down word for word and then interpreted and analysed. Notes of all non-verbal cues during the interviews and focus group discussions were typed and thoroughly studied. This was to measure the *how* of parental involvement in managing primary schools. The other issue was to examine whether the school appreciated parental experiences in taking part in their children's education. During this data analysis, the researcher expected to attain the results of parents categorised in Epstein's model of PI, providing suggestions for parents involved in elementary schools in Oromiya, Ethiopia. Lastly, part of the research setting such as the research population and sampling size, data collection techniques and data analysis procedures are discussed in chapter four.

1.17.1 Issue of quality in research or trustworthiness

Regarding the quality of research, transferability, dependability, credibility and conformability are indicators of validity and reliability. To judge qualitative research, standards for measuring trustworthiness must meet the term validity and reliability. As Mqulwana (2010:61) suggests, transferability refers to the “amount to which the outcomes of qualitative study can be universal or transferred to other situations or locations”. From a qualitative standpoint, transferability is first and foremost the accountability of individuals undertaking a broad view. This means transferability would help the researcher to improve the research background by recitation of the suppositions that will be the aim of the research.

On the contrary, dependability, is about being “worried about whether or not similar outcomes would be acquired if one could look at similar things two times over” (Mqulwana, 2010:61). In Mqulwana's opinion, credibility criterion engages in determining whether or not the outcomes of qualitative research are credible or sensible from the standpoint of the contributor in the study (ibid). Qualitative research study has the nature to explain or recognise the observable facts of attention from the family's point of view; members are the only ones who can lawfully moderate the trustworthiness of the outcomes.

Mqulwana (2010: 62) asserts that conformability is the “amount to which the results can be established or confirmed by others”. He states that there are some approaches for increasing conformability in research. Through conformability, the researcher can organise all documents for further cross-checking and rechecking the data from the commencement up to the

completion of the study. The researcher can strictly identify and articulate indifferent examples that differ with prior comments throughout the study.

1.18 ETHICAL ISSUES

Research ethics guide what is correct and incorrect conduct for researchers (Bogdan & Biklen, 1992:49; Marshall & Rossman, 2011:47). In addition, Ary et al., (1996:514) indicate that these values force researchers to the admiration of rights, distinction, solitude and compassion expected of researchers. Bogdan and Biklen (1992:515) explain essential elements regarding ethics which is to seek permission, the right to solitude and protection of participants from danger, be it bodily, emotional or communal and terminating the study should a need arise. Rossman and Marshall (2011:47) explain that ethical reflection gives the researchers an instructive position that explains the reason and natural history of the study, the responsibility to make known the research outcome to the participants and protecting them through confidentiality.

1.19 CLARIFICATION OF CONCEPTS

Parents: As Lemmer and Van Wyk (2004:262) present, the word parent is used for people such as fathers, mothers, grandparents, and other members who care about the school. Other authors state that parent refers to an individual accountable for a child's wellbeing, background and education.

Parental involvement: As per the definition of the Newsletter of September (2006:1) parental involvement refers to "a part of partaking as the centre for overall School Improvement Package by parents". Barton, Drake, Perez, St. Louis and George (2004:36) define parental involvement as a "dynamic, interactive procedure in which families illustrate on several practices and assets to describe their connections with schools and between school actors." Holloway, Yamamoto, Suzuki and Mindnich (2008:2) also define parental involvement as the partaking of families in their children's schooling in the home and school, aimed at promoting children's school success.

Some other authors associate parental involvement with an amateur for Parent-student Teacher Associations (PTAs). Similarly, The No Child Left Behind (NCLB) Act of 2002 defines

parental involvement as “the participation of families in normal, two way, and significant connection and other school events” (Sec. 9101 [32]).

Primary schools: - The new Ethiopian Education and Training Policy (1994:7) defines primary schools as institutions in which pupils receive regular instruction from Grade one to Grade eight. Primary schools have two cycles; first and second. The first cycle refers to Grade one to four and the second cycle from is Grade five to eight.

Parent-student Teacher Association (PTA): The school governing body was the official legitimate body that managed the school on behalf of parents. The PTA’s purpose and daily responsibility is enshrouded in the School Improvement Package (SIP) document (2004:47). The PTA consists of five parents, one student representative two teachers and the principal while the school directors take action as a desk to the board. The responsibility of the PTA is to work with the school director and serve as secretary to the PTA on issues concerning the universal growth of the school and the success of the students, co-coordinating parents on school issues and the provision of facilities for schools.

Principal: - A principal or the school director or school leader is referred to as the individual accountable for all issues relating to the smooth running of the school. Such issues take into account the school improvement preparation, administration and execution of the core prospectus, managing of individuals in the school, running of properties, education, and controlling of school leading officials such as the PTA’s MOE (2004).

1.20 ORGANISATION OF THE STUDY

Chapter 1 presents the introduction and setting of the research study, the statement of the problem, objectives and research aim, and the definition of terms for general consideration. The trustworthiness of the research is also presented, as is the appropriateness of the study.

Chapter 2 explains the conceptual frameworks that articulate the study’s problems and carry out the research study in line with confined, national and worldwide strategies. The conceptual framework gives a structure within which the study outcomes are argued.

Chapter 3 presents the detailed related literature review.

Chapter 4 explains the overall approach and rationale of the research methodology used. The research methodology part also transacts with research ethics and trustworthiness.

Chapter 5 is on data presentation and analysis.

Chapter 6 discusses the overall end of the research process, and summarises the main results of the research study. The conclusion is drawn, and recommendations are made based on facts from the research study. The constraints of the study are directed, and recommendations for additional connected research studies are made.

1.21 CONCLUSION

This chapter introduces the study on experiences of parental involvement in managing primary schools, and the problem statement, aim, research questions and clarification of the theoretical framework, and fundamental concepts.

The literature review, the design of the study and methodology used in the research, purpose of the study and significance of the study, as well as limitations of the study, and division of chapters were sequentially indicated in this chapter.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

THEORIES AND PRACTICE OF PARENTAL INVOLVEMENT

2.1 INTRODUCTION

Naidoo (2005:28) states that parents are significant actors or stakeholders in the constant provision of educational programmes or packages and educational transformation. Lemmer (2007:218) asserts that countries have given parents a grand role in managing their children's schools. Some researchers understand that families worldwide help their children with their schooling, shaping their behaviour, paying school levies, and sometimes coming to schools to play their role in managing their children's schooling (Zelman & Water, 1998:370; Monadjem, 2003:22).

Also, Naidoo (2005:28) recommends that parents are expected to take part in a more vibrant role in their children's learning. The advantage of teachers, students and the parents would ensure increased parental involvement in school affairs since this will improve some of the challenges encountered by society regarding children's school facilities and emotional support as well as supplying their educational needs (Lemmer, 2007:218; Wolfendale, 1999:164; Zelman, 1998:371).

Some researchers accentuate that children's needs' fulfilment would help to realise equal opportunities among school-aged children's parents (Desimone, 1999:12; Mahoney & Schweer, 2002:72; Greer 2004:6; Michael, Dittus & Epstein, 2007:567). Greer (2006:7) posits that improving turnout rates, rising literacy and numeracy outcomes, wisdom of worthy social performance and completion rates in children's education are issues that are undoubtedly ensured through and with active parental involvement in their children's schooling.

On the contrary, Bridgemohan (2002) observes that as different scholars have brought in some models of parental involvement in their schools, this helps schools to exercise parental involvement in their children's school in different behaviours. Epstein and Jansorn (2004:19:23) show that schools' forces and backgrounds are the most determinant factors of its practice. Gordon (1977:74-77) mentions some of the parental impact, school impact, and

societal impact models in his study. Swap and Grams' (1988:24) partnership model of parental school communication results in pupil's academic enrichment. Epstein's model (1995:704) is among the prominent ones and impacts on the accepted theoretical stance of the partners' groups. The dominant factors, the kind and amount of parental involvement were taken into consideration by schools before deciding on which of them to adopt.

Epstein's topology of parental involvement with its six categories has been chosen for the betterment of this research. The six categories are - parenting, communication, collaborating with the society, decision making, volunteering, and education at home. Consequently, the researcher has chosen to use Epstein's topology of parental involvement model to underpin this research conducted in primary schools in Oromiya, Ethiopia. This model was chosen for this study and is believed to be appropriate for the study in providing an orientation as suggested by various authors (McMillan & Schumacher, 2006:333). Accordingly, Epstein's typology of parental involvement theories, with particular reference to primary schools, was adopted for this study. As Barton *et al.* (2004:3-12) show, parental involvement theories are continually conducted to indicate ways of getting a better perception of parents' involvement in their children's school life.

Barton *et al.* (2004: 15) explain issues about school parent partnership as follows. To improve and sustain the understanding of the central issue in education, perception theories on parental involvement are vital. Schools are institutions that are impossible to escape from the element of the public and the society to which schools fit in and are thus assumed as community substructures, which never operate in isolation from their societal backgrounds. Hoy and Miskel (2001:252) attempt to explain how organisations are classified into two systems; open and closed system. Schools are open system institutions, which are based on their interaction of internal and external environments.

The external element of schools mainly refers to parents sustaining and continuing as an organisation. As schools are social entities, different influences are encountered and affect positively or negatively what happens in schools. That is why Senge *et al.*, (2000:175) say schools and school elements are 'living' entities that are powerfully partial by their communication in the classroom, school and neighbourhood levels. Other scholars such as Bronfenbrenner (1994:39) argue that schools are not only affected by the above-mentioned issues but also by other forces such as the government educational policies and the community at different levels of children's schooling. Lambert and Sturt (2005:89) argue that there are

different opportunities for parental intervention into their schools. The ecological theory on children's education recognises that the participation of families in the schooling of their children is one example among many diverse parts of social forces that create situations for children's growth.

According to Epstein's ecology of parental involvement, it is more feasible for families to participate when they perceive that such taking part is part of the work of being involved as parents. When parents consider their involvement as part of their work, they can be capable of supporting their children. The parents' option of school organisational arrangement of parental involvement is prejudiced by the family's precedent understanding; the time they sacrifice, energy loss, knowledge, skills and other similar demands on the parents. For this study, Epstein's model is presented and suggests the existence of possible relationships and overlapping influence among schools, families and communities. The model is acquainted with a variety of perspectives and an interpersonal relationship among all the stakeholders involved and provides new ideas that schools can organise, implement and assess its labour to engage families in their children's learning in primary schools.

Hence in this research, Epstein's typology model has been used for exploring the overlapping influence among the schools, families and communities and perceptions of parents' involvement in elementary schools in Oromiya, Ethiopia.

2.2 THEORETICAL POSITION OF PARENTAL INVOLVEMENT IN PRIMARY SCHOOLS

Lemmer (2000:62) shows that some distinct disciplines on school-family interaction are those of Coleman (1987:32-38), Epstein (1995:701-702), Hoover-Dempsey and Sandler (1995, 1997) and Comer (1987:32-38). All provide helpful insights into the relationships among schools and families. The researcher selected the appropriate model for this study for the following reasons:

2.2.1 The Coleman theory of parental involvement

Coleman's theory of parental involvement (1987:32-33) refers to a "social capital" theory of parents in their children's school life. This theory postulates that as there are variations in the family's workplace issues, most mothers work outside of the new technology and the

concurrent, which cannot shift these mothers to group education of their children's out of the home. Education has also been taken as the result noticeable from the family; because socialisation of the children does not successfully bring all rounded desired behavioural change in the family as to the school does. Coleman (1987:38) states that there is a high possibility for children in schools rather than those at home, to gain social knowledge.

Van Wyk (2008:14) argues that education sectors socialise the beginner with contributing the shared opinion for the learner to learn a variety of behaviours, constructing on the socialisation that takes place at home. Coleman (1987:36) critically justifies the view that parents' socialisation has a higher pressure on the children's outlook, knowledge and capacity in school issues than what the school does. This implies that the connection between the school and home is vital for the learners' school life especially regarding their academic achievements.

Halpern (2005:41) similarly, put his suggestion that parents deliver resources regarding finance, human and social capital that finance resources for the household expenditure, which is a well-built forecaster of children's learning achievement. In addition, Banks and Kwk (1998:100) explain that "parental aspirations and the point of parent-student connection play a great learning role in the child's education process". Some research justifies that if social capital at the family level and large community level would decline, the realisation of children's academic success in school would also decline owing to the lack of better involvement, demands and better achievement of students in their learning. As a result, involving the parents in a community to improve their children's achievement is of paramount importance.

In Ethiopia, low community and parental involvement in school activities prevent the execution of quality education in primary schools (Ministry of Education, 2009). The main reason for the above problem is the way both parties (school and the families) communicate and this leads to problems. The announcement by schools for families' participation was also always inadequate and based on untrue relations as many schools request the family to visit the school mostly when their children commit undesired behavioural offences, but not when they are performing poorly in their studies. What schools learn from this result may help them to realise that parental involvement in school governance would be widespread and affirm that the right to be involved in the teaching and learning process would have consequences in the long-term. This would also impact pupils' aptitude to free their talents with time. Based on countries' own profile, Coleman's theoretical framework is appropriate for other studies, but

it cannot serve as a base for this study, and therefore the researcher did not choose this framework as a model.

2.2.2 Hoover-Dempsey's theory

In this model, parental involvement beliefs, which expose parental involvement practices and promote their confidence in helping student success together with a parent, are close follow up of students. The theory is based on the shapes and occasions of the family taking part in their children's learning that seems practicable and includes the parents' ability and information as well as activities and power for their involvement. However, such influence mechanism is not accommodative for developing countries such as Ethiopia (Shoko, 2013:28). Lareau (1987:176) posits that the arrangement of children's schooling, family life and the nature of persons recognised in different levels of parental involvement and amount of their participation in schools, shows the parents' standpoint.

In the case of this research, teachers would not come predominantly from the middle or upper class of the society. Instead teachers come from the lower society and rarely come from the middle class. Therefore, this model is not a fitting model for primary schools in Ethiopia and the researcher did not choose this theoretical framework as a base for this study.

2.2.3 Epstein's typology of parental involvement

Given this, Epstein's theory and the six categories of parental involvement in their children's schooling is discussed hereunder. Epstein (1995:705-708) states that the topology of parental involvement amounts to a large degree of working together for the success of their children and puts pressure on the six types of involvement practices. Epstein's parenting is a means of taking part in children's schooling which includes the number of times that parents assist the schools, the overall achievement of the child and their development by setting their home circumstances to be conducive to learning at each level and phase.

Furthermore, as per Epstein and Sheldon's (2005:7) argument, every type should be able to pass comprehensive confrontation that they would meet to engage all stakeholders in their children's schooling. This may lead to unfavourable results for the learners, families, school leaders and better school atmosphere. One can wonder that Epstein's typology of parental involvement is perceived according to their understanding, exercises, challenges and predicted outcomes in the next step.

In this typology, long-term parental dreams such as the objective of homeschool relations are also included. The other good side of Epstein's perspective on school parental relationship was the disconnected tasks on perspectives of responsibilities as own sequential responsibility (school and home) that maintains teachers who repeatedly do not see the connection between schools and families. According to Van Wyk (2008:12), sequential responsibilities of family-school approach emphasises the arrangement of daily parent activities with their schools, and the significant stage of parents', children's and tutors' contribution to their future development.

In this study, the expectation of families: leaving the child as a sole school responsibility of the school is a severe problem that is dealt with. Regarding categorising daily school activities, on the teaching-learning process, parents and schools have their viewpoints on how schools pressure parents on different day to day activities for each party to play its role. This belief dictates that teachers should keep their professional distance from parents performing their professional duty while the families should try to work with their children's at home as much as they can. A communal risk-taking of families and schools, on the contrary, varies on how the two parties take common and separate responsibilities, emphasises coordination, teamwork, cooperation and fitting of schools and parents in working together for common

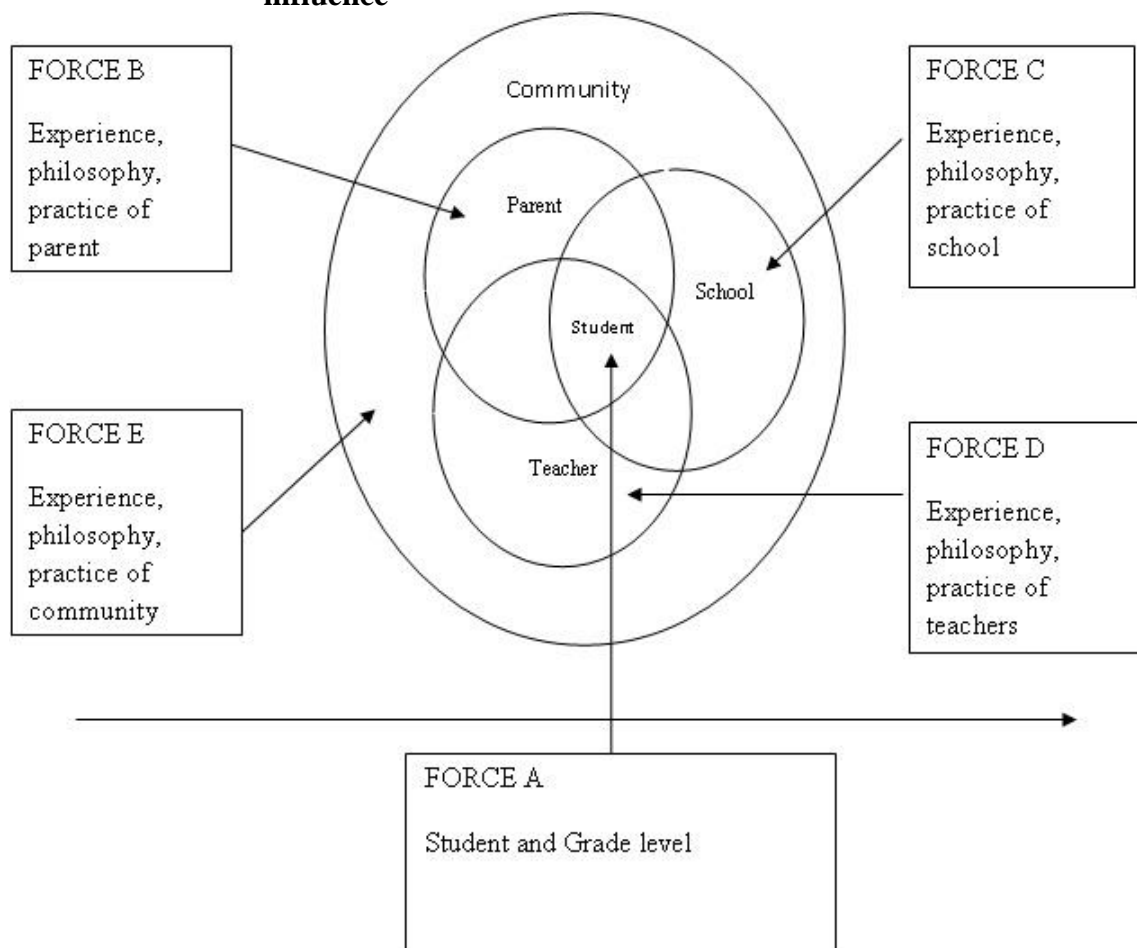
goals. Sharing accountability among tutors and families in educational activities has no question to ensure students' socialisation and for the pupils to build better programmes for future learning.

Consequentially, an overlap of responsibilities among the family and schools is predicted. Conversely, the teacher and the parent may bring together their collective responsibilities and combine their life skills to create knowledgeable and successive students. Schools and families' communal attempts exhibit the issue of families and schools sharing power jointly, thus promoting the relationship between the two partnerships (school and parent). Bringing cooperative efforts for working together on children's progress can make the school appreciate the parents and vice versa. Van Wyk (2008:13) tells us that the amount of overlapping along with these three areas of control in diverse education institutions may differ, and are capable of promoting or reducing the work experience of tutors, families or the pupils themselves. However, she explains the overlapping model in such a way that the above perspectives do not have clarity on how the schools and parents' challenges cannot be related or what model the schools and family members can utilise to strengthen their partnership. Under such circumstances, parents do not recognise learner progress and the consequence it has on the home-school communication at primary school level.

An incorporated planned theory of parental school relationship was designed by Epstein (1987:124) which covers areas that exempt the social, organisational viewpoint. This condition leads the winning families and their schools to be characterised by having common aims and assignments relating to learners. Epstein (1996:214) realises the above statement by saying "representation of an extended beyond the share of influence emphasises the go beyond and resemblance of school and parent objectives". According to Epstein, shifting from old to a new direction occurs in part covering shares of power, although all the approaches of schools, parents, and neighbourhood differ continually because of dynamism. The model recognises various circumstances and interpersonal family members between all the parties involved. It also includes outer and interior configuration.

Epstein's model identifies a variety of background and interpersonal family members among all the stakeholders concerned. It takes into account external and internal structures.

Figure 2.1 Epstein's overlapping spheres of influence



Adopted from Epstein's overlapping spheres of influence: External structure after (Van Wyk, 2008:12)

The above figure indicates the external structure, which shows categories of the stakeholder's family, student, teachers, community and school atmosphere. Epstein (1987:128) presents the degree of overlapping based on forces A, B, C, D, and E. In this way, Force A refers to and modifies the historical influence on pupils in time, grade level, age, and community, parents, teachers and schools. The model tries to recognise the external and internal arrangement among stakeholders and modify it unlike conditions of interpersonal relations.

Epstein explains that force A is primarily based on student age, type of school or Grade level and the chronological period the child spent in school. Two Forces, C and B, indicate the occurrences and stresses the position of the home and education institutions correspondingly, which can modify the home and education institutions' cooperation. As Force B shows that

when families keep up or boost attention in their child's learning, parents create a better overlap of the home and education institutions' speciality.

At what time do schools as institutions make parents a part of their regular partnership in the teaching learning process. As Epstein (1987:128) explains lack of partnership can create a more significant overlap than people would normally understand or perceive. Force E represents the large communities' full rights to the overall environment of schools, parents and teachers through its philosophy and practices. Force D represents the professional teachers' influence, parents, students and even schools through their philosophy and practices when schools and schoolteachers make parents take part in their daily school events. As Epstein (1987:128) posits, teachers can create more significant influences in the teaching learning process that would be classically accepted. In this active growth model, parental involvement is taken as a significant criterion that can facilitate its spreading out and transformation in the fullness of time.

The partnership between tutors, families and community groups and overlapping forces may also be symbolised and researched. Schools might perform only a limited quantity of messages and connections of tutors or teachers with parents and large communities, thereby maintaining the three spheres of influence comparatively divided and parents would have a significant influence on all others on schooling. Parents and schools might carry out better partnership and cooperation, which maintains all three spheres of power, bringing together recurrent communication between the three parties. This ensures that as many children get a chance to learn under the guidance of the three stakeholders, and more students use this chance as an advantage of education, by working hard and staying in a successful school environment.

The broad society, which is the core area of power, can make children's school life opportunities, performances and programmes that can enforce, recognise and motivate them for better performance, innovation and their brilliance (van Wyk, 2008:13). Society may also produce parent-like background, and proceedings to enable parents to promote participation in their children's school life. Civilised parents and schools helped each other in their locality and school activities. As Doyler and Slotnik (2006:300) posit, a school is similar to the parent and recognises that each child is also a student. To ensure and sustain such a shared understanding of children in school communities, schools talk about their school and service delivery that is family acquired in a friendly way and can fulfil the standard and realisation of parent's life, wellbeing and behavioural change.

When these conditions are put in place, learners are motivated to complete their learning successfully in cooperative societies (Epstein, 1995:703). On the issue regarding how school and the parents work in partnership, Epstein (1995:702) suggests that teachers should create more family-like schools which will be familiar with each child's independence making each child's sense of uniqueness, except the parents' backgrounds, welcomed. In cooperation, partners promote more school-friendly parents, which recognise that every learner is also a beginner. Family's emphasis on the child's significance of school homework and other school events helps to build students' skills and opinions of achievement of tasks.

This way, communities can also recognise and enhance learners by promoting quality education and learning excellence. Therefore, a school that is academically excellent, and starts to pay attention to parental involvement, will bring better cooperation among the three parties; teachers, parents and children. This means that none such schools will maintain educational surroundings that provide an academic alternative for students. Therefore, the better option is creating a high quality relationship and supportive type relations involving the school and parent, particularly the large society as a whole. This helps the participants to put much effort into working together continually, to improve their school thus gaining universal admiration and trust.

Furthermore, appropriate structures for resolving challenges and inconveniences are protected in advance and reinforced. This allows challenges and inconveniences that are possible to solve on schools families' and children, to be resolved. Schools, the broad community and specific parent cooperation can enhance school achievement by adjusting the school climate and helping to provide better parental services and support. This would be done by increasing parent skills and leadership in managing primary schools, in attaching families with the school and with the broad society to assist tutors in their jobs. Evidently, the central idea for the attachment would be to support students in their schooling and for later on in their life. When internal and external school stakeholders and other partners work in collaboration in education, schools are promoted; their work and children achieve their goals.

Schools have made an organisational structure for parental involvement programmes and ensured them as school traditions according to the standards and conveniences of time, aptitude, age and the student's learning grades. According to Epstein (1995:705), little universal behaviours have been recognised as victorious cooperation plans at all schools. These include consideration of the overlaying shares of power on children's academic

progress, endorsement of different chances for schools' families and the population to work jointly on family and society participation. This model provides effective understanding and potential for families in Ethiopia in their participation in primary schools for guaranteeing the excellence of education at primary level. Primary schools could use this model as their guide for choosing their collaborating approaches and for identifying their strategies to encourage parental involvement in their different school events and programmes and other non-formal education settings.

2.2.4 Research agenda for parent involvement within the Ethiopian context: - Oromiya in focus

In this section, the researcher tries to give an introduction of the preamble to the study; the way parents take part and exercise their right and duties regarding parental involvement in Oromiya primary schools. Evolution of parental involvement in Oromiya primary schools is discussed in this study and how the school, parent and the students confront improving the excellence of education in Oromiya. Some international researchers such as Ma (1999:61) found that primary schools need extensive, permanent and sequential parental involvement throughout the learners' high school lives.

On the contrary, Monadjem (2003:78) gives details that it is necessary for families to partake in programmes at primary school level in their children's education, parents start developing a tendency of stopping their spontaneous involvement, turning to an increased practice of involvement. For this newly developed practice of parental involvement, students are mainly responsible for their pressure regarding achievement during their primary school stay and then, the parents would have the maximum consequence on them at this level (ibid). As defined by Knopf and Swick (2007:291), there are some factors associated with lower levels of parental involvement in primary schools. These include factors such as internal school climate, which leads to parental moral discouragement, in their two-way communication and their view of teachers in cases where teachers fail to inform them about the follow up of their children's education.

Shoko (2013:30) has a similar view in the case of Ethiopia, particularly Oromiya North Shoa, where this research was conducted. Apparently what happens in families partaking in their children's schooling is, when the children progress to senior grades, parental involvement is

decreased. This happens because of the inadequacy of the practice of parental involvement at primary schools (Ma, 1999:61) owing to the following reason:

At higher levels, schools are normally situated far from home; the curriculum becomes highly complicated and is beyond the parent's knowledge or capacity to control teaching unlike in junior school. Parents get more preoccupied as well as may not be smoothly available and as engaged in their children's learning. They develop some intelligence of self-governance from their families as they are nurturing future adults. However, Symeou (2003:473) tries to show that all families with students at any class level concerned with their children's' learning and achievement of their education and leadership from schools, are concerned with how to assist their children. Many scholars such as Quijoch and Daoud (2006:256) and Brannon (2008:57) argue that parental involvement into their learners schooling profoundly helps for guidance, advancement of students, achievement and improvement of pupils' insight of their capability, and the continued contribution of the family is significant.

Martinez, Martinez and Peres (2004:24) recognise that particular traditions, communities and their school system may comprise of three parties, namely, parents, schools and societies work mutually. Researchers focused on this were efficiently solving the challenges concerning parent involvement in primary schools and creating sustainable partnerships between the parent and school in Ethiopia. Therefore, some researchers strongly recommend that preparation for and focusing on family's taking part is an important direction to add to the parental involvement in their pupils' learning (Blank, Melaville & Shan, 2003; Epstein, 1995; Farks, Foley & Duffett 2001; Jehe & Hernandez 2000; Huselboch & Logn, 1998; Keith, 1999).

As Blank and McCloud (2001) ascertain, sometimes unstructured parental involvement has a positive impact on student's characters and accomplishment standards during the results of other cases, such as family status or family size are neutralised. Shoko (2013:35) declares that families taking part in their students' schooling is the multipurpose advantage that has an extensive variety of school and home-based performance.

As stated above, if the parental contribution is associated with accomplishment in children's education in Ethiopia, the existing philosophy on parental involvement will be perused and may add value to this study. Hallinan (2000:5) proposes that if there was a better arrangement for children regarding their academic activities, it would be better when the study builds concrete hypothetical understanding to examine the relations among parental life status and results.

Ethiopia tries to capacitate all its citizens to struggle in a common condition and to be a part of this competitive discussion (ETP, 1994:5). The same document further states that the role of parental involvement was insufficient in bringing about positive change in the children's learning. However, to realise quality education in primary schools, comprehensive parental involvement would be one and the primary mechanism to solve problems encountered in the education sector and ensure quality education at primary school level. Thus, research deals with how all-inclusive parental involvement activities can be initiated in primary schools (ibid:13).

2.3 SUMMARY

In this chapter, the researcher discussed the different parental involvement theories and emphasised on the Epstein's overlapping theory. Theories discoursed in this chapter provided their evidence to their particular classification of parental involvement roles into their children's schooling, learning and outcomes. More of this categorisation carries out part of the research, but all provide a better idea into how parents should get involved. Epstein's model, as described in literature, gives an extensive diversity of practice in where all educational institutions could engage a broader group of citizens at their sector at large and classroom level in particular.

The Epstein's model demonstrates how schools can work together with parents and even large societies to support them safeguard involvement in learning at home and educational institutions. In this Epstein's model, families are a valuable suppliers of children's schooling to help tutors, students and families to enhance quality educational and standards. For the achievement of this plan, all partnerships, particularly the school, have to make a forceful attempt to achieve their school objectives. The country's school policy of NETP gives attention to the significance of the family and community involvement. On the contrary, the education sector (schools) justifies what the different functions and cooperations should be, and the clear objectives of that have to be urbanised to guarantee that families will be concerned.

Monadjem (2003:78) explains how tutors are not sufficiently educated in parental involvement, and lastly lack of understanding, parental approach skills, outlook on the benefits of parental involvement and self-assurance necessary for implementing effective parental partaking. Apparently it is true that cooperation of family with schools can be achieved and realised if institutions and tutors can adjust a familiar premise comparable to Epstein's

overlapping spheres of influence. The following chapter will look at connected literature review on parental involvement theories in education; mainly their practice and perception in the stipulation of primary education in Ethiopia, Oromiya.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

EDUCATION AND EXPERIENCES OF PARENTAL INVOLVEMENT IN PRIMARY SCHOOLS IN ETHIOPIA

3.1 INTRODUCTION

In the theoretical framework chapter of this study, diverse types of parental involvement theories were discussed, giving an overview of the presence of parental involvement. Parental involvement is a vital exercise that has to be promoted to support tutors, children and even families to obtaining quality education and standards. In addition, the earlier chapter explored how schools, parents and the population can work jointly and how this can be continued so that they can participate in the schooling of their children both at home and at school.

In this chapter, the challenges and opportunities of elementary schools in Ethiopia are discussed regarding parental involvement. As Lemmer and Van Wyk (2004: 260) echo, the issue of how parental involvement can be achieved, why to involve them in primary schools' governance, the number of power parents should have, and other activities in school have been discussed throughout the study. According to Monadjem (2003:20), the existence of parental involvement in schools reproduces countrywide experiences of school leaders, political ideology and how schools move towards educational theory. In planning an effective programme for parents' involvement, the Ethiopian tradition and schooling evolution scheme, demands how parental involvement in different periods of modern education has been conceived and practised (at the Imperial regime, Dergue Regime and current period: EPRDF). This is discussed further later on in the chapter.

Looking into forms, challenges, approaches and effects of parental involvement in children's schools helps the perceptive of the concepts of parental involvement and the dynamics of community participation in primary schools' management in the zone. Since education cannot exist without parental involvement in educational activities, the researcher believes that looking at the practice in the respective Woredas guided the analysis and discussion of parental involvement in their children's schooling in position to its practice in five Woredas or districts

in the study area. These are Wara-Jarso, Kuyu, Degem, Grar-Jarso, and Wachalle Woredas or districts of Oromiya National Regional State North Shoa Zone, Ethiopia. Therefore, this chapter looks at the experiences of parental involvement in their children's schooling system, particularly in managing primary schools in Oromiya, Ethiopia.

3.2 THE ETHIOPIAN EDUCATION AS A WHOLE

3.2.1 Historical overview of the Ethiopian education

A comprehensive examination of the origins and progress of Ethiopian schooling may provide some input for this study. However, discussing a brief evolution of primary schools and its universal quality can serve as ground information to the problems of parental involvement for the management of primary schools in Ethiopia, as a whole and Oromiya in particular. Historically, Ethiopia has an extended and rich history of traditional learning. As Wagaw (1979: 10) states, traditional learning or education in Ethiopia was an enduring course and gradually brought improvement from one age to another age and from generation to generation. The older people were associated with understanding that the seniors were the magazine of knowledge in their communities. Unquestionably, traditional Ethiopian education was effective, practical and relevant to priests and Deacons in their everyday life when serving churches (Wagaw, 1979:11-12).

Traditionally, education in Ethiopia was indigenous and religious. As Wagaw (1979:77) avers, the major objective of religious education was to respond to the existing challenges of the then societies (peasant and lords) and to politicise and influence ordinary farmers in the then society. In Ethiopia, religious education was to familiarise the citizens with spiritual education after World War II when the administration started to highlight modern education for income generation to advance community changes and national development. Moving to the early 1900s, official learning was highly limited to a scheme of spiritual commands system and fell under the ownership of the Ethiopian Orthodox Church (Dhuferra, 2002:60). In the history of Ethiopian education, another constituent of learning in the country was under the control of Islam or Islamic institutions. Arab traditions and beliefs were taken on in much of southeast Ethiopia and they intensively arranged non-formal schools that were well known for advancing the beliefs and religious studies of Islam (Wagaw, 1979:59-60).

The Islamic education was designed in the form of imparting skills and knowledge of the religious realm within the system, emphasising on the interpretation and recital of Arabic. Similar to the church, the mosque in the Muslim areas had an equivalent meaning in promoting Quranic schools when they opened from the 7th century in Ethiopia. The church schools and the Quranic schools were upheld by the restricted group themselves and there was no external support of any kind (Markokis, 1994:154). Personal characteristics were dissatisfied in the place where learning intended to create a common understanding and incorporate students into the large social group. Casual means were significant in conventional civilisation (Ngaroga, 2006:77). In both church and Quranic schools, people desired to realise and nurture the learners to become reliable people who could take over any social responsibility.

As Wagaw (1979:20) identifies, very few formal schools were present during the Minilik II era in Ethiopia. Because of this in some areas of the country, there were specific teachers who were selected and hired to guide children in regular schooling arrangements. Furthermore, Wagaw makes two critical remarks about the perseverance and vanishing of customary education in Ethiopia. European education controls and displaced indigenous education entirely from Ethiopian societies, and one cannot find general Ethiopian or African education in its innovative form at present (ibid). In this case, the amount of difference or perseverance, however, differs from one zone to another. Customary Ethiopian learning was, therefore, obviously overshadowed by the education that a child received within the home and the large society. Wagaw (1979:23) comments that although untainted traditional learning has been eroded, it has not entirely diminished and given way to modern western schooling. Therefore, modern Ethiopian education is not optional; those customary and European forms of learning are not included and must be mandatory for realising educated and trained citizen. As the result of this and other reasons, the introduction of modern education in Ethiopia was realised. Contemporary learning in Ethiopia was the result of the situation in the nation as the arrival of foreign embassies, organisations of a middle government power and lasting city chair of authority and development of contemporary financial sector situations where the aim circumstances that called for contemporary schooling in Ethiopia.

Following other sectors in development as education, modern schools set up a foundation during the early 20th century, owing to the powers of Emperor Minilik and Ethiopian academicians or scholars who had just returned from overseas. An announcement issued by this also encouraged people to provide further emphasis to modern education. Blaten GetaMahteme Selassie Wolde Meskel (1962:60) made a proclamation, which provided

grounds for extending current learning in Ethiopia, in 1898. Following this proclamation, the current education in the country legitimately begun in 1908 with the inaugurating of Minilik II School in Addis Ababa. The opening of the first modern school marked a heavy footstep in the history of learning in Ethiopia.

Almost immediately after, Minilik opened three more schools, one in the east of the country Harar, northern part called Dessie and Ankober. Subsequently, the local governors of that time also opened schools in the southern part called Yirgalem, in the western part called Gore and Harar. Moreover, there was a challenge because of the resistance of the feudal system and development was very sluggish. However, since the emphasis was on accessing education, parental involvement in education was not given attention (Shibesh, 1989:34). To sum up this section, however, the then regime tried to expand education; the system did not help to address access and achieve particular outcomes. The system was more advantageous to the clergies and feudalists.

3.3 MODERN EDUCATION AND ITS INTRODUCTION IN ETHIOPIA

3.3.1 Education in Ethiopia during Minilik era since 1908-1913

The period of European missionaries initially set up European schooling in Africa as Wagaw (1984:67) explains, “Missionaries did not use African teachers, rather they brought their teachers with their education.” This author states that the missionaries had a slight start of the logic of learning, connecting literacy with schooling and separating it from it from pockets of Arabic literacy schooling (Wagaw, 1984:68). In addition, Wagaw maintains that “in the area of horn and coastal African missionary instructors, there was no education which motivated the need for the modern education’s existence among Africans” (1984:69). The emergence of the country as victorious over the Italians in the Battle of Adewa towards the end of the 19th century heralded a promise of a new Ethiopia; the country gained international recognition. These resulted in several Europeans and Asian countries expressing their interests to establish their embassies. They negotiated by signing different treaties. On the contrary, the war itself gave some visionary lesson for Emperor Minilik to understand how cathedral schooling in Ethiopia could not bolster self-governing and the mandatory shift to modern education.

As Pankhurst (1962:256) reports, upon his return to the capital victoriously from the battle of Adewa, the Emperor stated: “my country needs literate citizens to make sure the country is peaceful and to construct our state and to allow it to survive as a huge country in the description of western power.” The Minilik government supported the benefits of modern education when it established the first schooling announcement in 1906. The proclamation read, “As of nowadays all seven year aged boys and girls should be present at learning centres”. As for family that do not send their children to school, when they die, their prosperity, instead of being handed over to their child, will be transferred to the administration. The Emperor promised the citizens that his administration would prepare the school and the tutor to be ready for children’s schooling” (Shibesh, 1989:35). The problem encountered in this newly emerging schooling process was that the contemporary school organisation was under the state by evangelicals around the nineteenth century. The first current public school was constructed in the capital city, Addis Ababa, by Emperor Minilik in 1908. Additional schools were constructed in different regions and regional cities by Emperor Haile Selassie and the succeeding government (Nekatibeb, 2012).

3.3.2 Education in Ethiopia during Haile Selassie since 1923-1974

3.3.2.1 Education during the Italian occupation (1936-1942)

As Wagaw (1979:40-42) indicated in his review in 1936 when fascist Italy invaded Ethiopia, a number of students and schools were few and only about 21 public schools and only 4200 students in the country. Historically, the Italian occupation (1936-1941) highly deteriorated the Ethiopian schooling system that had just begun to become visible. However, the Italian invasion did not only lower the Ethiopian standard of education. In terms workforce, the few pre-war intellectual young people were purposefully and methodically massacred by the fascist invader, and the teaching-learning structure had to commence from a scrape when the state was unconventional in 1941. In this regard, the Ministry of Education founded in 1942, with decree No. 3 of (1944), made for the first time the Ethiopian government invited the missionaries (Shibesh, 1989:33). To participate in providing educational services in 1974, there were 879 primary schools with five thousand pupils and 24 secondary schools with 3846 pupils (MOE, 2010:26).

3.3.2.2 Postwar Education in the country since 1942-1974 (Expansion period)

The “4+4+ 4” school system Emperor Haile Selassie 1942-1964 which changed to 6+2+4 school structure in (1972-74) has been implemented as a sensible programme at all levels. This structure holds six years in first cycle primary school, two years in junior secondary schools, four years in general secondary schools and four years least amount at university education (Tekeste, 1999:8-9). Furthermore, insignificant educational developments have been attained “regarding schools, the figure of teachers and learners and lower level learning institutions since the overthrow of the regime 1974”. The first post-war schools were opened in Ethiopian in 1942, and there were critical problems in a shortage of teachers and other teaching-learning materials like textbooks, although some British staff from the British Council was obtainable to the administration.

The primary concern at this period was the formation of schooling structure that could offer for a small group of secretarial, operational and managerial workers to run the administration machinery (Tekest, 1999:9). To meet this re-facilitation works start on with the reinstatement of the Ministry of Education in 1942. To attain efficient educational development, the advantage of education was recognised in each district and to run the programme educational tax was introduced to finance education partly. The government tries to strengthen administration efforts at all level by doing, confidential and unpaid association were confident to release schools with decree No. 3 of (1944), made to manage their performance. The European and other countries evangelicals were also, for the first time, legitimately requested to donate in as long as scholastics forces in the country (Shibeshi, 1989:33).

As many scholars explain, Ethiopian administration was occupied with promoting and developing the educational system from 1942 to 1955. The government sustained to consider that learning supposed to be the key to Ethiopia’s progress. Budget allocation from education sector relation the whole spending was high, as well as the high number of scholar staffing leftovers robust observer to the attention and promise of the Ethiopian administration to the spreading out of schooling. According to Edward J. (1968:115) during this period the second uppermost item in the national state budget was the educational budget. Expenditure on education increases from just over half a million Birr in 1942 to over 19 million Birr by (1958/59) of the country budget by (1959/60). During this period, the enrolment in government schools had reached nearly a quarter of a million pupils (Ethiopian Observer, 5:1; 1961:16). However, with all these governmental efforts parental involvement was left imperfect. The researcher assumes that access to education has increased more during Haile Selassie

(imperialist regime) during Italian occupation or post-war than during the Minilik period. The system was inefficient and inequitable having the shallow level of enrolment in African standard (Dhufera, 2005:6) state that in the mid-1970s, African countries like Kenya and Tanzania had reached a high stage of UPE and others like Somalia, Sudan, Zimbabwe and Zambia had respectively achieved gross school age enrolment. Ethiopia had a very few gross school age enrolment at that time.

3.3.3 Education in Ethiopia during Dergue's Regime (1974-1991)

During the Dergue's Regime (1974-1991), the pattern of Ethiopia learning structure was eight years elementary schooling followed by the four years secondary education and four to 5 years university education (8+4). Furthermore, insignificant development was achieved with the contribution of parents and youths in the school performances during the Dergue Regime which was from (1974) up to (1991). There were 1885 primary schools with 5 million pupils, 56 secondary schools with 15 thousand pupils in schools during the period. Besides, these effort primary school teachers were increased earlier amount of 7% in 1974 to 10% in 1991. The achievement rate for primary schools as a sector also stood at 25 percent and at the same time secondary schools reached about 20 percent. In the same year progressive from primary to secondary school was developed from 25% to 52%. Even though there was progress on the number of students going to the universities which were less than 20% at that time. Regarding student-teacher ratio in the year of 2002, the proportion of children's to tutors in this country was about 31 percent in elementary schools and 16% in secondary schools (Annual abstract MOE, 2007:54).

However, despite progress in increment of primary schools, no significant attention was given to the issue of parental involvement in managing educational events. One can understand that in Dergue's Regime Ethiopian education was suffered from shortage resources like budget constraints, qualified teachers and even the current teachers were incompetent. On the contrary educational access, equity and quality were found to be low during this period. The system left the country with a low enrolment ratio, low level of education in rural areas, and lower level among girls, low quality and inefficient system, high regional inequality gap and inadequate management systems.

3.3.4 Education in Ethiopia during the EPRDF period since 1991 up to now

The Federal Democratic Republic of Ethiopian government intended a newly designed Education and Training Policy in (1994). The educational structure was arranged as a 4 + 4 + 2 + 2 arrangement. These are four years of first cycle primary education (Grade 1 to Grade 4), four years of second cycle primary education (Grade 5 to Grade 8), two years of lower secondary education (Grade 9 to Grade 10) and two years of upper secondary education (Grade 11 & 12 preparatory education for university entrance). The first 10 years of education that is termed general education is free for all children.

The upper secondary education that leads to tertiary education has a cost-sharing arrangement in that students are charged fees. Since 1991 there were fundamental changes in Ethiopia education, the rapid expansion of primary schools, enrolment of pupils, and completion of educational levels were high annual abstract (MOE, 2013:36). The other achievement of this regime was, in regions where the language is relatively well developed and has sufficient a high number of teachers who are trained in that language, education in the mother tongue is given up to Grade eight, particularly in regions such as Oromiya, Amhara, and the Tigrayi Regional States. On the contrary, regions that use mother tongue up to Grade 6 resorted to the use of English language as an intermediate of teaching from Grade 7 uphill.

According to the Federal Democratic Republic of Ethiopia (MOE, 2014:68), Ethiopia is devoted to the attainment of the Sustainable Development Goals (SDGs), and country national Plan, the Growth and Transformational Plan (GTP I). Growth and Transformational Plan I was stipulated in (2010/11) and would be accomplished by 2014/15, with the aim of providing quality education. Enhancing access, equity, the relevance of curriculum and centre of excellence at all grades of learning, in particular for girls and children's (Growth and Transformational Plan I, 2010:74-76).

The establishment of a sustainable economic growth in Ethiopia at present has motivated the allocation of educational funding sources. In Ethiopia, primary education is widely provided by the government in rural, towns and cities as well as by private individuals (MOE, 2013:40). Next, to access, the ranking of the stipulation of better quality education at all level of schooling and all level of school-going age pupils is becoming more and more an agenda by the government. However, owing to the existence of persistent problems that adversely affect the provision of the expected quality Education For All children in primary school remain a challenge (MOE, 2012/13:6-7). On the contrary, a document of National Learning Assessment

(NLA) (2012: 10-13) indicates that considerable number of pupils repeat classes and do not complete their primary education as would be expected. This, in turn, affects quality education the level (MOE, 2012:18.) This might be accounted for the lack or insufficiency of parental involvement in the education sector with the full effort of their experience, knowledge and skills. Thus, the lack of adequate parental involvement in schools' events with full awareness of why and how they participate (which would get a better quality education), as indicated in a document of Education Sector Development Programme ESDP IV, (2012/13:45) is one serious problem at primary level.

As Ethiopian education system arrangement kindergarten (KG) is the starting point for children's schooling. Kindergarten is pre-elementary school learning with an estimated age of 3-6 years (MOE, 1994). Pre-primary education in Ethiopia would provide by the government and non-governmental organisations (NGOs) and even by private individuals. Nowadays, one rarely comes across a government primary school, especially, in cities and towns, which has not opened a KG in its compound. In Ethiopian education structure, only passing pre-primary schooling for children's is not an obligatory condition for admission, especially in rural areas of the country. It becomes mandatory requirement only in urban and large cities (Federal Democratic Republic of Ethiopia, MOE ESDP III).

Recently, great importance is given providing pre-primary education children who cannot come to schooling on the appropriate entering age of early day's education with a goal to arrive 3 million children's (69%) (MOE, 2014:76). Education and Training Policy of the country apparently indicate that children's getting an age for the primary schooling level is seven years. However, in some cases, over-aged children are enrolled to give a chance for such pupils. Primary schooling nowadays is given by the government at large, in all over the country and by private in small-scale especially around cities and urban areas. In many cases, the number of students will be increased in alarming rate in all areas of the country until 1997. In 2014, there were about 23 million students registered in 31,000 elementary schools in the country and 26 million pupils in 2016 in 35,000 primary schools (MOE, annual abstracts, 2016: 23).

Federal Democratic Republic of Ethiopia, Ministry of Education School Improvement Programme (2009:68) postulates that in Ethiopia rapid economic growth realised since (2005) also realised colossal budget allocation for the sector in order to bring fast educational growth in primary schooling, particularly in cases of school buildings, infrastructure and increasing of inputs, like teachers and learner enrolments. For instance, in 1994, in primary schools gross

enrolment rates (GER) was 20% compared to 96.8% and net enrolment rates (NER) was 15% compared to 92% in 2013 respectively. In recent years, this trend has highly increased, and be requiring sustainable intervention for quality education by involving parents in the management primary schools through introducing packages and putting in place appropriate programmes. Children's dropout rate is one criterion that shows quality education indicators, through their eight years of their primary schooling. The result of this indicator shows us higher than 85% when compared with the completion rate for 1994 which was 42 percent the Federal Democratic Republic of Ethiopia, (MOE, 2012:7). According to the Federal Democratic Republic of Ethiopia, (MOE, 2009:26), access to education could be facilitated through non-formal education programmes (NFE) and alternative learning opportunities for the adolescents who cannot have time and enough money (for school uniform and other material expenses), or do not have the chances to follow official learning are offered and even waster at any level of schooling are also confident to register in this programme.

The researcher understands that even though the government takes all these efforts, parental involvement was still left destitute in terms owning the management and supervisory activities in their schools. Ministry of Education (2004:1) expresses the condition of its educational system in the primary school with resentment for its being characterised by low down change charge, namely 20 % in 1994. The Ministry notes that "there was high educational wastage in primary level to secondary level, but the primary one was too high". As a researcher, the researcher understands the above notes as it resulted from parental low or reluctant participation in school and school activities.

3.4 SOCIO-ECONOMIC BACKGROUND OF THE COUNTRY

Ethiopia is situated in the eastern part of Africa, on the upper edge of the Equator. Ethiopia is bordered with Sudan in the west, in the south with Kenya, Somalia and Djibouti in the east and Eritrea is in the north. The land area is about 1,104,300 square kilometres with Geographic coordination of 8 00N, and 38 00E and the population are about 96.6 million, consisting of 81 indigenous nations and nationalities. The age structure was 0-14 years about 44%, from age 15-24 about 19.9%, from age 25-54 estimated about 29.2%, from age 55-64 about 3.9% and above 65 years old is estimated about 2.8%. The dependency ratios of the population were also entirely about 83%, and of this youth, dependence was at 77%, and elderly dependence is about 6.3%. The national language is Amharic; while the broadest language spoken by most of the

original ethnics is Afaan Oromo. The popularity of the inhabitants is Christian and Muslims while alternative religions contain common African beliefs, like “WAAQEEFFANNA”. The northern arid and semi-arid sectors are under-populated.

Most people live in the central, north-west, and southern part of the country, which has a tropical climate (kola, Dega, Woyi-nadega, and Wirich, Federal Democratic Republic of Ethiopia (Ministry of Agriculture MOA, 2014). The Ethiopian administrative system has been structured in three-tier systems: federal, regional, and Woreda District (Federal Democratic Republic of Ethiopia Constitution Article 45). The federal state encompasses nine regions and two chartered city administrations. The regions are formed based on ethnolinguistic locations while the two city administrations are created based on unique consideration. These are nine autonomy National the Regional States and two chartered City Administration. The regions are subdivided into zones and Woredas, the Woredas again being subdivided into kebeles.

These include the following:

- Tigray National Regional State, which has six zones and 46 districts.
- Afar National Regional State, with five zones and 32 districts.
- Amhara National Regional State, with 11 zones and 138 district.
- Oromiya National Regional State (the region where this research will be conducted), 18 zones and 528 districts.
- Southern Ethiopia Nations and Nationalities National Regional State, with 13 zones and 138 districts.
- Somali National Regional State with nine zones and 68 districts.
- Gambella National Regional State, with three zones and 13 districts.
- Benishangul-Gumiz National Regional State, with three zones and 20 district.
- Hareri National Regional State which is not divided to zones and districts.

Moreover, entirely Ethiopia has 77 zones 980 districts and 5 000 kebeles. Addis Ababa City Administration, the capital of the country, also has 10 sub-cities and 116 districts, and DereDawa City Council by its part has six sub cities and 68 kebeles (FDRE Central Statistics Agency, 2012).

Climatic conditions in the country was one of the decisive factors in the country as it affects the lives of the people who determined by different socio-economic performance in different areas of the country. In large parts of the country resourceful farming and cash crop-based farming, performances are approved out in abandoned resources areas while pastoralist is also cattle rearing job in the parched and semi-arid of south-east and south west of the country. Naturally, Ethiopia is one of the countries followed the agrarian lead economy and striving to promote and sustain the industrial lead economy. This agricultural lead economy was based on cereal crops, coffee, oil seeds and chat as the chief crops to accelerate the emerging economy of the country. Now a day's manufacturing industry sector has been picking up fast. The long lasting poverty, in Ethiopia especially in the county side areas and unfortunate urban areas, has unfavourably harm family partaking in their children's learning. The next section will examine the history of parental involvement in managing primary education (school) during four different periods: Emperor Minilik, Haile Selassie, Dergue Regime and EPRDF (current periods).

3.5 EXPERIENCES OF PARENT INVOLVEMENT AND PRIMARY EDUCATION IN ETHIOPIA

3.5.1 Parental involvement in education during Emperor Minilik

According to Derebsa (2007:61) parent, grandparents, elder brothers, sisters, aunts and uncles were the head tutors of children from the early beginning of their children ages. Last longing educational history, children have their primary vital communal, financial and educational abilities, and even how to speak and using toiletry were through their parental leadership. What was good at this time was there was free charge education and but not accessible for all citizens (Derebsa, 2007:59). The critical issue here was community were acting as teachers based on their traditional knowledge they have. Younger's acquires knowledge and skills from their elders, from one's parents, and older community members.

Emperor Minilik I the earliest king of Ethiopia (1908) declares that the mother or father has to take the child to school stressing this as an obligation for participation on their part. The next time official Emperor Minilik announced elder parents how they are accountable for the diffusion of folk and literature, typically throughout narratives told about bonfires at night. The announcement also gives emphasis how family understand education, and it may well survive schooling. The proclamation believes this is the standard way of educating the new generation between the senior mammals and in the comprehensive human family (Wagaw, 1979:61). One can conclude that during this period, parental involvement was based on informal (traditional) kind of education and did not help students for their better achievement in life. The problem at this time was citizens' lack of access to primary schools and parental involvement was non-existent.

3.5.2 Parental involvement in education during Haile Selassie's era

One of the primary objectives of the Conference of African States on the expansion of learning in Addis Ababa, Ethiopia in 1961, was to offer a forum for African countries to find their possessed precedence regarding educational standards to enhance socio-economic growth in the African continent. The other objective of the conference was to organise immediate and future educational development tactics that can result in socio-economic enlargement in Africa as a whole. On the other means, the version of designing the Basic Adult Education (BAE) in Ethiopia was another significant element during that conference (Shibeshi, 1989:64). The then

government accepted that education is one of the determinants and unsubstituted tools for the country's future development, after abolishing the feudal system in Ethiopia in February 1974.

Wagaw (1979:61) comments how the citizens paid from civil service jobs separated from the rest of the other citizens. What was witnessed in this period was also the absence of or poor partaking of families in the school events in the education sector. To the researcher's understanding, the primary objective of education in Ethiopia at that time was to tackle the problem of knowledgeable and skilled manpower at its level and illiteracy to bolster the country's workforce requirements. Insignificantly, educational growth and people's rights to access primary education was concurrent with the country's objective of growth, and therefore, provision of education for citizens was the core objective of the regime. As is stated in various literature, the other acute problem of the feudal regime was prohibiting citizen's equality rights to use education for developing psychologically and being to make decisions.

Only those who had royal connections were successfully proceeding with their schooling, and these peoples were seen as members of an influential group in the regime. However, the issue was the degree of inconsistencies in getting educational access. The Education and Training Policy document (1994:8) indicates that the past country's economy history did not acknowledge that people get access of education at all levels, while intellectuals may not have provided the comfort of the feudal regime. This resulted in most Ethiopians not getting access to primary education; the youths were engaged in farming and other activities.

3.5.3 Parental involvement in Ethiopian schools: the situation since 1974 (Dergue Regime)

By 1974, when the revolution erupted, the percentage of parental involvement in managing primary schools was very low. The period before 1974 clearly showed that parental involvement in schools was deteriorating, and the amount of participation was very low by African principles (Shibeshi, 1989:35). Subsequently, the insignificant adjustment changes were seen regarding educational infrastructure, social values, faith and philosophy. The same things on the side of the socialist education objective and educational structure organisation of schoolwork were also changed.

In the National Democratic Revolution Programme of the Ethiopian Government in April 1976, the educational directive was promulgated. It stipulates that the first guideline entailed

establishment of the school structure that will offer teachers systematic assistance in order to educate the masses. In this revolutionary programme, it was assured that learning would strengthen the opposition alongside feudalism, imperialism and bureaucratic capitalism. After 1974, the former Ethiopian education system entirely changed and was represented by this new ideal. One of the transformations that took place was the government's aspirations to change the goals of education in the newest socialist Ethiopia.

The Dergue designed educational goals were (1) education for scientific consciousness, (2) education for production, and (3) education for political consciousness. These educational improvements were borrowed from Russia (Britannica, 1996: 71). Under this state, the government never allowed parents to engage in their pupil's schooling through rules and regulations. In this way, the problem encountered by the school sector was access to secondary schooling because secondary schools' enrolment requirement was access to primary education first.

Therefore, Dergue obliged to allow the right of quality education to the whole citizens, which became an insignificant way of legitimising the newly formed government system. As Nekatibeb and Derebsa (2007:10) explain, reassuring the country that political self-government was not enough concealment. The previous feudal education system, for that reason, was abolished and another conditional education programme was initiated. This new programme helped the most impoverished rural farmers to afford and access education in what had been the citizens' equally equipped schools (Nekatibeb & Derebsa, 2007: 11). The socialist education system benefited rural farmers in providing access to education for their children, thus removing the barrier because of the unattainable school fees (ibid).

The administration understands the meaning of primary schooling and was prepared to offer it free; the responsibility remained in the hands of the parents and government. In 1974, the Dergue government abolished all private oriented schools and declared free education for all the citizens in the country. Following this action, the enrolment of children in rural areas, in towns and other poor communities throughout the country rose (Federal Democratic Republic of Ethiopia, MOE, 1976). Although the enrolments initially doubled, parental involvement in primary education during this era was limited to building levy fees, governing schools and managing schools as many private schools were abolished and transferred to public property (MOE, 1995). Thus, parents were involved in school activities to manage their schools by their own will and by contributing some school materials and equipment needed in kind or cash,

which resulted in ensuring meaningful learning, increasing enrolment and completion rates (ibid).

From the above-mentioned literature, the researcher understands how experiences of parental involvement during this period in communication, decision making and volunteering remained inadequate. Moreover, the researcher has an idea how parental involvement happened and continued facing significant challenges, regarding ensuring meaningful learning for all primary schools owing to differences that existed in managing (in public and government schools) the prevailing low parental attitudes towards education, particularly in government primary schools.

3.5.4 Parental involvement in primary education in the current EPRDF era (1991-up to now)

Ethiopia is one of the countries that offer free primary education (FPE) in the eastern African states. Starting with the abolishment of the Dergue regime and the coming of the EPRDF in 1991, the new government tried to reach the citizens in educational access in all levels of the Education Sector Development Programme I (2005:32). Following the new changes in the education system in the country, thousands of schools established themselves by enrolling more students than they could handle.

Achieving universal primary education (UPE) by 2015 became the primary aim using the motto “Education For All” (EFA) as a critical strategy. The objectives of the EFA by 2015 of arriving at Universal Primary Education would approve that all school-age children’s were enrolled for stable primary schooling in the Federal Democratic Republic of Ethiopia (MOE, 2012/13:37). By avoiding setting the age limit, and by allowing even over aged pupils to be enrolled in primary education, the government ensured the realisation of universal primary education, thus availing primary education access in the country (the Federal Democratic Republic of Ethiopia for UNESCO, 2005:12).

In some cases, there is consensus that the ETP is an appropriate policy document for all challenges in the Ethiopian education system. Primary education was to provide accesses for all school-age children, a study on education for all in Ethiopia (2000) however, found that above 50 per cent of Ethiopians were under the scarcity border. To the existence of such persistent poverty, the people are unable to provide their basic needs such as food, education,

shelter and health. Such incapability of parents resulted in some countryside children leaving school. Even in urban areas, the children do not have access to the necessary education.

Owing to this, and other reasons such as uneducated parents, the working hours of parents in rural areas, parents getting home late at night, forgetting children and leaving them in the care of grandparents or older siblings, a number of families did not have capable parents in their children's schooling. As the report of the FDRE, Ministry of Labour Affairs (2001:12) states, there are other challenges faced by families partaking in managing elementary schools in the country. One of the many challenges is the extreme poverty of the communities (especially parents who forbid children to go to school) forcing the children to engage in the traditional farming as a household or working in informal work rather than sending them to school. In 2000, an Ethiopian annual journal revealed that many teachers and school leaders assume that parental involvement as a problem of parents themselves. The Federal Democratic Republic of Ethiopia, ESDP II (2000:15) confirms that parents were neither conscious of their household tasks, nor worried about the excellence of teachers for the achievement their children's schooling.

Apparently many parents try to give attention to their children's schooling and try to realise their educational performances. In the real world, most of them cannot realise their dream because of their socio-economic conditions in the Federal Democratic Republic of Ethiopia (UNESCO, 2005:60). Schools are the community's property, mobilised by the public and government significantly. Parents, as an element of the broad community, have sustained the school institution by bringing their children to school and being able to control them through the school governing bodies such as the Parent-student Teacher Associations (PTAs) (ESDP, IV: 43).

In Oromiya region, only a few parents participate in different school activities such as meetings, owing to their inadequate school involvement knowledge and policy awareness about parental involvement in governing and managing primary schools. Undeniably, the parental role in school activities is essential in the School Improvement Programme (SIP, 2004). Most parents consider that their right to play the role of school governors is what is given to them by the government order and therefore, they do not have the willingness to participate in all other school activities.

That is why the SIP document states; families are conscious that their unpaid and significant participation roles provide an essential and attractive support for their children's academic

achievement. Parents want to be directed to complete their position. The administration, then, has put rules and regulations in place that make it compulsory for families to bring their children's to school and to sustain children's preservation and incompleteness rate in the ESDP III and ESDP IV (2008, 2013).

The researcher believes that undeniable parental involvement was evident in managing primary schools for their children's school life in various degrees in different schools and of course, rules and regulations about involvement were also present. However, in Ethiopian primary schools, parental involvement is still insignificant in managing their children's education for better academic performance.

3.6 EDUCATION AND ITS POLICY PROGRESSES IN ETHIOPIA

The Education and Training Policy (ETP, 1994) is a requirement for the attainment of a long-term government development strategy in Ethiopia. To the newly designed Education and Training Policy (1994), the objective "was to offer all Ethiopian youngsters with quality primary education and training," in all levels of education including three years pre-elementary, four years first cycle elementary, four years second cycle elementary, two years general secondary, and two years second cycle secondary (preparatory) schools and at least 4-5 years university education.

Crossing all these is equally important to "strengthen the effort to protect and exploit their surroundings for innovation and continued livelihoods" (ETP, 1994). Education and Training Policy document aims at realising the citizen's right to access universal entry to primary education for all children as well as the newly emerging regions of the Federal States. This is to realise equity of education between regions and to maintain that "education is a preceding weapon for equity in development and realisation of the democratic institution at the same time to enhance all human rights" (Federal Democratic Republic of Ethiopia Education and Training Policy, ETP, 1994:15).

The Education and Training Policy governs all education and training issues in the country. Other related proclamations of parliament and regulations of councils of ministers, such as the National Educational Assessment and Examination Agency (NEAEA) are also supplementary governing documents of the newly adopted education policy. Additionally, there is the Integrated Adult Education (IAE), Education Sector Development Programme ESDP I-IV (1998-2010/11), School Improvement Programme SIP, (2004), General Education Quality

Improvement Programme GEQIP, which was adopted in 2008 and other various regulations such as the proclamations of higher education (proclamation No.650/2010).

Nevertheless, the Education and Training Policy (1994) and the related proclamations and regulations are not coordinated with one another to correctly implement parental involvement for quality education in the management of primary schools. Importantly, the Education Sector Development Programme IV (2012/13:37) explains that these rules and regulations are “no longer actively accepted as to the existing trends of families partaking in their children’s learning as put in document”. Evidently, the policy leading the institution has maintained the creation of new developments (Federal Democratic Republic of Ethiopia, ESDP, 2012/13: 3). Abolishing the military government (Dergue), the Ethiopian Peoples’ Revolutionary Democratic Front (EPRDF), which is the ruling party, has confronted various problems of the education sector through establishing educational policy committees and task forces during the period of the transitional government.

The committee produced a Report on policy document and endorsed by the country’s MOE (1994) with the purpose of reforming the inherited military government educational system. The policy document of military regime education aims for the needs of the country’s new generation. The newly adopted Education and Training Policy, aimed to provide an “appropriate schooling structure that would promote countrywide harmony and the formation of adequate manpower for countrywide progress” (New Education and Training Policy NETP, 1994). It abolished the then socialist ideology model of education in schools with recommendations that, School Management Committees (SMCs) (which later changed to Parents-student-Teachers Associations (PTAs) should support schools in their teaching-learning processes. The primary education medium of instruction was left to regions while secondary and higher education was to be in English.

The Federal Democratic Republic of Ethiopia, Growth and Transformation Plan (GTP), (2010:97) which is the national document of the government states that “in any developing or developed country, education would be expected to produce skilled manpower for the country’s development and growth, as well as filling gaps in skilled manpower”. Education Objectives and Policies Drafting Committee (1994) report states that concentrating on articulating the new Educational and Training Policy and its objectives would be charitable and deliberate. The objective was also stated as nationwide harmony, and the economic, social

and organisational ambitions of the nation's nationalities and people of Ethiopia, ensured through education.

The Report of the EPRDF ruling party on its seventh congress on quality education in Ethiopia, (MOE statement of 2010) education led the country to higher growth ensuring sustaining quality education, besides the expansion of primary schools. The EPRDF, the ruling party report on human capacity building through education, registered overall development and focused on improving access, ensuring quality and relevance of primary education. The Growth and Transformation Plan I Report of 2013 (68) indicates that the new Education and Training Policy proposed implementations of complete quality education and training (TIQET), as well as ways to decrease the total number of learnt subject matter at primary level.

Complete quality education and training assume that the arrangement of primary school courses was downsized regarding the size of themes and internal content. This was for the reason of approving whether “students have achieved the knowledge, skill and approach necessary at the completion” of the elementary level. The document stated that the regional governments, particularly and the Ethiopian government has holistically given high attention to the excellence of quality schooling for the whole Ethiopians with the standpoint of citizens' educational rights and for enhancing children's rights in particular.

The Children's Act No. 8 of 2001 postulates that the Ethiopian House of People's Representatives made the stipulation for family accountability regarding promotion, keeping, preservation, protection, care and defence of children. Further, the Children's Act No. 8 of 2001 is parallel to the Ethiopian laws and global conferences where Ethiopia ratifies such laws as the Education for All (EFA) discussed at Jomtien (Thailand) in 1990 and whose objective was to achieve Universal Primary Education (UPE) by 2005 and the School Improvement Programme (2004:2).

Accordingly, the researcher understands how the education policy progressed in Ethiopia and how the country adjusted herself to attain this goal and make the country's achievement of universal primary education a reality. Moreover, the government understands the benefits of parental involvement in children's schooling and has lawfully put in in place strategies to involvement and the attainment of educational objectives. The question was how the Ethiopian education policy would progress and model parental involvement in their children's schooling? The policy issue for parental involvement in Ethiopian primary schools is discussed in detail as follows:

3.7 PARENTAL INVOLVEMENT POLICY IN ETHIOPIA'S EDUCATION

Countries with better education policy makers attain better children's educational background. The national government of Ethiopia has embarked on an educational package, programme and strategies in the education sector to treat stakeholders. One such legal document is the School Improvement Programme (SIP) strategy document that addresses the involvement of stakeholders in the community in school activities. The Education and Training Policy (1994) directs all aspects of education in Ethiopia and is supported by different execution guidelines, to take into account the promotion of quality education at its level.

The Federal Democratic Republic of Ethiopia's (MOE, 2001:62) learning system is highly decentralised and powers are devolved to regions except in universities. Primary education is mainly characterised by control from the bottom (parents) up (Kebele) approach. The district education office also controls secondary schools, technical and vocational education and training are controlled by the zones' education department and regional states.

Packages and programmes for the School Improvement Programme in relation to parental involvement have not yet been distributed, following the controlling and supporting of primary school education in the country. Parental involvement in elementary schools is implemented in the form of Parent Student-Teacher Association (PTA). The presence of parent-student association helps schools to get different resources and support for all processes of the schools together with teaching and learning resources (Ministry of Education (SIP), 2002:56-68). Through the education policy of 1994, the Ethiopian government decentralised the organisation of primary schools by the accountability to stakeholders (individual parent and the large community, involving the school managers in schools) (Federal Democratic Republic of Ethiopia, MOE, 2002:56). This led to the formation of an environment favourable to parental involvement in schools.

Accordingly, the Parent Student-Teacher Associations (PTAs) were established based on the School Improvement Programme document to support primary schools. The committee consists of eight members, namely, five from families, two from teachers and one student. These five parents are appointees from the Kebele education board (KEB) or in towns from the Woreda or District Education Board (WEB). The primary school director is the secretary of the PTA (Federal Democratic Republic of Ethiopia MOE, 1999:14). The PTA is the lawfully

responsible body for running the school by the trustees of the school society; planning, reporting and budget approval by is by the Woreda, and managing the different school finances and other physical income, as well as supervising the whole interests of the school, staff and students. In addition, it promotes the communication with the school director to preserve the school organisation and regulations, and asks for support from the society. Furthermore, PTAs have a responsibility for planning, controlling and supporting the school growth plan, and it resources the Federal Democratic Republic of Ethiopia (MOE, 2010:89).

Under the budget programme, allocation of the budget is from the Woreda Education Department in line with the primary schools and the PTA are responsible for improving the amount of the budget allocation to determine if it is enough or not for running the annual working plan. Direct disbursement of resources to schools have objectives of increasing contribution of parental involvement of families and the large society, authorising them to resolve as well as implement them (MOE, School Improvement Programme document, 2003:4-5). Sometimes the regional or federal government has the responsibility to grant a special budget support to schools in emerging regions by fulfilling primary school's physical and social infrastructural development funding, which are paid to fulfil school facilities (MOE, 2003:4).

The General Education Quality Improvement Programme (GEQIP) document also addresses parental involvement in school management activities such as the expansion of schools providing, pure water and electric power for schools, reviewing teachers and student disciplinary cases (Federal Democratic Republic of Ethiopia MOE, 1999:30; MOE, 2003:50).

According to the SIP, to make the PTA effective in their participation, the principal is given the responsibility of calling members to discuss issues of instructional equipment and other school facilities to benefit the schools' planned objectives. Regarding school facilities, equipment and other instructional materials, parents need to get full knowledge and information to be requested during their meeting on the significance of the facility or material. Also, they are also advised to send their children to school as well as supervising them at home (MOE, 2003:35). In addition, the SIP document tries to identify parental involvement, especially concerning the governance of school infrastructure. Whereas the role of the school principal then was to propose the needed for school levies for infrastructural improvement.

The SIP document, however, lacks clarity of information in communicating how and why parents, the community and other stakeholders must be involved in schools issues. Individual

parents, for instance, have the right to pass decisions at the school where their children are admitted. However, how teachers teach the child and the content of curriculum were not easy decisions for parents. Generally speaking, the Ethiopian educational policy document tries to support parental involvement, and give attention to better excellence in the education of their children and promoting their controlling effort in governing primary schools. From the history of parental involvement in school activities, there are changes regarding sending their children to school, but the amount of their participation is still inadequate. The following section, therefore, examines the boundaries of the Ethiopian parental involvement policy in brief.

3.7.1 Policy support to parental involvement in primary schools' management

The Education Sector Development Programme (ESDP I 1998), separates the positions and everyday jobs of school leaders at the state level, Woreda and even at school level. Despite the programme life form worried about school leading bodies; however, it does not detail parental involvement for quality learning in managing primary schools. ESDP II (2002) also defines the government realisation of the practical execution at school and Woreda levels that does not mention parental involvement.

The MOE (2005:23) indicates how and why significant decision making takes place from the top level (region) to the bottom level (schools) and municipalities determine the government's objective is for schools to become more responsive on school issues. The Education Sector Development Programme ESDP III (2005), on the contrary, states that the decision-making by the community particularly regarding financing their schools is an important activity by parents for their schools. Accordingly, communities are expected to raise funds for different school physical facilities and equipment, hiring contract-based teachers, constructing sports fields and building teachers' homes. PTAs are community members and family members who participate in preparing annual action plans (MOE, 2005:240). However, the question is, can the Ethiopian parents do this?

The answer is evidently no, because of parents' low understanding of what school participation involves, and the absence of a clear policy that supports parental involvement in primary schools' management for ensuring quality education. ESDP IV (2010) indicates the future decentralisation of crucial decision making to the precise stage, including recovering the function of educational offices at all stages, endorsing bunch resource centres and recuperating

school level administration at all levels by capacitating the ability of arrangement programmes that are still not realised.

General Education Quality Improvement Programme (GEQIP) 2008 aims at improving quality interference in critical areas, including school organisation and direction (Shibeshi, 2008:35). Alongside ESDPs and GEQIP, the regime has tried to design and realise the School Improvement Programme (SIP) to strengthen parental contribution at the primary stage. The central idea is strengthening parental involvement in primary schools by creating a strong partnership among them to improve decision –making at school level (MOE, 2005:56). However, owing to the implementation problem encountered by the programme, caused by poor parental educational background, lack of awareness and other social elements as well as an absence of a policy to assure their involvement level in decision making in primary schools, their involvement stays inadequate.

3.8 LIMITS OF CURRENT ETHIOPIA’S PARENTAL INVOLVEMENT POLICY IN PRIMARY SCHOOLS

Ethiopia has issued different programmes, packages and strategies to support family and community participation in school management (MOE, 2005:139). These packages include creating attention in communities, how they participate and support their children’s schooling for quality education in gender disparity. Other strategies are training school partners, PTAs and school principals regarding resource governing and guaranteeing the broad society partaking in the management of primary schools for ensuring quality education (MOE, 2009:35). Despite such efforts, the government has not been able to place a high burden on parental involvement and seems not to understand the resettlement of schools by families in their children’s schooling. In its place, parental involvement shows improved access for students by constructing schools in different areas of the country. Quality issues remain a challenge (General Education Quality Improvement Programme, 2009:14).

It is a fact that the government has not played the necessary role expected in enabling families to pay their decisive function in their children’s schooling. Sometimes parents only understand support practice as the school task rather theirs. Parent-student teacher association engages in different school activities and roles in setting up and investing in their children’s schools; they are selected as the legislature of the school and the PTAs. However, these powers are

inadequate for these governing bodies regarding decision-making. The new authorised Educational and Training Policy of the country (1994) also does not give a great deal of concentration to parental involvement in primary schools, particularly with regard to planned participation (Epstein, 1995:704).

The Ethiopian educational policy, however, is silent on Epstein's categories for involvement. The most important type of parental involvement in their children's schooling, both at home and at the school include parenting, communication and volunteering, which benefit learners. An incomplete parental involvement package prohibits them from fully taking part and is incomplete and weak. The primary objective of the part taking is seen by the government as a way of improving schools. In reality, however, personal family commitment does not make them noticeable to engage to the fulfilment of school facilities, student achievement, attendance of school events and fundraising (School Improvement Programme, 2003:47).

While the parental involvement package designed by the government will make things better, parental involvement is a real situation in Ethiopian primary schools and is still incomplete. Accordingly, this restricts involvement in schools by parents in Ethiopia and shows the standard for involvement in schools (Federal Democratic Republic of Ethiopia Ministry of Education MOE, 2003:35). In many cases, parental involvement into their children's learning is very important to the learner's academic achievement regarding cultural cultivation, developing honesty in schools, answerability, and clearness in the organisation of education. For these and other reasons, with no question parental involvement in school in the management of primary schools is essential (MOE, 2003:36).

Besides enhancing the education programme, the ESDP IV (2012:32) articulates that parental involvement in primary schools benefits both parents and students. According to Patten (1999), fostering the development of parental school management ensures learners' additional social skills and creates new bilateral advantages between the home, school, and community. Furthermore, such bilateral relationships could help reduce undesired behavioural activities prevalent among school-aged children. Parental involvement may lead parents to more advantages, such as avoiding students' dropout rate, repetition rate and helping with scoring high grades (Cooper, Valentine, Nye & Lindsay, 1999:369).

Therefore, it is possible to say parental involvement in elementary schools would offer a way to help Ethiopian children to accomplish their schooling with full potential. Even though parental involvement in managing primary schools is stated by the country's educational

policy, there is still inadequate parental involvement in their children's schooling. Such reluctant participation of parents would impact the overall school achievement of children in their learning. It means this unsuccessful participation and very few families show their interest to take part in their children's schooling (Epstein, 1995:704). Similarly, Lemmer (2000:61) argues that the family position regarding cooperation with schools to manage their children's school, was limited to non-teaching and learning events.

Authors such as Lemmer and Van Wyk (2004:262) declare that actual transformation regarding parental involvement in managing primary schools takes place at the school level where the school stakeholders play "a vital role in promoting the country's education policy into valuable indigenous knowledge and practices". Such experience promotes families, and other stakeholders of the school society appreciate the school's purposes and motives for its performance, for them to be able to perform their everyday jobs more successfully. Crozier (1999:112) explains that the partaking of families in school management such as the PTA forces them to manage skills and training in terms that organisational culture in order to reduce time for working families and the extended reluctance of parents from their children's school. Apparently, families should have skills and knowledge to manage the school community. It helps them in being incapable of adding values successfully for the management of primary schools. In many cases, most parents are not comfortable with their being involved in the governing bodies, while they are much happier with their taking part in school activities (Epstein, 1995:704).

Schools have responsibilities to implement, in practice, all the school programmes and packages, including all other things which help parental involvement, as one side of managing primary schools and as they have the authority to encourage or to exacerbate the objectives of the country's education policymakers (ETP, 1994:15). Parental contribution in school events has a long history where its commencement extended earlier than the twentieth century, with schooling service being offered mostly by cathedrals and other religious groups and charitable societies (Bray, 2003:135). Following World War II, the objective of states was to get more expanded. They started playing a dominant role in providing education.

The protection and ensuring the excellent functioning of administration in schooling was supported by a variety of global declarations; the 1948 United Nations declaration of human rights, 1959 of the announcement of the Children Rights, and the 1966 International Covenant on Economic, Social, and Cultural Rights.

In the traditional society, as Bridgemohan (2002:1) indicates, the education sector is perceived as a chosen and specialised job for parents. However, nowadays, this trend has shifted from restricted professionalism to a consensus of involving parents in the actual participation of the activities regarding their children's school life. As a result, closer attachment has emerged between two parties (the school and home), and parents give meaning to it as it has higher academic success for their children. Parental involvement as Hung (2007:116) states has a participatory sense regarding citizen's right and as an approach of making the schooling structure more self-administration. On the contrary, parental involvement allows parents to feel a greater accountability to their education sector and society in the children's school.

Machen, Wilson and Notar (1995:14) confirm that parental involvement fulfils promises for all school partnerships in the broad society. The promise helps school-home communication and enhances teacher-parent cooperation in the teaching-learning process. One thing that people know is that "tutors are the chief facilitators of families" within the education sector, which is significant to learners' achievement and parental involvement. In the late twentieth century, advocacy for parent involvement has been trying to push community to be centre of education and boundaries of legislation capacity gained wider recognition (Bray, 2003:32). Some states make their involvement in school as the idea of community linked with schools, where self-fundraising is dependent on family members and immediate relations with communities (Hill, 1986:76). The declaration of UNESCO (1994) cited in Bray (2003:32) rises above diverse opinions and political location. The first category is the impulsive famous neighbourhood attempt, where the society owns the school and the school works from end to end and the school governor, along with learners who partake in the education sector. The other is parent involvement, where the administration and an exterior organisation are asked by the population to contribute to restricted schooling expansion.

The third stage holds up the external programmes. It tries to set up limited school boards that can recognise school developmental needs. However, the present phase-community participation in education, which is decentralised in Ethiopia, fits into the second category. This becomes obvious with the account of the position of school committee where, "Quality education is, and must be, a citizen right and provided by the government, for families, societies and any non-governmental institutions alike; it needs the promise and role of all stakeholders in high cooperation level" (MOE, ESDP IV).

To sum up this subsection, the researcher believes that even though parental involvement for managing their children's school life is stated by the country's newly designed educational policy, there is still a wide gap of parental involvement in their children's schooling. Finally, such reluctant involvement of parents would impact on the overall school achievement of children in their learning.

3.9 EXPERIENCES OF PARENTAL INVOLVEMENT IN SCHOOL MANAGEMENT

As stated by Bridgemohan (2002:12) and Jeynes (2010:749), parental involvement in their children's schooling has different meaning to different persons and at different degrees of understanding. The National Middle School Association Research Summary (2006:1) for example denotes parental involvement as the family being aware of their children's learning and contributing any efforts in schoolwork, by having high concern for parenting skills and learner achievement in education. Currently, the schools and school leaders show that the families can and do make disparity regarding their involvement and the misinterpretations of parents as equal collaborators in their pupil's leftovers. Allington and Cunningham (2007:231) explain that vigorous corroboration of the reimbursement of parental involvement. The study notes the existence of barriers that prohibit families from involvement in their children's schools (Abrams & Gibbs, 2000:162; O'Connor, 2001:79; Richman Pcakash, West & Denton, 2002:97).

Many research studies undertaken currently show how parental involvement is moving from common tradition to professionalism thus opening useful conversations on the advantages of parental involvement. Bridgemohan (2002:2) and Wolfedate (1999:164) assert that parents should play a vigorous role in supporting their children's schooling to improve their concentration at school. Several researchers explain how parents consider that parental involvement leads to higher educational accomplishment (Symeou 2003:47; Quiocho & Daoud 2006:256; Brannon, 2008:57). They maintain that parental involvement enhances awareness of children's potential through the continued settlement of parental involvement in primary schools. Furthermore, parental involvement in school has also been documented as being academically beneficial by educational researchers (Gonzalez-De-Hass & Williams, 2010:217). This implies that strongly engaging parents, families and communities in school issues leads to changed parents' attitude towards better educational aspiration, attainment and achievement of young people.

Scholars such as DEECD (2008), Desforges and Abouchar (2003), Chadwic (2004) cited in Alma Harris *et al.* (2009:213) note that schools that connect families in education are also most likely to have an elevated state of learner presentation. Lemmer (2007:218) and others note that several purposes of parental involvement in schools are to promote a high level of improvement in school achievement and knowledgeable parental practice, by exhibiting great academic accomplishment and goal attainment in school. It as well helps in solving growing challenges of the students as well as avoiding and solving learning and overall expansion challenges of students. Lemmer also suggests that parental involvement decreases truancy, and rather enhances the outlook pupils have towards their studies, enhancing involvement and decreasing the dropout rate in learners.

Van Wyk (2008:5) buttresses the above thought by indicating the parents' pressure on the compensation of their children's schooling. Lemmer (2007:218) also has a similar view when he underscores that in Ethiopia, one of the actual influential responsibilities to be given to families and society members is an increasing function of managing schools. Many countries currently have good legal frameworks where families are guided into their children's learning (Naidoo, 2005:28; Friedman, 2011:1). Parental involvement in their children's schooling is one of the fundamental ideas of acquisition and compensation from their participation.

The legal framework that parents are guided by in their children's school life that leads them the attainment and return of significant parental involvement regarding Ethiopia's schooling, still needs attention.

3.10 ISSUES AND CHALLENGES IN THE ETHIOPIAN EDUCATION SECTOR

The intention that schools support children's right to quality schooling in Ethiopia has proved a failure as manifested in the achievement of the National Learning Assessment (NLA) carried out by the agency in 2000, 2004 and 2008. Although the educational attainment of youths in Grade 4 showed a minor enhancement in 2004, from 47.9 per cent in 2000 to 48.5 per cent in 2004, when compared to the last assessments of 2000, the academic achievement of Grade 8 worsened, from 41.1 per cent in 2000 to 39.7 per cent in 2004 (MOE, Quality Assurance and Examination Agency report on NLA, 2004).

The 2008 National Learning Assessment result also makes known the unfortunate achievement resulted in two appraisal marks. Only 13.9 per cent of children scored above 51 per cent while

24 per cent of children scored 51 per cent, and the majority, 62.1 per cent, scored below 51 per cent (USAID and the Government of Ethiopia Quality Assurance and Examination Agency, 2008:75). The agency attributes such a low achievement to some key factors, such as poor school organisation and poor parental involvement in school management, insufficient school amenities, and inadequate teaching-learning instruments. As the research result of some scholars, apart from very low parental involvement, large class sizes were one of the factors for students' poor achievement in their schooling. This challenging factor was mostly teachers, school leaders, families and large communities. Currently in Ethiopia, the large class size that compromises quality education is 1:64 class-student ratios; high standard of children's per tutors, 1:59, indifference to the nationwide standard of 1:50 in primary schools standard (MOE, 2009:89)

Some studies also show that low motivation of tutors, learners and teachers' non-use of teaching-learning aids; insufficient laboratory equipment; weak capability to accurately understand the subject matter are reasons for low achievement of students in the NLA results. As the MOE and USAID (2000:89), (2008:88) state, the third National Learning Assessment of Grade four and eight indicates students' low results because of the additional reasons such as an appropriate plan put into practice and perusing policies and strategies; and insufficient assets for the process. The ministry has perceptibly distinguished that "the successes in conscription have not been going with by adequate developments in the quality of learning". However, it results in quality deterioration, somewhat because of this fast growth in some areas (MOE, GEQIP, 2007).

Furthermore, addressing the quality gap in primary schools and parental involvement requires a significant increase in number per year to achieve the Sustainable Development Goals (SDGs) plan, and the country GTP II plan, universal completion of primary education. High drop out rates across the system, especially at Grade 1 stand at 20.1 per cent, and the low down conclusion speed in most crucial education of 44.2 per cent at Grade 8 (MOE,NLA, 2008:6) and GEQIP (2007:38) have been considered as challenges to be addressed in maintaining quality education to the level. The above-mentioned are most essential challenges recognised by the MOE in its attempt to meet the ESDP III targets set for 2009/10.

The researcher understands that the significant challenging issue in Ethiopian education is non-parental involvement and reasons for children's dropout rates includes migratory and child labour, not direct and forgone expenses, and a socioeconomic and educational obstacle to

schooling. Sometimes family displeasure with children's learning achievement is also one factor for low achievement. Similarly, the absence of parental involvement in financing education regarding fulfilling additional reading equipment, furnishing classrooms and provision of textbook challenges, on the contrary, has its negative roles in ensuring and sustaining quality education.

3.11 CURRENT SITUATION IN THE ETHIOPIAN EDUCATION SECTOR

The country is positioned in the eastern part of the African continent, and occupies a large area of land, about 1.104,300 million square kilometres and is the second most populous country in Africa, exceeded by Nigeria. In 2014, the total residents were approximately 96.6 million, wherein about 44% were 0-14 years old, 19 per cent were age 15-24, 29.2 percent were aged 25-54. The male-female ratio in Ethiopia was approximately equal, at 51.5 per cent male and 49.5 per cent female. The countryside population constituted 84 per cent of the total population (Central Statistics Authority, 2008).

Ethiopia has an extended and wealthy history of schooling traditions. As Derebsa (2009:59) states, indigenous schooling was obtainable by all racial and linguistic groups and left a significant transmitter of cultural individuality from one age group to another. Even though Ethiopia has a long schooling history, its literacy rate of excellent per cent falls behind many African countries. Because of the high literacy rate, the country has noticeable low socio-economic performance.

One of the government document Plans for Accelerated Sustainable Development to End Poverty (PASDEP, 2005:67) pointed out that about 40 per cent of the inhabitants were living in complete poverty, and the countryside population constituted more than 90 per cent of the deprived. The Central Statics Agency (2007) expressed that insufficient functioning capability considered the situation of most Ethiopian children at the restricted point, the difference in gender disparity and scarcity with learning. In response to these, the government tries to use all efforts to scale up its strength and ensure continual growth, as articulated in policy and programmes, such as the Sustainable Development and Poverty Reduction Programme (2002/03-2004/05).

PASDEP (2005/06-2010/11) action programme and other sector expansion packages, such as learning sector development, health package, agricultural development package and pure

water provision programme. In the PASDEP, the command has evidently expressed its goals, strategies and asset as its primary concern and for this accomplishment placing education at a prior plan, with a firm faith that enduring, sustainable growth rests ahead of the development and stipulation of better schooling for all school-age youths.

Within the structure of the 1994 Education and Training Policy, and the 20-year education sector development plan, the government proclaimed the first five-year Education Sector Development Programme (ESDP I) in 1997/98, followed by ESDP II in 2002/03, ESDP III in 2007/08 and ESDP IV in 2010/11. ESDPs I and II were finalised in 2001/02 and 2004/05 respectively, with extraordinary achievement in increasing admission to elementary schooling

Following this elementary schools intake, the capacity was increased from 3.7 million in 1999 to 8.1 million in 2000/01, and grew to 13.5 million in 2005/06 and arrived at 18 million in 2015/16. Similarly, the challenging staffing rate was more significant than before from 61.6% to 91.3%, and the net staffing rate grew from 52.2% to 77.5%% (MOE, GEQIP, 2007). In addition to the rapid increase of government elementary schools, the option of the Basic Education Strategies (BES) appealing to the lifestyle of agrarian societies and deprived children's contributed to the general expansion of elementary school enrolment.

The accomplishment in elementary schooling enrolment was partially credited to the support and contribution of progressive collaborators. This extraordinary success in elementary schooling enrolment put ladders for the expansion of secondary schools. For example, the gross enrolment rate in the first cycle of secondary education showed essential increases; the gross enrolment rate increased from 17.1 per cent in 2001/02 to 33.2% in 2005/06 (MOE, GEQIP, 2007). At present, the ESDP IV is being implemented with particular attention given to ensuring the quality of primary education by 2015. In 2006/07, the gross and net staffing rates for elementary schooling reached 91.3 per cent and 77.5 per cent. The sex disparity catalogue was also enhanced to 0.95 percent (MOE, 2008). The administration of Ethiopia has made its objective to reinforce the learning segment presentation by allocating a sufficient budget. For example, the Ministry plans to augment the home manufactured goods share of education from 3.1 per cent in 2003/04 to 4.1 per cent in 2009/10 (MOE, ESDP III, 2005). A few years later, it may be achieved. However, the confrontation in teaching-learning activities may prevail.

To respond this reluctant scenario, the MOE and its progress stakeholders are highly concerned about achieving better ways and excellent means of learning throughout the following years.

In 2007, the MOE introduced a new fold of interference to eliminate the known weak points of schooling at both the elementary and secondary school levels. This improvement package, the General Education Quality Improvement Programme (GEQIP), covers four significant areas of interference:

- leadership and management.
- curriculum improvement programme.
- Teacher Development Programme.
- the School Improvement Programme and two balancing packages, ‘Civics and Ethical Education’ and Information Communications Technology’ within the GEQIP framework.

SIP on its part prevails on four key domains: the teaching-learning process; instructional leadership and organisation; constructive and a good learning situation; and population’s contribution to education. The model established by a UNICEF document was communicated to the government’s GEQIP programme that is reasonably implemented and fulfilled the programme. The general education quality improvement programme materialised in its broader way than SIP in ideas and was successful, though some participants are inclined to associate the School Improvement Programme with school improvement framework.

Irrespective of the life status to which the family group fit in, Fan Williams (2010:53) notes an improved parental involvement leading to tutors having a good relationship with families and learners, besides reducing teachers’ workload and creating a more positive attitude towards teaching.

Tan and Goldberg (2009:442) also note that in the presence of parental involvement, teachers get respect from parents, and increase their viewpoints about parents and promote their understanding to different parental circumstances, enhancing information and consideration of the pupils’ home, families and out of school activities.

Wohlstetter, Smyer and Mohrman (1994:296) finally suggest that neighbourhood is usually concerned with the decision-making procedure and conscious of any school matters that arise, including funds’ allocation. Bray (2001:231) state that in many regions, decentralisation has been a good image to find plans with governments for involvement in school issues with societies and other stakeholders in an impartial method. It is also worth noting that educational decentralisation naturally brings about a transformation in the functioning of the condition in

education schemes. Educational decentralisation is the essential position of the state and at times has been critically questioned, with growing proof from pretentious countries pointing to significant gearing in places of the conditions within educational superiority. The resulting suggestion for the area lies at the school stage, namely school authority and school financing (Bray, 2001:42).

School-Based Management is one product of educational devaluation that requests the power of school administration to be pushed down to the school level (Sackney & Dibski, 1994:167). School-Based Management advocates for the following activities: schooling curriculum, school workers, and school financial plan decision all to be implemented at the school stage. Through SBM, decision-making power has devolved the specialised chain of command to partners who have not conventionally been involved in the teachers' and family activities. In the current situation of Ethiopia education, the most important objective is delegating powers to regions. The essence of decentralisation or power-devolution to regions in the education sector is the main subject in the analysis of parental involvement in their children's schooling. In most cases, decentralising power to regions has been a significantly effective device for ensuring and sustaining improvement in the requirement of education in developing countries such as Ethiopia.

3.12 WAYS OF PARENTAL INVOLVEMENT IN SCHOOL MANAGEMENT

School management is one of the issues that families worry about in their children's education. The appropriate participation of parents in their children's schooling significantly improves students' academic performance (Comer & Haynes, 1991:1). Families can add insights and evidence that balances the qualified skills of schools' staffs in ways that reinforce educational and social programmes of the schools. However, for parental involvement proposal to be victorious, they should be part of contextually determined school development processes intended to create a positive partnership that holds up whole youth progress (School Improvement Programme document MOE, 2004:65). Parental involvement, instituted in the traditional ways in school compounds provides fewer possibilities for some optimistic results.

The current SIP document ensures that parents are part of more collaborative organisations that involve all of the school grades. Parental involvement in educational activities and energetic contribution in schools' daily activities forms part of school management and

supported by parents. Families work together with all school stakeholders to set up education sectoral and communal goals to achieve intended school plans. Parental involvement into children's learning has diverse forms and conditions regarding authority to make a decision and how much decision-making powers pass to the school stage (MOE, 2004). Decision making powers can be any of the following: budget allocation power for hiring tutors and other school staff, curriculum development, and for procurement of textbooks and other teaching-learning facilities. A study in this contemporary society explains parental involvement into their children's schooling as a whole, as containing the society based management, and parental involvement means. The researcher in this study also does not try to contain impartial, or unique, school participation aspect that is not supposed to be a lasting change in education sector organisation.

Shaffer (1994) articulates that as an evolutionary process of parental involvement from the inferior stage to superior level is an advanced level of parental involvement resulting in a variable level of supremacy. Reid (2000:213) on the contrary explains that parental involvement differs from place to place; however, they it has some firm characters. Firstly, many peoples in the society are concerned and not just influential. Secondly, involvement is open for all groups, responsibilities are shared within the community and ideas and talents are treated equally. Thirdly, activities are carried out openly and publicised widely so that everyone gets informed. Fourth, all individuals are involved despite colour, age, race, past membership, the standard of schooling, work type, and personal status.

Fifth, citizens are encouraged to offer or contribute their best for the common good. Finally, the communities operate in an open-minded manner; there are no external influences; and leaders do not champion their interest instead they focus on high-quality democratic decision-making processes. Allington and Cunningham (2007:165) list four types of parental involvement categories in primary schools. These are families supporting the child and being vigorously concerned about their children's school and desiring all parents to be similar to the kind of parents that arrive at the school to volunteer their professional services to the school. Secondly, they indicate the category of the family that does not aggressively take part in school proceedings but support their children's schooling. These families may have work timetables that do not support turnout at school events during the day or in the night.

The third category of parental involvement in school is parents not helping their children outside of the school but contributing in school activities. These families attained-school supporter programmes, but publicly add little to their children's growth. The fourth category of parental involvement is where parental support is very poor, approximately non-existent both at school and in the home. The challenges with these parents may take primary concern over the pupil's schooling.

As indicated above, category two, three and four are parallel to the Ethiopian primary schools and category one is not practised. Specific minimum requirements must be in place for transformation to such a good practice. These fundamentals include collaboration and partnership with different actors in development and the encouragement of new norms, the structure of new strategies and plans, and just beginning new understanding, aptitude, and outlook (Shaffer, 1994:97). According to Shaffer, establishing three additional conditions leads to transformation in a higher level of community participation. These are discussed in the next paragraphs based on Shaffer (1994:175). First, transformation into a higher level of community participation requires developing social, political and cultural norms.

This again requires the following:

- Openness and adaptability of individuals and institutions; the national political and cultural environment, education system and school openness and adaptability to change, to ideas, to the outside world and original customs of responsibility effects.
- A reliable wide plan to be cooperative, partaking and partnering with the community.
- Greater professional and social autonomy and empowerment both down to the lower levels of a system, especially at the institution stage and other stakeholders especially at the community level.

The second condition that leads to transformation into worthy experiences of parental involvement is developing a mechanism for collaborative structure and organisations.

This could be possible:

- When the norms developed for individuals and institutions are accepted at all levels of the bureaucracy.
- When there is government intervention and support, adaptive and flexible hybrid, and the existence of understandable objectives and shared dreams of a programme at given and apparent, methodical and reliable strategies for contribution and cooperation.
- When there is horizontal relationship within and between bureaucracy and different actors at all levels in the educational system. Specific factors need precaution as they could affect the benefits that could be realisable from collaborating with different stakeholder.

The third condition that could lead to transformation into good practice of parental involvement is setting policy, procedures and guidelines at both national and provincial level.

This requires the following:

- Setting policies and guidelines for directing the functions and responsibilities of school management association and communities and this could enhance collaboration at the micro level of the educational system.
This association (PTAs) plays the role of building collaboration and partnership within and across schools; between students, parents, other communities and the school; and between communities and or among the broader society.

- Setting specific educational legislation, policies, procedures, and guidelines relating to the function and responsibilities of the organisation at the regional and national stages to enhance collaboration at the micro level.

Lastly, transformation into ethical practice of parent participation needs changing knowledge, attitude, skills and behaviours. This could be enhanced through providing training that can produce new capacities, roles and values focusing on developing the necessary norms that contribute to higher collaboration with different internal and external actors as well as developing the ability to focus on both the inputs and outputs.

Parental involvement into their child's schooling has different ways and conditions. For example, regarding authority to make a decision and how much decision making powers pass to the school stage regarding school financing and budget allocation, hiring and firing teachers and other line staff, curriculum development and providing school equipment are some of the ways that parents can utilise to participate into their children's schooling.

3.13 PARENTAL INVOLVEMENT CONTRIBUTIONS TO SCHOOL MANAGEMENT

As Hill *et al.* (2004:149) posit "parent connections with schools and with their pupils to endorse educational accomplishment was the main and core contribution of parental involvement in school management". To improve student outcomes related to education, researchers and policymakers put great stress on the importance of understanding the contribution of parental involvement on student outcomes (Fan & Chen, 2001:125; Hill & Tyson, 2009:154). As mentioned earlier, higher level of parental involvement has several advantages such as predicting augmented scholastic achievements (Fan & Chen, 2001:132; Hill & Craft, 2003:175), having higher educational ambitions (Hong & Ho, 2005:245), and developing enhanced homework talent (Hoover-Dempsey et al, 2001:265) among students. Apparently, there are many reasons for parental involvement contribution to school management. Among other things, parental involvement in school management is a critical element in ensuring quality education, in increasing and building human knowledge by providing a trained and skilled workforce.

To ensure high-quality education in primary schools, community participation as a whole and parental involvement, in particular, becomes indispensable. The community must be involved and participate in all Schools Improvement Programmes (SIP), while the degree of community participation in ensuring, enhancing and sustaining quality education in primary schools varies in bringing developmental changes to the citizens. Parental involvement through the child's learning can get better educational attainment (Driessen, Smit & Slegers, 2005; Fan, 2002; Hong & Ho, 2005 cited in Hafiz Muhammad, 2013:231). On the contrary, Bergsen (1998), Hill (2001), Wnny (2005) buttress that parental involvement in their child's learning, besides the ecological and financial factors, may influence the child's growth in areas such as cognition, verbal communication, and communal skill. Some studies have established the magnitude of family dealings and participation in the previous two years towards the school. ESDP Education Sector Development Programme II, III and IV postulate that parents, students, teachers and the broad community are the real actors in education. Moreover, parental involvement activities are known for achieving positive, quantitative and qualitative results of student's school life. The involvement improves students' active learning and study habit, reduces student repetition and dropout rates.

It also improves self-esteem, democratic and civic behaviour. Students experiencing parental involvement achieve high scores in their schooling. Parental involvement has the opportunity to minimise public expenditure on children's schooling. This is found to be more experienced by enhancing the responsibility of the mediators concerned and by getting the clients to improve knowledge results as the approval is put in the hands of the users.

Parental involvement ultimately creates an improved education sector that is more cognizant of and receptive to the needs of those who are primary partners, thus producing a better and more conducive educational background for the children's learning outcome (Hill *et al.*, 2004:149). The potential benefits of parental involvement in primary schools are significant and involve higher decision issues in school management.

These advantages can take into account more contribution and reserve from the family more successful utilisation of properties because those making the conclusions for each institution are strictly familiar with its requirements. When utilised efficiently and transparent, parental involvement as a resource results in the high quality education of students. In the same way, a more open and welcoming school environment increases parental involvement in its

environment and involvement of all parents and stakeholders in the school decision-making procedure.

More participation of parents in managing primary schools results in a more collegial relationship and increased satisfaction, leading to lasting benefits such as excellent students' presentations because of abridged recurrence and dropout rates, and ultimately resulting in an improved education result in ESDP II & III. There are strong claims that community participation can lead to improved school performance (Bray, 2001; Muskin, 1999; Shaffer, 1994 & Watt, 2001). Many educators who have worked in the field of community participation have analysed and illustrated the increase in school performance as something that is obtained from different settings, and not from one source. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaffer, 1994). Despite this, collaboration and partnership in education can lead to increased resources for education; enhanced educational justices, applicable schooling for children and extra efficient learning demand and acceptability of education (Shaffer, 1994). Other writers forward their evidence and explanations regarding the effects of community participation in education.

Bray (2001:153) notes that community participation increases a sense of parental ownership and an improved understanding of the true natural world of schooling hazards faced by a country. He also states, "parental involvement donates to development in learning through getting better students' preservation and turnout". Similarly, Uemura (1999:213) notes that parental involvement in youngsters' schooling ensures the optimisation of the use of limited resources. He further notes that the family is participating in their children's learning assists children in developing an appropriate curriculum, improving the quality of democratic education provision and better teaching-learning materials, which hinder the growth of schooling, understanding of the system, and development of answerability. What this implies is the absence of parental involvement in the Ethiopia primary schools puts the country at a disadvantage.

In studies conducted in the past in Ethiopia where community participation initiatives were promoted through NGOs, the directions for increasing efficiency of educational resources, increasing enrolment, and improving equity were indicated (Muskin, 1999; Swift-Morgan, 2006). However, these studies failed to show or indicate how parental involvement ensures and sustains quality education in primary education in these studies' target areas. Besides, no

prior studies that could help in tracing past effects, practices, perceptions and challenges of parental involvement in primary schools existed.

Advantages for parental involvements in primary schools mainly involve higher decision issues in school management regarding the teaching-learning process. Parental involvement in their child's schooling benefits school societies regarding more successful utilisation of property because those making the decisions for each institution are firmly familiar with its requirements.

3.14 PARENTAL INVOLVEMENT AND STUDENT ACHIEVEMENT

Gutman and Mcloyd (2002:86) reiterate that communication between school and home is extremely significant and should begin with both partners. The school and home claims that parents of little achievers provide little assistance for their pupils inside the home, concerning homework or other activities. Parents of higher achievers provide better support for their child inside the home concerning all teaching-learning activities. Families of these higher achieving students employ clear and precise work plans to help their pupils with schoolwork by having a common understanding about the challenges that their children face at any time they are doing their homework and class work.

Such collaboration among the school and home benefited youngsters more in their school life through strengthening their self-confidence. As it is explained in research literature, Jeyne's (2003: 231) claims that the strong cooperation between home and school helps students achieve and create strong relationships in their school achievement.

High achiever learners' parents give their children high confidence, learning arrangement, and oversee their children thus maintaining a link among them and the school. Similarly, parents keep their children busy in different social activities yet they perform very low in their schooling.

Parental involvement plays a more significant role in the achievement of pupil's schooling (Jeyne, 2003: 232). Similarly, Luchuck (1998:125), Jeynes (2005: 98) discovered that the cooperation among the elementary school's student accomplishment and participation of parents in their education have positively interacted with primary school student's achievement and approved that student accomplishment is affected by parental involvement.

Griffith (1996:176), unlike the above study, widens the meaning of participation and calculates the quantity to which parents need to approve their child's school. Griffith looked at the partnership between family authorisation and contribution in the child's accomplishment at the primary level towards the schools' improved communication.

To conclude, as is indicated in more literature, proper parental involvement into their children's education has a significant advantage for children's academic performance. However, the researcher also believes that the reality in the Ethiopian primary schools regarding parental involvement is different to what is contained in literature.

3.15 PARENTAL INVOLVEMENT VERSUS LEARNERS' ACHIEVEMENT

Epstein (1995) state that parental involvement into their child's education is an imperative element that helps children to improve their academic success in their primary schools. As Hoover-Dempsey and Sandler (1997), Jeynes (2003; 2005) and Machen, Wilson and Notar (2005) posit, parental involvement in their child's schooling benefits their education and improves their attitudes about the home and school, and promotes teacher-pupil-family cooperation. In addition, Epstein (1995) realises that family cooperation has a positive relationship on child learning accomplishments regardless of contest, civilisation and class difference. Particularly, when families have lost the chance to deliver their contribution on their participation in their student's schooling, forming partnership with families is not an easy mission (Abrams & Gibbs, 2000). As these scholars state, it is not easy to understand what schools can do to engage families.

Scholars such as Richman-Prakash, West and Denton (2002) explain that families can support the success of the school on the viewpoint of their involvement and make known how participation encourages families. Consequently, Lareau and Horvat (1999:213) underscore that when school leaders start to expect families to be worried in ways that are separate from school, it may border the opportunity gap of parent school involvement. One thing is true that family's assets contributed to their pupils in their learning, may result in further goal attainment than what school leaders typically understand (McCarthy, 2000:167). School governors may not have a whole understanding or approval of the full settlement of the children's. Epstein (1995:270) states that parental involvement into school management extends beyond what the school expects, and is capable of in devoted students in their schooling.

As Griffith's understanding, schools with higher stages of parental involvement in school management had better learning achievement than those with lower levels of parental involvement. This shows why schools encourage parental involvement for quality education in primary schools.

Gutman and McLoyd (2002:213) assert that parents of high achievers use different techniques to help their pupils with school work such as conducting discussions on different school problems which is more helpful for children's future academic achievement, especially in terms of building strong students' self-confidence in carrying out their work assignments.

In contrast, Marcon (1999:142) suggests that amplified parental involvement had a supportive collision on educators in premature growth and understanding of their knowledge needed for prospect disapproval and protection as they might sense that they have to defend their students. To conclude this subsection, the researcher understands that overall parental involvement in school management has better learning achievement for children. On the contrary, parents with lower levels of participation typically have children with low academic performance. If this is true, schools have to encourage parental involvement for quality education in primary schools.

3.16 CHALLENGES OF PARENTAL INVOLVEMENT IN PRIMARY SCHOOLS OF OROMIYA, ETHIOPIA

Researchers and scholars have noted some challenges encountered in parental involvement for quality education in managing primary schools. According to Hill and Taylor (2004:164) understanding every family's issues and capitalise on them would be essential for establishing and maintaining effective group work between parents and schools. According to Olsen and Fuller (2008:199), the school needs to be actively involved in supporting parents to develop a positive attitude and assist them in tangible activities in their children's schooling. This is only made possible when educators take the responsibility on mediating the challenges of the home and school and show readiness to take a practical position in supporting parents and involving them in main activities regarding the teaching-learning processes of their youngsters.

The significant challenges that have been identified in involving parents in matters concerning the education of their children are in the realm of issues such as communication, resources, beliefs and values. These will be discussed further, shortly. Decker et al. (2007:

86) discovered that the communication challenge in primary schools is created by one-sided communication. This also affects the equilibrium of authority, as the connection is always from the school to the family except during conferences.

Evidently, challenges are numerous and arise from different reasons. In this research, however, only eight major categories of challenges that are encountered in parental involvement are identified. These are perception, expectations and approaches of tutors, school leaders, families, and even children:

Categorically, the challenges are listed by their authors as indicated below:

Research has identified resources-based or logistical challenges (Siririka, 2007: 81; Zoppi, 2006:13) organisational or sector challenges Williams, et al. (2002) in Desforge and Abouchar (2003:43). The cultural challenges noted by Md Nor and Wee Beng Neo (2001:52) include beliefs, perceptions and attitudes and fundamentally held convictions about aspects of schooling, which includes how parents view their role and that of the school (Trumbull, Rothstein Fisch, Greenfield & Quiroz, 2001:19). In addition, Trumbull et al. (ibid) make a point that parents may believe that academic instruction should be restricted to school and can best be done by the educator and would want to maintain jurisdiction as socialisation agents at home and thus would not want advice from parents.

Socio-economic or family income and educational background challenges (Van der Westhuizen & Mosohe, 2001:193; Floui, 2005:35-39; Lamb, 2004:30-34). Socioeconomic challenges: factors related to poverty in Ethiopian schools, in particular, rural schools, seem to abound and play a role in limiting parental involvement. Among other aspects, Van der Westhuizen and Mosohe (2001:193) report the following factors as ranked highest regarding influencing parental involvement. Two working parents cannot find time to get involved in school activities. Parents who live far away from school cannot get involved in school activities; poor parents who fail to provide for their children's necessities fail to come to school, and poor parents fear that the school may require them to contribute financially and thus stay away from school activities.

Smit and Liebenberg (2003:2) posit that situations that lead to inadequate parental involvement are a result of sub-economic state and poverty. Desforges and Abouchar (2003:10) indicate that as a result, they encounter socio-economic challenges. In this regard, Tames (2008:80)

identifies single parent families earn a low income. These parents are strained at work and may not have the means or transportation to attend meetings and other school activities. Their work schedule affects their level of school involvement. The parent's illiteracy is also related to low income, manual work and lower levels of parent participation. Tames (2008:80) indicates that parents may pressurise educators' feelings and attitudes, which may contribute to parental involvement, especially when parents perceive educators as hostile and insensitive.

The pedagogical challenge regarding inadequate teacher background concerning support and satisfying relations with families and physical properties for attracting families and force from under-resourced nationwide and conditions of answerability measure (Muscott, 2008:7). Denessen et al. (2001:52), Van Aalst (2001:178) and Emmerova and Rabusicova (2001: 54) state that the fragmentation of the family, lack of education, and weak background of the families in the rural areas are challenges in primary schools. Individual understanding of school periods and events' constraints for a parent is also another challenge for parental involvement in school events in their children's school life (Denessen et al., 2001:149).

A study conducted by Sanders and Lewis (2005: 3) briefly discussed the performance of collaboration-based programming at their elementary learning. The study concluded that in over half of the schools, the parents failed to accomplish their share in community partnership by identifying what was needed owing to time constraints and lack of school leadership. Decker et al. (2007:4) on the contrary, ascribe the failure on the part of parents to widespread beliefs and values. Prevalent beliefs create gaps between the learners' families and communities.

In addition, Decker et al. (2007:4) also ascribe absence of school maintainance to different or unenthusiastic outlook of the school personnel towards families as additional obstacles. Therefore, families from alternative and low socioeconomic environments feel that they have nothing valuable to add because of their wrong assumptions of being less interested in their children's learning. Siririka (2007:161) buttresses the above idea by saying "parents are not aware of exercising essential help to their children in most cases of academic success and skills". In addition, families are unsure about how to assist their childrens during their school life.

Singh and Mbokodi's (2004) study confirmed Siririka's idea. They found that parents with limited educational experiences did not afford their appropriate responsibilities in the schooling

of their children. Kaperu's (2004:64) Namibia-based study also verifies that such families do not fairly access their position in terms their responsibility.

Whereas Zoppi (2006:16) points out that some families understand that their personal problems hinder them from contributing to their children's learning. Quezada Diaz and Sanchez (2003) in Zoppi (2006:13) state that language barrier to be among the factors that create barriers.

The above study further identified that uneducated parents had a low self-esteem owing to not being able to understand forms that are sent home and not being able to support their children's with different academic activities during their schooling. This leads parents to feeling inadequate and incapable of assisting their children's with school assignments. This creates a low self-esteem in the parents.

Lastly, Zoppi's (2006:15) study indicates that many parents are far from creating a close attachment with the school and its tutors. This is also more deep-rooted as Parhar's (2006:3) explanation that families sense ill feelings and unreasonable anxiety, which makes them unfriendly to the teachers. Such families develop a hostile attitude in the way of parental involvement in school management. They are different from other families who have a positive presentation and believe that they can play an active role in the education of their children.

Williams (2002) in Siririka (2007:27) shows that there are families who purely understand that the accountability for their children's learning belongs to the school. This research outcome is challenged by authors such as Delgado-Gaitan (2004 in Zoppi 2006:4) who found that some families have a high level of opinion for tutors and enjoy them as experts who should be left to perform their jobs. Such families habitually believe interfering with regular school activities as counter-productive. Participating tutors as the specialists by these families were understood to be interfering with school matters as uncomfortable, annoying educators.

Some of the research studies above do not relate to the Ethiopian experience; ESDP IV (2004:67) and reproduces similar outlooks in that some families believe educationalists recognise everyone. They fail to comprehend that teaching is group work by its nature. It is not only parental approaches that discourage parental partnership but also the students. As families have significant influences on their children's schooling, they also have a significant pressure on the efforts their families put in their learning (Desforges & Abouchar, 2003:41). Children have the power to care for or to reduce parental involvement problems, and that is why some scholars say children can bolster or break relations among tutors and families.

Cloutier and Deslandes (2002:226) observed the existence of children who are not too eager on parental involvement in managing primary schools. These children prefer their families not to be involved in their classrooms or from class supervision. Edwards and Alldred (2000) in Deslandes and Cloutier (2002:47) strongly assert that children directly have a dynamic sense in dropping and escaping from their family's' participation as they are in their approval. Some students observe themselves as independent.

They can observe parental involvement as constituting an imposition into their partnership (Edwards & Alldred, 2002 in Deslandes & Cloutier, 2002:47). However, in parent-school partnership, the perception on judgement roles of students are passed over by both parties. Similarly, the way tutors approach them would also impact on both and unenthusiastically in parental involvement in managing primary schools. According to Parhar (2006:2), teachers' philosophy on parental involvement in schools renders a significant position in the exclusive way of understanding. In addition, Bartolome and Trueba (2000) in Parhar (2006:2) assert that mere theorising on how instructors can facilitate parental involvement can have negative impact on tutor-family relationships.

As Parhar (2006:4) states, teachers' negative attitudes may have developed as a result of teachers lacking adequate educational packages in raising their awareness with respect to parental involvement. Similarly, many teachers see the presence of families in the school management or classrooms as a threat to their professional support. These tutors fear that parents' involvement may jeopardize their confidence (Parhar, 2006:4).

Whether these doubts are mistaken or not is irrelevant, what is significant is that teachers are genuine and that they sometimes do not fully comprehend parent involvement. Sometimes tutors who grasp a defensive standpoint fail to persuade uneducated and less experienced parents' participation because of regarding their schools as having the principal responsibility for teaching children. Prospect challenges of parental involvement in primary schools may originate from different perceptions regarding creating a smooth partnership.

The view of tutors, families and children regarding parental involvement in managing elementary schools may be different. The three partners; the school, the student and the parents may work together for different reasons. Of these reasons, according to Siririka (2007:81), some tutors see the family's potential as more than what they can do. To make matters worse, such tutors may not do anything to improve the ability of the worried families to be involved.

As Zoppi (2006:13) says, families want to understand what the school gains through their involvement and what the education sector expects from families and what each group anticipates of the other. This must be genuinely expressed to make for a smooth and effective parental involvement. The sectoral challenge is another issue for parental involvement in their children's schooling in elementary schools. The improper communication from schools to home or from school to families is the chief cause of parental involvement challenges in schools. Schools and their tutors can develop a productive connection between families and tutors.

Some families doubt their participation and do not support schools in their relationships with tutors (Williams et al., 2002 in Desforges & Abouchar, 2003:43). Such a relationship creates disagreements and misunderstandings on the part of families and even teachers. Desforges and Abouchar (2003:5) consolidate this idea by buttressing that "some parents are looked down upon by schools and tutors".

In school institutions, some tutors consider that their job must be prioritised over unnecessary intervention from families. Moreover, because of this assumption, these tutors request parents' involvement only when they encounter a problem. How families appreciate their contribution to school management in their children's schooling and the degree of how parents develop confidence in participation constitute a challenge. Zoppi (2006:1) underscores that families want to appreciate what the schools gain from parental involvement and what they benefit from the school. In some cases, schools do not fully comprehend parental involvement, and their views concerning the vital responsibility of families are responsible for the barriers parental involvement. Nechyba et al. (1999) in Desforges and Abouchar (2003:42) mention the existence of schools, which show willingness to involve parents in their school matters by themselves.

Other families, those who are not compliant with these principles, are automatically replaced by those who conform. Such a practice does not only discourage parents from being proactive as stakeholders but also gives confidence for parents being involved in managing primary schools to support their children's education.

Rather than having such a standpoint that is contrary to parental involvement, adopting a perspective that promotes parent involvement is crucial (Desforges & Abouchar, 2003:45). Institutionalising all actions in school matters, leaves parents with limited power and neglecting the needs and interests of parents seriously affects parental involvement (Parhar, 2006:13).

The above study tells us that schools if schools have contrary perceptions from parents, this might put challenges on parental involvement and impose a considerable harm to schoolchildren. Other researchers also state that difference in opinions among schools and parents results in fund constraints which has a significant impact in affecting children's learning. Some authors' studies are also main reasons that relate to parental involvement. Siririka (2007:26) asserts how families with further education influence a home perception that is more constructive to education than families with a low level of education. Magara (2005) in Siririka (2007:28) also cites a Ugandan situation where some parents failed to provide the essential facilities for their children owing to their poverty.

Such families are characterised by the inability to provide school resources for their children which has a negative impact on their children's schooling. Magara (2005 in Siririka 2007:70) again attributes such events to the lack of reading materials. In a place where reference materials are not accessible for children at home and in school libraries, children cannot improve their reading skills. Not only this, Krolak (2005:2) also describes the severe deficiency of interpretation resources to have developed in lack of reading culture as it is the case in developing countries. In such a condition, parental involvement in the admiration of a child's interpretation is grossly incomplete. Other authors such as Desforges and Abouchar (2003:42), Lemmer and Van Wyk (2004:262), Magara (2005:2) and Parhar (2006:3) discuss those families 'that do not have enough time as a hindrance to parental involvement'.

Zoppi (2006:16) argues that as the economic status of the family makes as they affected families' ability to be properly employed in their child's learning being hampered by the necessity for the parents to engage on more than single work. From the preceding, it is apparent that all resources focus on the partnership between schools and home. This becomes a severe challenge to parental involvement into their child's schooling at elementary school level.

In some situations, owing to cultural influences, parents do not support being involved in school matters because of the high expectations from schools. In some instances, parents may not have well-understood the school plans and the education procedure with their subsistent life activity. MdNor and Wee Beng Neo (2001:182) justify that in Asian civilisation, there is the confidence that the education sector and home have different positions in the schooling of students and so families expect the education sector to inform them what they can contribute towards their children's education. On the contrary, Sonneschein et al. (1996: 111) propose

that in an indigenous way where family members' rights and duties are indicated, families see their responsibility as only being in the home and for tutors to share this responsibility at school.

Many parents believe that school-centred involvement of parents has destabilised the learning position and augmented an inconvenience to them. Besides the prevailing powerful pedagogical challenges, they also have their share in preventing collaboration, inhibiting scholars from reaching out to families. Denessen et al. (2001:52) argue that schools are unclear in their conclusions about why parents are not involved, blaming parents to play a deciding role and preventing parents from involvement. Denessen et al. (2001:58) ascribe reasons why parents fail to participate in their children's education, to the creation of different educational outlooks from the real situation of educational standards and values.

Furthermore, discrepancies in child- preparation and different practices among parent and school pedagogies are clearly shown as a challenge to integrating schools and parents. As McAllister Swap (1993: 117 -11) observes, the accountability played by tutors, points out that while the difference is exciting to the school, families taking part in their children's schooling is surprisingly negligible. This is because of the amount and disparities making it difficult for tutors to handle the existing school conditions. Sonneschein et al. (1996:117) on the contrary propose that in traditional ways where the family's role is genuinely indicated, families observe their own as having high accountability at home and allow teachers to take their responsibility at school.

Subsequently, mutual understanding and respect among tutors and families is also given as one of the causes for very low interaction, while the other one is the inadequate perceptions of the division of labour. The socio-cultural issue between some teachers and parents as Ravn (2001:181) discovered in his study that "cooperation-building becomes tricky, and is hindered by tutors' and families' aptitude" to understand each other's reasons.

On a similar note, Karkkainen (2001:76) argues that "in the incoherent new world, an event for families to have cooperation in their pupils' education has become insufficient and difficult for children to learn in better understanding, applicable and good background ways have shrieked". Miller (2001: 140) directs that the primary power at the back the change of relative's life is the transformation of communal responsibility of families, which imposed their everyday jobs outside of the home. Family's insignificant involvement jeopardises the knowledge of students in their early years of schooling.

Researchers such as Karkkainen (2001:123) conclude that while parental involvement at school is low, parental involvement at home is low, yet they have authority on the accomplishment, awareness and capacity of their children. Schools are expected to employ different school programmes to engage families into the schooling of their children. Niemeyer, Wong and Westerhaus (2009:632), describe that families that voluntarily assist in the classroom clearly support the learners.

The above authors emphasised the importance and the need to welcome classroom involvement of parents. The authors believe that most families want to be concerned with the schooling of their children and would like to be responsible for the outcome.

Apart from this, the family's low self-esteem, and low response was apparent owing to their low or lack of education and perceiving themselves as belonging to a lower social rank, compared to the teachers. This then hampers their involvement. On top of these, unavailability for the reason to participation and the schools' clarifications to involvement in the classroom further aggravates the situation. Parents' context is the third overarching influence proposed to predict parents' decision to become involved in their child's education (Walker et al.; 2005:235).

Research has often simplified this construct into family socioeconomic status (SES), only to obtain conflicting results concerning the relationship between this construct and parental involvement in education. For example, some have found low-income families to be less concerned in their children's learning (Larean, 1998:210). Many factors are associated with low-income families' involvement in schools. Among other challenges to parental involvement, the following is the most common, literacy. According to Quezada, Diaz and Sanchez (2003:32) because of illiteracy, a parent may sense that no one in the school will pay attention to them.

The parent's self-concept is diminished as they cannot understand forms sent to them to complete and cannot assist their children with schoolwork. In addition, they stated that a lack of literacy even in their native languages could create an even greater sense of helplessness and embarrassment. As a result, illiterate parents believe that they cannot help their children or support educators. Secondly, owing to cultural attitudes, parents may feel that it is impolite to converse with educators, as it appears as if they are inspecting them besides their feeling threatened and uncomfortable when approaching school staff.

Hack (2007:39) in Hoover-Dempsey and Sandler (1997) states that some parents are satisfied with the way educators handle their children. They see no need to become involved as well as fearing the many burdens to be encountered when participating in their children's learning.

A few families complain about not being relaxed when talking with teachers and school administrators owing to the existence of new school cultural differences and experiences with that of their own in the past.

On top of this, parents also capitalise on reasons such as their lack of know-how and resources to assist their children, or their aggravation with the school system of governance or policies which they find either impossible to understand or change.

On the contrary, parents are sometimes heard complaining that they seldom listen to the school about their children if the child's performance or achievement is low. Other parents complain that many times the message disseminated from school to parents is not clear, either because they do not understand the school language or they interpret the messages in the wrong way. Other parents criticise some school workers for not understanding the complexity of the message sent from the school to (them) families, relatives, guardians or other stakeholders.

Others say they do not have transport to participate in school proceedings or have no childcare for younger siblings. While some schools have made a tremendous pace in attracting relatives and others in the teaching-learning process, there is still a great deal that can be done to improve participation. In the literature, some things that put pressure on parental involvement include relatives, income and learning surroundings (Floui, 2005:35-39; Lamb, 2004:30-34).

Family income can force parents not to participate in the schooling of their children (Mandell & Sweet, 2005:249-272). They continue to state that a higher family income can support the children better than families with low income.

The parents' economic conditions may determine the smooth running of the teaching and learning process, where parents are able to afford essential books, pertinent orientation equipment such as a computer, and the compulsory internet connection (Mandell & Sweet, 2005:274-278). In this term, children who come from high-income families frequently have the financial muscle to endorse their schooling achievement. In distinction, low-income parents cannot fully support their children's schooling.

On the other side as Kao and Tienda, (1998:158) discuss regarding success, children from low-income families lack the enthusiasm to maintain advanced future learning outcomes than children from families with a higher socioeconomic status. As Hill and Craft (2003:79) and Lareau (2003:194) state, parents' daily or monthly income also challenge parental cooperation with the teacher and school personnel. The role of the socioeconomic status in parental involvement into their children's schooling, propose that families of low socioeconomic status are are not fully involved into their children's school than parents of middle or high SES (Lareau, 2003:195).

Benson and Martin (2003:235) also have a similar view stating that low-income families not only have less self-confidence in cooperating with their school, but also lack adequate time, energy, educational resources and environment to nurture their child's learning when compared to higher income parents (Laursen & Tardiff, 2002). On the contrary, some researchers (Lewko & Urajnik, 2002; Anquiano, (2004) suggest that parental active or passive involvement does not significantly change children's educational outcomes.

About educational backgrounds, parents' level of education creates a difference regarding developing a positive understanding to parenting, which protects challenges encountered by the children in their learning (Turner & Johnson, 2003: 87). In addition, Anquiano (2004) explains the connection between parental education background and parental involvement. Against this background, families with the schooling youths create an extra possibility to send children for the significance of excellent teaching.

To sum up, the researcher believes that challenges can originate from different sources such as parental viewpoints, understanding, and approaches of teachers to parents, and how school governors handle parents and pupils. Moreover, also the researcher cites challenges that affect the degree of parental involvement in school activities into two categories; parental and broad community attitude, limited parental learning; experiences and absence of appropriate skills.

3.17 OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Opportunities such as parent school meetings on their children's academic achievement, children's growth, progress and challenges as well as academic goals of the school are opportunities for parents to come to school (Ouimette, 2002:7). Opportunities for parental involvement in primary schools for quality education are listed by different authors in different ways as indicated in what follows:

Parent-school conference is an excellent opportunity for parents to discuss matters that concern their children's education, such as on academic achievement, children's growth, progress and challenges, as well as academic goals of the school (p.7).

Exhibition, as Ouimette *et al.* (2002: 5) state, gives parents the opportunity to participate in primary school management for quality education in seeing what their children are doing at school. Rudolph (2000: 231) also accentuates that there is an assumption that if parents come to school, they gain knowledge from exhibitions that help them to view and share their children's work in the school. Wherry (2008:175) contends that when schools give such opportunities to parents and inform them what they can do to help their children, then parents will try their best to do more than what the school does for their children.

Contributions of families in promoting and reviewing learners' work at school helps schools to utilise parents' skills, knowledge and rich experiences. Engaging parents to support, and help their children with school activities such as homework and supplementing the instruction received at school by their children. This opportunity helps the parents to understand their pupils' learning, and it implies that the teachers also deliver families with the educational materials they need to support their children's achievement in education by assisting them in doing different tasks like their homework.

Social events: social events which primarily relate to community building activities helps families and students to come to school wherein they could participate together (Ouimette et al., 2002:5). Providing families with an opportunity to participate in managing primary schools for ensuring quality education, in decision making groups of the School Improving Programme, document (2003:6-8).

In Ethiopia at present, the only most common structure in parental involvement for managing primary schools is the Parent-Student Teacher Association that is given a legal status by SIP

to function legally. The Parent Student Teacher Associations comprise teachers, students in primary schools, principals and parents who have enrolled children in the school (Federal Democratic Republic of Ethiopia Ministry of Education School Improvement Programme, 2003:65).

In this body, parent members (representative PTAs) form the majority and are elected by parents. According to the SIP document (2003:7), families have a direct authority in the governance of their school or an indirect voice (by electing PTAs). Participation in the governing bodies entails issues related to the school climate, the school financial management, recommendations for hiring of staff and determination of school policies (Ouimette *et al.* 2002:10). However, in Ethiopia currently, this is not realised in primary schools. Even the communication structure to support parental involvement for quality education in managing primary schools for the success of their children, is practically low (GEQIP, 2009: 35).

As Ouimette *et al.* (2002:8) believe the existing communication structures between school and parents are another opportunity for parents to be informed on school affairs. School-to-parent or vice versa communication gives opportunities to parents to be involved in school affairs through maintaining contact between them and those on duty such as assisting to plan and organise parental events.

The active parental involvement in primary schools can serve to provide a "virtual sightsee" of the school and the work done by families at the school. This open door policy for schools on parental involvement creates a considerably important school parent social network that possibly results in the enhancement their children's academic achievement. Wassermann and Faustin Sheldon (2002:304) highlight that parental involvement in managing primary schools may be an essential role that helps parents to take part in their elementary schooling.

A parent taking part in school gains in different ways. This could be inviting them to school, giving them information, including them in upcoming events or available enrichment for all school activities. School values can help families to endorse their elementary school achievement and access essential materials such as references, study aids, producing the fundamental structure of community school management, supervising school-home agreement on performance, prospects, and instruction (Lee, Lee & Bowen, 2006: 195).

Parent-student-teacher association meetings can also create possible grounds for parents to promote their involvement on their parenting knowledge and resources obtainable in the societal system represented by those families (p197). In the words of Sheldon, ecological

sources of information for parents can enhance parental involvement; since parents in these circles can share and exchange information about the school and schooling (Sheldon, (2002:304). Enhancing involvement through the various strategies outlined above seems to be the answer to schools' needs for heightened parental involvement. However, it is also essential to consider parental involvement in practice to contextualise it within an understanding of a framework of factors related to it.

When schools communicated clearly with a parent about school events and discuss how their involvement affects student achievement in their schools, they begin to understand how to avoid students' chronic challenges.

In this way, parents have the opportunity to realise the desired or positive child behaviour and help to protect some undesired disciplinary action in schools, which decrease over time (Sanders & Lewis, 2005:1).

In conclusion, all these opportunities emphasise what the other authors (Comer, 2005; Epstein, 2008; and Hoover-Dempsey et al., 2005) mention in their models in that opportunities for parental involvement have benefits in primary schools. Further, schools should consciously develop programmes that will nurture and support parents as they are concerned with their children's education.

3.18 CONCLUSION

The focus of this chapter was to explore the degree of parental involvement in managing elementary schools. The chapter began with a discussion of the authorised policy regarding parental involvement that has a substantial result in schools. This was followed by a discussion on the question of how to design an active programme for parental involvement, why and how parents can be involved in elementary schools' management and other activities in schools. Furthermore, the degree of power that parents should share was also discussed. In addition, the chapter further dealt with the amount of parental involvement policy in Ethiopian schools and its limitations in the current parental involvement policy of elementary schools. The last sections of the chapter discussed the challenges and opportunities for parental involvement in primary schools.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This research examined the experiences of parental involvement in the management of elementary schools in Oromiya National Regional State, Ethiopia using Epstein's typology theory on primary schools. According to Barton *et al.*, (2004:3-12) parental involvement is continually practised in school management to strengthen learner support at schools.

Hoy and Miskel (2001:252) view schools as open structure institutions that are based on cooperation with ecological ground rules to promote its objectives and continued existence. Multi ecological challenges appear from various stages of development and influence what goes in the education sector. Parents see the school as a societal structure. Senge *et al.* (2000:11) recommend that primary schools work jointly with persons in the schools' sector, by preparing an appropriate family schedule and making the involvement powerfully unbiased through clear communication.

This chapter outlines the paradigm the researcher used, the methods employed to collect data, the research setting, and data analysis and interpretation procedures. Ethical considerations and methods to guarantee soundness and consistency of the information are also components of this chapter. This research is substructured within a qualitative research study structure, using an interpretative paradigm. The qualitative research methodology was chosen for this study because McMillan and Schumacher (2010:321, 323) state that the methodology derives meaning from the research participants' perspective and qualitative research helps researchers to reach their objectives.

The objective in this case was to explore the experiences of parental involvement in managing primary schools in five primary schools, to understand the system and plans to improve involvement for managing primary schools.

The other objective of this research was to examine how parental involvement in overall controlling of elementary schools is perceived by parents, PTAs, primary school principals,

and teachers in Oromiya, Ethiopia. Exploring these strategies made generating appropriate answers possible regarding the research study contributors.

4.2 RECAP OF RESEARCH CHALLENGES

Traditional education in Ethiopia was native learning and spiritual education. Home-grown learning was accessible by all racial groups and left a significant aura of educational individuality from one age group to another. Religious education in Ethiopia was familiarised in the course of the church and mosque education until after World War II when the administration started to emphasise on educational secularism as benefits to attain communal mobility and countrywide growth (Wagaw, 1979:11). Conservative and European forms of learning in Ethiopia were not synthesised for maximum effectiveness.

Because of this and other reasons, the opening of contemporary schooling in Ethiopia was realised in cities. Subsequently, the provision of current education and modern schools were sped up in the early 20th century owing to the high inevitability of modern education by Emperor Minilik and patriot of Ethiopian academicians who had returned from different foreign countries. Current education in Ethiopia officially originated in 1908 with the opening of Minilik II School in Addis Ababa, marking an important step in the account of schooling in the nation (Blaten GetaMahteme Selassie Wolde Meskel, 1962:60 cited in Shibesh, 1989:34).

The Ministry of Education, Federal Democratic Republic of Ethiopia (2001:62-67) argues that the schooling plan in the country is highly decentralised and powers are devolved to regions except for the universities. Primary education is mainly characterised by control from the bottom (parents) up (Kebele) approach. Parents support the school by sending their children and control them through the school governing bodies such as parent- student teacher associations (ESDP, IV 2013:43).

However, few parents participate in different school activities such as meetings and others. This is because of parents' inadequate school involvement knowledge and policy awareness on parental involvement in governing and managing the primary schools in Oromiya (ESDP III and ESDP IV, 2008-2013). Feinstein and Sabates (2006:63) claim that parental involvement leads to children's higher educational success in primary schools.

Factors related to parental involvement are educational policies, responsible actors in the education of the child and the functions parents allocate to education. The ESDP IV (2013:75) further assures that regions and Woredas (districts) fail to take delivery of adequate leadership and support from the Bureau of Education in this regard, so does the poor implementation of the received quality assurance packages.

Barriers that were often mentioned for showing parental involvement were a shortage in the economic, social and institutional capital. Parents lacking in economic resources had different patterns of family life and lacked knowledge about education as an institution. Demographic change, societal factor, policies or laws on parental involvement, family approach, association of school structure, school traditions, school policies and rules, resources, teacher training, and teacher attitudes, were factors involved factors MOE 2001:62-67) . It can be stated that class related cultural factors influence parental involvement.

Parents have less institutional, economic and social capital that explains differences in parental involvement between developed and developing countries. Parental involvement is necessary if youngsters are to do well in school (Welsh, & McGinnis, 1999:132). Evidently, ‘parental involvement is more significant to youngsters’ accomplishment at every grade level (Swift-Morgan, 2006:339). Nevertheless in Ethiopia, many schools struggle to efficiently communicate with families in the teaching and learning of their children (MOE, 2008:12).

It is observed in some primary schools in North Shoa Zone of Oromiya Regional State, that without the parents’ support, it is difficult for schools to be effective in disciplining children and become successful in their academic performance.

4.3 RECAP OF MAIN RESEARCH QUESTIONS

It is observed in some primary schools in North Shoa Zone of Oromiya Regional State, that without parents support, it is difficult for schools to be effective in disciplining children and making them successful in their academic performance. Students whose parents never attend meetings do not achieve high marks and some fail to pass the exams. There are also complaints about the selected schools that some parents and community members do not seem to care about their children's performances.

Some parents are not forthcoming when it comes to discussing issues when students fail exams (MOE, 2007:54). They even never attend parent-teacher meetings. This is so serious that it has even affected students' performance in schools. Moreover, what is explained above, some members of the society further point out that most parents have failed to collect their children's schools reports.

Based on this and other related gaps, this research investigated the experiences of parental involvement in school management for ensuring quality education in the schools. It is possible to try to make a research study so that the designed policy and programmes enable parents to be involved in affairs related to school management for quality education. For that reason, this research intended to respond to the subsequent question.

The main research question:

- What are the experiences of parents' involvement in school management?

The research sub-questions:

- What are the experiences of parents' involvement in the school management?
- What are the contributions that parents' involvement in school management has brought forth?
- What are the challenges involved in the course of parents' involvement in the school management of schools?

Research paradigm

The research paradigm is defined by many authors such as Patton (1990:479) as “a world outlook, a universal viewpoint, and approach of violation of the real world”. On the contrary, Terhoeven (2009:45) says “hypothesis can be separated from a worldview that contains positive theoretical beliefs regarding the natural world of information”.

The Interpretive Paradigm

Bogdan and Biklen (2007:39) assert that interpretive paradigm is a theoretical orientation and an approach of understanding the world, attractive responsibility of the beliefs persons have concerning what is significant and what creates the worldviews. As Bogdan and Biklen aver, there are so many viewpoints or paradigms within the qualitative study methodology (ibid). Because of the number of standpoints in it, the interpretive concept was selected for this research.

The interpretive paradigm has been used in this study to contextualise the study within its qualitative paradigm. More importantly, the interpretive paradigm was used in such a way that one can understand that the research study concept guided the study procedure in this particular research. In qualitative research, as Leedy and Ormrod (2005:133) explain, a number of data are gathered and interpreted from different views, for the reason to build a rich and meaningful picture of compound, multi-faceted circumstances and studying those phenomena to simplify what they observe.

McMillan and Schumacher (1993:375) elucidates that the qualitative method is concerned about the research study in little clusters and aims to make detailed information that is useful in the background of any study. Kelly, Terre Blanche and Durrheim (2006:287) also strengthen the idea, rather than generate the information, it can be dispersed to the broader society with all its complexities. Since this research recognised that experiences of parental involvement are context-based and that scheme to contract with them and then also needs to be contextualised, the interpretive method was believed to be more appropriate (McMillan & Schumacher, 1993:375).

Cohen and Manion (1994:37) explain the interpretive method in the way it takes the meaning of the background regarding the implication it has in the study. Interpretive methods assume

that individual's success is significant and has to be given meaning and unstated inside the environment of societal exercises. In protecting the interpretive custom, the researcher tried to recognise an explanation of the world in their own context. Thus, individual interpretation is in relation to experiences of parental involvement in managing primary schools for ensuring their children's quality education.

As an interpretive researcher, the researcher needed a common concern with the participants' experiences on parental involvement in the management of primary schools. How these enhance student achievement and how parents are involved in schools events. Relatively, the researcher sought what opportunities parents have towards involvement, what challenges stand in the means the families make in taking part, and how such challenges could be addressed. In search of this common deliberation, the researcher was watchful that the history of school participation and societal experiences, which might pressure the viewpoint of the beneficiary and the contributor (Rezal, 2007:27).

4.3.1 Ontological assumptions

The researcher believes that there are diverse realities concerning the experiences of parental involvement in managing primary schools. Creswell (2013:20) underscores that ontological assumptions are made of the reality of the natural world of nature and its description. As Hesse (1980) cites in Guba (2000), ontology is explained as the appearance and natural world of actuality and, consequently what is there that can be recognised about it? If a real world exists, then what can be known about it is "how things are" and how things really "work" were the centre of Hess's understanding.

On the contrary, Creswell (2007:17-23) states that ontology is "questioning about the natural world of actuality" and has a characteristic of believing reality as slanted and multiple realities seen by the participants in the study. It means that when the researcher conducts qualitative research, they embrace the idea of participants. Ontology has an implication for practice; researchers use speech marks and subjects in participants' words and give evidence of various viewpoints. Ontology engages in people's biased knowledge is grave as the spirit of what is genuine for them.

4.3.1.1 *Epistemological assumptions*

Creswell (2007:18) accentuates that in qualitative research, epistemological assumptions can be defined. This encapsulates how the researcher accessed the participants and obtained possible first-hand information. The characteristics of epistemology are research powers to decrease bias among him/herself and the subject of investigation. Epistemology is the questioning of the relationship among the researcher and whoever is being researched and what can be understood.

As Creswell (2013: 24) asserts, “real reality” taken as the attitude of the real must be one of the objective unfriendliness or value liberty to be gifted to find out “how things work”. The implication for practices of epistemology refers to the researcher partner, the time consumed in research area with contributors, and becomes an “insiders”. Wolcott (1999), Guba and Lincoln (1988:94) cited in Creswell (2007:18) posit that epistemology brings a feeling of people’s experiences by connecting them and giving them a high regard for what the participants say.

4.3.1.2 *Methodological assumptions*

The methodological question in qualitative studies refers to how the inquiry would understand and make decisions on whether he or she believes can be known? A “real” real consequences by an object inquires allow management of possible confusing issues. As Creswell (2007:18) indicates, characteristics of methodological assumptions are researchers “use inductive logic”, investigate the topic within its background, and use on the up-and-coming plan. It implies that research (Guba & Lincoln, 1988:94 cited in Creswell, 2007:18) plans with details before generalisation, explaining in particular the background of the research, and repeatedly revises questions from practices in the field.

Methodological questions allow the use of the qualitative method to gather and interpret data. Rezal (2007:135) elucidates that confidence stimulates the interpretive concept that there are significant social changes that are adequately prepared for the reason and consistency of the methodical process. In addition, McMillan and Schumacher (2010:323) define methodological assumptions as the scientific method that aims at digging phenomena and significant philosophy of universal truth. Moreover, McMillan and Schumacher (2010:323) and Hausbeck (2005:210) explain that scientific methods sometimes limit themselves to the where and how and neglects the why aspect.

Since this research study intended to discover the communal circumstance of the events (practices of parental involvement in managing schools) and the procedure whereby the fact was unfair and biased by the communal circumstances. Rowland (2005:82) in Rezal (2007:27) says the hypothesis selected takes for granted a scientific method that emphasises research study in natural surroundings. The general concern of this study was situated within the interpretive theory with the outlook to acquisition consideration of the occurrence (experiences of parental involvement) and to understand meaning inside the societal and educational situation of the average background. To this end, the researcher connected with the members, interviewed them, discussed with them and attempted to produce aptitude for their contribution and understanding (Cohen & Manion, 1994:38). For interpretive reality, facts are not as evident and are situated in chronological and communal communications.

Therefore, in doing this research, the researcher recognised and identified the constructivist paradigm and applied it to the existing reality and accurate knowledge, and checked experiences on parental involvement in managing primary schools that would be investigated. In the background of study's methodology, the qualitative case study was selected for this study.

4.4 RESEARCH METHODOLOGY: QUALITATIVE APPROACH

4.4.1 Qualitative Research /Methodology/Approach

Qualitative study approach as McMillan and Schumacher (2010:322-323) says, stands on “phenomenological beliefs of naturalistic outlooks and actuality as a number of covered, communicative and communal understanding”. The same authors explain that qualitative research methods derive meaning from the research participants' perspective.

Mouton (2001:114) on the contrary, describes research methodology as the...” methodology pursued in your study to examine the difficulty as devised”.

For this study, the qualitative methodology was the most appropriate to be used in an exploratory field. This authorised the researcher to become closely familiar with the world of the contributors and thus to appreciate parental involvement in schools by being enlightening from different viewpoints (Bridgemohan, 2002:102). In this study, the researcher worked with multi-method plans of data compilation such as semi prearranged interviews, focus group discussions and document examination on studying the problem from the participants' perspective.

In line with Creswell's (1994:6) view, "manifold realism stays alive in any given state of affairs.

In the study, the researcher targeted on investigating experiences of parental involvement in their child's learning in managing primary schools with the view to identifying experiences and challenges to participation as supposed by the families. When the challenges and opportunities for involvement are recognised, Mouton (2001:151) explains that probably there is a chance to produce appropriate answers in relation to the study's contributors. Creswell (1994:46) states that in qualitative research method, there are a number of viewpoints or paradigms among different scholars. The qualitative case study methodology selected for this research is temporarily explained, and causes for its choice are presented below.

4.5 RESEARCH DESIGN

4.5.1 Case study design

The qualitative case study method was chosen since it involves the collection of ubiquitous data to create an in-depth understanding of the body being studied (Borg & Gall, 1989:402). It examines current occurrences within an actual life circumstance using numerous sources (Cohen, Manion & Morrison, 2005:18) to create a case account and case-based themes (Creswell, 2007:73). In addition, Cohen and Manion (1994:106), posit that a case study searches intensely and analyses intensively.

In the context of this research, to help research contributors produce answers to their parental involvement, the researcher needed to appreciate that methodically, the participants appeared to be barriers to parental involvement and what they thought needed to be done to break down the barriers and enhance parental involvement in their children's education. This made the case study suitable for this study because it focuses on background meaning-making rather than generalised rules. In other words, it concentrates on making or generating meaning within a context.

Cohen, Manion, and Morrison (2005:18) highlight that qualitative case study design investigates current occurrence inside a genuine life background with various sources to create a case account and case-based subjects. In the words of Corbin and Strauss (2008:13) in qualitative case study, the researcher has a chance and detection to the everlasting potential to investigate more about individuals. Furthermore, Corbin and Strauss (ibid) assert that different qualitative researchers do not become biased towards themselves and their members, but want the occasion to attach with them at an individual stage.

Stake (2000:435) accentuates that the focus of a qualitative, interpretive paradigm, gives an opportunity for the researcher to understand individuals in their surrounding areas, and to make assumptions concerning the understanding of persons participating in the study. In this case, the study intended to find a plan on how parents can be active in their children's schooling in primary schools. Creswell (2007:73) contends that qualitative case study method shows the results of broad data in command to generate an in-depth considerate of the unit being deliberated on and it investigates intensely and examines intensively.

In this research, the researcher thoroughly explored parental involvement in their child's learning. The case study is appropriate for this research for the reason that it focuses on background meaning-making than generalisation. O'Hanlon (2003:187) describes that a case study examines the person, or small groups participating in the study in usual surroundings. In this case, the natural surrounding authorised the researcher to unearth the researched phenomenon. The case study has been connecting with genuine happenings in real conditions (Cohen, Manion & Morris, 2000:181).

In their research, Maykut and Morehouse (1994:45) indicate that human behaviour can be genuinely reflected in a natural setting, and in real viewpoint. So that, this research required recognising other reasons why the participants act the way they do about their participation in managing primary schools. Ary, Jacobs and Razavieh (1996:484) express their idea by saying "intense searching feature of the case study typically guide to the detection of unsuspected relations and recitation to the substance below for examination". Similar to what has been discussed before, Cohen, et al. (2000:181) explain that emphasis in the case study is not much on understanding the participants' actions, instead it is concerned with how their practices affect to their environment. Therefore, the case study gives power for the researchers to create a substantial account of informers' lived practices of their state of affairs and their judgement about and opinions for their state of affairs.

In short, the researcher was able to gather information using focus group discussions, semi-structured interviews, and document examination. The participants' present state, past experiences, in connection with parental involvement in managing their children's schooling at the elementary school stage and how these issues interrelate to one another was presented (Ary, et al., 1996:484).

4.6 RESEARCH SETTING

North Shoa Zone is one of the 17 zones of Oromiya National Regional State. It was selected as the research setting of this study. The administrative capital of the zone is Fiche Town, which is located about 112 kilometres to the north west of Addis Ababa, the capital city of the Region as well as of Ethiopia. The principal economic activities of the area are animal husbandry and crop production. Harvests in the zone are typically low.

Following this low produce characterised by their (parents) socio economic status, there are no well-equipped schools or community reading rooms; these rural pupils do not have electricity in their residence. They walk long distances to fetch water and gather firewood. The children spend most of their time raring cattle, gathering firewood and fetching water. The resource utilisation and productivity level of the people are poor, because of the high land degradation and vulnerability of natural resources (North Shoa Zone Agriculture and Rural Development Office annual report, 2010). The administrative zone has 12 Woredas or districts and 276 rural wards or kebeles, and 20 urban wards or kebeles. The total area coverage of the zone is 97,753.3 kilometres. It has the crude density of 164 p/k (Finance and Economic Development Plan Office of North Shoa Zone, 2010). North Shoa has the total population of 1,805,548 inhabited by the Oromo ethnic group, out of 892,733 males, and 912,815 females. Nearly 1,459,218 (89%) of the people are living in rural areas, and 346,330 (11%) of them live in urban areas (CSA, 2007).

In the North Shoa Zone, learners' gross and net enrolment rates are low compared to the other similar administrative zones. The education coverage at the end of 2010 academic year was 68% only (Oromiya Education Bureau Annual Report, 2011). Similarly, during the last month of the 2009/10 educational year, the zone had only 39 kindergartens with a total enrolment of

5,435 children with 520 teachers. It also had 200-second cycle primary schools with a total enrolment of 60,320 students, with 2,385 teachers.

4.7 METHODS OF DATA COLLECTION

The data were collected through individual interviews with school principals, and Parent Student-Teacher Association chairpersons (PTAs), focus group discussions with parents, and different education policies, packages, and programme documents were analysed. In way of collecting data, each participant's interview was coded. As Maxwell (2005:210) says, the logical process of data collection was developed and an assigned original code in the interview data was recognised. According to Maxwell (2005:213), the principal scheme for classifying information in qualitative studies is the coding procedure during collecting data. Each time new symbols appeared, the first codes were inspected alongside the new codes to rouse the researcher's analytical thoughts. Secondly, the first codes formed groups' suggestion notes, and investigative notes were protected concerning the formed group.

These notes were used as a signal instrument to provoke further research study and lead the conducted interviewed. Thirdly, the sorted data were checked in thoroughly to allow for newly produced concepts. At this stage, the examination of the data was an unfinished procedure and took place at the same time when each new interview was conducted. The processes were recurring on each new interview and added a new stratum to the logical procedure. As stated by Cohen, et al. (2000:254), research data collection instrument refers to the range of approaches which are used in the educational research study to gather information used in interpretation and explanation.

In normal situations of data collection, participants are the central schemes as recognised by Hoberg (1999:76) and McMillan and Schumacher (2010:321). Insufficient perception of parental involvement for quality education in managing primary schools was the central point concerned in the existing world of the participants.

This promotes and gives power for the researcher to arrange how the participants observed the opportunity and challenges of parental involvement. Since challenges to parent involvement are context-bound, it was likely to create suitable approaches to alleviate or at least minimise the challenges encountered during the process. Mouton, Johann and Marais (1990:15) explain

that a researcher is the leading actor in appropriately guiding the study and making a choice about which kind of data collection tools and data compilation procedures will be the most suitable for examining a given research. The above explanation was suggested for a reason that methodology can be distinguished as the reason for the request of methodical means for the examination of the phenomenon.

Accordingly, in this research study, semi structured-interviews (personal interview), focus group discussions, and document examination were used as methods of statistic compilation to get authentic data for the problem under research study. Therefore, semi structured-interviews (personal interview) were conducted with school principals, and Parent-Student-Teacher Association chairpersons (PTAs), and focus group discussion were held with selected parents. The documents assessed included the Federal government Education and Training Policy document (ETP), General Education Quality Improvement Programme (GEQIP), School Improvement Programme (SIP) and Education Sector Development Programme (ESDP I - IV). These were used to collect data which shows how policies and the packages allow parental involvement in school management to promote quality education in primary schools and how frequent parents participate in the different school activities.

Data collection instruments are briefly discussed hereunder.

4.7.1 Interview

The interview is one of the data compilation instruments in this study. According to Robson, cited in Mncube (2002:272) interview as a data collection tool could be defined as “flexible and adaptable”. The semi-structured interview used in the research had the advantage of being reasonably objective “while allowing a more methodical sympathy towards the respondents’ views and motives than would be likely when using the letters questionnaire” (McMillan & Schumacher, 2010).

Kvale (1996: 324) explains this data collecting tool as an approach to gather data as well as to maximise information from informants. Kvale (1996: 327) expresses interviews as “an exchange of ideas among two or more individuals on a subject of shared attention, observing the innermost of human communication for information production, and highlighting the societal circumstances of investigating statistics”.

Monadjem (2003:135) elucidates that an interview was used to measure the perception of parents regarding their involvement in managing elementary schools, together with focus group discussions and document analysis. Tuckman (1972:142) explains that in research, there are many kinds of interviews. The most widespread of these are formless, semi-structured and structured interviews. For the rationale of this research, the researcher used semi-structured in-depth interviews.

Semi-structured in-depth interviews gauge what is known (information or in sequence), what is liked or disliked, and what individuals believe. Moreover, Kerlinger (1969) suggests that interviews can be used to authenticate other means and details into the inspiration of participants and their motives for responding as they do. Bobbie and Mouton (2001:278), McMillan and Schumacher (2010:269) state that semi-structured interviews allow clear communication among the researcher and participants. In addition, Borg and Gall (1989:452) posit that as the advantage of “semi-structural interview is that while respondents are highly sensible to the research purpose. In addition, a semi-structured interview also tries to be obtain a better methodical understanding of the informants’ estimations and motives at the back them that will be potential using the packaged questionnaire.”

Similarly, Kiewiets (2005:27) states the advantages of the interview. In Kiewiets’ opinion, interviews are selected for reducing injustice and giving a guide on how to make the research process easier through using the interview as a data-gathering tool. For instance, Drever (1995:231) strengthens the above idea by saying “The human language is extremely helpful in the opening of what lies at the back of people’s accomplishment.” Interviews provide rich and highly illuminating material. It is for this reason that the researcher decided to use semi-structured interviews, with the school director, and PTA chairpersons to get in-depth information about their experiences, attitude, feelings, opinions and knowledge concerning their involvement in school management.

Similarly, data was gathered on the overall challenges of the school involvement and experience on their involvement in the school events with the knowledge to set up their understanding. Its settlement, how parents endorsed it at their school and what they consider were challenged to parent involvement and how their awareness on parental involvement can maximise student achievement at their schools. Therefore, the interview provided high-quality data for this research. The reason is that people have to be approached appropriately for the interview in a way that they can get an encouraging setting and session to partake in the

interview critically and as a consequence which the interview can provide excellent elevated information for this study.

Because of that, interviews are time-consuming before conducting the process giving training for participants on issues such as making actions to the appointment, looking for authorisation, verifying actions, postponement actions when essential among the time-consuming activities would make things easy. In this study, the interviews with the school leaders of the five primary schools were arranged throughout their regular working time at their offices and the interview with the Parent Student-Teacher Association chairpersons (PTAs) were conducted during their free time around the school compound. The interviews were conducted in Afaan Oromoo; which is the mother tongue of the interview participants.

Table one below summarises the school and the individual participants

Table 4.7.1: Participants in the individual interviews

| Name of schools | Participants | | Total No. of participants |
|-------------------|--------------|------------------|---------------------------|
| | Principal | PTA chairpersons | |
| School A | One | One | Two |
| School B | One | One | Two |
| School C | One | One | Two |
| School D | One | One | Two |
| School E | One | One | Two |
| Total participant | Five | Five | Ten |

4.7.2 Focus group discussions

McMillan and Schumacher (2010:145) state that focus group discussions have many advantages in terms of this research. Some of these advantages are: it enabled the researcher to develop inductive ideas, simplifications and theories that were brought in, or reproduced the close

information of the persons contributing in the conversation, utilised group dynamics to create new and extra data, bore the researcher to participants' world views, legitimise considerable searching, make possible the communication between subjects and improved the imprisoning of data produced by group communication. Further, the discussions allowed participants to respond and construct upon the answers of other participants. This resulted in the production of views and information which could have remained undiscovered in individual interviews, and it allowed the mediator to investigate, creating flexibility that was so significant for discovering surprising issues.

As Krueger (1994:324) mentions, focus group discussions are a purposive discussion planned to find out people's philosophy, outlook, and opinions by giving them an opportunity to express themselves. In qualitative research as other data collection tools, focus group discussion is also used as a means of data gathering in the form of a well-schemed unclock conversation in the middle of a small group of people led by a skilled facilitator in an environment conducive to generate knowledge on a topic of interest (Krueger, 1994:324). The idea of conducting focus group discussions (FGD) is to listen and to gather data from participants. FGD is a way to gather opinions to improved understanding of how people feel or perceive an issue or service (Krueger, 2009:323).

The focus group discussion performed in focus group conversation is performing several times with similar types of participants, to understand development and prototype in insight on a defined area of the research interest. In this case, the researcher tried to examine parental involvement in managing primary schools in a non-threatening environment. Focus group discussion is more appropriate when one needs to search the detail and degree of opinions regarding an issue to understand differences in perspective, and factors influencing opinion or behaviour. Taylor and Bogdan (1998:213) cited in Um and Roger (2010:245) say that focus group discussion is ultimate in letting people generate additional, supportive ideas and unique difficulties of parental involvement in managing their schools.

This means that any one person might not have attention from time to time entirely dissimilar sympathetic of difficulty come out from the group conversation. Baumgartner, Strong and Hensley (2002:12) discuss that focus group discussions can organise can range from six to 12 participants. Krueger (2009:324) also explains each group was conducted with seven people, led by a skilled interviewer. On the contrary, Dawson, Anderson and Tallo (1983:189) indicate

that a focus group can have only four members and be reasonable. One of the main characteristics of conducting focus group discussions is when participants feel comfortable, respected and free to give their opinions without being judged.

Maximising the number of focus group participants as some scholars such as O'Hanlon (2003:79) suggest might benefit the research by improving the soundness of the research outputs. In this research study, two focus groups discussions were held. These were focus group A and focus group B. Each group comprised six people, and these were sufficient "to equilibrium the peculiarities of person focus group sessions" (Hoberg, 1999:146; Bryman, 2004:349).

Schurink *et al.* (1998:314) and Marshall and Rossman (2011:149) suggest that such a clustering as small number allows all the candidates to have an equal chance to share their rich experiences and adequately generate new mature ideas. As Hoyle, Harris and Judd (2002:153) argue, focus group discussions can deliver an extensive choice of responses throughout one conference, members can enquire of each other. This helps people to remember issues they might otherwise have forgotten, and the group effect is a useful resource in data analysis and participant interaction is useful to other analysis. Different authors such as McMillan and Schumacher, Manion and Morrison (2005:288); Hoberg (1999:127) indicate that using focus group discussions (FGD) is a way of gathering data about the ongoing study.

Focus group discussions generate data on people experiencing the phenomenon at hand (Marshall & Rossman, 2010:145). Therefore, researcher has used FGD as one of the tools of data collection for this research. FGD gives an open discussion on the clear issue in which every member can contribute, ask questions of other participants or answer accounts by others, including the mediator (Bryman, 2004:346).

Some rationale, as McMillan and Schumacher (2001:455) state, for using focus group discussions are as follows. Firstly, they produce qualitative data for acquiring the research knowledge with the verbal communication that the participants benefited from explaining their past practices as well as their institutional assets and approaches of understanding and cooperating about the study. Secondly, open-ended enquiries permit the members to react without restraint. This enhances the strength of the study output. Thirdly, it uses different groups to make the participants energetic and to create a novel idea and valuable data, which can improve the research results. Fourthly, FGD allows participants to respond and construct the answers beforehand and get ideas from previous participants.

As for Nieuwenhuis in Maree (2010:324), this may consequence in the age group of estimations and according to the strength that lies behind unnamed in persons interviewing. Fifthly, in focus group discussions the characteristics of the research study enquiries and the comfortable group state of affairs gives more confidence for participants to expose discussions unlike in personal interviews.

Lastly, it is one way of cross-checking or triangulation if one utilises the discussions and focus group discussions as standard data collection tools. In this research to make the research more trustworthy, the researcher used the focus group discussions as homogenous affiliates of the target population (Bryman, 2004:347-348; McMillan & Schumacher, 2010:145).

Schulze and Lessing (2002:3) explain that the focus group discussion can have members “who are comparable in conditions of societal class, age, the point of information, racial characteristic and sex”. However, social class and culture or ethnic characteristic is not part of this study. Focus group discussions were conducted to enrich the study, and to get in-depth and nuanced information about participants’ perceptions, attitudes, feelings, opinions, and knowledge concerning the overall challenges and opportunities of the participants and experiences in the involvement of the parents in the school activities.

In this study, as Schurink et al., (1998:315) in De Vos (1998) explain the researcher felt that focus group discussions that consisted of information-rich parents in elementary schools would allow him to travel access the insight of families concerning their involvement in primary schools. Furthermore, Madriz (2000:11), Lindlof and Taylor, (2002:182) suggest that focus group discussions are an appropriate means of information gathering tools when case study methods are used with participants, particularly those who may be illiterate. In this case, the social support and friendship built in data gathering might also assist the members when communicating with the researcher, whom the participants might have perceived as a stranger in their socio-cultural neighbourhood.

Focus group discussions with the family of the five schools were conducted during their free hours. The focus group discussions were conducted in the vernacular language, Afaan Oromo for the sake of clarity. In this study, the selected parents are indicated in Table 4.7. 2 below.

Table 4.7.2: Participants in the focus group discussions

| Name of Schools | Type of participant | No. of participants | Numbers of groups |
|-----------------|---------------------|---------------------|-------------------|
| School "A" | Parent | 2 | Group "A" |
| School "B" | Parent | 2 | |
| School "C" | Parent | 2 | |
| School "D" | Parent | 3 | Group "B" |
| School "E" | Parent | 3 | |
| Total | | 12 | |

Video recording of the focus group interviews with school principals and PTA chairpersons were audio-taped, and comments were handled with the assistance of a co-data collector. The audio-taped response assisted in capturing non-verbal messages from these respondents.

Respondents were knowledgeable at the beginning that the conversation was available to be evidenced to collect all responses of the participants. For video recording functions, only one participant was allowed to talk at a time.

4.7.3 Document analysis

In qualitative research, document analysis has advantages. Robson (2002:197) states that document analysis encourages the ingenuity and creativity on the part of the researcher. Documents are unobtrusive and non-reactive; the researcher does not have to be in direct attachment to the person producing the data. Bryman (2008:234) argues that the procedure for analysing documents methodically is defined as a critique or content assessment. Documents refer to sources of data that are not produced at the request of the researcher but produced and beforehand, assembled and analysed. These include policies, packages, programmes, letters,

diaries, photographs, newspapers, magazines, videos and audios. Such documents are essential in case studies, “to confirm and balance proof from other related foundations” (Yin, 2003: 87).

The documents analysed were collected from schools, the education bureau, Ministry of Education and different websites. Documents collected for analysis might be related to bureaucrat document, semi-official or unofficial documents. In this study, documents were collected to supplement the primary data.

The document analysis included in this study were Education and Training Policy documents, General Education Quality Improvement Programme document, School Improve Programme document, Education Sector Development Programme document and school reports, which included action plans, annual educational abstracts, parent participation minutes and others.

4.8 POPULATION AND SAMPLING

The population for this research included all elementary schools in North Shoa Zone Oromiya National Regional State. The study followed purposive sampling through selecting key informants, who had rich experiences with which the researcher was going to study by asking the participants to recognise experiences of parental involvement in managing schools.

Burns and Grove (2003:31), Polit et al. (2001:234), explain that purposive sampling by its nature is divided into possibility and non-probability sampling methods. In Marshal’s view, purposive sampling is the most common sampling technique that the researcher aggressively chooses for its most creative sample to react the research questions.

These most productive research questions are involved and develop a structure of the elements that might pressure an individual’s involvement that was based on the researcher’s realistic information of the research study area. Similarly, Patton (1990:169) explains that as purposeful sampling is the practice of ‘choosing key informants for the cases studied in detail’. Apparently, under non-probability sampling, some of the purposeful sampling identified by Neuman (2006:220) are sampling designs, sequential sampling such as quota sampling, snowball sampling, purposive sampling, haphazard or convenience sampling, deviant case sampling, and theoretical sampling.

Apart from its divisions, sampling has three broad distinct approaches in qualitative studies. These are convenience sampling, judgements or purposive sampling, and theoretical sampling (Marshall, 1996:13). McMillan and Schumacher (2010:325) remark that information-rich members who are confident are 'well-informed and educational about the occurrence the researcher is researching'. Purposive sampling benefited the research study, for the reason that it was suitable for the research study regarding time and it enabled the researcher to include challenges according to the applicable criteria footed on the rising study questions.

The relevant participants in this study were five primary schools principals, five PTA chairpersons and 12 families in every one of the five schools. These five schools are all situated in the North Shoa Zone of Oromiya National Regional State. From the documents obtained from Oromiya National Regional State Education Bureau, North Shoa Zone of Oromiya National Regional State manages more than 468 primary schools. Out of which 323 are grades one to eight (primary first and second cycle), and the rest 145 are grade one to four (primary only first cycle) which was outside this study's inclusion criteria.

More than 3,448 teachers are currently teaching in these 323 primary schools, and more than 89,928 students attend these primary schools in this zone. Each school has at least two principals, that is, one principal and one vice-principal.

Each school respectively has 200-350 parents who have children from the school, and each school has at least one Parent Student Teacher Association (PTA) Chairperson (Oromiya National Regional State Educational Bureau, 2013 Annual Report). Moreover, among primary first and second cycle schools, five primary schools were purposively selected for this study.

4.8.1 Purposive sampling

In this study, the sampling was purposive. Purposive sampling was chosen help to identify critical informants and well-informed respondents about the event under research study decisions to choose the matter to be incorporated in the research study based on their familiarity of the occurrence that able to provide rich information. These participants were ready and knowledgeable to talk about the phenomenon under research study (Patton, 2002:230 in Merriam, 2009:77). According to Parahoo (1997:223), in purposive sampling researchers use their knowledge of the phenomenon.

Parahoo (1997: 225) explains that purposive sampling is “a means of sampling everywhere the researcher intentionally prefers whom to contain in the research study based on their skill and experience to provide genuine data”. The underlying principle for selecting this method was getting crucial information regarding the parental involvement in managing primary schools for ensuring quality education in North Shoa Oromiya primary schools.

In this study, only primary school principals, parent-student teachers’ associations, chairpersons and parents who enrolled their children were objectively selected to contribute to this research study. As McMillan and Schumacher (2010:325-326) state, purposive sampling holds a variety of rich information and cases.

Several researchers indicate that purposive sampling facilitates the researcher to browse off the gears to be built in the model on the origin of his judgement of their practices (Merriam, 2009:77; Patton, 2002:230, Johnson & Christensen, 2000:175).

4.9 SELECTION OF PARTICIPANTS

4.9.1 Selection of the schools

Five sampled primary schools were purposively selected for the study. These schools were selected because of their proximity, and information accessibility. The selection of the schools was done in cycle. During the first phase, the researcher selected five schools from 323 primary schools (Grade 1-8) out of the 12 school districts in the North Shoa Zone.

This was because of their lower infrastructural provisions (water and electricity) semi-urban or rural location, and their proximity to the main road in the zone. As Hoberg (1999:59) indicates, to earmark these five schools for the study sampling was conducted purposefully. The study participants of the individual schools had confirmed that their schools were classified under the zone.

4.9.2 Selection of research participants for the interviews

Selection of Parent-Student Teacher Association chairpersons (PTAs)

The PTAs were purposefully selected as critical informants since they have their potential practice and knowledge associated with this study's topic. Actively, they have been engaged in the school management and hence know the point of parental involvement in the school management.

Parent-student-teacher association chairpersons who were specific for this research study were certain on the next standard, having goodwill and aptitude to discuss their children's school situation regarding experiences of parental involvement in managing primary schools for ensuring quality education, and being easily reached when needed.

Selection of primary school principals

The school principals were research participants because they are the ones leading and managing the teaching-learning process and know about the process. Principals who were selected for this research were selected based on the criteria, having at least a first degree.

They were also expected to have at least teaching and primary school leadership experiences, understand the environment in which their students live well, be eager to give an interview, be enthusiastic to give details on their experiences with no fear of any kind of intimidation.

In the focused sampling engaged in this study, sampling by the case (as described above) was working in a flattering mode. Schools located at the rural area (not village town or town) in this zone were selected. Having selected the study area and participants, the issue of gaining the right to use to the study location and study procedures was tackled.

4.9.3 Selection of parents for the focus group discussions

As Baumgartner, Strong and Hensley (2002:12); Johnson and Christensen (2004:19) state, focus group discussion is an objective discussion enhanced engage peoples' philosophies, outlooks and understandings. Focus groups include the number of participants taking part in research may differ according to the research type and extended from four to six members. As Dawson, Manderson and Tallo (1983) state, conducting focus group discussions with only four participants may be practical.

Kingry, Tiedje and Friedman, in Schulze and Lessing (2002:3) explain that to make the study trustworthy, the focus groups contain homogeneous participant types in conditions of living, status, age, amount of familiarity, educational background and gender".

Therefore, in this research, the focus group discussions included parents of children in primary schools (12 participants). The researcher requested certain selected families in the schools to partake in the focus group consultations. These families were responsible for the collective security of their locality and regularly visited their children's school.

Before the group discussion were conducted, the researcher asks for consent from the families in their specific schools to request them to partake in the focus group discussions. The participants' educational background and age groups were requested since this information assisted in appreciating their practices and viewpoint but did not recognise the persons. Concerns were given to the contributors in every discussion so that available time was allowed for them to be engaged in the discussion. The recognised participants were aware of the discussions' actual date one week prior.

4.10 CONDUCTING THE FOCUS GROUP DISCUSSIONS

The twelve parents selected for the FGD were drawn purposefully based on being relatively active as per the preliminary information collected from the principals. The goal of the focus group discussion was to get details of the family's parental management of primary schools. Participants were benefited to gain elementary data about the rehearsal of family involvement in managing schools and family were pushed to identify appropriate enquiries for the following person interviews. After categorising appropriate discussions with the participants, the researcher made flexible arrangements for the place and time of the discussions.

Regarding conducting the focus group discussions, time and other facilities were planned at an appropriate occurrence and position that was not challenging. During the focus group discussion of both groups, the researcher motivated challenges to generate an optimistic setting to facilitate the contributors in this research. The researcher commenced each sitting by articulating gratitude for the participants' attendance, and aspirations of the research study. Further, they were assured of their confidentiality and that of the study, together with their privacy.

The other activity expected from the researcher was asking participants to protect their privacy by receiving approval for documentation of the dialogue on audiotape. When the discussion was ongoing each member was asked to introduce himself or herself. Their names were

requested for knowing specific study problems in context. Similarly, when participants speak for a short time regarding his or her presentation concerning parental involvement in the school management and how he or she had been concerned in the involvement will take as an example. Each was asked how parents participate in school management and how parental involvement contributes to school governance.

The contributors were also questioned to explain their opinion on the experiences of parental involvement enhancing learner's achievement for families and tutors and their practices of managing the primary school in their locality. Regarding understanding precipitation of parental contributions, the participants were asked how they understand their involvement in primary schools to stop issues prohibiting parents from contributing their knowledge and experiences.

Finally, the discussion group members debated on different difficult issues and contribution that they exercised regarding their backgrounds as well as their strategies for defeating these challenges. Also, the participants were requested to contribute any additional suggestions or opinions that they wanted to make regarding their children's educational procedure in their perspective schools.

Both focus group discussions in this research lasted approximately 120 minutes. The guides on the time when focus groups take place the talks was following the subject matter of discussion, and participants completely express their understanding freely. Each focus group was given themes or directions for discussion and there was need of additional interview points the facilitator will give talking points for succeeding the focus groups discussion.

As Dawson *et al.*, (1983:178) argue that participants in focus groups conclude their first or original information, no additional focus groups were essential. According to Krueger Onwuegbuzie *et al.*, (2007:17), when two similar purposive clustering unearth unlike findings, then more focus groups are essential for the approval of the results gained from them. Therefore, in this research, focus group discussion sessions stopped when no additional data was similar from the groups.

4.10.1 Conducting face to face interviews with primary school principals

Individual interviews were also conducted in this study. Individual interviews were supportive for arriving at the challenges concerning parental experiences on the matter of parental involvement for quality education in elementary schools without being influenced by other individuals. Individual interviews were used to dig out the nature and standpoint about school parental connection in managing their children's school.

Such approach in face-to-face interviews uses purposive sampling, data gathering and minimise biasness of researchers. Key informants had rich information in each of the individual schools, like school director, the PTA chairpersons, were interviewed in this study.

The school principals are the most important and influential persons in school guiding activities. Consequently, they have the full amount of governing right on school leadership and coordination of parental involvement in the school.

As the Federal Democratic Republic of Ethiopia Education Police, 1994, School Improvement Programme SIP, 2005, the school principals and PTA chairpersons have clear guidance on the real parental involvement in their children's learning to the extent that and the school policy is considered as optional. Parental understanding of their participation in the school management concerning their children's education and their clear challenges guided parents on how they could participate in school events for further solutions. Not only were parents' visions regarding their participation determined only by providing a suitable clarification for the feeling of parents. However, their perceptions regarding their participation in school management was also a determining factor. Face to face interviews conducted with the principals were approved in the director's bureau for the sake of confidentiality.

4.10.2 Conducting face to face interviews with the parent-student teacher association chairpersons

Five individual Parent Student-Teacher Association chairpersons (PTA) (one, one per school) were requested to fill their bibliographical data before conducting the interviews. These data were planned to collect individual data about the participants.

The participants were asked to give their consent for the interviewee as proof and they were sure of both their confidentiality and that of their schools.

Parent-Student-Teacher Association chairpersons' interviews were recognised to conclude their feelings, perspectives and outlooks in parental contributions for quality education in primary schools. Consequently, these interviews required to reconcile how the schools give confidence involving the parents in different school performances. Parent-student-teacher association chairpersons' (PTA) experiences regarding parental involvement, if participation is good it makes involvement of the parents simple in the school (Monadjem, 2003:61).

An indication of this participation might assist policymakers in the designing of an effective parental involvement for quality education in managing primary schools. Parent-student-teacher association chairpersons' point of view was realised, as they work together with the school for the achievement of their children's careers.

Additionally, understanding the degree of information and kinds of parental involvement happening in children's schools is more critical to identifying mistakes happening in the explored understanding of the parental involvement. The individual Parent Student-Teacher Association chairpersons' interviews were conducted in the school compound or other areas at their convenience.

Of different school performances, financial records of parents' awareness concerning their contribution to school were the ones that stood out. If it is true, parent student teacher association chairpersons would interview, how they have a concern about youngster's school financial records and if they understand that their contribution enhances their children's academic achievement.

Parent-student teacher association chairpersons perceived opportunities and challenges to their participation in their schools were crucial and necessary. PTA interviews were not only determining their views but also helping to give a more valid explanation of the parents' connotation on their involvement in their children's school management.

Therefore, the researcher interviewed five selected Parent Student-Teacher Association chairpersons. A universal discussion on learning and the participating issue was first on the interviews' agenda. During the interview, the researcher showed the participants calmness before the commencement of the interviews.

In addition, the researcher made efforts to preserve the privacy of all informants throughout the interviews and also through the distribution of the findings. Similarly, the researcher did not hold verbal permission from the informants but also allocated an amount to each member,

he disconnected or distorted categorised data from the research studies and switched off the interview tapes after the research study.

Furthermore, the researcher re-evaluated the process and privacy strategy of the research with each contributor and planned actions to carry out the interviews face to face. The interviews were directed by open-ended queries that helped to centre a conversation on the informants' current knowledge and restraints with parental involvement into their children's schooling. Moreover, detailed questions were posed to add a distinct understanding of the challenges.

The face-to-face interviews with parent student teacher association chairpersons lasted just only about 1 hour and 15 minutes or 75 minutes each and 10 to 15 minutes more was allocated for each interview if there was a valid justification. Lastly, field remarks were jotted down through face-to-face interviews and after each interview, the tapes were copied for information examination.

4.11 DATA ANALYSIS AND INTERPRETATION PROCEDURES

Data examination was followed by investigating, classifying and triangulating the interviews, focus group discussions and document analysis in qualitative research. Yin (2003: 109) rationalise the above argument by saying “document analysis is as trying to speak to the first proposal of the research”. Similarly, Jakuja (2009:75) explains that data research study is centred upon recognising regular topics across records.

Which means the researcher transcribed each interview and focus group discussion to understand its substance. In this research, based on the reality of fundamental questions and the qualitative data collected, the type of interview conducted, and focus group discussion, data analysis, and interpretation tools were used. Data analysis starts with transcribing and translating interview records followed by coding, and then by categorising. The data was categorised into different roles that parents have in primary school management for quality education in different aspects.

The analysis and discussion then corroborated the evidence from the primary sources (participants) and secondary sources (documents) through examining and comparing with each other in connection with the research study. The responses of the participants were grouped

into three categories, the primary schools' principals, sampled parents and the Parent Student Teacher Association chairpersons.

Focus groups were to make comparisons possible between different groups of participants on the current conditions of parental involvement in school management to ensuring and enhancing quality education in primary schools. The utilisation of FGD was to show whether or not each of the groups had orientation and awareness about parental involvement in school management in ensuring and enhancing quality education in their local primary schools in particular and the country as a whole.

Creswell (2007:75) assumes that following the researcher gathering the necessary information, putting it in order, and analysing data was an ongoing procedure all the way through the study. When the researcher researches for an end goal of raising the data into convincing, genuine, and significant findings he has to collect all essential data. Based on this in this qualitative inquiry, studies choose among five traditions suggested by Creswell (2007: 78).

In the case of this study, the researcher recognised interviews, focus group discussions, response and relevant document examination information and assessed them to evaluate the Education and Training Policy and other pertinent policy documents. It helped with the researcher understanding, taking memo by the researcher looked over the interview records, and other data was coded and prior comments identified . Then the researcher efforts to form the communal connotation, imprison the character of the data collected, or symbol the last stage of information analysis needs the researcher to understand his/her accepting into a little comprehensible. In this study, the researcher developed an unusual approach for maintenance of the confidentiality of the participants and schools. In such a way that participating schools were coded as School "A", School "B", School "C", School "D" and "School "E". The matching focus groups and families of schools were also presented as school "A, B and C" and School "D and E".

For example, focus groups from School "A, B, and C" were named as focus group "A", and the School "D and E" was named as focus group "B". The above categorisation was confirmed by Merriam (1998:185) "as constant information examinations of the data all through the study made sure that data gathering was in the direction of the focus of the study questions". At last, the expression of participants and the content of discussion deliberated on were methodically giving the impression by the researcher. In the process, duplication of issues, explanation of terms, confirmation of data, using language terms, and clear suppositions were handled

carefully. The gathering and research study of data prompted the researcher to make changes and examine discussed ideas, topics, and categorisation of the consisted information. It facilitated the researcher to construct a reasonable understanding of the data that was composed, and it gave a chance for the researcher to become close with the data.

4.12 TRUSTWORTHINESS OR ISSUES OF QUALITY IN RESEARCH

In trustworthiness “inspecting qualitative data means to make sure the excellence of the results was essentially important” (Creswell, 2007:129; Ary et al., 1996:480). Because doing so would improve the honesty of the specific study. The data gathering procedure chosen for this study is explained in ways that point out how they improve the dependability of the information gathered.

As Marshall and Rossman (2006:202), McMillan and Schumacher (2010:331) say, trustworthiness of the study is reinforced by proving triangulation, which means the use of various sources of data, and different kinds of data to arrive at a single objective.

As O’Hanlon (2003:76) states, researching a state of affairs from a different viewpoint can minimise the chances of bias from different or opposing data. Sometimes if the deviation is insignificant, then rationalisation is certain whereas if it is apparently different further examination is called triangulation. However, this is when the study methods are attractive to conquer over-reliance on one method. As it is explained by O’Hanlon (2003: 77), diverse sources of data offer broader ways of confirmation.

When trustworthiness is measured in research, statistics from several foundations can be used to “confirm, complicate, or exemplify the study question” (Marshall & Rossman, 2006:202). Therefore, in this research study, cross-checking was attained through end-to-end data analyses from different groups and locations as well as the use of numerous means.

Calculating research that makes use of several cases, as Marshall and Rossman (2006:202) states, various types of informers and different data collecting methods make researcher much stronger and meaningful for other study areas. The dependability of the research study in quality research would grant ones by understandings to members in a situation for their corroboration is another way of attractive. In research, quality cautiously devises interview questions so that sense is apparent as explained in 4.4.1; it also assists the reliability of the

study (Hoberg, 1999:89). Soundness is a significant feature of dependability, and is “normally worried about the degree to which tool is hypothetical to gauge” (Ary et al., 1996:268).

Concurring, De Vos (1998:83) confirms that a suitable calculating device does what it is hypothetically supposed to do. Similarly, appropriate measuring devices measure what they are theoretically to gauge and give ways achieve whose disparities reproduce the exact dissimilarities of the changeable issues. This is by deliberately doing something or accidentally making mistakes while conducting the study. How the data gathering tools were used in this study is explained in 4.4 to 4.4.3. McMillan (1992:223) explains that there is another essential characteristic of dependability called consistency.

As he states “consistency explains the degree to what is evidenced as statistics is in fact what takes place in the normal situation”. On the other way, Denscombe (1998:213) amplifies McMillan’s account by saying dependability is “attaining the same results although an additional beneficiary in the study”. This implies how dependability of a gauging tool is the amount of control with which it processes whatever it is gauging.

On the contrary, De Vos (1998:95) describes dependability as “the amount to which self-governing directions of the same tools give way the same grades below analogous circumstances”. As it appeared from this study, the same tools give way the same grades in locations (schools) as far apart as a minimum of 25 kilometres was Guba’s model of trustworthiness. Creswell (2007:86), and other researchers propose that the use of at smallest amount two actions make sure the dependability of the study.

In this study, the researcher utilised four methods in assisting the researcher’s injustices as a researcher. Secondly, the researcher used official document analysis of Woredas and schools’ statistics, key informant interviews, and focus group discussions, as means of gathering data. For better research trustworthiness the researcher inspected schools’ documents; documents for quality assurance package, Education and Training Policy document, School Improvement Programme document, and schools rules and regulations.

Thirdly, purposively selected critical informants ensured that the validity of this study. Since the chief mode of data compilation was interview data, member checks were in place to make sure. Then after transcribing and coding the interview and discussions, they were quality assured by the researcher and the supervisors. Lastly, member check was conducted to validate the data.

4.13 RESEARCH VALIDITY AND RELIABILITY

4.13.1 Reliability

Reliability is the consistency with which a measure assesses a given concept. De Vos (1998:95) explains that reliability is identical to “consistency, steadiness, inevitability, correctness, repeatability and generalisability”. The concept of dependability is adapted from traditional measurement theories, which assume that the score gets hold of any confidential measurement. William Deco cited in Gullicken (1950) portrays that the primary objective of reliability is to reduce the mistakes and injustices in the research.

Wiersam (1991:239) explains reliability as “the amount of dependability of research study comprise the number of researchers can be simulated in research quality”. The appropriate methodology used and the procedures wisely executed in the process of this research will uphold the reliability in which it will bear similar results as any scholar can conduct it at the same setting. Wiersam (1991: 76) argues that the reliability of research is if the study is consistent and another researcher uses the same approach, variables, capacity, and circumstances the reliability indicates the same results.

This research, therefore, employed possible events and approaches to sustain its validity. As Yin (2003:38) states, the universal way of approaching the stability problem is to make as many stepladders to functioning.

4.13.2 Validity

This study committed itself to its validity. Validity is defined as the dependability of the study and is particularly significant discovering how practitioners interfere in people’s lives (Merriam, 1998:198; Glesne, 1999:32). Merriam (1998: 199) posits that validity pertains to the merit of the research study and should state the study plan and period of data gathering. Wiersman (1991:239) explains that soundness of the research study is the understanding of the research study outcomes with assurance and generalisability of the outcome of the study. It refers to the theoretical and methodical soundness of a research study. Graziano and Raulin (2004) say accuracy is a fundamental and useful concept in all forms of research methodology. Polit et al. (2001:32) assert that even though qualitative researcher’s uses, unlike instruments

dependability, are justified in the study by setting up of soundness and dependability in that specific study.

The validity for this qualitative study was ensured through the data collection instruments and evaluated by senior professors and colleagues working in the area of study and was pilot tested in one of the nearby primary schools, which did not form part of this research. Additionally, a summary of responses was read to the interviewees to get their consent on individual responses immediately after every interview.

Depending on the attention of the interviewees, audio-visual devices were used to check the reliability of opinions. If unable to supplement with audios, the draft report was given to participants, for their comments. Thus, the research was conducted with the series attention to previous work to justify any differences and similarities the in the findings. Scholars in the area were requested to contribute to the research study from instrument development to comment on the report to ensure the high validity of the study.

4.14 RESEARCH ETHICS

Ethical issues in research study research are the principles of right and wrong (Bogdan & Biklen, 1992:49; Marshall & Rossman, 2011:47-49). Ary *et al.* (1996:514) define research ethics as “values forcing the researcher to respect the human rights, difference, solitude and consideration of contributors in the research”. Knowledgeable permission in this sense implies that respect of informed consent, that the researcher informed the participants orally or in writing that their contribution was voluntary. In this way, the researcher indicated the profound role and credibility of the participants in the research (Christians, 2005:144; Bogdan & Biklen, 1992:53; Tuckman, 1994:13; Ary *et al.*, 1996:484).

Borg and Gall (1989:15), Ary *et al.* (1996:484) point out the importance of explaining to the participants that they can withdraw from the study at any time. In research ethics, McMillan and Schumacher (2001:421), Cohen *et al.* (2003:292) explain that the natural world of the research possible targeted for the contribution of all member and desire that was concerned with exposure to participants. Christians (2005:144) on the contrary states that consent is based on being fully open to the participants on what research instruments will be used to conduct the research. This is because consent based information was used in the focus group discussions and interviewees. It helped the selected participants to make a decision if they

wanted to participate in the study or not. They were also informed that their identity would remain anonymous when the dissertation and other outputs are published.

As suggested by Borg and Gall (1989:84) participants were given an opportunity to look for orientation on any substance of fear and caution was taken to make sure that participation will not do in a way that which will cancel study results. This means members were not made to believe or feel that they had to react in convincing ways, which could be emanating from doubt.

Tuckman (1994:13) and Bogdan and Biklen (1992:49) concur that a right to privacy is to realise the abovementioned consent, the informants' right to privacy and informed consent detailed that their right was to remain anonymous. To this end, pseudonyms were used for specific references. As Cohen *et al.* (2005:292); McMillan and Schumacher (2001:422) postulate, the participants' privacy is guaranteed as it is an extremely sensitive issue. Hence, this member made sure that all research studies in data collection are kept under lock and key until they are terminated according to the university rules stipulated in the Research Ethics Clearance certificate (Creswell, 2007:141-142; Christians, 2005:146). As explained by Bogdan and Biklen (1992:54), participants were verbally advised that they shall be treated with respect and they would not be made to feel uncomfortable in any way.

Borg and Gall (1989:85) explain research ethics in the way that questions were not offensive or without cause persistent. Participants were encouraged to indicate when the study events were threatening or causing some uneasiness. For the sake of the research ethics, the researcher ended the study when the data was saturated.

4.15 SUMMARY OF THE METHODOLOGY

This qualitative research explored how parents get involved in managing their children's learning in primary schools. To know the amount of parental involvement in primary schools and how they build perceptions from their involvement, the researcher collected data from different groups, parents, PTA chairpersons, and elementary schools principals and document analysis. Parents have been recognised in the research study as original characters lacking education and needing to be directed by mentors. The study of parental involvement in managing their children's primary schools has shown the standpoint that school leaders have and, the study authorised their standpoint.

The study collected data using four approaches and data collection instruments. These were semi-structured interviews with five schools principals, five Parent-Student-Teacher Association chairpersons, PTAs and focus group discussions with 12 parents who have children in elementary schools and document analysis. The sites selected to conduct this research included rural areas (countryside district) and semi-urban or little municipality school Woredas in the North Shoa Oromiya National Regional State.

4.16 CONCLUSION

The qualitative case study research titled experiences of parental involvement in managing primary schools was conducted in five primary schools. The motive for using a qualitative case study in this research was the study results with a reliable way to use when conduct interviews, and as such it brings out the appropriate result. Sampling and sampling methods in this study incorporated families, PTA chairpersons and principals of every school. Throughout the interviews and focus group discussions, privacy issues were guided by the principle of trustworthiness by following the moral requirements for research.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF RESEARCH RESULTS

5.1 INTRODUCTION

This chapter presents the findings, the emerging themes and suggestions of the study participants and results of the analysis. In conducting this research, the scheme of Coleman's "social capital" theory of parental involvement and Epstein's typology of parent involvement underpinned the research study, and the creative writing re-examine are used to direct the findings. There are six primary results arising from the emerging themes.

The concepts guiding the study were discussed in Chapter two, Coleman's "social capital" theory of parents' involvement focused on the fact that parental socialisation has a bigger load on the child's outlook, knowledge and capacity in school matters than does the school.

Epstein's typology of parental involvement theory (1995:704) and its six types, which promote the degree of overlapping and shared accountability in the environment of authority. A qualitative research study scheme was utilised in this research study to get hold of an in-depth understanding of the meaning and the outcome of parents' involvement in the academic achievement of their children. According to Merriam in Ramroop (2004:57), the goal of qualitative data analysis is "to come up with reasonable conclusions and generalisations based on a prevalence of data". This research hoped to revolve around the families' experiences of their involvement in the governance of primary schools attended by their children and the contribution to the delivery of quality education to enhance learner achievement.

This research is delimited to principals of five primary schools, five chairpersons of Parent-student Teachers Association (PTA) and 12 parents whose children are enrolled in these schools. To explore and attempt to understand the personal perceptions of participants (parents, principals and PTA chairpersons) and their experiences (as they were involved in school management), the researcher made use of semi-structured face to face interviews, focus group discussions and also document examination after which he explicitly studied and interpreted the collected data.

The data collected during this research study involved principals of five primary schools, chairpersons of five PTAs and 12 parents from five different primary schools in North Shoa Zone of Oromiya National Regional State. The results of the study, which originated from semi-structured interviews, focus group discussions and document research study, were accessible and disputed. Speech marks were used to give qualitative “wisdom” to the responses. Only quotes demonstrating common visions, than individual’s answers were used.

The data were sorted and arranged according to the identified themes. Schurink (2003:165) echoes that data have to be written out and linked to show evidence of responding to the research questions. Henning, Hutter and Bailey (2011:228) assert that “after making the transcript and signing the statistics, the unified codes have to come together into classes”.

5.2 PROFILES OF PARTICIPANTS

As it is indicated in Chapter 4 Sections 4.7.2.2, semi-structured interviews were performed with five primary school principals and five primary school chairpersons of parent student-teacher associations. Additionally, focus group discussions were conducted with 12 parents. Document analysis was also conducted. For interviews, the research study used a choice of principals and chairpersons of parent student-teacher associations of elementary schools in five *Woredas*; three rural and two semi-urban *kebeles*.

Following Monadjem (2003:135), the researcher appreciates that focus group discussions were carried out and face-to-face interviews with chairpersons of parent student-teacher associations allowed the researcher to discover parents’ experiences on their involvement in supporting their children’s elementary schools.

In this chapter, the researcher presents the findings obtained from the interviews with participants. The findings are presented carefully and anonymously protecting the identity of

the participants' profiles, and their schools. The participants' demographics are shown in Tables 5.1, 5.2 and 5.3.

5.2.1 Profiles of participants in the interviews (principals and PTA chairpersons)

In this study, interviews were conducted in five primary schools of North Shoa Zone, Oromiya National Regional State, with five principals and five chairpersons of Parent Student Teachers Association of the schools. The participants were rural residents in five different *Woredas* of the zone. To capture the response of interviews and focus group discussions from the participants, an audiotape recorder was used to record their responses.

5.2.2 Profile of principals selected for interviews

In schools A and B, the principals were engaged on school commitment during the time of data gathering though some were not available for interviews on time. However, the researcher later arranged a convenient time and carried out face-to-face interviews with them at their schools. Most principals had a service record of more than 15 years. Apart from that of School D, none of the principals resided in the school complex. The others lived in the neighbourhood, and others walked from far away distances. All were males and had at least first degrees in education while the School E principal had a Master's degree in educational planning and management. Additionally, all school principals hold a higher degree in the teaching profession.

5.2.3 Profile of chairpersons of Parent-Student-Teacher Associations

In all schools, the PTAs were far away from the schools throughout the time of data gathering and were not reachable for dialogue. However, the researcher reorganised and tried to adjust to a suitable time for conducting the face-to-face interviews with them in their village. The face-to-face interviews targeted mainly the PTA chairpersons. Their years of serving in the PTA ranged from six years to eight years.

PTA chairpersons thus seemed to have developed a sound connection with the school principals and the school society. PTA chairpersons of School A and C had Grade 10, school B had Grade 12, and school D had a Diploma, and only school ‘E’ PTA chairperson had a Bachelor’s Degree. All of the PTA chairpersons were males. Afterwards, interviews with them were transliterated from Afaan Oromoo to the English language for analysis. For all participants, Afaan Oromoo (mother tongue) was used as the medium of communication because all of them understand and appreciate their mother tongue much better than other languages such as Amharic or English. Their answers were interpreted into English by the researcher, and the conversion was quality assured by a co-worker. The bio-data of the contributors (Principals’ and Parent Student-Teacher Association chairpersons) are presented in Table 5.1 below.

Table 5.21: Profile of Principals used for interviews

| School | Participants | Gender | Qualification | Responsibility |
|--------|--------------|--------|---------------|----------------|
| A | One | Male | BA | Principal |
| B | One | Male | BA | Principal |
| C | One | Male | BA | Principal |
| D | One | Male | BA | Principal |
| E | One | Male | MA | Principal |

Table 5.2 2: Profiles of PTAs chairpersons used for interviews

| School | Participants | Gender | Qualification | Responsibility |
|--------|--------------|--------|---------------|----------------|
| A | One | Male | 10 | Chairperson |
| B | One | Male | 12 | Chairperson |
| C | One | Male | 10 | Chairperson |
| D | One | Male | Dip | Chairperson |
| E | One | Male | BA | Chairperson |

5.2.4 Profile of parents in the focus group discussions

Focus group discussion with two groups of parents took place at their village in their working area. In total, 12 participants were involved in this study. Parents who contributed to the focus group discussions knew that they have to contribute to their children's learning, but did not know how to participate. In all schools, the parents who participated in FGD live far from the school, and some were nearby the school throughout the time of data collection. For those who were not reachable at the time of FGD, the researcher arranged another time and carried out focus group discussions with them at their village.

The FGD revealed that the parents had each lived in the area for more than 25 years, while some had 40 years. Therefore, these parents had developed a sound connection with the school and the school society. Educational level of all parents who participated in FGD was approximately Grade 12. Six of the parents were males, and six were females. Subsequently, the discussion was categorised and made ready for analysis.

The biographical data of the parents are presented in Table 5:3 below as parents' data affected the gathered information.

Table 5.23: Profiles of parents in focus group discussions

| School | No. of Participants | Gender | Qualification |
|--------|---------------------|---------------|---------------|
| A | Two | Male | Under 12 |
| B | Two | Male & Female | Under 12 |
| C | Two | Male & Female | Under 12 |
| D | Three | Female | Under 12 |
| E | Three | Male | Under 12 |

5.2.5 Profiles of school participants in the study

In this study, five primary schools in Oromiya National Regional State of North Shoa Zone participated. The schools are situated in the rural and semi-urban areas of five different *Woredas* in North Shoa Zone. Details of the schools are shown regarding site, physical facilities of schools and number of students and the feeder *Woredas*. Regarding schools facilities and services, schools in the countryside had inferior services and internal facilities than those in semi-urban districts.

All schools included in this study had their different drawbacks including physical services, are insufficiently resourced, for example, in conditions of classrooms (schools B and D), in terms of school grounds (school A, B and C) and regarding safety fences (schools B, C and E). However, what makes all (schools A, B, C, D and E) similar are the offices for management and other staff. Detailed justification of all schools regarding their accessibility of substantial services and the general school conditions is presented in Table 5:4 below.

Table 5.2 4: Profiles of schools that participated in the study

| School | Location | No. of Pupils | Feeder Areas |
|--------|-----------|---------------|---------------|
| A | Semi town | 2080 | Urban & Rural |
| B | Rural | 1575 | Rural |
| C | Semi town | 2650 | Urban & Rural |
| D | Rural | 780 | Rural |
| E | Rural | 2076 | Rural |

School A was established in 1990 by the Ethiopian government to serve most rural children in the *Woreda*. It is located near Tulu-Milki town. Most of the pupils come from the rural *kebeles* such as Bitoo-Milikii and Yayambana and few students from a small town called Milikii.

In School A, the playground was dusty. Restrooms were not intended for use by all learners. In such a case, one cannot say the school can ensure the children's equity. School B was one of the oldest government elementary schools in the zone. It was established in 1967 by American Evangelical Missionaries. All learners come from the rural *kebeles*. This school is 12 kilometres away from Gerba-Guracha Town (*Woreda* Town). It is located in a deprived socio-economic rural neighbourhood. The physical facilities such as fences, walls, floors roofs and other parts of this primary school were very aged and deteriorated. No maintenance has been conducted in this school for the past few years. School C was founded in 1970 near Muke-kule town of Degan *Woreda*. The school has a large population, and all parents are engaged in small-scale farming. Children have to walk long distances to school. There were high learner class ratios that accommodated an average of 52 learners per class.

School D is about 15 kilometres out of Fitch town, the capital of North Shoa Zone, and is found in Deber-Libanos *Woreda*. Some of the pupils walk to the school from surrounding rural *kebeles* while most come from small nearby towns. Similar to other sister schools, school D had inadequate school facilities. Like for example, the playground was unkempt and not suitable for extracurricular activities. The school had no electricity and water for the daily use of the learners. Further, no library, toilet and school hall were available.

School E is about five kilometres out of Muke-turii Town. Most families were mainly small-scale cereal farmers. The classrooms were adequate and accommodated 45 to 50 pupils. However, in this school, some classrooms were occupied by 65 to 70 pupils. No electricity was used for the different teaching-learning processes in the classrooms.

5.3 PRESENTATION OF MAJOR FINDINGS

In examining and appreciating the understanding of parents' involvement in managing primary schools, several themes emerged. To respond to the research questions guiding this study, the results are presented in Table 5:5 below.

Table 5.3 5: Summary of repeatedly emerging themes form the case study

| Main Theme | Emerging sub-themes |
|--|---|
| <p>Theme1: Parental involvement in managing primary schools</p> | <p>Parenting roles in managing primary schools Ways of parental involvement Initiation of parental involvement Parental understanding of their involvement in school management Experiences of parental involvement in school management Possible policy support for parental involvement</p> |
| <p>Theme2: Contribution of parental involvement in school</p> | <p>Benefits of parental involvement in their children’s education Views of schools and teachers on parental contribution School assistance of parents in their parenting tasks How parental involvement enhances learners’ achievement What to be done to enable parents to participate in their children’s schooling</p> |
| <p>Theme3: Opportunities for parental involvement in school management</p> | <p>Possible opportunities for parents to talk with their children Possible opportunities for parents to talk with their school Possible opportunities parents have to exercise their duties and responsibilities in school management</p> |
| <p>Theme4: Challenges for parental involvement in school management</p> | <p>Challenges in communication between parents and the school Parental economic related challenges Challenges related to school facilities Challenges related to parental negative attitudes</p> |

5.4 PRESENTATION AND DISCUSSION OF FINDINGS ACCORDING TO EMERGING THEMES

5.4.1 Introduction

The first major theme, parental involvement in managing primary schools, and related sub-themes are presented first. Then comes the second theme which is the contribution of parental involvement in school administration and related sub-themes are followed by the third theme, namely occasions for parental involvement in school management and related sub-themes. The fourth theme pertains to challenges of parental involvement in school management and related sub-themes.

Creswell (2007:148) views data analysis as a three-stage process which begins with the researcher getting ready and systematising data for analysis, after which data are reduced into topics using codes and lastly presented in the form of discussions; in words, figures or tables.

In this study, a similar approach was used to enable the researcher to arrive at findings. As mentioned above, after conducting the interviews and focus group discussions, the researcher transcribed the recorded data word for word and read so many times to understand the sense of what the participants were proclaiming about their experiences, feelings and approaches of parental involvement in their children's schooling. As he read each sentence, the researcher broke them down to find meaning and identified codes using different coding systems.

5.4.2 Parental involvement in managing primary schools

5.4.2.1 Parental role in managing primary schools

Parental role in managing primary schools includes essential desires of parents providing for children's security, just beginning with parenting talents, working for the wellbeing of their maturity, child education and preparing the student for school by structuring optimistic home behaviour that ropes school education and behaviour throughout the school year.

On the contrary, schools used a variety of methods to make parents aware of their parental role in managing the primary school for the successes of their children's school life. Based on this fact, in the area where this research was conducted, schools used parents as stakeholders regarding Parent Student-Teacher Association and local elders to create parental awareness.

During school half term and annual parents' day, the school principal and the PTA chairpersons tried to inform parents about their parenting roles in the home and schools.

During the face-to-face interviews, the principals were asked the role they would like parents to play in their school and results showed the following. All school principals unanimously reported that:

“Parents should play their parenting role; visit the school at least once a month; send their children to school on time; and provide educational materials, uniforms and other necessary materials for their children”.

In all the schools, this seemed to be a problem. Parents who participated in FGD as well as school principals, reported that:

“A lot of pupils lack these basic needs, since a lot of parents around the schools have low economic status and run after their daily activities”.

Parent-student-teacher association chairpersons of school A and D stated that:

“Schools asked parents to play their parenting role by providing their children with school materials, monitoring their children at home and controlling what they learn in their school. But most parents fail to do so”.

They continued that the school sometimes called an emergency meeting for parents to discuss issues relating to parental roles. For example, five school principals reported that:

“We had an urgent meeting this last semester because of an outbreak of students uprising”.

They tried to call parents and inform them about how they secure and sustain peace and security in schools. However, no parents can report on any organised activity in school to make their children aware of specific issues related to school peace and security in the teaching-learning processes.

On the question of how PTAs or parents understand the concept of parental involvement in school management, PTAs of Schools B and C reported that:

“They did not understand the importance of parental involvement in management of schools for ensuring good teaching-learning condition and creating better school environment”.

Parents in FGD of both groups also stated that:

“They were not aware of how and why they needed to be involved in school management”.

A parent from focus group discussion B pointed out that:

“They were aware of the concept of PI in school management and were motivated to support the school in the learning of their children’s, but schools were not aware of how and why they participate in schools”.

In the words of a parent:

“As families, we contain an accountability to do the whole thing to endorse our students’ schooling, other than we do not be acquainted with what we have to do.”

School D’s principal stated that:

“He and the PTAs sometimes visited the villages of their pupils or met their parents at government and other social meetings and talked to them about school issues”.

The researcher understands that there was an awareness gap and difference of skills in the parenting role. On top of this, some school principals tried to reach parents who were not involved in school by moving around the community and holding parental discussions regarding their role in the teaching and learning process.

5.4.3 Ways of parental involvement in schools

As is discussed in chapter two of this study, Epstein (1995:704) in her six types of parental involvement: - parenting, volunteering, communication, learning at home, decision making and collaboration with the society regarding participation of parents, were significantly examined and the data were then categorised. They are next presented in the subsequent sections.

Parenting

As considering the ways in which parents are worried about their children's learning in school, contributors of FGD in Schools A and B stated that:

“regarding parenting families’ understanding of their participation was obviously extremely incomplete”.

So, parents sensed that their parenting was not contributing positively towards supporting their children's schooling moreover since they were familiar with how they supposed to get involved as they were illiterate themselves.

One parent from focus group B stated that:

“Regarding parenting the teachers were competent sufficient to teach their children and can does an improved work than he could and added that teaching is teachers’ job and parents should not bother about such issues”.

Parents who participated in the FGD A said:

“In terms of our parenting, tutors do not have to wait for parental involvement to educate children. Teaching children is the responsibility of teachers. We are not qualified to do so”.

In respect to the question of families and students' assignments, to what degree are families concerned in their children's homework? The principals of Schools A, D, and E mentioned that:

“In spite of their own feelings of insufficiency, an attractive mainstream pointed out that it was parents’ responsibility and liability to help their children's at smallest amount with assignments”.

PTAs in schools C and E said that few educated families were aware of their parenting reluctance and limits of their potential to be meaningfully contribute to their student's schooling. One parent in focus group discussion A indicated that:

“Parental involvement has to do an extra with transporting children to school day today and monitoring their homework than anything else”.

Under the question of the settlement of parental involvement in children's learning, families in FGD B stated that:

“They should not have better understanding on parental involvement in conditions of supporting their children with assignments performances in order to get better their student's school success”.

Focus Group Discussion A, on the contrary, stated that:

“Some parents have an understanding of parental involvement that it does not go further than the contribution of the stipulation of instruction and education resources for schooling”.

Some parents were also unaware of their responsibility to help children with homework and motivating them to learn. In one focus group discussion (Group B), it was explained that:

“Most parents expect that the duty of taking part in family was more of mother's accountability than a father's. Such an idea emanates from the perception that fathers stand for power in the family and mothers must be more concerned for school cultural and so that mother takes care for the family than fathers”.

All parents who participated in FGD showed their support by shaking their heads throughout the discussion. Apart from this, some families did not speak whether to agree or disagree with this idea. It was quite an extraordinary view, which suggests that such families require being free of such fallacy.

Parents in FGD of all schools said:

“Even though we are uneducated and some of us have few understanding, we did not completely stop supporting our children's with their learning”.

Possibly one can assume that Parent Student-Teacher Association chairpersons and school principals have awareness on parental involvement in managing their children's elementary schools from the above discussion. What emerged from the focus groups was that their understanding of parental involvement in managing primary schools has varied meanings.

Communicating

On the question of how schools contact parents to involve them in school management and how parents communicate with schools about their children's education, the following was learnt. The school principals of all schools stated that:

“Natural communication created between home and the school would not only get better children's' educational attainment but also endorse the growth of school leadership to achieve the school goals”.

A school-home communication plan could help students to reduce undesired behaviour among young people in schools and even reduce the dropout rate in their class level. Even though school parent communication has significant advantages on parental involvement in schools, these potential advantages are still not utilised.

Chairpersons of Parent Student-Teacher Association of all schools explained that:

“There were few parents who communicate with the school and even those who communicate with the school were often members of the Parent Student-Teacher Association or parents who pass by the school for other reasons, for instance, going to markets. Many parents stopped by on their way and visit the school so infrequently; there was no intentional visitation”.

School “A” in Wara-Jarso *Woreda* and School C in Degem *Woreda* were situated close to the weekly market, and on market days many parents were seen around the school but did not visit the school. Based on the question, how parents would justify the amount of connection among families, tutors and school principals, all school principals reported that few parents interacted with the school when they were invited for annual school days or parent days. Otherwise, parents would not communicate with schools.

In all the schools, the annual school day was the main event for parents and schools to communicate with each other. During this meeting, parents were able to express their views and discuss with the school community.

The school principals stated that:

“An annual school day is an effective mechanism to reach all the parents though few parents would come to schools during such a meeting”.

The researcher understands that there was weak communication between the school and parents. Of course, some schools were working on how to improve school parent communication by organising parent school days twice a year, where parents were invited in writing to visit their children's schools. This would create, for the parents, the platform to talk with the group of teachers on the how achievement of their students. In sporadic cases, parents were invited to an individual meeting with the teacher or the headteacher. However, all the respondents agreed on the issue that such an invitation was only occasional and happened when there was something urgent concerning the child.

Volunteering

In the definition of Barrera and Warner (2006:7) volunteering refers to parental motivation in different school events such as serving in the library, governing schools extra co-curricular activities, and sometimes assisting with fundraising for different school programmes.

In this study, with regard to the question of what experiences they have had about parental involvement in managing primary schools, principals of Schools A, D and E accounted that:

“Families were not uniformly concerned in school activities. When schools have events, parents are invited but they would not come”.

Parents who participated in FGD of Group B also mentioned that:-

“Many parents do not come to schools to watch and encourage their children while performing sports, arts and crafts”.

Chairpersons of Parent Student Teachers Association, on their part, reported that:

“Voluntary involvement of parents in managing primary schools in terms of supervising pupils’ was weak”.

When gathering information about this research, the researcher witnessed that some schools had sports festivals and invited parents to watch the events. Only a few parents came through and most of them were chairpersons of Parent Student-Teacher Association. Moreover, parents were engaged in their agricultural activities and other social issues. The chairperson of parent-student teacher association and the school principal of School D stated that:

“Volunteering in the school was exemplary for other schools in terms of using parent potentials”.

During the data collection, this school was constructing additional classrooms, and few parents voluntarily brought, for example, cement, sand, and some of them donated money. Schools A and C reported that:

“Sometimes parents participated in schools by ploughing the school garden for different income generation activities”.

Parents of schools A, B, C, and E who participated in FGD stated that:

“ in some cases and if invited, few parents voluntarily participated in school events that involved cleaning the school compound as well as with building and repairing school properties, like the boreholes and latrines”.

About voluntary participation, there is variance among countryside and semi-urban schools. While rural schools contribute to the school in labour or giving physical materials, parents of semi-urban schools were more likely to contribute money.

According to parents who participated in FGD B,

“The schools certain in this study did not allow parents to visit their children’s status in the classroom for the reason of tutors’ attitude towards parent volunteers.”

School principals interviewed, on their part, said:

“We had for no reason listen and admit noise of parents volunteering to assist primary schools as whole and in the classroom in particular.”

Parents who participated in FGD Group A reported that:

“Many tutors were not eager about cultivating and connecting families with schools to help them (teachers) in this method; tutors did not really agree to parents partaking in class”.

Principal of Schools A and B argued that the limitation of parent’s voluntary involvement was not be because of teachers’ negative attitude but:

“Because of parent’s attitude saying schools were not giving any attention for parental service they provide to schools, and then families are not enthused to come to school and misuse their full daytime voluntarily”.

Even if few parents tried to come as volunteers, some of them felt that family volunteers would be worrying and would not have the skills to help in classrooms.

As mentioned by different respondents,

“Voluntary involvement of parents in school management was still poor and is misunderstood. There were even differences between rural and semi-urban schools”.

Schools, on the contrary, have the limitation of implementing policies and regulations regarding voluntary involvement. Based on this finding, the researcher suggests that until parents get solid understanding of voluntary participation, the school should invite the parents, use them as resource persons, and exploit their potential in different school activities.

Learning at Home

On the question of whether families are aware of their child's schooling, focus group discussants in both groups explained that parental involvements in their children’s learning at home is meaningful for all parents, students, schools and even for the broad community. However, some families did not visit or check their children and monitoring how they get back home. Some parents engage their children in other routine activities such as herding cattle and sheep rather than helping them in learning at home.

They added that home visitation helped them to monitor the child’s behaviour and academic progress. Chairpersons of Parent Student-Teacher Association stated that teachers and school principals took the opportunity to help parents contribute to their children’s schooling. As FGD A, participant parents stated that:

“Some tutors and school directors perceived that uneducated parents were not motivated in youngster schooling for the reason they do not recognise the subject matter students learnt view challenges in terms of learning at home”.

Principals of Schools C, D and E argued that:

“ it was not because of some tutors’ and principals’ understanding that uneducated families were not concerned in youngster schooling for the reason they did not try to involve parents by organising different occasions like class days”.

Chairpersons of Parent Student-Teacher Associations stated that:

“Parents were not monitoring the performances of their children after they go back home”.

Principals of Schools A, C, D, and E justified this by saying that:

“Teachers gave homework to the pupils to be signed by the parents, but students brought the given assignment back as it is without parents’ signature”.

Parents involved in focus group discussion, Group B, reported that:

“Even though teachers and school principals perceived as parents have no knowledge in the subject matter their children’s engaged on, few number of families try to help their pupil with their assignments to the level of their knowledge”.

The group further indicated that when teachers give homework, many of them tried to help but had their routine activities and did not have time to check the children’s exercise books. Focus group discussants in both groups explained their feeling by saying:

“Parental involvement in learning at home has a multidimensional meaning for all families, students and the community. For example, children learn about hygiene and are instructed to practice it at home; they are taught how to take care of trees, crops or animals at school practice the same at home with their families”.

Parents in both focus group discussions explained that:

“Children learn skills at school and practice them at home with parents”.

This indicates how students work together with their parents in their garden and how they try to practice what they learn in school at home. Chairpersons of Parent Student-Teacher Associations of School A, C and E, mentioned:

“The mutual effort of parents and school in terms of learning at home is the most important element in school management to educate a child in a proper manner”.

Unfortunately, when schools call parents to discuss issues regarding learning at home, only a small number of families attend the meeting or conferences in schools. As PTA chairpersons discussion parents present at these meeting or conference were approximately represented by mothers. According to all school principals and PTA chairpersons, to create awareness of learning at home:

“Most schools had difficulties with reaching parents”.

This difficulty had several reasons. Parents who participated in FGD Group A explained that:

“In rural and semi-urban schools, a lot of parents continuously work on market days and on their farms to fulfil their subsistence and have no time to contribute in their children’s schooling”.

They mentioned time constraints as main challenges for their participation in their children’s schooling. A typical answer by principals of Schools B, C and E, strictly stated that:

“In most of the rural areas around them, parents do not taking part in their pupil’s learning at home”.

This is because many parents are:

“Engaging in activities like collecting harvests and keeping monkeys and apes away from eating their crops in the field from the early day of sawing up to harvesting”.

In most schools, the respondents said that:

“The above-mentioned factors and other social issues make children’s learning at home so weak.”

The researcher understands how respondents’ perceptions about the parental understanding of the participation in learners’ tutoring both from the schools’ and parents’ view are weak.

Decision-making

In all schools where this study was conducted, PTAs and school principals were present. According to the School Improvement Package (SIP), a document of the MOE, school principals are secretaries of PTAs. All principals possessed lists in their offices.

About the question of roles that parents play in either facilitating or ensuring parental involvement, respondents said that:

“PTAs are the highest decision making bodies regarding any school issues supposed to link schools and parents. The composition of members of the association was from the whole community including the school community regardless of gender”.

Parent-student-teacher association is expected mostly to make parents aware of the vitality of parental involvements in managing primary schools’ overall achievements.

Parent-student-teacher association was supposed to bring and implement new working ideas in the school. However, usually, parents were engaged in their social routines rather than engaging in their children’s education. Focus group discussants of Group A explained that:

“Most parents in the school do not even seem to be aware of PTA’s accountability and responsibility regarding making decision on schools matters”.

They also said that:

“Most parent student-teacher associations cannot fully exercise this responsibility. Parents and members of the parent-student-teacher associations can meet each other in their community. However, parents were not clear on how they could contact parent-teacher associations if they had questions, ideas or complaints about their children’s school”.

When we look into the education policy document on parental involvement in primary schools, the SIP document of MOE (2004) presumes that PTAs would approve and supervise the school budget allocated by *Woredas* (local governance), supervise teachers and beginners and accordingly communicate with the limited administration and non-governmental associations when asked by school principals.

The School Improvement Package (SIP) does not indicate how, when and why parents are involved in managing schools and to what extent parents and PTAs have administrative; supervisory and consultative roles in schools decision making processes. About the question of what the government does to enhance parental involvement in primary schools, PTAs that represent the broad mass of parents were mostly established through elections by the general assembly.

The General Education Quality Improvement Package (GEQIP) of the ministry allows parents to establish PTAs. The chairpersons of the associations commented that the government expects to formulate and implement the real package or programme on parental decision making in school activities. Focus group discussants in Group A mentioned that:

“What schools do to improve family partaking in managing elementary schools was organising an annual school day at least twice a year.”

During the meetings, parents were expected to come up with ideas concerning school issues. This annual general meeting would be taken as an opportunity for both the school principals and the parent-student-teacher associations to share their new ideas and ask for the approval of parents for implementing a future plan of the school.

By this chance as school decision-making organ and parent representative, parent-student-teacher associations need approval from parents for the implementation of this new idea.

The annual or quarter school day was an opportunity for school principals to share the school performances of the preceding year and discuss the plans for the following year with parents. For example, in two schools (Schools B and D) focus group participants reported that:

“The construction of additional classrooms and fence improvement plan of 2015/16 was proposed by the school principals and was discussed and approved by parents”.

Principals prepared school plans and were approved by the Parent Student-Teacher Association and the local government on the annual school day. In three schools, these plans were among the five activities that the schools had to run that year, such as constructing toilets,

fences and renovating existing classrooms and building additional ones. A principal of three schools (B, D and E) explained that:

“Parent student-teacher associations in their schools are not fully functional. In some schools, PTAs mostly deal with routine activities rather than engage in major school activities like, for example, construction of the school or issues of student achievement.”

“Parents in focus group discussion of Group A did not acknowledge the PTAs as means of giving parents a voice in decision making; sometimes they decided without the knowledge of parents.”

Chairpersons of Parent Student Teacher Associations, on the contrary, claimed that:

“In some schools the principals make all the final decisions without the knowledge of PTAs, so the function of the association was not clear to schools.”

From this finding, the researcher understands that there were policy gaps that made school principals and parents have decision-making powers in their school.

Collaborating with Parents

As schools are in the broad community, their relationship with the community seems to be necessary for the cooperation parameters by families and the school. Particularly, in rural schools, daily routines take place, and parents are essential to maintaining a good relationship between the school and the community.

Government founded all schools in which this research was conducted, so the school principals tried to keep a standard connection with the core of population in general and parents in particular. Regarding collaborating the school with parents in particular and with the community in general, director of Schools A, B, C and D explained that:

“Schools would collaborate with the community when the community asked. Schools accepted their request and allowed them to have their social meetings and events on the school compound”.

One of the collaborations mentioned in one semi-urban school during focus group discussion for this research was an “IDER” (sort of association to collect money for different social welfares especially for issues like a funeral) meeting of parents and community members that takes place on the school compound.

All school principals believed that:

“The link between the schools and local communities and parents was very important for schools to achieve their goals, but was not efficiently used”.

Chairpersons of PTAs in three rural schools and their principals reported that:

“Their schools decided that all the community meetings could take place in the schools so as to create connections with parents”.

All school principals said that:

“Communities around the rural and semi-urban schools were allowed to borrow school materials like desks in case of funerals or wedding ceremonies”.

In one semi-urban school, the school principal stated that:

“The school and the surrounding community planned cleaning day in order to keep pupils’ hygiene. On the day, the schools organised the community and the surrounding peoples to clean the area around the school”.

All the participants mentioned such a relation shows how schools should collaborate with parents. Furthermore, in rural and semi-urban area schools, the community sometimes shares some social services such as the roads and water. In one school, there was a disagreement on the use of a tap water because of a conflict over land.

Here, the cause for the disagreement was that the communities felt the government had taken their land without any compensation when the school was constructed.

A parent in focus group discussion A said that:

“Conflicts over land affected collaboration the between the school and the broad neighbourhood. Local leaders /kebele officials/ sometimes mediated when there was such a conflict border by the school and the neighbourhood”.

In the case of this school, farmers evicted for the expansion of the school were left destitute with no compensation. The other remarkable thing about this school was that the compound was open and had no fence exposing it to any danger. All school principals and the PTAs stated that:

“Parents in semi-urban schools felt relatively more responsible for sending their children to school than those in the rural areas”.

In rural areas, parents send their children to herding and keeping the wildlife such as monkeys from eating their crops. As principals of Schools A, B and D mentioned:

“In rural areas community members were not encouraged to send their children to school and sometimes local governors’ obliged parents to do so”.

However, this would not ensure and sustain a healthy communication line between the school and the parents. All the school principals stated that:

“There was a lack of shared responsibilities between the schools and the parents. For example, those children who were ideal in the society were not encouraged to go to school by people from the community”.

In the above situation, the researcher understands that there was some hidden conflict between the school and parents so they should come together, discuss the problem, and solve it in a direction to make a sustainable cooperation line by the school and the community. There was dissimilarity by countryside and semi-urban schools concerning the association flanked by the school and the families.

5.4.4 Initiation of parental involvement

Schools initiate families to take part in their children's learning. Two key determinant elements of parental involvement are the efforts made by the schools to participating families and the possibility that families were concerned about their student's learning. Interview data analysis regarding the understanding of parental opportunities that schools offer for taking part of the families was one of the issues addressed in this study. About who should start parental involvement in the school management, chairpersons of parent student-teacher associations

and school principals believe that schools should create fertile ground to initiate families in their children's schooling.

Parents in FGD A said that:

“School initiation to involve parents in school management brings and realises partnership that families establish in the school-home environments to support children in common.”

The researcher understands from the finding that there is a limitation on the part of schools in making efforts to engage the family in the school life. Similarly, there was a gap of awareness creation for the family to supervise their children at home and have respect for school rules and regulations, by giving them understanding and confidence in their parenting.

5.4.4.1 Parental self-initiation for their participation in their children's schooling

Few families were concerned with privacy issues while others stressed on what they might do to assist and improve their children's learning. Regarding initiation of family partaking in school management, families who participated in FGDs A and B said that:

“There was lack of awareness of parent's basic obligations in terms of initiation to involve in and ensure their children's school life”.

On the parent's side, there was the absence of initiation for providing their children with the necessary school materials and establishing home conditions that make students' learning successful.

Parents said that:

“Conventional parental everyday engagements such as offering school materials and doing school and house follow-ups for their pupils were relatively there. They think that parents have to provide for their children the whole thing at the school and assist the student at house with their homework. But parents would not implement this idea.”

School principals and PTA chairpersons critically critiqued parents for their low initiation in establishing positive values and participation in their pupils' learning. Focus group discussants of Schools A, B, C, and E stated that:

“Insignificant number of families has commencements to supervise youngster’s progress in their educational presentation at home and schooling”.

Principal of School D said that:

“Few parents in their school follow up the teachers and ask why his/her son/daughter performed poorly in his/her exam”.

Apart from this, the fact that many families engaged in whole day activities and were not capable of managing their children individually makes the actions of their children's development complicated. One family from School C gave details that:

“A lot of parents have to carry out many activities from early sunrise to evening upsetting about the foodstuff the child would take to school the next day rather than worrying about their involvement in school. For the most part families do not have success; they are occupants who work for subsistence and feeding their children.”

One more parent from School E added:

“Even if we have initiations we do not always have the case to go after our children’s school effort as required”.

All parents involved in focus group discussions emphasised that:

“They have a decisive role in supplying their children with educational materials and emotional support, and teach them the necessary discipline”.

One of the parents in FGD Group A explained in his language (Afaan Oromoo):

“Maatii gaariin Kan ofirra dhala isaafi yaaduu” literally meaning, “A good parent is one who thinks for her /his children more than s/he does for herself/himself”.

This father continued saying that they could not maintain that because of their little knowledge or understanding of involvement. They instead assumed the teacher would do everything and

schools provide all necessary things for their children. The researcher understands that such wrong interpretations that parents have on self-initiation leads them and their children to wrong interpretations of parental involvement in managing primary schools.

5.4.5 Parental understanding of their involvement in school

Regarding parental understanding of their involvement in school, to how they are aware of the concept of parental involvement in their pupil's learning, focus group discussants in Group A explained that:

“Regardless of economic and educational level, parents are the first teachers and remain the primary source for their children's learning even after children start school”.

This study confirmed that parents in focus group B explained their position:

“In the schooling of their children was significant and would encourage their children's schooling.”

Parents in FGDs knew yet kept silent that they had a significant function to monitor if their children are learning by getting involved in school management. They, however, did not emphasise their roles, duties, and responsibilities regarding Epstein's parental involvement role. They attached less importance to their engagement in supporting and following the school as an institution.

Parents in FGD A expressed their views by saying that:

“They taught their children as parents and told them that school is important”.

However, all these needs were not based on a basic understanding of involvement in school management for the benefit of their children. When the researcher asked parents how they could be involved more in school, a parent from FGD A expressed:

“If there is a challenge, the school might explain us to a school meeting and if there are issues they inform us, such as supplying school materials, we can contribute as much as possible, and this is all about our understanding”.

On the contrary, principals of Schools B, D and E felt that:

“Some parents did not be recognisable with that they have to be concerned because of not have awareness on parental involvement in managing primary schools”.

Principals of Schools A and C also settled that:

“Many parents did not care about their school and participation in it because they did not see the immediate benefit of learning on their children”.

All principals justified the above-mentioned statement. They said:

“When they asked parents for contributions to support the schools; parents questioned why they were being asked to contribute while education was free for primary schools”.

Many parents fail to understand that:

“Parents have obligations to supplement their schools in different ways, and nothing is completely free”.

Moreover, schools also felt that some families had left their accountability of improving supplementing their children’s in the school. When asked why that happened, parents who participated in FGDs of Schools D and E said there were two reasons:

“First, parents assumed that free elementary schooling means, free them from charge of any contribution, and second, most parents run after fulfilling needs for their daily subsistence”.

One parent from FGD B said that: - *“primary education, after all, was free”.*

Parents assumed that there was no school equipment needed and everything needed to be supplied by the government. They felt the schools were wasting their time when calling a meeting. Chairpersons of PTAs in Schools A, C and E added that:

“On one school event they take their children to school, parents thought that was the end of it”.

Therefore, school principals should work hard to involve parents in school events as per the needs of the schools. Principals and chairpersons of PTAs in Schools B and D who participated in the interviews agreed that:

“Parents refuse to involve in school activities if told that primary education was free, but free primary education does not mean letting things happen when old buildings tend to collapse, classrooms fall down, and fences and toilets crumple”.

The problem with parents was lack of understanding on how and why to involve school management and what parental involvement means. Because of this and some other reasons, families were not excited to participate in school activities. They instead chose to wait for the government to provide money for those activities. The researcher understands that there was big among schools and parents regarding creating parental awareness about schools. This shows how parental understanding of their involvement in their pupils’ education still stays low.

5.4.6 Experiences of parental involvement in school management

Experiences of parental involvement in school management differ from school to school. On the experiences of schools in parental involvement in managing primary schools, principals Schools A, B and C explained that:

“Parents in their schools need their push to take part in their children’s schooling”.

Participants in FGD Group A also stated that:

“While the parents were hypothetical to direct the child into good quality future inhabitant, it was the school that did this mainly of the time”.

According to these respondents, tutors are familiar with more with the student than parents are as the families were away the whole day and came back in the sunset from different activities such as farming. As respondents first and foremost, parents did not visit the school unless there was trouble in schools concerning their children

According to participants in FGD A:

“When parents came to see their children in school, teachers did not give them attention and discuss with them any issue related to children in lower classes and these experiences make parents break their relation with schools”.

A PTA chairperson of School B made comments on how the state of affairs might be enhanced by saying:

“Perhaps we be able to attempt to inform those who do not seem to be familiar with the implication of attainment into school performances, we call them and show them the require and how this might help students in their school life.”

He added that the reasons for this were negligence on the part of the families and poverty. Many parents do not care whether or not the child has to go to school, according to the responses of school principals of Schools B, C and D,

“Schools are very open public institution and content to see family who comes to our appointment”.

Nevertheless, parents had the experiences that schools did well without them and that they had little need to involve them in school management. In this regard, Mirons (2004:55) explains that as parents have a clear cut of information, which they can contribute to their children’s schooling for their achievement. Parents who participated in FGD B said:

“They were not involved in school management despite their efforts because the schools did not recognise the values of their involvement”.

This would lead families to have low levels of involvement experiences in school management and thus keep them at a distance. Parents indicated that they were not aware of the participation division in involvement such as volunteering at school and decision-making and were thus usually content with their standard of participation.

FGD of both groups indicates parents believed that:

“They could not make a better attention to their children’s education by serving in and supervise youth school life”.

To verify the above thought, Hoover-Dempsey and Sandler (1995:316) point out that those families concerned with their children's schooling must have a strong feeling of personal efficacy. On the contrary, Unesco (2005:212) explains that parents have to have beliefs in tutors as experts in main matters concerning their children's learning.

Parents who participated in the FGD stated that:

“Schools would extend chances for parents who did not come to school remaining to imperfect chance they were given to be concerned”.

Principals of Schools A, C and E also said:

“Families were not only asked to involve in schools but also engage in school activities and play a minimum role in parenting, communication and decision making. If parents did so, it would be probably, that some of them supposed the essential possibility of exercising of parental involvement in managing primary schools were true for them”.

In the area where this research was conducted, parents felt that:

“They were expected to release all their responsibility for their children's education and that the teacher accepted this”.

This is what Swap (1993:28) confirms in his work. The research on parental involvement in managing primary schools talks to parents' performance in carrying out of education in the community in general and schools and individually at home, in particular.

Conducting focus group discussions with parents' revealed insights of parental involvement, it was important to look at how parents attempt to connect with the pupils' school life. In all schools, the principals mentioned that written letters sometimes and oral messages at other times were used to communicate with them. Parents were usually sent written letters for essential issues such as annual school days and parent days. Few schools sent invitation letters to parents at the end of the school term to inform them about what was going on in their school.

Principal of School D stated that:

“Written invitations to parents, according to their experiences, were very important because parents felt grateful when they were invited in such away”.

Without an invitation, parents hardly went to schools and discussed their children's education. Furthermore, all schools also used other types of communication such as local leaders and local governors calling parents for meetings or informing them about school issues. This is because some parents, especially in more rural areas, were illiterate. Also, all schools used children to pass messages verbally to their parents to come to schools and visit to see what is going on. In Schools B and E, parent-student-teacher associations explained:

“As a welcomed partnership among families and the school. They said (the chairpersons) that family experiences of our schools were based on working together to solve critical school problems like building school fences”.

If parents have any suggestions or complaints about the school, they present the issue to the official PTA and try to solve the issue as best they can. From this finding, the researcher understands that few parents assume that school principals were the only and primary contact person for the parents in the school. Such experiences of parental involvement affect their contribution to school management. In these schools, it was not clear why and how parents communicated with the school and worked on educational issues together.

5.4.7 Parental awareness on possible policy support for parental involvement in school management

In all schools, Parent Student-Teacher Association, and school principals were present. All principals possessed lists in their office. With regard to the question of whether they were aware of any government policy, strategy or programme related to parental involvement, chairpersons of Parent Student-Teacher Association of all schools explained that they heard that there was a policy (SIP) that entitled them (PTA) to be the highest decision making body regarding any school issues and that was supposed to link teachers and parents.

Parent-student teacher association knows the existence of this document but nothing of its practicality. The document had been in use for the past 12 years, but to date parents and school governing body was not aware of it. In School Improvement Package document of the Ministry of Education MOE (2004), school principals are the secretaries of the Parent Student-Teacher Associations.

In the document, the association is expected mostly to make families sympathetic to the significance of their participation in managing all achievements of primary schools. In all schools, participants in the interviews (school principals and PTA chairpersons) in one voice explained that:

“There was a possible policy that advocates parental involvement in school management”.

These policies include creating awareness particularly among parents and centre of the population about the benefits of quality schooling for children. School principals indicated their feeling by saying the government gave more emphasises to improved access for learners by constructing schools in different remote areas of the country rather than bringing quality by ensuring parental involvement in managing primary schools.

All school principals stated that:

“There were written and designed education policy and strategies that help school partners - PTAs and parents - in relation to policy and strategies of parental school involvement in managing primary schools”.

These documents were not available in all schools in the same way, and that is why it school parents close attachments remain poorly understood. Principals of Schools A, D and E said that:

“The (2004) School Improvement Programme documents did not clearly indicate how parental involvement should work to support in school facilities, student achievement, attendance of school events and fundraising”.

According to PTA, while the regulation has created an environment conducive for parental involvement, because of the absence of awareness creation, actual parental involvement in the primary schools remained weak limiting the need for broader participation. Parents involved in FGD of both groups stated that:

“Parental involvement properly supported by policy would give a means to help children attain their possible”.

A parent from group A said that:

“Parental involvement should include all parents and mainly families’ favour to be concerned in their children’s schooling quite than in school leading parties”.

This idea was confirmed by Epstein (1995:704) and Lemmer (2000:61) by saying that “family function in school supremacy is merely feebly connected to education and knowledge”.

Parents who participated in FGD in Groups A and B mentioned that:

“They could not know whether there was a possible policy that advocated parental contribution in managing their children’s elementary schools”.

Parents voiced their feeling in their language by saying:

“Manni guutun hidhaa tolee hin-dhimmisuu” literary meaning a house with a top roof tightly fastened would not leak.”

Parents in both FGD said:

“First and foremost, we did not have information about the document, some heard the name SIP only when we came to school for some other reasons”.

The parents said that the situation showed that the government did not put adequate pressure on parental involvement in managing primary schools and did not give the impression to understanding the settlement of communicating with parents about their pupils’ schooling. Many parents did not have enough knowledge regarding the policy document on parental involvement and were thus unwilling to participate in their children’s learning.

The promotion of this document was poor and resulted in inadequate parental involvement in managing their schools. It is true that the government does support families being involved in exercising a parental role in their children’s learning as they discuss when school activities are tenacious and they are knowledgeable about homeschool communication.

However, parental understanding in policy implementation was still weak and poor. Nevertheless, these roles were limited. The new official Educational and Training Policy (1994) of the country kept silent on the specific implementation of parental involvement in primary schools especially on Epstein (1995:704) six types of family participation in managing elementary schools. In literature, it is stated that the most particular types of parental involvement at home and the school are parenting, communication, volunteering, and decision-

making. These measures that benefit learners were ignored in the programme and package documents. School principals who participated in the interviews explained that this policy limited parental involvement and is also likely to weaken parental involvement in educational activities.

It comes into view that the condition, though, sees parental involvement as a way of improving school achievement. The researcher understands that there were even differences in the understanding of the school principals, PTA, and parents on the government policy relating to parental involvement in managing primary schools. This makes parents reluctant to participate in their children's education.

5.4.8 Contribution of parental involvement to school management

5.4.8.1 Benefits of parental involvement in children's education

Reimbursement of parental involvement in their children's schooling was explained and indicated by many researchers that parental involvement in their children's learning has a number advantages for the child. In her report on National Network of Partnership Schools, Epstein 2008:10 states that there are benefits from the involvement of families in primary schools. About opportunities of parental involvement in school management, the principals of Schools B, C, and E stated that:

“Learners whose families were involved in school management benefited more than those whose families were not involved”.

If parents contribute to their children's schooling, there is a significant increase in the latter's academic achievement. Parents can adjust future objectives of their children by improving their studies and improving their discipline.

Also, when schools have communication and meaningful participation that connects families, they involve them in useful ways. For instance, Wolfendale (2006:6) states that when primary schools conduct sports festivals, if parents follow the events done by their children, it will contribute to the development of the extracurricular activities in the schools. When primary schools organise interactive relationship with parents, parents have an opportunity to start a discussion with their children about the improvement of their homework and achievement in

test scores. As some research literature shows, in primary schools, parental involvement is linked to learners' success.

About whether or not parental involvement enhances learner's achievement, principals of Schools A, C and D and chairpersons of Parent Student-Teacher Association of all schools indicated that:

“If there is strong involvement of parents in primary schools, there will be improvement of quality of education and understanding of how parental involvement improves students' achievements. Children's performance will also be scaled up by avoiding chronic quality deterioration”.

On the contrary, parents who participated in FGD A were asked how parents participate in the management of primary schools to ensure quality education. One parent said:

“If parent school partnership in primary schools is linked positively, it will result in many positive gains like better social growth for children's, producing more optimistic parents' approaches towards school, better education chance for children's and better educational accomplishment of their children”.

In conclusion, the researcher emphasized the issue that parents' involvement has benefits in primary schools and that schools should consciously develop programmes that nurture and support families so that they become involved in their children's learning and promote their future learning.

5.4.8.2 Parental involvement in school management helps the improvement of student discipline

The other outcome of parental involvement in school is an improvement in student disciplinary problems. In 2016, when these data were collected, student strikes and protests were the occasional phenomena in schools of North Shoa Zone of Oromiya National Regional State. With regard to the question of benefits of parental involvement in student learning, participants in FGD B explained that:

“Children participate in strikes and protests staged by illegal or legal political movements which were actually very severe. Schools were closed for days or weeks because of this”.

To overcome such a problem, schools should involve parents in school management. Sometimes disciplinary problems were initiated owing to conditions that were internal to a school such as disputes between students and teachers, or students and students. Parent-student teacher association chairpersons, on their part, however, said that:

“The establishment of PTAs and involvement of parents in controlling and following up the students did not significantly improve disciplinary problems in schools”.

All school principals said that there were local codes of conduct enacted to address disciplinary problems at the school level. According to the guide, regardless of other external penalties, a student could be suspended for about two years. Parents have an obligation to provide follow up and to monitor their children’s activity and make them concentrate on their studies; otherwise, the parents could be held responsible for their children’s actions.

According to the document by SIP (2004:45), a student who violates school discipline is suspended for one to two years. Even after he or she finishes the penalty and returns to school, the surrounding local government should confirm that the student has been reformed. The views of principals of Schools A, B, and E, whom the researcher interviewed during this research, elaborate on the students’ disciplinary conditions in their schools as follows:

Principal of School A said;-

“During my first year (2013/14) of work in this school, students were studying peacefully. But in this year (2016) there were student strikes”.

There were disputes between students and government peacekeepers; which is something this researcher cannot fathom. In the same way, School B and E also had similar disciplinary problems that required a complicated legal process. The same problem was seen in Schools D and C, but it was not as critical as in other schools because of parental active and immediate involvement to solve the problem through discussion. The researcher understands from the

high school principals how parental involvement in school management contributes to the educational success of learners' discipline if used positively.

5.4.8.3 How parental involvement enhances learners' academic achievement

As some authors such as Jackson and Andrews (2004); Jackson and Davis (2000); NMSA, (2003a) indicate that parental involvement is important for pupils' academic success. Principals of Schools A, B and D on whether parents' involvement in managing primary schools would benefit pupils, said it would.

They added that:

“Families were the first and primarily important tutors of their childrens and that school with high level of parental involvement may have higher academic achievement of students than those with lower levels of involvement”.

Chairpersons of parent-student teachers associations of Schools A, D and E, however, said:

“Schools might not have proper concern and appreciation of full benefits of parental involvement that extends beyond than building schools, so far is capable in supporting children in their learning”.

This idea is confirmed by Epstein (1995) who says that parental involvement is an important issue that allows children to attain their academic achievement in primary schools. She continues to say that:

“Parental involvement has an optimistic view on students' achievements in spite of race, culture and class dissimilarities”.

As Jeynes (2005:143); and Machen, Wilson and Notar, (2005:215) confirm in their literature, parental involvement in school benefits their pupils' education and improves students' approaches towards school. Further it helps them to have a better connection between home and school, and improves the teacher- children- parent three dimension relationship.

Other scholars such as Kiprono, Ngware and Sang (2009: 4), support this idea by saying strong and dynamic parental involvement in primary school management is potentially crucial to learner's academic achievement so as to create an ethical tradition of moral values and honesty

in schools. Additionally, to encourage knowledgeable, answerable and clear management in the management of schooling. Parents in the FGDs also mentioned that:

“The contribution of parents in the managing of primary schools is very essential for enhancing their understanding and help to realise the opportunity of children, and enables them to find out their efforts and capacity that will benefit them for their future life”.

Principals of school D and E stated that:

“Parental involvement enhances children’s achievement if parents use different techniques to help their children with school work through conversation about difficulties encountered”.

They can be more supportive of the child in doing homework, which builds the child’s confidence to work hard. Chairpersons of parent student-teacher associations also stated that:

“If parents frequently visited the school, their children would become motivated and achieve better”.

Parents who participated in FGD B also confirmed that they have the potential to help students to maintain their academic performance and build confidence for their future activities. The principal of School C suggested that:

“Promoting parents’ participation in school management has a supportive impact on children’s premature progress and understanding of fundamental skills necessary for viewpoint of school continuation”.

This shows that if schools encourage parents to be involved in the schools’ affairs, sustainable quality education in primary schools would be maintained.

5.4.8.4 Schools’ view on parental involvement for the contribution of schools

Sometimes schools and parents view the contribution of parental involvement differently.

The principal of School D in his interview explained that:

“Some parents appreciated the involvement as it gave them the chance to make sure their pupil’s work and to obtain to recognise the teachers of their

children's. On the contrary, some teachers/tutors felt hurt because they want to have managed over student's activities and, then, do not want interference from parents."

The principals of Schools C and E stated that:

"When parents follow their pupil's progress, the preceding will be enthused to learn because parents need to see their achievement".

These principals further explained that:

"Even though parents want to follow up their children's school life, a number of teachers were not satisfied about the general conditions of parental supervision in schools. These teachers felt that some parents did not meet the obligation of parental supervision as required by the school".

The other two principals from Schools A and D complained that:

"Many parents did not really want to involve in their children's learning. Few even considered schools simply as a place meant to keep their pupil".

Principal of School B, on his part, said that:

"Teachers sometimes have a negative attitude about parental/parental involvement in their children's school life and if parents feel this way, schools and parents will develop unhealthy relationship which blocks parents from actively participating in their schools' events".

PTA chairpersons of Schools B and D explained:

"Few teachers felt that if a child goes to school continuously, s/he will need more money from parents for different school facilities".

Parents would instead want their children to remain at home or engage in looking for small jobs rather than being at schools. Such negative views of some members of school communities would lead families to demean their children's schooling. The principal of School D mentioned that:

"In order to avoid negative attitudes of some teachers towards parental involvement, our school started discussion with parents which resulted in clear

specification of parents' household tasks and development of desirable family behaviour".

School E principal explained that:

"Principal's convinced parent to study with their student and to watch over them even as ensuring their pupils academic achievement".

He continued that they had come up with advice that students should never engage in farm activities during class times and especially during exam weeks. However, parents would not implement this rule. The schools encouraged parents to keep their children away from any other activities to give them enough time for their homework and studies. The above statement would agree with Epstein (1987) in Monadjem (2003:33) stating that "parents' essential force to offer for their children's needs such as extra time to study their education".

Parents who participated in FGDs explained that:

"Several teachers/tutors understand that families meet their children's requirements of educational materials. Similarly, many parents did not provide their children with such materials required for successful learning and eventually contribute to the achievement of school goals".

Some other teachers recognised that mainly parents did not adequately supervise their children at home. The parents, however, indicated that they tried to fulfil their children's needs of school materials. The universal understanding of the teachers, however, was that the families were not up to the schools' expectations mainly because of low parental socioeconomic status, which was a hindrance on the part of many parents.

Furthermore, school principals assumed that:

"Poor parenting contributed to insufficient achievements by children."

Principal of School D reported that:

"Schools should provide parents with training to solve such a problem".

The researcher understands that school views on PI's contribution were not reasonable and positive in many aspects. There were persistent and systematic discussions of parents with

their children's about teaching-learning process and following them did in schools during their day, and they oversee their children doing homework.

5.4.8.5 Schools' assistance to parents in their parenting role

The active parental involvement in primary schools can serve to provide a "virtual sightsee" of the school and the work completed by parents or families at the school. This opens the door for schools to discuss parental involvement and creates considerably important school parent social networks possibly enhancing youngster's educational accomplishment. Regarding schools' assistance to parents in their parenting roles, principals have their roles to play. On the question of how school principals' situation affects the way families are concerned about their children's schooling, principals of schools A, C and E stated that:

"Principals are expected to play a good leadership role in directing to make a physically powerful communication among schools and parents".

Further, principals of Schools B and D said that:

"Parental involvement in managing primary schools would play an important role which helps parents to take part in their childrens' learning".

Parents or families involved in the FGD Group A addressed this question by saying:

"Even though it is not an easy task schools must help parents to create values which can help them to promote their children's school success and access to resources of social control including school-home relationship".

Lee and Bowen (2006: 196) point out that "parents' social capital can increase in different ways like engagement to the school may expose them to having information including upcoming events or available enrichment overall school activities".

Parents who were in FGD Group B said that:

"They can create favourable ground for parenting skills and use of resources accessible in the public network stand for by all parents/families if schools formally and continually invite them to Parent Student-Teacher Association meetings or any school events".

Sheldon (2002:304) confirmed this idea by saying that ecological source of information for parents could enhance parental involvement because parents in such conditions can share any debate about the school and their children's school accomplishment. Parent-student-teacher association chairpersons of all schools mentioned that schools should continually assist parents and bring them to school to ensure and sustain parental involvement in managing primary schools.

They added that school assistance for parental involvement is significant to consider parental involvement in practice and contextualise it within an understanding of a framework of common factors.

Parents in FGD B indicated that:

“If schools assisted parents to participate and communicate clearly with them, it would be easy to discuss school events and how their involvement improves students' achievements and solves chronic student problems facilitating parent-school relationship”.

In this way, schools can assist parents to get an opportunity to realise the desired parental involvement and help them to prevent a number of undesirable student disciplinary actions in schools.

Two parents in FGD A mentioned that:

“Currently school principals and school teachers' could not assist parents in their parental roles and realise the general guideline in the SIP document of MOE”.

Three other parents in FGD B stated that:

“Rather than assisting parents to involve in schools, some principals think they own the school as a private property. They do not consult parents on any matter important to the management of their school”.

A typical view from the same group (FGD B) was that:

“Some school principals and teachers think parents were illiterate to contribute any ideas to the development of the school and they make parents feel worthless”.

In FGD A, parents showed their readiness to take part in the schooling of their children yet schools were seemingly not ready to assist them. A parent from this group said:

“Since parents were considered as illiterate, they were not welcoming at schools to make certain their children’s attempt”.

Another parent from FGD B expressed disappointment by saying:

“If parents are made to feel they do not have the capacity to influence things, they lose the confidence to help their children in their schooling”.

This implies that parents need help to develop confidence upon their children’s learning. Parents’ precipitation of the school activities determines parental involvement as explained by three school principals (Schools A, C and E). Also, principals of Schools B, C and D mentioned that if schools assisted families to come to school and tutors respected families, viewed them as concerned about their children’s education, respected them and properly communicated with them; parents would develop the feeling to engage in school performances and children’s education.

From this finding, the researcher understands that school principals and teachers currently impact negatively on parental involvement rather than assist them in their parenting. Such unhealthy relationship directly or indirectly keeps parents away from involvement in any school event let alone assisting them.

5.4.8.6 Communication contributes to parental involvement in managing primary schools

Communication by its nature is an interaction between two entities and in this context between the schools and the parents through students. Regarding this study, the schools or teachers give enough information and data to parents or families on how they can help their children at home with their assignments and other school curricular activities. Parents, on the contrary, would be involved in school management and making decisions and even in school planning.

On the question of how communication between school and parents possibly helps parental involvement, principals of Schools A, D and E said that:

“ a free or release cooperation among families and tutors might assist families experience at simplicity with regard to receipting the needed information at hand for their children’s educational work. Conditions otherwise would harm the relationship between them. The school atmosphere in terms to parental involvement is obviously biased by the school principals/directors. They should thus take special handling of the limited knowledge of parents in managing primary schools”.

For example, if school principals do not know what matters needed to be in place for communication between schools and parents, it makes the latter unhappy. In this case, Haack (2007:45) confirms that “statement with parents have to be open and stress-free”. Parents in FGD also expressed their feelings by saying:

“Connection should not only be about non-desired issues that seen at school in relation to our children but also about optimistic effects that happen in classrooms”.

Parents did not understand that they were free to discuss with schools on their perceptions as well as concerns. Principals of Schools A, B, C and E also felt that:

“Families did not discuss about imperative matters such as academic and discipline problems of children which made it difficult to handle the learners appropriately”.

In School D, the principal said that:

“Neither the school principal nor parents communicated their concerns about the children with each other”.

During FGD B, families designated that capable connection among the school and restrictions would not narrow the gap between them and the school. Parents from FGD A said that they were called to school only when there was a problem concerning their children and added that better understanding might not work out well if the connection is only regarding children’s

challenges in school. They continued to say that the schools consider them as uneducated people who cannot meaningfully communicate to help the schools in the teaching-learning processes.

Because of unpleasant communication between the school and parents, they could not comment on whether or not teachers adequately handle their children in matters concerning the school. The principal of School D said that many families visited their offices and told them they should not interfere, as they were unaware of their expectations or concerns. The findings show that schools did not consider parents as stakeholders in their children's learning.

In fact, schools have the responsibility inform all parents how and why they need to be involved in school management, and even schools have the mandate to guide people who might contribute to the involvement to their children's education instead of pushing them away. The researcher understands that there was lack of awareness of connecting with families and schools that left parents unhappy about their involvement and announcement among school and families is a mechanism to involve the latter in school management. Unpleasant school climate regarding communication may create frustration of parents, teachers, school principals and pupils and tends to build barriers between the parties instead of bonding them. This leads to inadequate parental involvement in managing primary schools to ensure quality education.

5.4.8.7 What is to be done to enable parents to take part in their children's schooling?

One of the significant ways in which families participate in children's learning is through school management system, which as a result, enhances the educational process (MOE, School Improvement Programme document, 2004:47).

Principals of Schools A, D, and E in their interview about what is to be done to permit parents to contribute to their children's learning said that:

“Most parents because of their low level of educational understanding did not find it useful to involve in school management”.

Parents can contribute and understand that if appropriately involved, they can equalise the expert knowledge of teachers in ways that make robust educational and public agendas of the schools. Chairpersons of PTAs of Schools B, C and E and parents in FGD B explained that:

“Schools must organise flexible parental involvement programmes in traditional ways and work with parents to bring about positive results in the school goals. If parents work together with schools, it would be possible to attain both educational and social goals to comprehend broad school plans”.

School Improvement Programme (SIP) document confirms that:

“Parents are categories of an extra mutual administrative agreement in the school life”.

This collaboration was explained by participants in FGD A who emphasised that:

“Need for parental support to schools’ educational programmes, vigorously giving in schools daily act, and still in school preparation and institution”.

Chairpersons of parent-student teacher associations on their part said that:

“Parental involvement in managing primary schools takes several different forms such as involving in achievement of goals, decision making, and deciding on how much decision making power should reach to the school community.”

Parents from FGD B mentioned that:

“Schools have to take responsibility to create parental awareness in terms of their power, accountability and responsibility of managing primary schools so as to bring about change and enhance parental involvement in school management”.

School principals of all schools said that:

“Ensuring and sustaining higher level of parental involvement in managing primary schools is not a one-time activity but a long time process that goes up from the minor point of participation to the superior stage with different speed and outcome at various levels of governance. Schools are expected to regularly ensure this long term process”.

Parents in the FGDs explained that:

“Schools have to make parental involvement free and open in all school events. Similarly, responsibilities are shared equally between the school and parents, and risks and opportunities are treated equally. All parents get equal

understanding about their school so that everyone gets equal knowledge about what they have to do”.

The parents further said if schools welcomed all parents regardless of age, level of education, occupation, and reputation, parents would be encouraged to contribute their best to their common good. Allington and Cunningham (2007:165) wrote that schools must plan and list different ways of bringing parents to them.

A parent in FGD B said that:

“Their school expects families to visit the school voluntarily and hold up their children and actively participate in school events by adjusting their work schedules”.

This helps us give attention to our children’s education. However, parents in the above FGD added that:

“Schools need to understand that parents’ absence from school for different reasons does not show a small amount of parental support for their child”.

The PTAs emphasised that:

“Schools must collaborate and have partnership with different actors like parents to be bring about and sustain quality education in primary schools, Such collaboration may create new norms, new mechanisms and strategies, new knowledge, skills, and attitude of school leaders”.

Shaffer (1994:97) confirms the above by saying that such cooperation between parents and schools leads to parent’s transformation in their involvement in school management.

Chairpersons of all parent student-teacher associations mentioned that:

“School principals are expected to work hard to bring about improvement in parental involvement in schools and that that required developing social, political and cultural norms in the schools”.

This transformation comes through openness and adaptability of individuals and institutions; the national political and cultural environment, education system and schools’ openness and adaptability to change, to ideas, to the external world and new approaches of accomplishment. The other condition that leads to transformation of parental involvement in managing primary schools, according to the school principals, is developing a mechanism for collaborative structure and organisations for different actors at all points in the schooling system. Responses by all participants for the question of what is to be done to enable parents’ involvement in school management, respondents said that:

“Schools have to work on good practices of parental involvement and this needs a change in knowledge, attitude, skill and behaviours of parents through sustainable training and discussions”.

From this finding the researcher understands that PTAs play the vital role of building collaboration and partnership within and across schools, between students, parents and communities and among the broader society. This is to ensure fundamental understanding of parental involvement in managing primary schools if sustainable training and discussion would be delivered on issues such as knowledge, attitude, skills and behaviour.

5.4.9 Opportunities for parental involvement in school management

5.4.9.1 Possible opportunities for parents to discuss with their children

According to the responses obtained from parents who participated in FGD A:

“Many parents do not as such materialise what they discuss about with their children earlier to they leave for school and after they came back home”.

Respondents indicated that:

“Before the childrens go to school in the daytime and returned home in the evening, families make busy them with non-value discussion outside the realm of academic issues”.

Examples of such conversations are warnings to children that they should get to school in time and come home as soon as they finish classes; not to waste time on the way playing with friends. Similar remarks like “put off your uniform, have your meal quickly and fetch water from the river before to it gets dark or go and bring the cattle and goats home, etc.” wait for the children when they come home from school. Parents rarely ask children about their academic achievements of the day.

A parent from FGD A mentioned that:

“They always asked their children if they learnt well and what they learnt”.

Parents from FGD B also mentioned that:

“Even such conversations were mainly procedural and it meant that we parents had very little concern about our children’s school life”.

This shows how parents lack the motivation to participate in their pupils’ learning.

Participants involved in FGD B mentioned that:

“We did not realise the importance engaging our children in motivational discussions”.

They added that a few of them understood that discussing school events with children gives occasions for families to realise their children’s academic challenges and generate explanations. However, practically many families did not use available opportunities for this. This means many parents did not use the opportunities to talk with their children about their

schooling and were not aware that governing and inspection were connected with their children's achievements in understanding and reading.

5.4.9.2 Possible opportunities parents have to talk with their schools

Two school principals and parents in the FGDs said that:

“Parental involvement or discussions with schools contain a determinant position in children's schooling”.

Principals of School D and E also mentioned that:

“Parents do not use available opportunities to talk with schools concerning their children's educational performance and school life. Parents do not make efforts to make confident that their children develop the desire to reach high positions”.

From the semi-structured interviews with chairpersons of PTAs of Schools C and E, it was learnt that parents visited schools when problems arose and were invited by the school to come and discuss them. Parents who participated in FGD B also mentioned that:

“They did not use the opportunity to involve in school activities to build their children's future because they had to focus on making ends meet or look for means of daily subsistence”.

School principals in the interviews explained that:

“Parental opportunity to discuss with schools may depend on three forms of parental understanding: these are depends on how parents understand their children's in their schooling, how students' self-efficacy in education and the way parents humanising their children and lastly parental insights of the school in general”.

It is understandable that when there are limited opportunities for parent-child communication, there is also the very limited relationship between school and parents. Schools A, B, C and D principals explained that:

“Only few parents attend school events and visit schools only when their children make problems and are thus invited in relation to that”.

Parents in FGD B identified at least three ways in which parents had the opportunity to talk with schools and be involved in their children's education. These were homework, supervision, school attendance and children's discipline problems. Parents who participated in FGD A mentioned that:

“Parents were involved in school development and maintenance by contributing money and labour in the construction of additional classrooms and toilets”.

They further participated in the provision of materials for learning support, purchase of school uniforms and provision of food, and encouragement of children to be present at schools. Regarding this, parents stated that it is not easy to get money to provide for their children's school facilities. However, whatever is the case, if the school asked, they were ready to provide.

Chairpersons of PTAs of Schools B and D said that:

“Regardless of economic and literacy level, parents remain the primary agents for the teaching-learning process in the school”.

Parents need the opportunity to be involved and talk with schools about the effectiveness of their children's education. In literature, Cotton and Wikelund (2001:18) indicate that “families are bothered about their children's schooling achievement but do not all times know how to articulate their worries or how to participate.” Both the principals and the families supposed that their position in the schooling of children was significant and would provide the opportunity to foster their children's their school life. Focus group discussants mentioned that many parents gave less emphasis to parental involvement in the management of their children's homework.

The researcher believes that this was mostly for the reason parents felt forced by their limited education. He also understands that parents were not very sure of what represented parental involvement opportunities. What stands out importantly from the responses by the school principals and chairpersons of PTAs is that parental involvement opportunities in all schools were not given sufficient attention and that it was insufficient. All schools parents participating in the discussion reacted; school principals and PTA chairpersons responded in similar ways.

5.4.9.3 Possible opportunities parents have to participate in their children's education

Parental involvement opportunities in the education sector management help them to take part in their children's schooling by managing primary schools to ensure quality education. On the question of possible opportunities provided by the education policy to parental involvement in school management, principals of Schools A, C, D and E reported that:

“School Improvement Programme (SIP) allows parents to involve through Parent Student-Teacher Association”.

The associations comprised teachers, students in primary schools, principals and parents who have their children enrolled in schools (the Federal Democratic Republic of Ethiopia, Ministry of Education, School Improvement Programme, 2004:65-68). SIP is a document that gives a legal status to parent student-teacher associations in the country. Asked if they exercise their duties and responsibilities in involving school management, parents in FGD A indicated that:

“Few parents helped their children with homework and provided space and time”.

If schools create opportunities for parents to get involved, they would welcome this and be freely involved in their children's schooling. This means parents see the opportunity that the schools create as positive. When asked if there were opportunities for parents to visit the schools and discuss with the management, parents in FGDs A and B said that:

“It was possible to visit the schools and attend any school events, go there when they occurred any problem with their children”.

According to the SIP document (2004:7), parents have a direct voice in governing their school or an indirect voice by electing PTAs. In the literature, participation in governing bodies entails issues related to the school climate, the school financial management, recommendations for hiring of staff and determination of school policies. School principals, PTA chairpersons, and parents who were involved in this research all said that:

“Currently in Ethiopia issues like recommendations for hiring staff and determining school policies in primary schools do not involve parents”.

Policy issues are primarily determined by the federal government or regional government bodies rather than by parents or local school governing bodies. Regarding possible opportunities, parents are expected to take part in their children's schooling.

Participants in FGD B explained that:

“Communication structure to participate families in their children's education to ensure quality education and manage primary schools is still poor”.

The policy document of the general education quality improvement package (2009:3) approves the parents' ideas by saying communication structures between schools and parents hardly give an opportunity for families to take part in their children's schooling.

One can see from this finding that it is difficult for parents to maintain good contact to help, plan and organise parent school events because of their low understanding of parental involvement in managing primary education.

5.4.10 Challenges to parental involvement in school management

5.4.10.1 Challenges in communication between parents and schools

The challenges in communicating with parents and schools and the challenges of parental involvement in their children's' learning were intimately linked and identical. Parents were more inclined to take part in school management if schools welcomed them and made things clear and smooth for them. Answering the question of challenges to parental involvement in the school, principals said that:

“There were challenges in terms of communication, parental economic status, policy issues and other parental social problems”.

Regarding communication challenge, the principal of School D explained that:

“School Improvement Programme keeps silent on the policy of finance (in terms of parental involvement), concise policy on parental involvement in managing primary schools and the health and safety policy”.

However, he added that it is clear on the admission policy and learners' code of conduct that should be produced by the PTA and offered to families at parental school conferences. Parents in FGDs and PTAs in the interview explained that:

“For the reason of the lack of obvious school programmes in terms of family partaking, it was not possible to develop effective parental involvement strategies in school level and help principals avoid hindrances and confusion during their time in office”.

School principals involved in the interview remarked that:

“In the absence of a clear school packages and programmes, misunderstanding of parental involvement in school activities would prevail, and both parents and teachers would not know how to collaborate with each other”.

Chairpersons of PTAs of Schools A, C and D said that:

“They all do not have a clear parental involvement policy in school management, so there are confusion and even conflict between parents and school”.

Parents in the FGDs commented that:

“Lack of such a policy/guidelines’ resulted in poor parental involvement.”

A parent at School A summarised this saying *“school principals and parents were sure to differ in their school involvement”.*

As Van Wyk and Lemmer (2004:261) confirm in their literature, the outlook of schools towards active parental partaking is commonly vague. Parents in FGD and PTAs in interviews said there were no clear school policies in place; school climate is affected as teachers become uninformed of the way to approach family matters and do not ask the family to come to the school.

Principals of Schools B and C say that:

“They have limited knowledge of school parent communication and how to involve parents”.

Principals of Schools A and E also explained that:

“They communicate with parents through letters while the director of School D shows that family do this via school leaders and the school”.

He added that they communicate with parents during parents’ meetings. This finding indicates that there were challenges in schools’ communication with parents, hindering parental involvements in their children’s school life. The researcher, by the above finding, comments that schools must do away with this confusion by formulating a clear policy of parental involvement in managing primary schools.

5.4.10.2 Challenges related to parental economic status

The primary economic base for parents in the five target schools were ploughing, small market business and animal husbandry. The income obtained from farms needs to be adequate to be effective.

Therefore, parents focus on their activities rather than go to school to participate in school events. This is a big challenge for the five schools. The principals of Schools A, B and E indicated that:

“Parents, at the beginning of the academic year, consent and sign a legal agreement not to make their children absent from school”.

They, however, fail to keep their promise and charge the children with the duty to help on the farm, especially during harvest time. All parents who participated in the FGDs of the five schools said that:

“Parents have the interest to support schools”.

However, they fail to contribute as much as they would have wanted because of the fluctuations in their income and poverty in the community. Similarly, PTA chairpersons of the five schools said in the interviews that:

“Parents fail to contribute enough because the number of family members and the wealth they have do not match”.

Therefore, it is very challenging for parents to contribute even the minimum of time to talk with schools. Parents in the FGDs stated challenges related to their socio-economic status by saying that:

“They have different social problems and that most of them are poor farmers who produce less than what they need for the family so they run around to make ends meet”.

They further mentioned that there is lack of enough farmland, fluctuation in harvest because of climate change, the high price of agricultural inputs (fertiliser and selected seeds) and that they have significant families as challenges testing their involvement in managing primary schools.

School principals and PTA chairpersons also reported that:

“Low level of income is the most serious challenge that would affect the stability and sustainability of parental school involvement”.

According to them, parent’s livelihood depends on farming, but they do not even have enough farmland to produce enough for their families. Therefore, they are poor and cannot support the schools that their children attend. Because of these challenges, the schools have no stable and sustainable parental involvement. In all the five *Woredas*, parental involvement in managing primary schools was inadequate to ensure and sustain quality education.

School A director remarked that:

“Parents could not contribute to the infrastructural development of schools because of their low economic status. Hence their children learn in terrible conditions”.

Principals of Schools C, D, and E also said that:

“Parents could not buy the required educational materials for their children”.

Vogel (2002:2) in the same vein says that families with low life status background are more inclined to have minimum self- appreciation, the minimum level of understanding of their children’s education, low income and low participation in school activities.

Parents in FGD A said that:

“They may be little power to confront problems of offering support for their children in their learning because we find ourselves in a vulnerable position”.

Parents who participated in FGD A explained that:

“So many times their poor economic statuses really negotiate their talent to importantly participate in their children’s schooling”.

Haack (2007:4) confirms that in rural schools rural parents’ life- status such as their financial earnings were the main challenges for parental involvement in their children’s learning. This tells how parents’ economic status is usually related to their involvement in school management.

5.4.10.3 Challenges related to school facilities

In literature, the availability of adequate resources at the local level is fundamental to the achievement of educational participation by parents (Welsh & McGinn, 1999:231). If schools have no adequate materials and human resources, they will probably fail to achieve their intended goals. Where schools have no adequate infrastructure, enrollees could be sent home, or they would compete over existing facilities.

In schools where teachers are not available to the required number or level of qualification, students will fail to get the required knowledge and skills. These conditions undermine the quality of education.

In two of the five schools, it was reported that:

“Although more classrooms had been built and more teachers had been deployed every year, the schools lack adequate classrooms and qualified teachers”.

Regarding challenges related to school facilities, principals and PTAs in School D commented that:

“The newly opened high school nearby shared their classrooms and offices”.

Then, they were left with the older ones, which are full of holes and broken windows and have a shortage of tables and chairs. The community has tried their best to fill the shortfall; many have not been filled yet. In these schools, classes are still overcrowded; there is a shortage of rooms for resource centres and offices, and libraries are not stocked with the required reference books.

Lack of electricity was the primary challenge for classes, office work and communication for schools and *Woreda* offices. The researcher had witnessed the problems in three primary schools in rural areas on the researcher's quest for an interview with school principals during the fieldwork (data collection). The researcher does not believe parents or the government would solve all such school problems. Old blocks in rural schools that contributed to this research were made of materials from the surroundings such as mud and were substandard constructions that are not durable. In each of the Schools A and B, the researcher observed that there was one table kept close to the blackboard probably for the classroom teacher.

In School B, floors were broken, and many broken chairs were piled at the back of the classrooms. The principal of school explained that:

“Durability of the rooms, offices and fences were not taken into account when they were constructed as the school had very limited resources”.

PTAs mentioned that:

“Two of the schools (Schools Band D) did not have adequate infrastructure like pure water, electric power, toilets and playing grounds. It was reported that many of the schools lack enough budget to fulfil all these facilities”.

The principals of Schools B, D and E similarly explained that:

“They were worried about the pupils getting the desirable basic knowledge from such schools”.

The problems are common in other schools too (MOE, the GEQIP Official documents). As Ayele (2009:54) and Tadesse (2007:137) state, the shortage of necessary facilities and resources at the local levels are critical challenges in the implementation of quality education in the country.

5.4.10.4 Challenges related to parental negative attitude

About parental involvement in managing primary schools, there are challenges regarding attitudes. Parents with a low level of education were not willing to give consent for schools to

put together their children's school system successfully. This negatively impacts their involvement in the school. In this research, negative parental attitudes were also cited by principals as challenges for schools.

Parents in FGD B felt that:

“Some school principals and teachers viewed them negatively with regard to their involvement which made them counter-act”.

Siririka (2007:27) and Zoppi (2006:4) say some families just suppose that the accountability for learning lies on the school.

In this research, the researcher found that some parents were over-protective of their children that they did not bring them to school in case of instabilities around the schools. Similarly, some parents forbade their children from partaking in school events lest they develop bad behaviour.

The principals of Schools B, C and E said that:

“There are families who understand schools are not adequately aware about their children's safety and make partiality between students”.

Therefore, they forbid their children from actively participating in different school activities. That develops a negative attitude in parents. Parents who participated in FGDs also explained that:

“They were not willing to actively and sustainably work with schools especially during farming and harvesting times because of their personal problems”.

Most parents would not attend even parents' meetings, school days or school opening days because of some annoying habits showed by few teachers. PTA chairpersons of Schools A and D said:

“Some parents prioritise cattle rearing and harvesting and do not have available time to participate in their children's learning”.

According to principals and PTA chairpersons of Schools A, D and E, belittling school involvement frustrates the school to the amount that it unconstructively impacts on children's performance and the overall school goals' achievement. Parents in FGD B argued that:

“The school principals were responsible for this negative parental attitude. They also said that schools and school principals were assumed to give awareness

creation, way and leadership for parents, particularly on matters such as parental involvement policy and parental duties and rights regarding parental involvement in managing primary schools so as to avoid their confusion and negative attitudes”.

School A, B and C Parents participating in FGDs explained their feelings by saying:

“All school principals were expected to explain and disseminate to parents the school policy on parental involvement because parents highly depend on the guidance they get from schools and school principals in connection to youngster’s schooling”.

This points out that families need capacity building from schools on why and how they participate in school management and change the negative attitudes they have. Hoell (2006:28) confirms this by saying that there is a requirement to enhance families so that they importantly take part in their children’s schooling. Mansfield (2009:21) and Depleanty *et al.*, (2007) in Mansfield (2009:21) apparently states that families’ level of understanding positively correlates with parental involvement in managing primary schools. They even become more likely energetic in school performances, PTA meetings, and parent-teacher conferences.

Parents in FGD said that:

“School managers and teachers somehow blame them for not participating in their children’s progress but the problem, according to them, is their low level of education (awareness) and poverty”.

Parents in FGDs further stated that:

“Few teachers belittled their involvement and considered them uneducated. Such teachers believed they were not of any use in terms of school management”.

A participant from FGD B also mentioned that:

“Few teachers thought parental involvement would just make things worse”.

The researcher understands that in schools that have this kind of teachers, parents assume that they are not given a chance to converse with schools, or even express their views regarding their children’s schooling.

5.4.10.5 Challenges related to parental educational levels

Related to parental involvement in managing primary schools, the other potential source of frustration for parents is their educational level. Hanni and Phippen (2010:142) confirm this idea by saying that parents' limited education was seen by teachers, school principals and even parents themselves as a challenge to parental involvement. Siririka (2007:161) also says, "...incomplete family level of understanding ended in the constraints of applicable knowledge to get participation".

Parents who participated in this research from the rural schools remarked that:

"They were not educated during the past two regimes (the Imperial and Dergue) and added that they did not know what they were supposed to do in terms of school involvement".

Parents do not understand why schools want their participation in school events. They were uninformed of their obligation and everyday jobs concerning their participation in their children's schooling. All school principals explained that:

"Parental educational level as stated in the policy of parental involvement in managing primary schools is vital to operate our school activities with our partners. And we school principals, sometimes tend to run the schools without creating mutual understanding with parents on school policy documents".

The principal of School D explained that:

"We school principals sometimes worried to parents only what they were normally to do as part of their participation in their children's education but did not go beyond".

What emerged from the interviews with school principals and PTA chairpersons was that there was limited knowledge on the part of school principals on how to efficiently and effectively address parental involvement in school management. However, there is a need to solve the problem possibly by organising parental workshops to be informed on what is in the policy and empower the parents with the necessary knowledge and awareness.

5.5 CONCLUSION ON PARENTAL INVOLVEMENT IN MANAGING PRIMARY SCHOOLS

Parents in FGD B explained that:

“They had a problem in terms of awareness of their role both in assisting in their children’s homework and helping the children at school”.

They felt that schools did not sometimes perceive them as change agents in the school management.

Many schools and school principals have a negative attitude towards their involvement in managing primary schools because of their low level of education. These findings indicate that teachers and school leaders had limited understanding of how parents with low educational levels could contribute to the school management. Parents in the above FGD stated that:

“Even if most of them are uneducated they have the potential to assist their schools in different ways if schools and school leaders acknowledged the importance of their consultation”.

From this finding, the researcher understands that attitudes of schools and school leaders towards parents’ educational level and parents’ involvement emerged from ineffective communication between parents and schools. It is possible to enhance parental existing indigenous knowledge through training and discussion and use their basic knowledge by involving them in school practices. This chapter shows how the researcher dealt with a research study of parental involvement in managing five primary schools in North Shoa Zone of Oromiya National Regional State.

The research study questions formulated for this research study were answered by respondents. Further, the study aims and goals were also dealt with under the subsequent headings:

- The amount to which parents participate in the schooling of their children.
- The position parental involvement has in their children’s schooling in the North Shoa Zone schools.
- Approaches in which families in the five districts participate in their children’s schooling.
- Challenges and opportunities to parental involvement in managing primary schools.

From the study's findings, it was learnt that school expansion was the crucial issue for parental involvement and government agenda in education. Currently, many new schools have been constructed, and additional grades have been opened, and many youngsters are registered in elementary schools. At present, all *kebeles* in North Shoa Zone have at least one primary school each. This has increased the intake capacity, reduced the physical distance between home and school and increased enrolment of younger children. Because of the construction of additional schools, youngsters from more impoverished families have the opportunity to help their parents and attend schools simultaneously. However, in all primary schools, there still are problems of retention and class detention of students, which emanate from reluctant parental involvement.

The other issue investigated in this research was student dropout, and absenteeism in rural areas as parents demand their children to help them in farm work and collecting agricultural products during harvesting seasons. To address the problem, schools and school leaders were trying to work together to avoid educational wastage and bring sustainable quality education in primary schools, but this was without thoroughly involving the parents. Also, because of different challenges related to parental involvement in managing primary schools, parents could not attend school events without any reservations.

The School Improvement Programme (SIP) document of the Ministry of Education is supposed to increase parental involvement in the management of primary schools to increase the sense of parental ownership but this is not realised. In all schools where this study was conducted, parental understanding about the SIP document was insufficient and needs more efforts from school leaders to make parent-school partnership stronger.

The study discovered that there were constraints in parental involvement in elementary schools. In this case, one of the findings was: schools and parents did not value what parental involvement takes into account and were uninformed of the parental involvement further than activities such as attending annual meetings and parent days. According to this study, varieties of factors were assumed to cause challenges to parental involvement in managing primary schools. The most severe challenges were a transparent approach on parental involvement in managing primary schools, low level of education of many parents, parental work engagement, lack of time for parents to visit schools, and lack of parenting skills among the parents to support their children at home and schools.

On the contrary, school principals and PTAs were not in the position to promote parental involvement in managing primary schools according to the standards. Sometimes school principals and PTA chairpersons work on their own on school issues. Regarding opportunities, parents are supposed to participate in school management, but school principals and teachers were not ready to employ different mechanisms in which families could be aware of their pupil's school life. Moreover, schools could not assist parents to improve their parenting role as needed. This created mistrust in the minds of parents and made them think of not involving or participating in any of the school activities.

Awareness creation among the parents on their role in managing primary schools is the accountability of the MOE itself, which seems to be ignorant of the settlement of inclusive parental involvement. Ethiopian education policy document that refers to parental involvement allows parents for an incomplete function in exercising their role in managing their children's schools. Regarding this, many educational policy guidelines in the authorisation of the Ministry of Education would not prevent or allow parents from being connections in their children's learning.

The policy excludes parents from most decision-making activities such as supervising teachers and, as a result, taking measures of hiring or firing. This research showed how parents involvement could make significant impact on teachers and their efforts to improve pupils' achievements. Little parental involvement is currently witnessed in primary schools of Oromiya National Regional State. School Improvement Programme (SIP) about parental involvement in the regional schools is not being implemented, and there does not seem to exist a good relationship between schools and parents. In fact, parental involvement in managing primary schools should consider different aspects of parental social background and plan for parental involvement according to the needs of all parents and by taking care of challenges hindering their involvement.

There should be a little link between the school and the parents. Few parents should be involved in managing primary schools and working towards ensuring and sustaining quality School Improvement Package movement. They should intimately participate in shared responsibilities and accountabilities of the sector. The researcher appreciates the parents' concern expressed when they said they would participate with whatever they could in the

future and that the school was their property; their children were getting knowledge from the school. The school principals held the same view.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter sums up the significant outcomes of the research study, counting the conclusions achieved from the data analysis and interpretations and the outcomes of the research studies, recommendations, proposal for further research study, and restraints of the research study. This research study aimed to discover familiarity related to parental involvement in managing primary schools in Oromiya National Regional State, Ethiopia. Personal interviews, focus group discussions and document examination were used to attain conditions of the practices of five primary school directors, five chairpersons of parent student-teacher associations and 12 parents at selected schools.

6.2 SUMMARY

This research study set out to look into the knowledge of directors, chairpersons of parent student-teacher associations, and parents in managing primary schools in Oromiya. The background of the study was a detailed and general objective, and specific ones were outlined in chapter one.

The primary research question was formulated as follows: What is the understanding of families and their involvement in primary school organisation in the schools in Oromiya? Details included the benefits that parents' involvement in school management brought forth and the challenges involved in the process. Based on the results, recommendations were made for more effective parental involvement in managing primary schools in the country. It is expected that students, teachers, school principals, PTA chairpersons and parents would gain a lot from the study. Chapter 2 focused on local, national, and international theoretical frameworks on parental involvement. Based on these different theoretical frameworks on parental involvement, they were investigated and presented as theories of an experience of parental involvement.

From theories investigated, Epstein's typology of parental involvement was drawn and a research study schedule was projected. Chapter 2 closed with a summary followed by an introduction to Chapter 3. Chapter 3 was a chapter reassessing related creative writing, which was positioned in the research study in the Ethiopian situation. The chapter started with a short introduction after which an overview of the traditional learning structure in Ethiopia was offered.

The history of parental involvement in learning was argued by a concise overview of parental involvement in education in the Oromiya context. Accordingly, the gradual change of education policy including parental involvement policy and its limitations were presented. The challenges facing parental involvement in schooling as a whole and the research study area of the North Shoa Zone were meticulously discussed. Finally, a sketch of causes influencing primary education and parental involvement was presented sequentially.

Chapter 4 presented a structure for the research study scheme and approach chosen for this research. The chapter completed how the research study was embarked on, for example the selection of the schools, selection of participants in the interviews, the tools used for gathering information, the information gathering events and the approach of information examination. After the foreword to the chapter, then the aims and research questions were outlined.

In this research study, the qualitative study method was engaged in as it was appropriate for gathering data necessary for the research problem. The ethical issues were discussed in detail including matters relating to informed consent, privacy and ambiguity, deception and privacy of the participants and competence of the researcher. The measures to ensure trustworthiness were presented followed by the data gathering methods. An outline of the qualitative research instruments was presented, and the sampling techniques used to select the schools were indicated. The second qualitative research instrument entailed semi-structured interviews with school principals and PTA chairpersons and focus group discussions with parents. These research tools permitted the gathering of applicable information necessary for this research study. Additionally, data presentation and data examination were presented in their appropriate places.

6.3 SUMMARY OF EMPIRICAL FINDINGS

The focus group discussions, transliterated personal face-to-face interviews and document analysis and the emanating arguments were structured. Each topic produced some themes, which controlled the sub-themes. The following were the major categories and their produced sub-themes:

6.3.1 Parental involvement in managing primary schools

The school principals and PTA chairpersons had shared understanding regarding parental involvement in managing primary schools. Six subcategories that enabled the exploration of experiences of parental involvement in managing primary school emerged. The role of parents and how they could be involved in managing primary schools, their understanding, experiences, initiations and possible policy support for parental involvement were explained in the sections. According to Epstein (1995: 704) six types of parental involvement: parenting, volunteering and communication were the primary types and then learning at home, decision making and teamwork with the neighbourhood were relevant data which was sorted and analysed.

6.3.2 Contribution of parental involvement to school management

This theme generated five subcategories: advantages of parent involvement in their children's learning, how parental involvement enhances learners' achievements, views of schools and teachers on parental involvement, school assistance of parents in their parenting tasks and things to be done to allow parents to take part in their children's schooling.

6.3.3 Opportunities for parental involvement in school management

This theme explored the opportunities that parents have to be involved in primary schools and the opportunities schools provide for parents, how parents get benefits or the reward and opportunities to participate, and if they participated in their children's learning on their accord and not because the teachers and schools ordered them.

Three subcategories emerged from this theme: possible opportunities for parents to talk with their children, a possible occasion for parents to discuss with their schools and potential opportunities for parents to exercise their duties and responsibilities.

6.4 CHALLENGES FOR PARENTAL INVOLVEMENT IN SCHOOL MANAGEMENT

This theme generated five subcategories: challenges in communication between parents and the school, challenges related with parental economic status, challenges related with school facilities, challenges related with parental negative attitudes and challenges related with parental educational levels.

6.5 CONCLUSIONS OF THE STUDY

The conclusion of the study was made on the base of outcomes generated from different reading materials connected to the subject of the research, the experiences of parental involvement in managing their elementary schools and findings generated from the empirical research study made on the subsequent findings.

6.5.1 Conclusions generated from the related reviewed studies

In this study, the related research considerations produced the subsequent ends:

First and foremost, the conclusion is based on the Ethiopian educational policy that tries to advocate for parental involvement in managing primary schools, improving educational quality at its level and through obtaining better family school governance experiences.

In Ethiopian primary schools as a whole and Oromiya primary schools, in particular, parental involvement in the administration of schools requires the participation of the Parent Student-Teacher Association (PTA). According to the policy document of the School Improvement Package (SIP), parents are involved mainly in fulfilling the mandate of income generating and holding an effort in the governing and running of schools.

Chairpersons of PTAs, school principals and parents articulated their views that in whole, families required being informed of their position regarding managing primary schools. In the

area where the research was conducted, a considerable number of pupils drop out of school (relating to inadequate parental involvement in their education) each year while nearly half of the population quits before completing primary education. Similarly, many families in the research study area did not participate in their children's schooling at home or school because of their (parental) engagement of long hours in farming or small businesses. Some of their workplaces are far and thus they get home late and tired because of the distance they have to walk.

School principals and PTA chairpersons blamed parents for not participating in their children's schooling. Parents who were involved in the study, on the contrary, blamed schools and school leaders that they were not aware of parental roles and responsibilities or that families were not bothered about the standard of schooling delivered to their children. Some parents attended school meetings and most did not go to school but were engaged in their daily activities. Reasons for the low amount of parental involvement included inadequate parental involvement, parents' commitment to some other engagements, and low support of schools for parents, parents' discomfort because of their low level of education and negative attitudes that teachers developed towards parents for not visiting their children's schools.

6.5.2 Conclusions generated from the findings of the research study

Experiences of school principals, PTA chairperson, parents and interpretations of document analysis emerged as the main findings of this study. School principals and PTA chairpersons did not appreciate the possible advantages that could end with whole parental involvement in managing elementary schools.

From the findings of the study, primary schools had no clear parental involvement programmes and thus, there were a very few formal communication opportunities for parents in schools to be involved in their children's schooling. Many parents were uninformed and ignorant of how and why they should be involved in schools and even when they were invited to school conferences and discussions, they (parents) did not attend.

Parents' feelings that teaching and learning was the duty of the teachers and that such poor parents take part in their children's learning at home and school, delayed development in quality of education. Such constant challenges adversely affected education across the board. The understanding among many parents is that "free primary education" means they were not as such required to participate in any school events and that is why many parents abstain from

paying attention to their children's education in primary schools. From this finding, few families try to meet their children's educational facilities to be fulfilled, and some did not afford the school materials required for successful learning because of their economic status.

Many parents did not supervise their children adequately at home on what they learnt at school. The other finding of this study was parents' volunteering participation in the classroom was completely null. However, there were formal rules and regulations on paper that allowed parents to be involved in school management or supervision of other activities during the school days. In practice, many parents did not participate in school consultations or giving any input on decisions that refer to teaching-learning at school because schools perceive parents as too incompetent in doing so. For the reasons that schools assume parents are illiterate, most parents felt they were incapable of being involved in their children's education and thus decided to stay away.

However, parents have indigenous potential to assist in their children's schooling by contributing resources. Families felt welcome to discuss with schools whenever it was required; they rarely visited schools and did not have to discuss with their children's tutors and principals frequently. Consternation of available time because of parents' working condition also played a vital role in their reluctance to be involved in managing primary schools that their children attend.

The main channel of communication among schools and parents was based on unwritten messages sent through the child and challenges facing their children to whom families did not continually react. That schools do not have a policy on parents' roles in homework left them unaware of the advantage of proper parental involvement in their children's learning.

The low status of family life also creates apathy from a few families to participate in school management. Most parents felt uncomfortable when asked to participate in school events because could not abscond their daily routines and come to schools.

6.6 RECOMMENDATIONS

6.6.1 Recommendations emerging from the research study

Based on the findings of the research study, the practice gained by the school principals, PTA chairpersons and families, became apparent that a number of suggestions could be made that could benefit experiences of parental involvement in managing their elementary schools. In the next sections, recommendations and implications for main partners regarding parental involvement are presented.

For the reason that the practice of minimum parental involvement in managing primary schools was an effect of Ethiopian education policy, which put the basis for school practice and school management, assisted as a pathway for specific recommendations. The recommendations are for schools, regional education bureaus, MOE and stakeholders of the education sector.

6.6.2 Parenting role in managing primary schools

Parenting

The low level of education of more families gave schools that perception that parents were incapable actors in their children's education and thus kept them far from participating into their schooling. Lack of time and confidence on how to help their children prohibited most families from taking part in their children's homework. Schools need to create awareness on how to parents can assist in homework and on how to perform as a major mediator for their children. This will, in turn, promote families' self-assurance so that they are eager to talk to and work with schools.

Consequently, awareness creation for families on how and why to be involved in school events is recommended. School principals and PTA chairpersons should help parents feel confident in becoming participants in their children's learning. Schools have to organise different events that parents could actively and confidently take part in, exchange views and obtain information on resources needed by the schools.

Parents volunteering at school

The real experiences of families in primary schools regarding volunteering in classrooms were low, and so there was no institutional work plan or scheme to permit families to do unpaid assistant with their skills or knowledge for classroom teaching-learning process or to control other school events on school days. The researcher recommends that parents who are considered as competent should be allowed to give varied support and have decision-making rights related to the school activities. Teachers also pointed out the presence of parents as part of providing support for their children when there were social and sporting activities in their schools.

Communication between school and parents

Improper communication was the main reason for the absence of parental involvement, particular absence of clear-cut, simple and obliging information by the tutors to families. The shared and comfortable relationship with families and tutors is significant so that parents can take part actively in school events. This will assist families to increase knowledge of school programmes as well as develop the capacity to monitor their children's continuous development.

Many parents communicate with the school only when schools call them and schools are faced with disciplinary challenges. Schools should have owing high opinions for parents with low level of education and encourage them to come to school and participate in their children's learning which helps parents to understand the school environment and schools to understand parents.

Parental involvement in children's homework

Though tutors give children assignments to attain the knowledge acquired in class, parents did not utilise it as an opportunity for parental involvement. Such a condition is so because tutors were ignorant of the advantages of parental involvement in homework if done correctly.

From the study results, teachers have to document their usual communication assignment that needs children to articulate what they learnt at school with their families. If things are done in such a way, children may start to develop positive views about their parents as they are the good tutors in their homes just like the school. As a result, understanding of their rights and duties in

contributing to schoolwork at the home with their families and connecting learning to real-life situations can be promoted.

Decision making at school

In school, PTA chairpersons and parents who participated in the study spoke regarding that parents should be required to acquire enough knowledge regarding their accountability and responsibility in schools. That is why parents in some schools were ignorant and negligent regarding their involvement in school events when invited to schools. They refused to attend meetings, and they had perceptions that all school activities and events were the teachers' responsibility.

Broad community involvement

A minimum amount of community participation in primary school management was apparently observed at these schools for the reason they depend primarily on administration to generate income. One best experience regarding community participation separately from teaching was, schools provide little service to their citizens regarding social service delivery. Therefore, the surrounding broad society has influential pressure on children's development regarding generating income for schools, offering learning chances for children who do not attend schools, provide whole societal assistance and offering encouragement for parents by involving them in multi-school events.

6.6.3 Experiences of parental involvement in managing primary schools

In this study, school principals and PTA chairpersons articulated their views that parents were dissatisfied with the school management. They added that parents had limited time for school participation because of their work obligations.

As a result, parents were incapable of helping their children at home sufficiently. The research outcome originated from the focus group discussions with families and exposed that parents were uninformed about their fundamental rights and duties.

Few parents had the necessary self-assurance or understanding on how to assist their children at home. Accordingly, awareness creation for parents that focuses on parental involvement in their children's learning at home and school are suggested for the schools. These can motivate

families on how to participate in their children's learning and how children can generate timetables for both homework and other additional house tasks.

Apparently many parents want to adjust to an appropriate teaching-learning environment for their children, which, in turn, create a favourable situation for studying. This can assist to minimise the problem among the residence and educational institutions and even promote parental involvement in education.

6.6.4 Possible policy support for parental involvement in school management

As a finding of this study confirms any one of the schools included in the research had not promoted a non-verbal strategy on parental involvement, which would have listed the mandates they hoped families would have to give attention to how the school should maintain the parental involvement. Thus, the researcher suggests that each school should have its policy guidelines that help the school leaders, tutors and all the families to work jointly and stakeholders to take part in managing primary schools.

It is further suggested that a clear policy must be designed on parental involvement in managing primary schools that holds all six of Epstein's categories of participation, which would give different chances for the Ethiopian family to participate in their children's schooling.

6.6.5 Policy documents

The Ministry of Education (MOE) as per the ETP (1994) document focused on the progress of all schooling in the state (section 3.4) predicting the strategy which promotes school practice and parental involvement in the management of primary schools. Ethiopian education and training programmes have a large concept on the experiences of parental involvement in schools (ETP, 1994).

Practical experiences of parental contribution would need a clear plan, a precise policy, programme, package and guidelines for parental involvement in managing primary schools for quality education.

The policy document would identify government's viewpoints on parental involvement, service delivery, pupils' desires and visions relating to parental involvement in managing primary

schools. However, still, there is no clear policy and guidelines regarding parental involvement in managing primary schools.

6.6.6 School Improvement Package

Under the SIP implementation, the government provided schools with a document for governing the schools. On the contrary, the expenses for SIP were inadequate to manage all schools in similar ways. However, mainly families were reluctant to make contributions thinking that the school leaders should be accountable for the whole thing. For accomplishing performance of the package, appropriate education sector strategies must be communicated with the institution and be inverted by sufficient rules and regulations.

The Ministry of Education also has to decentralise a lot of its executive effort and authority to the unit of schools so that directors, tutors and families can make a common resolution on SIP implementation according to the individual schools' needs.

6.6.7 Contribution of parental involvement to school management

Regarding contribution of parental involvement to managing primary schools, there must be an improvement of quality education and equal understanding of how parental involvement improves student's achievement and scaling up children's performance by avoiding chronic quality deterioration.

Schools should involve parents when they hold sports festivals and other events in which their children participate. This way, they contribute to the development of extracurricular activities in the schools.

Primary schools should encourage an interactive relationship with parents. This gives parents the opportunity to play a role and start a discussion with their children about the improvement of their homework, completion and achievement in test scores.

For the realisation of positive results through parental involvement in primary schools such as increased learning opportunities for learners, overall social development, more positive parental attitudes towards school, and academic success of their students, schools should consciously develop programmes that would nurture and support families so that they take part in their children's schooling.

6.6.8 Challenges for parental involvement in managing primary schools

In this study, many issues assumed to cause challenges regarding parental involvement in managing primary schools were investigated. There was the absence of clear rules and regulation in schools on parental involvement in managing primary schools, and this requires a transparent and participatory kind of parental involvement policy in schools.

Schools should work on capacitating parents in different programmes to improve the low education level of many parents and equip them with parenting skills to support their children at home and schools. Apart from these, families' tight schedule, lack of time to visit schools, and other similar challenges need immediate attention.

To be efficient, school principals and PTAs should be in a position to promote parental involvement in managing primary schools. School principals, PTA chairpersons and all parents should work together on school issues. Working alone would not be efficient and effective for the achievement of students.

Communication between schools and parents should be clear and be based on a sense of partnership to promote the children's future.

6.7 RECOMMENDATIONS FOR FURTHER RESEARCH

The unavailability of related literature on this specific topic of "Experience of parents' participation in management of elementary or primary schools in Oromiya National Regional State of Ethiopia" calls for further research on the topics of: -

- Ways of describing parental involvement in their children's learning on issues such as school rules and regulations regarding children during their school life and discipline even at home;
- Approaches to managing and use school, human and material resources;
- Ways to involve uneducated parents in school management to use their indigenous knowledge in their children's schooling; and
- Parental involvement in managing primary schools in rural and semi-urban areas differs from that of parental backgrounds in all situations.

6.8 LIMITATIONS OF THE STUDY

As any other research, this research study also had its boundaries and challenges. The critical limitations and challenges that the researcher came across in the study were financial limitations.

Finding the informants was another limitation as the main fieldwork period overlapped with summer farming time for parents. Thus, the researcher was obligated to meet them at their village during their free time such as holidays.

About time challenges, the fieldwork was conducted for only two months (from the last week of May to July 2016) which was too short and did not allow the researcher to observe specific relevant activities in schools in relation to parental involvement in school activities. This was because the researcher had got back to his constituency (Addis Ababa) at a specific time for urgent work and he had to avoid interfering with school activities.

However, some of the relevant data that were not obtained during the primary fieldwork period were collected later during the researcher's constituency time, from July 10 to September 20, 2016. The scope of this research was delimited to five primary schools found in North Shoa Zone of Oromiya National Regional State, principals of five primary schools, five PTA chairpersons and 12 parents.

The study did not include teachers and other supportive staff of the selected schools since the researcher was looking for a detailed interview and focus group discussion of a small sample. The other major limitation was lack of secondary data in schools, difficulty in organising participants for a focus group discussion and scarcity of transportation facilities. Transcribing and translating interview records and official documents was also a limitation.

The interviews were conducted in Oromo language (Afaan Oromoo) the official and significant language in Oromiya Region. Being an Oromo and raised in the study area, the researcher managed to transcribe and translate local and non-verbal expressions to the best of his local understanding. The study outcomes based on this qualitative result have an extraordinary amount of dependability and soundness and, therefore, offer a suitable preliminary direct for planning practices of the parental involvement agenda in their children's schooling.

Despite these limitations, necessary efforts had been made to maintain the reliability and validity of the research. As mentioned above, findings based on the qualitative grades had a far above the ground amount of dependability and soundness that give a suitable initial stage for monitoring experiences of parental involvement in managing primary schools.

The research covered experiences of school principals, PTA chairpersons and parents in the countryside and semi-urban primary schools in Northern Shoa Zone of Oromiya National Regional State, Ethiopia. Principals of primary schools, PTA chairpersons and parents in other districts may not have the same experience. Therefore, generalisation of the research outcome should be performed cautiously.

Findings show that parental involvement traditions in the countryside and semi-urban elementary schools may differ in different elementary schools.

The study only included primary school principals and PTA chairpersons who participated in the interviews on their primary schools' management for the first time and parents who took part in focus group discussions for the same experiences. It is most probable that their highlights may not have been the positive difference and concretised as verbalising their practices was new to them. What the researcher understands in this study was different views were sought from the participants; principals, PTA chairpersons and families who registered their children in elementary schools covered in this study. Therefore, caution must be taken in presuming that these findings are appropriate for others similar issues.

6.9 CONCLUSION

Parental involvement in managing primary schools in North Shoa Zone of Oromiya National Regional State has not been exploited and did not benefit the schools in the region, though there is a need for more improvement in the way the Ministry of Education integrated it into the School Improvement Package (SIP) document.

The outcome of this study shows that though the schooling policies exemplify that the Ministry of Education has a chance to organise the needs of parental involvement, the realism in schools is not adequate. As is indicated in these research findings, involving parents in managing primary schools where their children attend, needs a standardised and meaningful approach.

Government primary schools in the regional state should use this approach to ensure and sustain quality education at primary level. The findings of the research are relevant not only to primary schools in North Shoa Zone, but also to all primary schools in the country in relation to improved parental involvement.

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LIST OF APPENDICES

Appendix1: Proof registration

0903 M1RST

WAKJIRA G M MR STUDENT NUMBER: 5183-534-7

GIRMA MEKONNEN

P O BOX 81653 ENQUIRIES NAME: POSTGRADUATE QUALIFICATIONS

ADDIS ABABA ENQUIRIES TEL: (012) 441-5702

ETHIOPIA

DATE: 2016-02-15

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your UNISA my life (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE: DED (EDUC MANAGEMENT) (98437)

TITLE: The role of parental involvement in improving quality education in primary schools of the Oromiya regional state, Ethiopia

SUPERVISOR: Prof VS MNCUBE

JOINT SUPERVISOR: Dr SA NGUBANE-MOKIWA

ACADEMIC YEAR: 2016

TYPE: THESIS

SUBJECTS REGISTERED: TFEDM05 D ED - EDUCATIONAL MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit. Yours faithfully,

Prof G Zide Registrar

Appendix2: A letter requesting permission to conduct research in five selected primary schools

Mr Girma Mekonnen Wakjira

P O Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

North Shoa Zone Education Department

Fitche

P O Box 37

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Dear Sir/madam

Subject: Request permission to conduct research in five selected primary schools

My name is Girma Mekonnen. I am doing research with Dr Sindile Amina Ngubane-Mokiwa Institute for Open and Distance Learning towards a DED at the University of South Africa.. I am personally funding this research. I am inviting you to participate in a study entitled, Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia

The aim of the study is to explore experiences of parental involvement in managing primary schools. North Shoa Zone has been selected because of its proximity, information accessibility and location of schools that are representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method and will therefore be conducted in five primary schools. The research involves interviewing five principals, five Parent Student Teacher Association chairpersons and focus group discussions with 12 parents who enrolled their children in the schools and subsequent educational policy document analysis.

The benefit of this study is that participating schools will benefit as the research will hopefully contribute to the effective parent involvement in primary schools of Oromiya, Ethiopia. There are no potential risks that I can think of. Feedback procedure will entail: Any respondent can ask for, and will be provided with a summary of the research findings. A summary will also be sent to the head of each participating schools and zone education department. Also in the longer run, participants and participating schools will be benefited as the research will hopefully contribute to the effective parent involvement in managing primary schools of Oromiya, Ethiopia. Hence, I kindly request your permission to conduct the research in five primary schools found in North Shoa Zone in the period between March and May 2016.

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix 3: A letter requesting for documents to conduct research in primary schools

Mr. Girma Mekonnen Wakjira

P O Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

North Shoa Zone Education Department

Fitche

P O Box 37

+251 111350329

Subject: Request for document to conduct research in five selected primary schools

Dear Sir/Madam

My name is Girma Mekonnen. I am doing research with Sindile Amina Ngubane-Mokiwa a Dr of Institute for Open and Distance Learning towards a DED at the University of South Africa. I am personally funding the research.

The aim of the study is to explore experiences of parental involvement in managing primary schools. North Shoa Zone has been selected because of its proximity, information accessibility, and location of schools, which are representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study methodology and will therefore conduct research in five primary schools.

The research involves interviewing five principals, five Parent Student-Teacher Association chair persons and focus group discussions with 12 parents who enrolled their children in schools and subsequent educational policy document analysis.

The benefit of this study is that participating schools will benefit as the research will hopefully make a contribution to the effective parent involvement in primary schools of Oromiya, Ethiopia.

Potential risks are: there are no potential risks that I can think of.

Feedback procedure will entail: Any respondent can ask for, and will be provided with a summary of the research findings. A summary will also be sent to the head of zone education department. Also in the long run, participants and participating schools will be benefited as the research will hopefully make a contribution to the effective parent involvement in primary schools of Oromiya, Ethiopia.

I hereby request for educational documents from the schools under your supervision where this research will be conducted. The documents include Education and Training Policy document, General educational Quality Improvement Package, School Improvement Programme, Education Sector Development Programme and school minute documents.

Your kind assistance in granting me permission to access these documents will help me to obtain the required information will be highly appreciated. Once again, thank you for your assistance.

With best regards

Girma Mekonnen Wakjira

DEd. Candidate

Appendix4: Application for getting permission from the sampled schools

Mr Girma Mekonnen Wakjira

P O Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

To Qello Milki Primary School

P O Box 175

Tel+251 912 03 50 64

Subject: Request for permission to conduct research in Qello Milki primary school

Dear Ato DACHASSA BOBBA

My name is Girma Mekonnen I am doing research with Sindile Amina Ngubane-Mokiwa a Dr. of Institute for Open and Distance Learning towards a DED at the University of South Africa. I am personally funding the study. I am inviting you to participate in a study entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

The aim of the study is to explore parent's perspective of how parental involvement in the life of the schools attended by their children contributes, to the delivery of quality education for student and to enhance learner achievement.

Your institution has been selected because of its proximity, information accessibility and location of a school will be representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method. It will involve three instruments of data collection: interview, focused group discussion and documentary analysis. The target subjects

of this study are primary school principals, parents-student Teacher Association chairpersons and parents of the students currently enrolled at the respective schools.

The benefits of this study are participating schools will benefit as the research will hopefully make a contribution to effective Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

There are no potential risks that I can think of. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

Feedback procedure will entail: Any respondent can ask for, and will be sent, a summary of the research findings. A summary will also be sent to the head of each participating schools. Also in the longer run participates and participating schools will benefit as the research will hopefully make a contribution to effective parent involvement in primary schools of Oromiya, Ethiopia

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix 5: Application for getting permission from the sampled schools

Mr. Girma Mekonnen Wakjira

P O Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

To Qeesii Primary school

P O Box 631

Phone +251 913 24 78 40

Subject: Request for permission to conduct research in Qeesii primary school

Dear W/ro Bekelech Bekele

My name is Girma Mekonnen. I am doing research with Sindile Amina Ngubane-Mokiwa a Dr of Institute for Open and Distance Learning towards a DED at the University of South Africa. We do not have funding for the research and therefore self-funded. We are inviting you to participate in a study entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

The aim of the study is to explore parent's experiences of how parental involvement in the life of the schools attended by their children contributes, to the delivery of quality education for student and to enhance learner achievement.

Your institution has been selected because of its proximity, information accessibility and location of a school will be representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method. It will involve three instruments of data collection: interview, focused group discussion and documentary analysis. The target subjects of this study are primary school principals, Parents-student Teacher Association chairpersons and parents of the students currently enrolled at the respective schools.

The benefits of this study are participating schools will benefit as the research will hopefully make a contribution to effective Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

Potential risks are: there are no potential risks that I can think of. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

Feedback procedure will entail: Any respondent can ask for, and will be sent, a summary of the research findings. A summary will also be sent to the head of each participating schools. Also in the longer run participates and participating schools will benefit as the research will hopefully make a contribution to effective parent involvement in primary schools of Oromiya, Ethiopia

Yours sincerely

Girma Mekonnen Wakjira,

DEd. Candidate

Appendix 6: Application for getting permission from the sampled schools

Mr. Girma Mekonnen Wakjira

P O Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

To Muke- Qule primary school

P O Box 867

Phone +251 912 03 50 64

Subject: Request for permission to conduct research in Muke Qule primary school

Dear Ato Tesfaye Senbeta

My name is Girma Mekonnen. I am doing research with Sindile Amina Ngubane-Mokiwa a Dr of Institute for Open and Distance Learning towards a DED at the University of South Africa. We do not have funding for the research but self-funded. We are inviting you to participate in a study entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

The aim of the study is to: explore parent's perspective of how parental involvement in the life of the schools attended by their children contributes, to the delivery of quality education for student and to enhance learner achievement.

Your institution has been selected because of its proximity, information accessibility and location of a school will be representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method. It will involve three instruments of data collection: interview, focused group discussion and documentary analysis.

The target subjects of this study are primary school principals, Parents-student Teacher association chairpersons and parents of the students currently enrolled at the respective schools.

The benefits of this study are participating schools will benefit as the research will hopeful make a contribution to effective Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

There are no potential risks that I can think of. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

Feedback procedure will entail: Any respondent can ask for, and will be sent, a summary of the research findings. A summary will also be sent to the head of each participating schools. Also in the longer run participates and participating schools will benefit as the research will hopeful make a contribution to effective parent involvement in primary schools of Oromiya, Ethiopia

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix7: Application for getting permission from the sampled schools

Mr. Girma Mekonnen Wakjira

P.Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

To Burqa Boru primary school

P.Box 585

Phone +251 912 03 50 64

Subject: Request for permission to conduct research in Burqa Boru primary school

Dear w/ro Demewoze Kebede

My name is Girma Mekonnen. I am doing research with Sindile Amina Ngubane-Mokiwa a Dr of Institute for Open and Distance Learning towards a DED at the University of South Africa. We have funding from self-sponsor for research. We are inviting you to participate in a study entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

The aim of the study is to: explore parent's perspective of how parental involvement in the life of the schools attended by their children contributes, to the delivery of quality education for student and to enhance learner achievement.

Your institution has been selected because of its proximity, information accessibility and location of a school will be representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method. It will involve three instruments of data collection: interview, focused group discussion and documentary analysis. The target subjects of this study are primary school principals, parents-student Teacher aAssociation chairpersons and parents of the students currently enrolled at the respective schools.

The benefits of this study are: participating schools will benefit as the research will hopeful make a contribution to effective Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

Potential risks are: there are no potential risks that I can think of. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

Feedback procedure will entail: Any respondent can ask for, and will be sent, a summary of the research findings. A summary will also be sent to the head of each participating schools. Also in the longer run participates and participating schools will benefit as the research will hopeful make a contribution to effective parent involvement in primary schools of Oromiya, Ethiopia

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix 8: Application for getting permission from the sampled schools

Mr. Girma Mekonnen Wakjira

P.Box 81653

Tel. +251 910133420/251 111241028

Email gmw1855@yahoo.com

To Muke Xurri primary school

P.Box 963

Phone +251 912 06 55 14

Subject: Request for permission to conduct research in Muke Xurri primary school

Dear Ato Getu Guddisa

My name is Girma Mekonnen I am doing research with Sindile Amina Ngubane-Mokiwa a Dr. of Institute for Open and Distance Learning towards a DED at the University of South Africa. We have funding from self-sponsor for research. We are inviting you to participate in a study entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

The aim of the study is to: explore parent's perspective of how parental involvement in the life of the schools attended by their children contributes, to the delivery of quality education for student and to enhance learner achievement.

Your institution has been selected because of its proximity, information accessibility and location of a school will be representing the distribution of schools and have full possibilities to obtain necessary information about the study.

The study will entail qualitative case study method. It will involve three instruments of data collection: interview, focused group discussion and documentary analysis. The target subjects of this study are primary school principals, parents-student Teacher Association chairpersons and parents of the students currently enrolled at the respective schools.

The benefits of this study are: participating schools will benefit as the research will hopefully make a contribution to effective Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

Potential risks are: there are no potential risks that I can think of. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

Feedback procedure will entail: Any respondent can ask for, and will be sent, a summary of the research findings. A summary will also be sent to the head of each participating schools. Also in the longer run participates and participating schools will benefit as the research will hopeful make a contribution to effective parent involvement in primary schools of Oromiya, Ethiopia

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix9: A letter requesting an adult to participate in an interview (PTAs) chair persons

Dear: Prospective participant

This letter is an invitation to consider participating in a study. My name is Girma Mekonnen I am conducting as part of my research as a doctoral study entitled : Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia at the University of South Africa. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of parental involvement in managing primary schools education is substantial for ensuring quality education and well documented. This interview I would like to have your views and opinions on this topic. This information can be used to improve Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia.

Your participation in this study is voluntary. It will involve an interview of approximately 55 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used.

Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +215 910 13 34 20 or by email girmanmw@gmail.com or you can contact and get further information from my

supervisor Dr. Sindile Ngubane-Mokiwa email mokiwsa@unisa.ac.za telephone 0123376188
University of South Africa

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix10: Consent form

I have read the information presented in the information letter about the study entitled “Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia”. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participants Name (Please print):

Participant Signature:

Researcher Name: Girma Mekonnen Wakjira

Researcher Signature:

Date: 13/10/2016

Appendix11: A letter requesting parents to participate in focus group discussion

Dear: Prospective participant

This letter is an invitation to consider participating in a study. My name is Girma Mekonnen I am conducting as part of my research as a doctoral student entitled Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia at the University of South Africa. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of parental involvement in schools in education is substantial and well documented. In this focus group discussion I would like to have your views and opinions on this topic. This information can be used to improve conditions and challenges of parental involvement for quality education in managing primary schools.

Your participation in this study is voluntary. It will involve a discussion of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the discussion point if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio recorded and to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at +215 910 13 34 20 or by

email at girmamw@gmail.com or you can contact and get further information from my supervisor Dr. Sindile Amina Ngubane-Mokiwa email mokiwsa@unisa.ac.za telephone 0123376188 University of South Africa

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely

Girma Mekonnen Wakjira

DEd. Candidate

Appendix12: Focus group/ interview consent and confidentiality agreement

I _____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Girma Mekonnen Wakjira for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print):

Participant Signature:

Researcher's Name: Girma Mekonnen Wakjira

Researcher's Signature:

Date: 06/08/16

Appendix13: Interview guide with school principals

This research concerns the Experiences of Parents Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia. Parental involvement is enshrining both in the Ethiopia Education and Training Policy and the General Education Quality Improvement Package in the country. The researcher will investigate the experiences of parents on parental involvement for quality education in management of primary schools. The aim of this research will be made available to all participating schools for potential uses in parental involvement.

NB Ever thing that is said here is confidential and will remain anonymous.

Part one

Parental Involvement in managing primary schools

In your opinion

Who should initiate parental involvement for the school management, the school or the parent?

Why?

How would you define parental involvement in school management?

What experience have you had of parental involvement in managing primary schools?

What do you do as a principal to encourage parental involvement in school management?

In what ways are parent participate in this primary school management for ensuring quality education?

Is there a governing structure in place in this school? If yes what is the nature of the governing structure? If no why?

How does the package on School Improvement Programme (SIP) affect the school governing body in this school?

Role would you like parent to play in this school?

How do you see the future of the school in relation to parental involvement?

Contribution of parental involvement/involvement to school management

As a school principal do you think that parent's participation in school management would be of benefit to the pupils, the school and teacher?

What benefits do you consider of parental involvement in school management?

Do you think that parental involvement enhances learner's achievement? If yes what?

Communication with parents

How do you contact parents to participate in school management? Communication between the school and family and vice-versa

How often are such opportunities created?

When are Parents able to speak with you about their children's education?

Parenting roles

Do you think parents in this community are bringing up their children in a correct manner?

To what extent does the school assists the parents in their parenting task by for instance, having talks on topics, in primary school...et cetera

If the child is not living with the parents, how do you see the role of the guardian?

In respect of parent and home work to what extent are parented in their children's home work?

What are the policies rules and regulations of the Ministry with respect to involving parents in school management?

Challenges/ barriers to parental involvement

What are the challenges/barriers to parental involvement in this school?

What are the challenges/barriers to parental involvement in this school with his community?

Opportunities for parental involvement

Are there any opportunities for parents to come to school and talk with the school?

What are the possible opportunities to parental involvement in school management supported by education police?

Do parents exercise their duty and responsibility in participating school management?

Do you think parents need to be trained /aware to exercise their children's school management?

Part two

Interview guides for Parent Student-Teacher Association chair persons

This research concerns the practice of parental involvement for quality education in management of primary schools in Oromiya National Regional State, Ethiopia. Parental involvement is enshrined both in the Ethiopia Education and Training Policy and the General Education Quality Improvement Package in the country. The researcher will investigate the perspective of parents on parental involvement for quality education in management of primary schools. The aim of this research will be made available to all participating schools for potential uses in parental involvement.

NB Ever thing that is said here is confidential and will remain anonymous.

What do you understand by the concept parent involvement in children's education?

In what ways are parents involved in their children's education in this school?

What would like parents to do to enhance parental involvement?

In the context of your school, what are the barriers to parental involvement?

What can be done to overcome the barriers you have indicated?

What are the opportunities to parental involvement in your school?

Are you aware of any government policy relating to parental involvement? If so what does it says?

What role do peoples play in either facilitating or hindering parental involvement?

How would you describe the communication that goes on between the school and parents?

Is there anything related to parental involvement we have not covered which you consider important?

Appendix 14: Focus group discussion interview guides for parents

This research concerns the practice of parental involvement for quality education in management of primary schools in Oromiya National Regional State, Ethiopia. Parental involvement is enshrined both in the Ethiopia Education and Training Policy and the General Education Quality Improvement Package in the country. The researcher will investigate the perspective of parents on parental involvement for quality education in management of primary schools. The aim of this research will be made available to all participating schools for potential uses in parental involvement.



NB Ever thing that is said here is confidential and will remain anonymous.

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

18 May 2016

What are the benefits of parental involvement in children education?

Is the policy on parental involvement in primary schools is desirable? Why?

What can government do to enhance parental involvement in primary schools?

What strategies can be used by the school, government to empower parents to effectively become involved in their children's education?

What are the possible opportunities to parental involvement in school management supported by education police?

What are barriers to parental involvement in primary schools? How can they over come?

How would you describe the state of the relationship between parents, teachers and the school principals?

Do you have opportunities to discuss with your children what they would have learnt or experienced at school?

How does your individual situation affect the way you are involved in your children's education?

What should be done to enable parents to participate more in their children's education?

Is there anything important relating to parental involvement which we have not covered?

Ref : 2016/05/18/51835347/27/MC
 Student: Mr WG Mekonnen
 Student Number: 51835347

Dear Mr Mekonnen
Decision: Ethics Approval

Researcher: Mr WG Mekonnen
 Tel: +251 910 11 84 20
 Email: girmamw2012@gmail.com

Supervisor: Prof. VS Mncube
 College of Education
 Department of Educational Leadership and Management
 Tel: +2712 429 4491
 Email: vmncubvs@unisa.ac.za

Proposal: Experiences of parents involvement in the management of primary schools in Oromia National Regional State, Ethiopia

Qualification: D Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 18 May 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for

Appendix 15: Ethical clearance certificate



University of South Africa
 Preller Street, Muckleneuk Ridge, City of Tshwane
 PO Box 392 UNISA 0003 South Africa
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/05/18/51835347/27/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

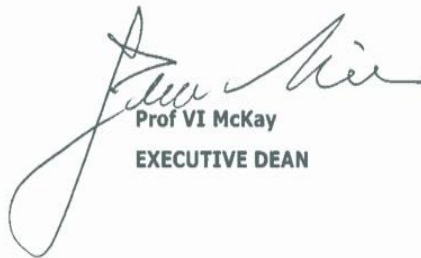
Kind regards,



Dr M Claassens

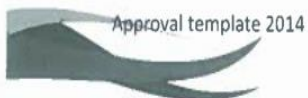
CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof VI McKay

EXECUTIVE DEAN



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Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za



Date 29/11/2016

Ref. No. DFLL/Ch/54/09/16

To Whom It May Concern

Dear Sirs,

I am writing this testimonial on behalf of Dr. Mendida Berkessa, Dr. Tamene Kitila and Dr. Taye Regassa. They are senior faculty members of the Department of Foreign Languages and Literature who earned their PhD Degrees from Lancaster, University, UK, before two decades. These colleagues are capable of discharging high level responsibilities with a strong sense of responsibility. Let me hasten to add that they have reportedly delivered an editorial service to Mr. Girma Mekonnen's PhD dissertation which involves Professional proofreading and rectification of mechanical errors up to the expectations of UNISA. This has already been confirmed by the candidate himself in writing .

Regards

Melakneh Mengistu
Chair, DFLL



