An Assessment of Parental Involvement in Children's Education: Opportunities for Quality Education in Primary Schools of Wolaita Zone, South Ethiopia

Yasin Molla   Endale Berhanu   Aman Hussen
Wolaita Sodo University

Abstract

The purpose of this study is to explore how and to what extent parental involvement plays role in promoting children's education, how it can add flavor to the quality education and how parents involved in their children's education to enhance children's learning in primary schools of wolaita zone. Descriptive survey design was employed to collect data from twelve selected primary schools of wolaita zone in South Nations Nationalities and Peoples Region(SNNPR). Besides both quantitative and qualitative research methods using a questionnaire and interviews as data gathering techniques were applied. On the other hand, the total sample in the three study areas were 120 teachers, 12 parents and 23 principals and vice principals totally 155 respondents were participating in the study and a simple random sampling technique was used to select the participants. This helps to ensure target groups within a population are adequately represented in the sample, and to improve efficiency by gaining greater control on the composition of the sample. Quantitative descriptive statistics were compiled as part of the empirical study, accordingly; the data obtained through questionnaire were analyzed quantitatively using statistical software such as SPSS 20. Qualitative data was analyzed using typological and hermeneutical qualitative data analysis method. The data gathered through questionnaires were analyzed using percentages, mean, standard deviation, weighted mean, chi-square and an independent sample t-test. Based on the analysis the study portrayed that lack of staff training in working with parents and lack of time on the part of staff found to be a barrier to parent involvement, lack of parents education to help with school work, cultural or socioeconomic differences, Parent's attitude about the school, staff attitudes toward parents and concerns about safety in the area after school hours were some of the problems that affect parents involvement in children's education in primary schools of Wolaita Zone. Hence, it is recommended that it is necessary to make a concerted effort to increase parents' involvement in schools through collaboration with different entities such as schools, parents, government, and non-governmental organizations. The efforts to be exerted includes awareness creation, motivating those who are active participants using different mechanisms, and training teachers mitigate the skill gap to how to encourage parents involvement. Schools also need to organize parent resource centers where parents can get the necessary information about the overall school function and students learning easily.

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1. Background of the Study

The benefit of parental involvement in their children's' education is now well recognized by parents. **Parental involvement** broadly refers to approaches, which engage parents and children jointly in learning. This can include:

1) *parenting*(helping families with child-rearing and parenting skills);
2) *communicating*(developing effective home-school communication);
3) *volunteering*(creating ways that families can become involved in activities at the school);
4) *learning at home* (supporting learning activities in the home that reinforce school curricula); 5) *decision-making* (including families as decision-makers through school-site councils, committees, etc.) and
6) *collaborating with the community* (matching community services with family needs and serving the community) (Georgiou and Stelios 1997).

During their elementary school years, children undergo important developmental changes. Their reasoning becomes more logical, their attention gets more adaptable, their perspective taking grows more sophisticated, and their reading and math skills blossom.

With entry into formal schooling, children spend more time away from their families. Often, this time includes many hours spent in schools and out-of-school time programs. Throughout elementary school, children begin to integrate knowledge from their interactions with teachers, peers, and families in order to construct identities based on their understanding of what they are good at and capable of doing.

As in the period of early childhood, family involvement processes are critical for elementary-school-age children's learning and development. However, in elementary school, the specific activities and nature of these processes change.

For the first time in a child's development, the federal government affords the child and family specific rights and responsibilities—and holds the school accountable for providing them. The No Child Left Behind act mandates that elementary schools: give parents the tools they need to support their children's learning in the home, communicate regularly with families about children's academic progress, provide opportunities for family workshops, and offer parents chances to engage in parent leadership activities at the school site. In carrying out these mandates, both policymakers and elementary schools need to be aware of and encourage the family involvement processes that research has shown to be effective in advancing school-age children's learning and socio emotional development. Schools must also distinguish the different child outcomes to which parent/family involvement processes relate and understand the needs and assets of the diverse communities that make up their student populations.

This research briefly highlights the importance of parent/family involvement for children's outcomes, addresses these issues. The brief summarizes the latest evidence base on effective involvement for primary school children—that is, the studies that link parent/family involvement in elementary schools to children's outcomes. It also profiles programs that have been evaluated to show what works to promote family involvement in the elementary school years. The brief concludes with implications for policy, practice, and research.

Research has consistently shown that parental involvement in children's education does make a positive difference to pupils' achievement. For example, Dunne wind (2003) noted that all students do better in school when parents are involved in their education. The Children's Plan published by the Department for Children, Schools and Families (DCSF) in 2007 also highlights the importance of partnership between parents and schools to support children in their learning, and how greater support will be provided for parents to involve them in their child's education in the early years and throughout school. Parents' years of coaching also was found to be an important socioeconomic factor to take into consideration in both policy and research when looking at school-age children. The above studies did not incorporate the role of direct family involvement in promoting children education and also the studies followed both qualitative and quantitative research designs. In addition to this, the findings of the above studies show that family involvement and children education are highly correlated.

The major difference between this study and the above mentioned studies is the research area they are focusing on, educational levels and research designs they followed. Both the above local and international studies focused on the indirect family involvement in promoting children's education and followed both quantitative and qualitative research designs. Whereas, this study will follow the same qualitative and quantitative research design and the setting is limited to certain actual learning environment to see how and to what extent parental involvement plays role in promoting children's education and how it can add flavor to the quality education.

2. Statement of the Problem

The dynamisms in education sector make the need for effective parental involvement to promote children education (Georgiou and Stelios 1997). In previous government policy, no more attention was given in the area and no clear policy was set to increase the engagement of parental involvement in promoting children education and assuring quality education. Besides the low parental involvement ratio, the learning outcome of the children was highly affected (ETPAI, 2002). However, in the current government clear policy was set to strengthen the parent- school relationship and to create an opportunity for quality education (ETPAI, 2002). Currently, parents are involving in every aspects of their children education, but complaints have been lodged that parents are not making efforts and less likely involved in their children education in Wolaita Zone. Thus, some three sample woredas (Boloso sore, Damot woyde and Damot gale) are the case in points. As a result, problems still exist in aforementioned area. Some of the problems, which inspired the researchers to conduct this study, were:

- Inconsistency of parent's involvement in their children education, less attention of parents in their children education (parents are less likely involved in their children education);
- The learning outcome of the children;
- Poor decision making skills in their children's education, poor participation of children in school, the deterioration of quality education in schools and other curricular activities and poor performance in overall well-being of children education.

In addition, children education is also the attention of government in which it helps to achieve the millennium development goals. Thus, the research is expected to answer the following general and specific questions.

The main Research Question is: How does parents involved in their children's education to enhance children's learning in wolaita zone primary schools?

To this end, the following specific research questions were investigated:

1. What are the major types of parental involvement set by the schools to support children's education?

2. To what extent do parents involve in their children's education?

3. What are the barriers to parental involvement?

4. What roles should schools play in facilitating parental involvement in their children's education?

3. OBJECTIVES

Informed by the research questions, the objectives pursued for the empirical research study are to qualify the problem statement and thus solve the research problem. Therefore, the objective of the study is to identify the ways and types of parent involvement and the barriers that impede their involvement in primary schools of Wolaita zone, and the following objectives were pursued:

- To explore the types of parents involvement in which parents involved in primary schools of wolaita zone.
- To identify the extent of parents involvement in their children's education and which of them are really relates with students" academic success.
- To elicit the actions to be taken by the school and other stake holders in order to promote the involvement of parents.
- To ascertain the roles of principals and teachers or schools in facilitating parental involvement in their school setting and further within the zone.

4. THE RESERCH DESIGN AND METHODOLOGY

The purpose of this section is to describe the design of the empirical investigation and the methodology used to investigate the research problem.

4.1 Research design

According to Johnson (2005), a research design refers to the outline plan or framework used to seek an answer to a research question. McMillan and Schumacher (1993) describe research methodology as systematic and purposeful ways one collects and analyses data. Thus, a research design refers to a plan or framework and the methodology used to approach a research problem to find answers.

The research design in this investigation was based on twelve primary schools in three woredas of wolaita zone. It was judged appropriate to gather data from educators in these primary schools by means of a quantitative and a qualitative approach. A closed and open ended questionnaire was used to obtain data from educators and individual interviews were conducted with the selected parents and some principals from each school respectively. Tables, graphs, and percentages were used to present findings in a clear format.

4.2 Research methodology

According to Max (1990), knowledge is scientifically obtained through the procedures and processes of different approaches. Different studies adopt different methodologies informed by the research questions. The methodology must be relevant to the task. In this research a combination of quantitative and qualitative approaches was used. Quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena (Lee and Bowen, 2006) the researchers chose a quantitative approach because it is quantifiable, value free and it can be used to research various subjects in a short space of time. Thus, questionnaires were used to elicit data from educators and principals.

According to USDE (2010), qualitative research is a method whereby we study people and how we view them. A researcher develops concepts, insights, and understanding from patterns in data. Thus, individual interviews were conducted with parents and principals. Issues related to validity and reliability is discussed in chapter three.

4.3 Sampling procedure

In this section the sampling procedure is described. Shaver and Walls (1998) refer to sample as a part of a population from which the researcher aims to infer the characteristics of the entire population. The population of the study comprised all primary schools. From this population, twelve schools were selected by means of random selection. Thereafter, a list of all educators in the school was drawn up and a random method of selection was used to obtain respondents for the questionnaire. A total of one hundred twenty one educators and principals took part in responding the questionnaire from these schools. Moreover, from the parents of each of the schools one parent was interviewed.

The random selection method was used because it gives all respondents an equal chance of being selected. The researcher obtains first hand information because it is easy to encourage the participants to be as honest and sincere as possible. The research design and methodology together with sampling procedure is described in detail in chapter three.

4.4 Sources of Data and Sampling Techniques

The main objective of this study is to assess the role of parental involvement in their children's education. The

target population of this study includes parents, teachers, and principals from selected 12 schools in three woredas of Wolaita Zone. The schools will be selected from 12 kebels, 4 each from each woredas. The purposive sampling techniques will be employed to select schools and kebeles from Boloso/sore, Damot/woyde and Damot/gale Weredas. This helps the researchers reduce biases in selecting schools and kebeles. The underlying premise of the selection of the schools and kebeles is the relative proximity of the location of the schools to the researchers and heterogeneity of the student population in the aforementioned Weredas. The respondents will be selected randomly from each school and kebeles.

4.5 Sample Size

The sample size in qualitative research studies is typically small and that of quantitative research is large(Llewellyn, et.,al., 2002). The purpose in selecting the case or cases is to develop a deeper understanding of the phenomenon being studied. A related purpose often is to discover or test theories. The intent is to achieve an in-depth understanding of selected individuals, not to select a sample that will represent accurately a defined population (Denzin and Lincolin, 2000). Then proportional number of samples (children, parents and teachers) were allocated to main divisions – strata such as schools, kebeles of respondents' from each wereda and then samples will be randomly drawn from each stratum.

Therefore, out of the total population in the three study areas 120 teachers, 12 parents and 23 principals and v/principals totally 155 respondents were participating in the study and a simple random sampling techniques will be used to select the subjects. This helps to ensure target groups within a population are adequately represented in the sample, and to improve efficiency by gaining greater control on the composition of the sample.

4.6 Data Gathering Tools

In order to achieve the objectives of the study, written reflection and semi-structured interview were used to provide the insider perspectives of the research subjects. These triangulations of data gathering tools helped the researchers as corroborative evidence for the validity of research findings.

4.6.1. Written Reflection

A written reflection is a data collection tool in which written questions are presented to the respondents to reflect on written form (Johnson, 2005). So, the researchers designed close ended and some open ended questionnaires for sample teachers and principals to obtain information on how parents involve in their children education to enhance their learning and promote quality education. This is because the researchers believe that reflective written questionnaires enable teachers to explain how parents involve in their children education to enhance quality education. The questionnaires were distributed to all sample teachers, principals and some v/principals in the school to reflect on their practical experiences to express the efforts they made to ensure parental involvement and the barriers that impede parents involvement in their children education.

4.6.2. Interview

Under this data-gathering tool, the researchers used semi-structured interview to get first hand and genuine information from the respondents (Cohen 2007). Moreover, according to Kumar (1996), semi-structured interview is extremely useful for seeking opinions, attitudes, and perceptions. So, this technique was found to be of paramount importance in generating data on issues related to the subjects' perceptions, experiences, and opinions about how parents involve in their children education. Hence, semi-structured interview was conducted with sample parents as it is face to face communication and help the researchers to obtain a depth of information and to see how parents involve in their children education (Schroder, 2003).

4.7 Data Analysis Procedures

The data gathering method in this study is a mixed method. Accordingly, the data obtained through questionnaire were analyzed quantitatively using statistical software such as SPSS 20. Qualitative data was analyzed using typological and hermeneutical qualitative data analysis method. The researchers put the data in classes, patterns, themes, or other kinds of groups of data (John Lofland and Lyn Lofland, 1995). The analysis procedure took its own themes and sub themes based on the research questions, objectives and data generated from each group of respondents. Finally, the data obtained from parents through interview was written in the form of notes without losing the main points and categorized based on the emergent themes and sub themes and coded according to the responses from each respondent. Subsequently, it is analyzed qualitatively based on the principles of typological analysis.

5. Discussions and Findings

5.1 Characteristics of the Respondents

A total of one hundred and fifty five copies of the questionnaire were distributed to the respondents. All these questionnaires were distributed among the twelve sample primary schools' teachers 120(83.9%) and principals 23 (16.08%) in Wolaita zone. Totally, 84.4 % of the distributed copies of the questionnaires were returned on

time. This indicates that data obtained is sufficient for the analysis and generalization to be made. As an additional input for the study the response of parents through interview was also obtained on time.

Table 1: Description of Respondents by Sex, Age, Qualification & Work Exp.

No	Characteristics		Teachers N=98		Principals N=23	
			No	%	No	%
1	Sex	Male	50	51	19	82.6
		Female	48	49	4	17.39
2	Age	20-25	7	7.1	2	8.69
		26-30	14	14.2	10	43.47
		31-35	35	35.7	4	17.39
		36-40	19	19.4	5	21.73
		> 40	23	23.5	2	8.69
3	Qualification-	Diploma	86	87.8	11	57.9
		BA/BSC/BED	12	12.2	8	42.1
4	Work experience-	1-5	4	4.1	2	8.69
		6-10	35	35.7	11	57.9
		11-15	30	30.6	9	39.13
		16-20	8	8.2	-	-
		21-25	5	5.1	-	-
		26-30	5	5.1	1	4.34
		> 30	11	11.2	-	-

As the data in the table 1 of item 1, reveals 51 and 49 percent of teachers were males and females respectively, where as 82.6 and 17.39 percent of principals were males and females respectively. Thus, this signifies that the under representation of women from school to school in their leadership positions. However, it is not encouraging to generalize that female participation is low, since the sample schools used are few as that of the total schools within the zone. Moreover, their involvement in the teaching profession in primary schools were encouraging.

With regard to the age of the respondents, majority of teachers are between 31-35 years. Most of the principals were of age group ranging from 26 - 30 years of age limits. The rest were of age groups of 36-40 and >40 years. Hence, this implies that all teachers and principals are matured enough to provide the researchers with the necessary information.

As regards to the qualification of the respondents, majority (85%) were diploma holders. Only 15% were first degree holders. Hence, it was thought that the information they provide would be dependable and logical due to their academic backgrounds for the level.

As far as respondents' work experience is concerned, the majority of respondents (70%) had between 6-15 years of experience, whereas (30%) had between 16-30 years of experience in the positions they held. It would be, therefore, possible to generalize from these data that such relatively longer years of service in the education system might have helped teachers and principals to possess rich experience and better understanding about the various issues and problems of parent's involvement in children education of primary schools.

5.2 Analysis of Data on Parental Involvement on Children's Education
This is the second part of this chapter that deals with the presentation, analysis and interpretation of data on the assessment of parental involvement in children's education in the primary schools of Wolaita zone. To this end, responses on parents involvement on children's education, the communication between teachers and parents, dissemination of information from school to parents, opportunities and threats on parental involvement and mechanisms to improve the involvement of parents in children's education are analyzed accordingly.

Moreover, the indicators of each factor were selected and presented to the respondents to be rated on a four point Likert scale from great extent or always= 4 to not at all or never=1 were used. For analysis purpose, frequency counts and percentage were used. Weighted mean was also used and interpreted as: 1-1.09 is never; 1.10-2.09 is sometimes; 2.10-3.09 is frequently and 3.10-4.0 is always.

An independent sample t-test and chi-square were also used to check whether the difference between the means of samples were statistically significant due to respondents' position; that is principals and teachers. In the analysis, the calculated (obtained) t value was compared with the table value (t-critical= 1.99) at α= 0.05 level of significance and df= 81 and (t-critical= 1.96) at α= 0.05 level of significance and df= 112.

5.2.1 Typical Parent Attendance in Different Activities held in primary schools
The focus of this part of analysis is to assess parents' involvement in different activities in primary schools of Wolaita zone in 2007 academic year. To do so some five major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed, and interpreted in table 2 below.

Table 2: Types of Activities arranged by schools for Parents Involvement and the extent of parents involvement

	Activity	A. Activity held?				B. Parents' attending?										
		Yes		No		Most or all		More than Half		About Half		Less than half		Few	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Regularly-scheduled school wide parent teacher conferences	116	95.9	5	4	10	8.6	35	30.1	31	26.6	30	25.86	10	8.6
2	Sports events such as Field Days or other athletic demonstrations or events	104	86	17	14	9	8.65	15	14.4	23	22.1	34	32.69	23	22.1
3	Science fairs or other academic demonstrations or events	100	83.6	21	17.4	12	12	22	22	23	23	13	13	30	30
4	Arts events such as plays or dance or musical performances	93	77	28	23	2	2.15	21	22.58	24	25.8	19	20.43	27	29.03
5	Open House or Back-to-School Night	57	47	64	52.9	3	5.2	11	19.29	9	15.78	13	22.8	20	35.08

Activities to Promote Parent Involvement

In 2007 academic year, the majority of public elementary schools held activities intended to encourage parent involvement (table 2). Ninety-four percent of all respondents suggested that their schools held an Regularly-scheduled school wide parent teacher conferences, and 84 percent Sports events such as Field Days or other athletic demonstrations or events. Schools also held events such as Science fairs or other academic demonstrations or events. This was assured by 80 percent of the respondents and schools were designed specifically to exhibit students' work or demonstrate their artistic accomplishments and athletic abilities. Seventy seven percent of respondents proved that Arts events, such as theatrical, dance, or musical performances, was held in their schools. Whereas, 46 % of the respondents said that schools held Open House or Back-to-School Night activity. This indicates that in more than half the schools under study site schools lack to held open house or back-to- school night activities. Thus, it can be deduced that majority of schools have arranged the above activities for parents to take part in order to promote students learning and school performance.

Parent Attendance at School Events

Although almost all schools sponsored various programs for parents, parents frequently did not attend these events as expected. School events that feature some interaction with students' teachers appear to attract more parents than those that exhibit student performances or demonstrations. Majority of Parents as reported by 76(65.3) % respondents were more likely to attend conferences with their children's teachers than compared to other types of activities open to parents as shown in the table (2) above.

However, the number of parents involved in "sports…" activities were found to be minimal as expressed by 57% respondents, indicated less than half or few parents attend the events. Similarly, in items 3, and 4 of table 2 about 67% and 50.53% respectively respondents indicated that more than half or all parents are attending. This indicates that the participation of parents in the stated activities was found to be almost on average.

Generally, can be concluded that the empirical study indicates that schools in the study area arrange different activities to involve parents in their children's performance. Besides, it was revealed by the study that more than half parents' attend in those activities in which the school sponsored. Thus from the socioeconomic status of all parents in the rural areas of wolaita zone is almost similar, in all primary schools that are located in rural settings of wolaita zone, parents attend rarely in activities designed by the schools.

**5.2.2 Forms of Communication between Parents and Staff**

This section of analysis deals with forms of communication between parents and staff in primary schools of Wolaita zone. As a rule schools need to establish both school-to- home and home- to-school communication channels to convey and receive information . To this end, in this survey principals and teachers were asked about whether and how they provide parents with information on the school programs, children's placement, and children's progress to understand how parents are monitoring their children's learning and school experience.

**Table 3a Issues schools communicate with parents and the response obtained from principals and teachers.**

	Items	**Always**	**Frequently**	**Some times**	**Never**
A	given written interim reports during grading periods	*6(5.0%)*	*8.3%*	*70%*	*16.5%*
B	requested to sign off on homework	7(5.8%)	9.9%	41.3%	43%
C	given written information about the goals and objectives of the school's regular instructional program	8(6.6%)	9.9%	50.4%	33.1%
D	given written information about the school's overall performance on standardized tests	9(7.4%)	9.1%	47.1%	36.4%
E	receive positive phone calls or notes from teachers when their children's performance improves at school	9(7.4%)	19%	52.1%	21.5%
F	given examples of work that meets high standards	14(11.6%)	14.9%	57.9%	15.7%
G	notified about children's ability-group placements.	*10(8.3%)*	*18.2%*	*24%*	*19%*

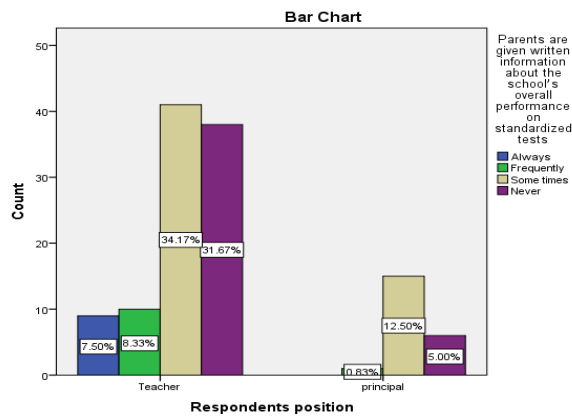A.   written interim reports during grading periods

B.   Parents are requested to sign off on homework
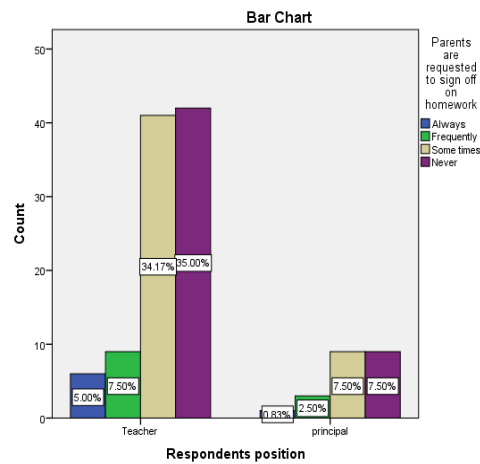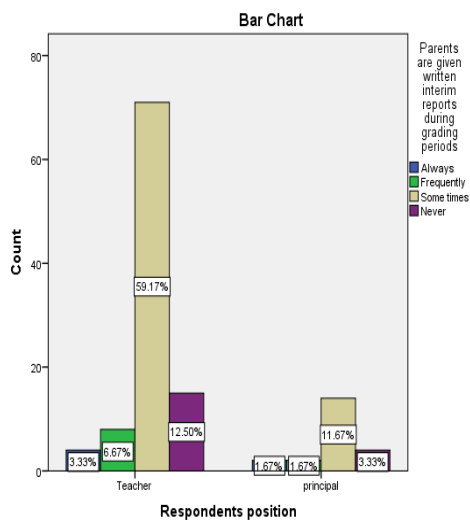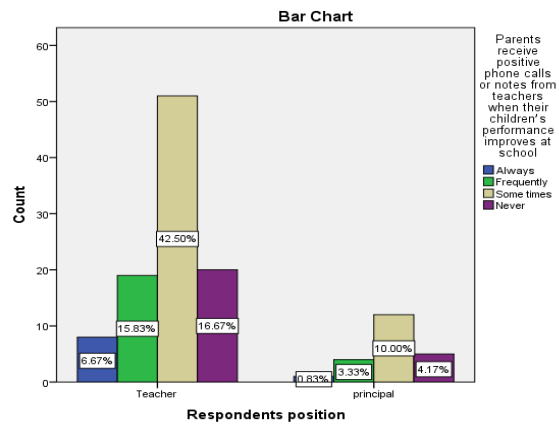

C.   Written information about the goals and objectives of the school's regular instructional program
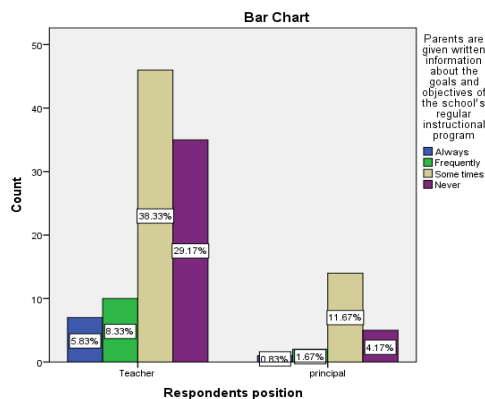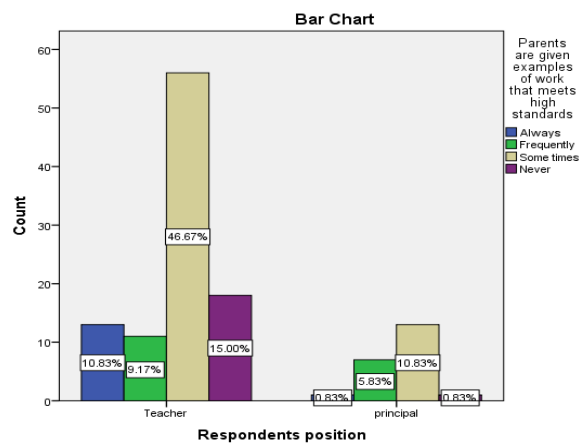
D. Parents are given written information about the school's overall performance on standardized tests
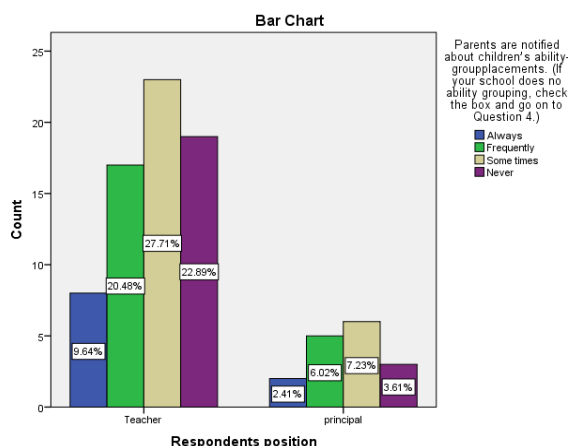

E. Parents receive positive phone calls or notes from teachers when their children's performance improves at school

F. Parents are given examples of work that meet high standards

G.   Parents are notified about children's ability-group placement

From the above two illustrations: tabular and charts, it can be clearly observed that schools use rarely some of the information channels to convey information from schools to parents and enhance parental involvement in children's learning. Thus, teachers and principals initiative to communicate with parents was found to be minimal or low. Therefore, as to the empirical findings indicate, parents are sometimes provided with information on the school programs, children's placement, and children's progress to understand how parents are monitoring their children's learning and school experience. Thus, teachers and principals communicate with parents rarely. Due to this, the extent of parents' involvement was found to be low.

Further, the researchers use t-test to identify whether there is significant difference between the information forwarded by the principals and teachers due to their position difference.

Table 3b: Mean Distribution of Responses and t-test Results on the Forms of Communication Between Parents and Staff

No	Items	Respondents						T-test
		Teacher N=67		Principal N=16		Total N=83		
		Mean	Std.	Mean	Std	WM	Std	t-value
1	Parents are given written interim reports during grading periods	3.06	0.57	2.81	0.91	2.94	0.74	1.37
2	Parents are requested to sign off on homework	3.13	0.83	3.00	0.89	3.07	0.86	0.57
3	Parents are given written information about the goals and objectives of the school's regular instructional program	3.03	0.83	2.94	0.77	2.98	0.80	0.40
4	Parents are given written information about the school's overall performance on standardized tests	3.00	0.97	3.13	0.50	3.08	0.74	-0.49
5	Parents receive positive phone calls or notes from teachers when their children's performance improves at school	2.81	0.86	2.81	0.83	2.96	0.85	-0.03
6	Parents are given examples of work that meets high standards	2.73	0.91	2.44	0.63	2.63	0.77	1.22
7	Parents are notified about children's ability-group placements.	2.79	0.99	2.63	0.96	2.76	0.98	0.61

[Always=1, Frequently=2, Sometimes=3 Never =4]

To test differences between responses, further statistical analysis was employed. Accordingly, the t-test shows that, there is no statistically significant difference in opinions of the two categories of respondents. For these items the calculated t-values are less than the tabulated t-value (t-critical=1.99 at α=0.05 level of significance and df = 81). It implies that, there is no significant difference in opinions of the two categories of respondents with regard to the Information on School Programs and Student Achievement.

5.2.3. Provision of Information through Workshops, Take-home Parent book and Newsletters
Table 4: Means of Provision of Information from School to Parents

	Items	Respondents	Provision of information through					
			Workshops or classes		Take-home Parent book		Newsletters or other Printed material	
			No	%	No	%	No	%
1	Child or adolescent development	Teacher	34	54.8	20	32.3	8	12.9
		Principal	10	58.8	5	29.4	2	11.8
2	Nutrition, health, or safety	Teacher	35	53	26	39.4	5	7.6
		Principal	11	57.9	6	31.6	2	10.5
3	Parenting skills	Teacher	32	47.1	36	52.9	-	-
		Principal	7	35	13	65	-	-
4	Helping with homework	Teacher	23	31.9	44	61.2	5	6.9
		Principal	7	35	12	60	1	5
5	Developing study skills	Teacher	35	47.9	27	37	11	15.1
		Principal	10	50	8	40	2	10
6	Ideas for learning activities outside of school	Teacher	30	41.1	23	31.5	20	27.4
		Principal	11	52.4	7	33.3	3	14.3
7	Information on community services to help children or their families	Teacher	24	41.4	20	34.5	14	24.1
		Principal	6	33.3	9	50	3	16.7

Table 4 above illustrates the means of provision of information from school to parents. Accordingly, as revealed in table 4 item 1, 54.8 %, 32.3% and 12.9% of teachers and 58.8%, 29.4% and 11.8% of principals responded that information about child or adolescent development was provided through workshops or classes, take-home parent book and newsletters or other printed materials respectively. This shows that information about child or adolescent development delivered through workshops or classes were somewhat better than the rest.

In item two 53%, 39.4%, and 7.6% of teachers and 57.9%, 31.6% and 10.5% of principals confirmed that information about nutrition, health, or safety were delivered through workshops or classes, take-home parent book and newsletters or other printed materials respectively. Similarly, the information about the extent in which nutrition, health, or safety education provided through workshops were maximal.

However, in item 3, 47.1% and 52.9% of teachers and 35% and 65% of principals depicted that information about parenting skill was provided through workshops or classes and take-home parent book only respectively. From this, one can infer that schools provision of information about parenting skill is through workshops and take-home parent book.

In item 4, 61.2% and 60 % of teachers and principals revealed that helping with homework carried out through take-home parent book. On the other hand, in item 5, 47.9 % and 50% of teachers and principals depicted that developing study skills trained through workshops.

Finally, in item 6 and 7, less than 50% of both teachers and principals described that ideas for learning activities outside of school and information on community services to help children or their families were carried out through workshops and take-home parent book. Generally, from the responses of the respondents, it can be inferred that means of provision of information from school to parents was low.

5.2.4 Availability and Use of Resource Center
When schools create resource centers devoted to parents' needs, they provide a signal that parents are welcome in the building. These centers typically are places where parents can get information on parenting and school-related issues and can gather informally. In some cases, resource centers sponsor classes or workshops for parents and provide referrals to social service and childcare agencies (Johnson 1993).

Table 5a Does your school have a parent resource center, that is, a place where parents can get information on parenting and school-related issues and can gather informally?

Response	Frequency	Percent
Yes	72	59.5
currently developing	22	18.2
No	26	21.5
No response	1	.8
Total	121	100.0

Does your school have a parent resource center, that is, a place where parents can get information on
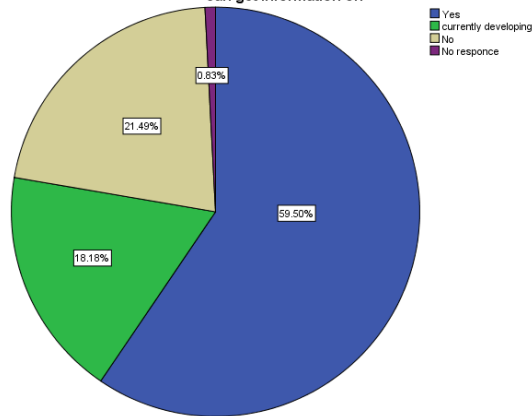
About three-fourth 72(59.5%) of all respondents reported the existence of a parent resource center, and another 22(18.2 percent) reported that one was being developed (table 5 a). However, 26(21.5%) respondents depicted that in their schools there is no resource centers at all. Thus, it can be concluded that 40.5% of the respondents clearly indicated that there is no parent resource centers where parents get information of school-related issues and parenting. Based on these facts, the researchers prepared questions to identify the frequency of parent's attendance in these 59.5% resource centers. To this regard the following table indicates the frequency of use made by parents.

Table 5b1: Availability and Use of Resource Center where parents can get Information
To what extent do parents make use of this parent resource center?

No	Response	f	Percent
1	Very frequently	10	13.7
2	Somewhat frequently	55	75.3
3	infrequently or not at all	7	9.6
4	No response	1	1.4
	Total	73	100.0
Missing	Not applicable	48	
	Total	121	

To what extent do parents make use of this parent resource center?
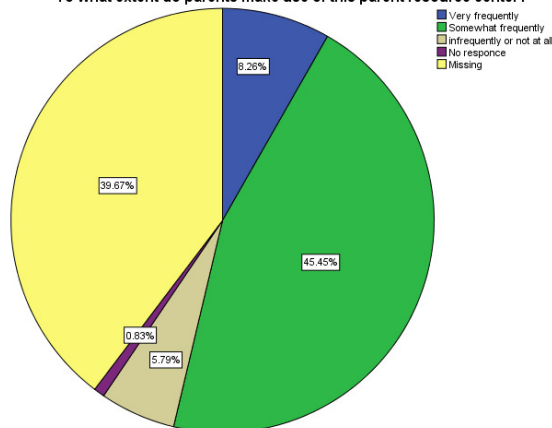
Table 5b2

S.N	Items	Respondents	Very frequently		Somewhat frequently		Infrequently/Not at all		Don't know	
			No	%	No	%	No	%	No	%
	To what extent do parents make use of parent resource center ?	Teacher	8	13.8	44	75.9	6	10.3	-	-
		Principal	2	14.3	11	78.6	1	7.1	-	-

As shown in table 5b item 1, regarding use of resource center where parents can get information was rated by both teachers and principals very frequent usage about 14 %, and somewhat frequently with the percentage values of 75%. Among the schools that have parent resource centers, 9.6% reported that the center was used infrequently or never used. It can be observed from the above pie chart 40% of respondents did expressed that

there is no such a resource center or it is currently developing. These respondents were not requested to rate the frequency of parent's attendance and treated as missing. In general, one can deduce that schools fail to organize a resource center that can motivate parents to get information about school related issues and thus promote children's learning.
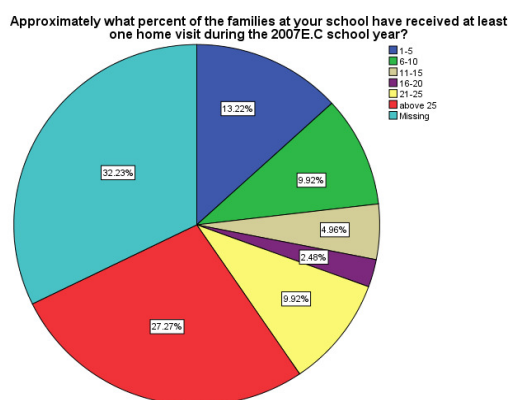
Parents were asked whether they use the resource centers prepared for them to get information regarding their children's learning, almost all of the interviewed parents confirmed that they do not know about what the resource center is and thus they did not used it at all.

5.2.5. Staff visits to Students' Homes

Table 6: The Primary School Staff Visits to Students' Homes

Respondents position			Approximately what percent of the families at your school have received at least one home visit during the 2007E.C school year?						Total
			1-5	6-10	11-15	16-20	21-25	above 25	
Teacher	Who makes these visits to students' homes?	Teachers	12	5	4	2	6	15	44
		Home school coordinator	2	2	1	0	3	4	12
		School counselor	0	2	0	0	0	2	4
		Other staff	1	1	0	0	0	0	2
	Total		15	10	5	2	9	21	62
principal	Who makes these visits to students' homes?	Teachers		2	1	1	1	9	14
		Home school coordinator		0	0	0	1	1	2
		School counselor		0	0	0	0	2	2
	Total		-	2	1	1	2	12	18
Total	Who makes these visits to students' homes?	Teachers	12	7	5	3	7	24	58
		Home school coordinator	2	2	1	0	4	5	14
		School counselor	0	2	0	0	0	4	6
		Other staff	1	1	0	0	0	0	2
	Total		15	12	6	3	11	33	80

Table 6: describes staff visits to students' homes. In this regard, from the 98 teacher respondents 62 teachers reported that staff made visits to students' homes, and among 23 principals who were expected to respond to the questionnaire regarding staff visit, 18 of them indicated that staff made visits to students' homes. Compared to the alternatives, the greatest number (above 25%) of the visits carried out by the staff to students' homes rated as 21(33.9%) and 12(66.7%) by teachers and principals respectively. This indicates that medium number of visits by the staff indicates that smooth and good relationship between the school and parents. Parents on the other hand reported that teachers come to students home only when a student was absent for repeated days or for long times. Teachers do not visit students home to inform issues related with students' performance, and supports required from parents concerning activities of students. This contradicts the response provided by teachers and principals.

Approximately what percent of the families at your school have received at least one home visit during the 2007E.C school year?

Moreover, according to the interviews, conducted with parents they also confirmed that some teachers rarely used to visit to students home when students were absent from the school for long time.

Table7. Does your school provide any of the following for parents with limited Amharic skills?
If your school has NO parents with limited Amharic skills, then mark as not applicable.

No	Item	f	Percent	Valid Percent
1	Interpreters for meetings or parent-teacher conferences	10	8.3	13.3
2	Translations of printed materials, such as newsletters or school notices	3	2.5	4.0
3	All of the above	62	51.2	82.7
	Total	75	62.0	100.0
Missing	Not applicable	46	38.0	
Total		121	100.0	

According to table 7 above 62% of the respondents indicated that there are parents with limited Amharic/English language skills and the remaining 38% of respondents contends that there is no such problem. Since the instructional language of primary second cycle schools is English and primary first cycle schools is wolaitatto in Wolaita zone, and all teachers and principals can communicate with parents in wolaitatto and Amharic languages, it seems there is no such crucial problem of communication between parents and the staff. Besides for those who do have some problems schools provide both interprets at times of meeting and translates printed materials for parents. Thus, the finding indicates that the issue of language is not impeding parents' involvement. Nevertheless, for parents of second cycle primary schools, due to the instructional language being English parent may have some problems to support and follow their children's learning.

Table 8: The Participation of Parents Serving as Volunteers in the Classrooms

S.N	Items	Respondents	Alternatives							
			Satisfactory		Moderately satisfactory		Moderately unsatisfactory		Unsatisfactory	
			No	%	No	%	No	%	No	%
1	Serving as volunteers in the classrooms	Teacher	6	6.8	24	27.3	40	45.5	18	20.5
		Principal	2	11.1	4	22.2	8	44.4	4	22.2
2	Serving as volunteers outside the classrooms	Teacher	1	1.2	43	50	30	34.9	12	14
		Principal	1	5.3	10	52.6	7	36.8	1	5.3
3	Assisting in fund raising activities	Teacher	18	19	25	26.3	42	44.2	10	10.5
		Principal	5	24	10	47.6	4	19	2	9.5
4	Attending meetings of the parent teacher association	Teacher	23	24	31	32.3	31	32	11	11
		Principal	5	24	12	57.1	4	19	-	-

5.2.6. The Participation of Parents
As it can be seen from item 1 in table 8- serving as volunteers in the classrooms, teachers and principals responded with the percentage value of 45.5% and 44.4% respectively which was moderately unsatisfactory. This indicates, the participation of parents in voluntary services of inside the classrooms were below average and unsatisfactory. Similarly, in the same table item 2- serving as volunteers outside the classrooms, teachers, and principals replied with the percentage values of 50% and 52.6% rated as moderately satisfactory. This also shows the participation of parents in voluntary services outside the classrooms were about average. With regard to item 3 in the same table-assisting in fundraising activities, teachers and principals responded with the percentage values of 44.2% moderately unsatisfactory and 47.6% rated as moderately satisfactory. This illustrates the involvement of parents in assisting fund raising activities was small. Regarding the last item 4 in the same table- attending meetings of the parent-teacher association, both the teachers and principals replied with the percentage value of 32.3% and 57.1% rated as moderately satisfactory. This demonstrates the participation of parents in attending meetings of the parent-teacher association was low. Hence, in voluntary services arranged by the schools parental involvement was found to be low.
Parents were asked through interview responded that unless otherwise forced in different mechanisms they cannot attend different activities organized by the schools due to lack of time and academic knowledge.

Table 9. Does your school or school district have a training program for its classroom volunteers?

Item	Response	Frequency	Percent	Valid Percent
Does your school or school district have a training program for its classroom volunteers?	Yes	46	38.0	62.2
	No	28	23.1	37.8
	Total	74	61.2	100.0
	No response	47	38.8	
	Total	121	100.0	

To identify whether training was provided for parents to participate as classroom volunteers, the researchers prepared question, and the finding indicates that about 38% of respondents showed they are uncertain by not responding to the question. From the remaining 61% the majority i.e. 62.2% confirmed training as general provided to classroom volunteers. However, it can be deduced from the fact in the table 9 by considering the

respondents who said "no" and those who did not responded, classroom volunteers were not put in to training in order to serve as classroom volunteer. This indicates that training is important for the voluntary service of parents because it may acquaint parents with at least a minimum skill that is required to deliver the service.

5.2.7. Parental Input in Decision Making Considered at School
Table 10A

Input in Decision Making	Great extent		Moderate		Small		Not at all	
	f	%	f	%	f	%	f	%
Allocation of funds	17	14.2	36	30	48	40	19	15.8
Curriculum or overall instructional program	7	5.8	29	24.2	41	34.2	43	35.8
The design of special programs	5	4.2	26	21.8	45	37.8	43	36.1
Library books and materials	19	15.8	19	15.8	40	33.3	42	35
Discipline policies and procedures	31	26.5	41	35	36	30.8	9	7.7
Health-related topics or policies, such as drug or alcohol abuse	46	38.3	35	29.2	33	27.5	6	5
Monitoring or evaluating teachers	39	32.5	47	39.2	27	22.5	7	5.8
Developing parent involvement activities	32	26.7	42	35	41	34.2	5	4.2

As shown in items 2, 3 and 4 in table 10A above and 10B below- in curriculum or overall instructional program, the design of special programs and library books and materials were rated very low with the weighted mean values of 3.10, 2.88, and 3.11 respectively. Moreover, items 1, 5 and 8-allocation of funds, discipline policies and procedures and developing parent involvement activities were rated moderate extent with the weighted mean values of 2.51, 2.20, and 2.11 respectively. The values with the rate of great extent and moderate extent items stated above shows that the parents input that was commonly exercised at schools. On the other hand, items 6 and 7- health-related topics or policies such as drug or alcohol abuse and monitoring or evaluating teachers were rated great extent with the weighted values of 1.95 and 2.04 respectively. This shows the two items among parents input that was actively exercised. This clearly indicates that parents socioeconomic levels and their educational level contributed to their low participation in decision making activities.

Table 10B: Mean Distribution of Responses and t-test Results on Parental Input
Key: 1= Great extent, 2= Moderate extent, 3= Small extent, 4= Not at all

No	Items	Respondents						T-test
		Teacher N=94		Principal N=20		Total N=83		
		Mean	Std. Dev	Mean	Std. Dev	WM	Std. Dev	t-value
1	Allocation of funds	2.59	0.91	2.40	1.05	2.51	0.98	0.81
2	Curriculum or overall instructional program	2.90	0.91	3.20	0.95	3.10	0.93	-1
3	The design of special programs	3.01	0.87	3.20	0.69	3.11	0.78	-0.9
4	Library books and materials	2.82	1.11	2.95	0.89	2.70	1.00	-0.5
5	Discipline policies and procedures	2.24	0.95	2.00	0.79	2.20	0.87	1.1
6	Health-related topics or policies, such as drug or alcohol abuse	2.04	0.94	1.85	0.93	1.95	0.94	0.83
7	Monitoring or evaluating teachers	2.01	0.89	2.05	0.95	2.04	0.92	-0.2
8	Developing parent involvement activities	2.17	0.86	2.05	0.83	2.11	0.85	0.57

To test differences between responses, further statistical analysis was employed. Accordingly, the t-test shows that, there is no statistically significant difference in opinions of the two categories of respondents. For these items the calculated t-values are less than the tabulated t-value (t-critical=1.99 at α=0.05 level of significance and df= 112). It implies that, there is no significant difference in opinions of the two categories of respondents with regard to parental input considered at schools.

5.2.8. Assistance on parent involvement activities from your school district or Woreda education office   in any of the following ways

Table 11. Provision of assistance from kebele administration and woreda offices

	Activities	Assistance from:				
		Kebele?		Woreda?		
		Yes	No	Yes	No	Don't know
		f	f	f	f	f
a	Setting policies for involving parents in school activities	90	30	61	28	26
b	Providing technical assistance for parent programs to school staff (e.g., workshops, training)	49	70	76	23	20
c	Providing staff to assist your school in parent programs	68	51	63	25	27
d	Providing funds for parent programs	53	65	64	28	26

According to Epstein (1991) schools may be limited by their financial and staff resources in engaging parents in their programs and activities. In this regard in Ethiopia parent's involvement was given due consideration by engaging them in different activities through their organization or individually. Recently the government of Ethiopia gave due consideration on different aspects of family involvement in education, some have developed family partnership programs with schools that include small grants for new activities, home/school coordinators, family resource rooms, and other innovations.

In this study, efforts were made to identify whether schools get assistance on parent involvement activities from the respective kebele and/or woreda offices: setting parent involvement policies, providing technical assistance to staff through workshops and other forms of training, providing staff to assist in implementing programs, and funding parent programs as shown in table 11 above. Accordingly, 74% of respondents said that schools get assistance from kebele and 50% said assistance was provided from woreda regarding setting policies for involving parents, whereas 56% and 52% of respondents indicated that kebele and woreda are providing staff in assisting parent programs. More than half of the respondents indicated that woreda assists in funding parent programs. Generally, it can be concluded that kebele and woreda assists schools in encouraging parents engagement in different school activities to support their children's learning.

5.2.9. Barriers of Parental Involvement in Schools

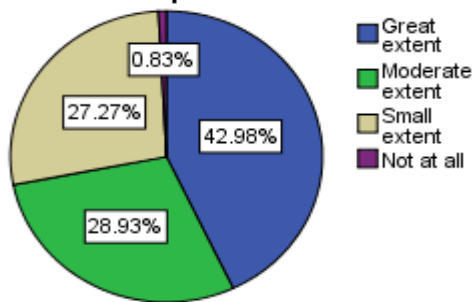**Key: 1=** Great extent, 2= Moderate extent, 3= Small extent, 4= Not at all

Table 12a: The concerned barriers of parental involvement

	Perceived Barriers	1		2		3		4	
		T	P	T	P	T	P	T	P
A	Lack of time on the part of parents	39	13	28	7	30	3	1	0
B	Lack of time on the part of staff	16	4	29	11	41	8	11	0
C	Lack of staff training in working with parents	24	7	33	5	30	10	11	1
D	Cultural or socioeconomic differences between parents and staff	11	4	28	5	36	9	23	5
E	Language differences between parents and staff	7	1	10	2	30	6	51	14
F	Lack of parent education to help with schoolwork	18	6	22	4	49	11	9	2
G	Parent attitudes about the school	21	5	21	2	49	15	6	1
H	Staff attitudes about the parents	12	0	21	11	42	6	23	6
I	Safety in the area after school hours	12	1	23	2	43	13	18	7

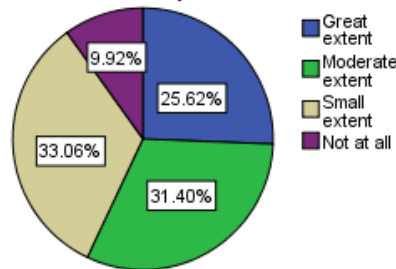**12b. Mean Distribution of Responses and t-test Results on the Barriers of Parental Involvement in Schools**

No	Items	Respondents						T-test
		Teacher N=94		Principal N=22		Total N=83		
		Mean	Std. D	Mean	Std. D	WM	Std. D	t-value
1	Lack of time on the part of parents	1.91	0.86	1.55	0.73	1.73	0.79	1.85
2	Lack of time on the part of staff	2.48	0.91	2.18	0.73	2.33	0.82	1.42
3	Lack of staff training in working with parents	2.24	0.92	2.27	0.94	2.25	0.93	-0.13
4	Cultural or socioeconomic differences between parents and staff	2.68	0.94	2.68	1.04	2.70	0.99	-0.01
5	Language differences between parents and staff	3.26	0.93	3.41	0.85	3.33	0.89	-0.71
6	Lack of parent education to help with schoolwork	2.53	0.89	2.36	1.01	2.45	0.95	0.78
7	Parent attitudes about the school	2.39	0.90	2.50	0.91	2.45	0.91	-0.49
8	Staff attitudes about the parents	2.80	0.93	2.73	0.83	2.77	0.88	0.33
9	Safety in the area after school hours	2.68	0.92	3.14	0.77	2.91	0.85	-2.2

Lack of parent education to help with schoolwork

Great extent — 19.83%
Moderate extent — 21.49%
Small extent — 49.59%
Not at all — 9.09%

Language differences between parents and staff

Great extent — 6.61%
Moderate extent — 9.92%
Small extent — 29.75%
Not at all — 53.72%

Cultural or socioeconomic differences between parents and staff

Great extent — 12.40%
Moderate extent — 27.27%
Small extent — 37.19%
Not at all — 23.14%
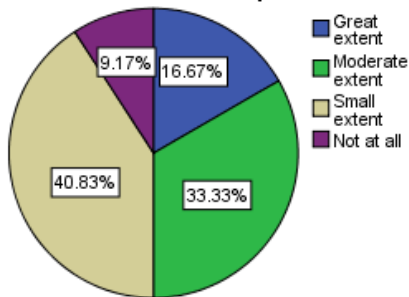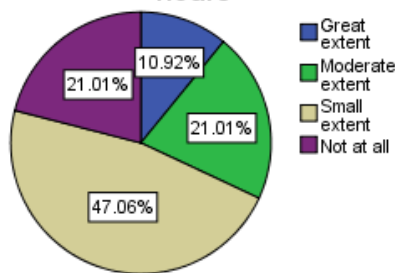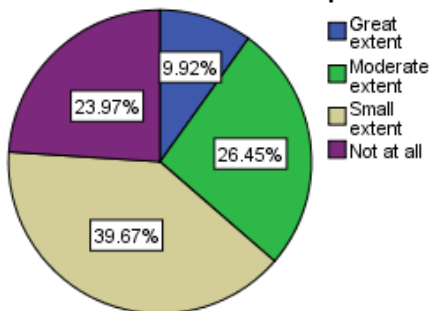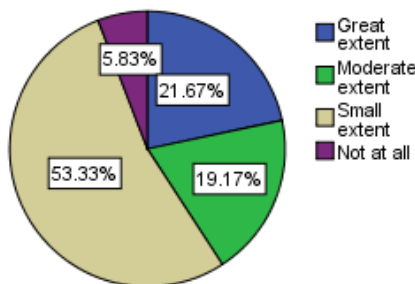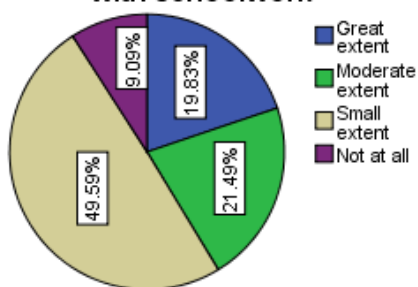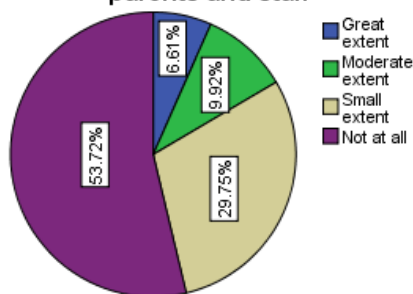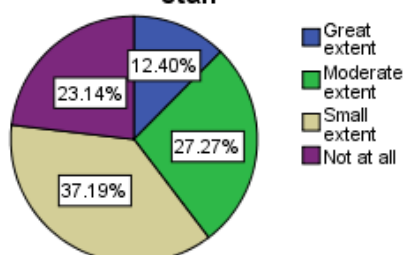
Perceived Barriers to Parent Involvement in School Programs

Given a list of concerns that might impede parent involvement in schools, teachers and principals indicated to what extent they perceived that each was a barrier. The concerned variables teachers and principals assume to impede parents involvement are categorized as parent-centered barriers and staff/school centered barriers.

Among the parent-centered barriers, the highest percentage of respondents perceived lack of time on the part of parents as a barrier to a great or moderate extent (71.9%) (Table 12a and the chart). Cultural or socioeconomic differences (39.6%) and parent attitudes about the school were perceived to be barriers by 40.84 % of respondents. A language difference between parents and staff was perceived as a barrier by 16.53% of schools. This is because more of teachers are from the same social groups and speak the same language with parents.

Of the barriers considered to be centered at the school, Lack of staff training in working with parents rates to great to moderate extent is about (57.02%). This was followed by almost half of respondents (50%) perceived that lack of time on the part of school staff created a barrier to parent involvement to a great or moderate extent. Staff attitudes towards parents were perceived as a barrier by 36.37% of respondents. Concerns about safety in the area after school hours were reported as a barrier by 31.9 % of all respondents.

The findings reported above clearly depict that parents due to their daily routines, lack time to provide the necessary support for their children. Similarly, it can be observed from the charts and table that lack of staff training in working with parents and lack of time on the part of school staff found to be a barrier to parent involvement to a great or moderate extent. Besides:

- Lack of parent education to help with schoolwork (41.3%),
- Cultural or socioeconomic differences, (39.6%)
- Parent attitudes about the school (40.84 %),
- Staff attitudes toward parents(36.37%), and
- Concerns about safety in the area after school hours (31.9 %) are also found to be affecting significantly the involvement of parents. However, language differences between parents and staff (16.53%), have an insignificant impeding effect on parental involvements in primary schools of the study area.

To test differences between responses, further statistical analysis was employed. Accordingly, the t-test shows that, there is no statistically significant difference in opinions of the two categories of respondents. For these items the calculated t-values are less than the tabulated t-value (t-critical=1.99 at α=0.05 level of significance and df = 114). It implies that, there is no significant difference in opinions of the two categories of respondents with regard to barriers of parental involvement in schools.

Moreover, according to the interviews and open-ended questions, the responses of parents summarized here under.

Parents suggested that teachers should support students learning, because they have the necessary knowledge and skill. Even if they are expected to help students learning, they lack subject knowledge and

language efficiency. Besides the time constraint is the vital problem even to check what they have learned in the school each day. They expressed their feeling that if they have a) knowledge b) time c) financial capacity to hire tutors, to fulfill reference books and other facilities, they are willing to be involved. In the absence of these and other constraints, they left their children to be supported by teachers and to work by themselves.

Table 13. Availability of voluntary written agreements (e.g., learning contracts) between the school and individual parents on what each will do to help students succeed in school.

Item	Response	f	%
Does your school have voluntary written agreements between the school and individual parents on what each will do to help students succeed in school	Yes	25	21
	No	96	79
	Total	121	100.0

Table 13 above shows about whether each school sends written agreement format concerning student's achievement, and responsibility in cases of students learning discipline at the end of the school year or not. To this regard, 79 % the respondents depicts that there is no such a voluntary written agreement between individual parents and the school on what each will do to help students succeed in the school. Thus, the empirical finding indicates that schools lack to open ways for parents to follow their children's learning.

6. Accordingly, the major findings of the analysis made were organized here under.
6.1 Activities schools sponsored to engage parents in their children's learning
According to the study, schools sponsored different activities to promote parental involvement. These are designed to inform parents about their children's performance, including academic, artistic, and athletic demonstrations, and the typical parent attendance at these activities. It can be deduced that majority(more than 80%) of schools have arranged the above activities for parents to take part in order to promote students learning and school performance. Generally, It can be concluded that the empirical study indicates that schools in the study area arrange different activities to involve parents in their children's performance. Besides, it was revealed by the study that more than half parents' attend in those activities in which the school sponsored. Thus from the socioeconomic status of all parents in the rural areas of wolaita zone is almost similar, in all primary schools that are located in rural settings of wolaita zone, parents attend in activities designed by the schools.

6.2 Communication schools establish to provide parents with information about the goals of the school, their children's progress, and topics relevant to assisting students outside of school.
Findings from this survey suggest that schools are making efforts to encourage and accommodate parent participation in school programs. First, over 80 percent of all schools report communicating regularly with parents on a variety of topics, ranging from the goals and objectives of the school's instructional program to conveying good news about students' progress. Thus, teachers and principals initiative to communicate with parents was found to be minimal or low. Therefore, as to the empirical findings indicate, parents are sometimes provided with information on the school programs, children's placement, and children's progress to understand how parents are monitoring their children's learning and school experience. Thus, teachers and principals communicate with parents rarely. Due to this, the extent of parents' involvement was found to be low.

Especially, characters of parental expectation, like demonstrating for their child that achievement comes from hard work recognize and encouraging special talents and academic achievement and setting achievable academic goals to children seemed to be very important. However, in this regard parents conveyed that they lack commitment and necessary knowledge and hence they do not follow and provide support for their children.

6.3 Volunteer activities schools make available to parents, and the extent to which parents participate in these activities.
In this regard, schools made efforts by devising different activities for parents to be involved. However, the study revealed that parental involvement was minimal.

6.4 The extent to which parents are included in decision making.
In this regard, the study reveals that the extent to which parents participation in decision making activities like curriculum or overall instructional program, the design of special programs, and library books and materials was found to be low. Parents input in decision making concerning, allocation of funds, discipline policies, and procedures and developing parent involvement activities were rated moderate extent, however they participate actively in activities like health-related topics or policies such as drug or alcohol abuse and monitoring or evaluating teachers through their representatives.

6.5 The Barriers that impede parental involvement in their children's learning
The findings reported above clearly depict that parents' due to their daily routines, lack time to provide the necessary support for their children. Similarly, it can be observed from the charts and table that lack of staff

training in working with parents and lack of time on the part of staff found to be a barrier to parent involvement to a great or moderate extent. Besides:

- Lack of parent education to help with schoolwork (41.3%),
- Cultural or socioeconomic differences, (39.6%)
- Parent attitudes about the school (40.84 %),
- Staff attitudes toward parents(36.37%), and
- Concerns about safety in the area after school hours (31.9 %) are also found to be affecting significantly the involvement of parents. However, language differences between parents and staff (16.53%), have an insignificant impeding effect on parental involvements in primary schools of the study area.

6.6 Other issues schools work to enhance parental involvement

Many schools also are striving to bridge the language barrier that exists for some families with limited Amharic or wolaitatto proficiency, with 85 percent of schools with parents of limited Amharic skills providing interpreters for school meetings or conferences.

7. Conclusions

Schools are taking an active role in addressing some of the needs of children and families that go beyond the school walls, such as encouraging learning at home and providing information on parenting and child development issues, through newsletters, workshops, and parent resource centers. Moreover, schools are reaching out to families by sponsoring activities intended to encourage parent participation. During the 2007 E.C, between 84 and 97 percent of schools held events such as open houses, parent conferences, displays and performances of students' work; over 90 percent provided parents volunteer and involvement opportunities.

In general, schools report including parents in decision making to a moderate extent, although schools with advisory groups that include parents are more likely to do so. Parental response to these school efforts varied depending on the activity offered. Generally, the findings show that even though schools exert efforts to encourage parental involvement, the response from parents is not as such attractive. Due to their level of education, commitment, socioeconomic problems, lack of time, and the like. Therefore, it can be concluded that the extent of involvement is very low.

Future research might address ways schools can more successfully attract parents from different groups to be involved in their children's education.

8. Recommendations

With regard to the findings from the literature study and analysis and interpretation of the data, the following recommendation is offered:

- This study found that the extent of parental involvement in primary school education was very limited. It is then necessary to make a concerted effort to increase parents' involvement in schools through collaboration with different entities such as schools, parents, government, and non-governmental organizations. The efforts to be exerted includes awareness creation, motivating those who are active participants using different mechanisms, and training teachers mitigate the skill gap to how to encourage parents involvement.
- Schools also need to organize parent resource centers where parent can get the necessary information about the overall school function and students learning easily.

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