

# The Current Practice of Primary Schools in Promoting Parent's Involvement in Curriculum Implementation in Haro-Limu Woreda

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## Abstract

The purpose of this study was to assess the current practice of primary schools in promoting parent's involvement in curriculum implementation in Haro-Limu Woreda. parent's involvement in curriculum implementation in Haro-Limu Woreda primary schools. To this end, cross-sectional survey design was employed. schools were selected by simple random sampling technique whereas the school principals and parent teachers' associations (PTAs) were selected purposively and supervisors were selected by available sampling technique. Teachers were selected by stratified random sampling. Questionnaires, interviews and document analysis were used as data gathering instruments. Having pilot tested the instruments, the data were collected from 173 teachers and 13 principals through questionnaires and 186(99.4%) respondents were properly filled and returned. Six supervisors and Eleven PTAs were also successfully interviewed. The information gathered through closed-ended questionnaires were analyzed using mean score while the data gathered through interview and open-ended questions were coded and narrated qualitatively. The findings indicated that, the involvement of parents in primary school's curriculum implementation in Haro-Limu Woreda were low. The performance of principals, supervisors and teachers in involving parents in school curriculum implementation was moderate. However, as the evidence shows, the efforts of PTAs in organizing parents for planning and decision making of curriculum implementation was high. It is concluded that, the school principals, teachers, PTA and others were not fully committed and responsible in creating awareness and train parents for actively involved in school curriculum implementation. To increase parental involvement in curriculum implementation, it is recommended that primary schools and woreda education offices shall train stakeholders, allocate adequate budget and schools should design income generating mechanism to fulfill school facilities, making active participation of parents in planning, decision making and management in curriculum implementation.

**Keywords:** Parental Involvement, Primary Schools, Curriculum Implementation

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## 1. Background of the problem

Parental involvement in curriculum implementation has positive effects on students' academic achievement, social activities and behavioral development. According to Symeou (2003), parents at all grade levels are willing about their children for quality education and success and offer advice and help from school on ways of helping their children for proper academic achievement and behavioral development. Thus, schools shall work with parents because parents are the first and the most important sources for students' pleasure, creativity, purpose and all rounded in education.

The government of Ethiopia prepared the education and training policy to improve the provision of education and improve the problems encountered in the system (MoE, 1994). The policy includes involving the community in planning, decision making, financial and implementation, monitoring the work of the staff, and evaluating the work of school in the decentralization policy. To promote community participation in the public schools, the ministry of education (MoE) encourages all schools to have parent teacher association (PTAs) and school education board at all levels.

PTAs and school education and training boards (SETB) act as a link between the school and community and are one way through which communities/parents can participate in the planning, governance and decision making of schools. According to BESO (2003), some of the factors that inhibit community participation in education are: preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program implementer, and cultural and religious barriers, language barriers, lack of awareness creation of community by concerned bodies, school facility are the major factors which inhibit parents participation in education.

The Ministry of Education considered parental-school partnership as one of the strategies to be employed to improve schools and quality of education (MoE, 2007b). Accordingly, the administration of government primary and secondary education in Ethiopia is decentralized and has provided guidelines that describe the duties and

responsibilities of schools, teachers, students, parent teachers' associations (PTA), woreda education and training board (WETB), and school education and training board (SETB). According to Dawit (2008) Level of Parental Involvement and Its Implications for Improving Students' Learning in Secondary Schools of Sidama Zone were low levels.

In the study area, parental involvement in supporting Curriculum Implementation in primary school was not sufficient and the ways of parental involvement was mostly confined to school building and fund raising rather than directly involved in school planning, administration, decision making and curriculum implementation. Involving Parental Involvement in Curriculum Implementation needs a collaborative effort from different school management body including teachers, their understanding and experience is still inadequate in involving parents. For this research gap, this study was designed to assess the current practices of primary schools in promoting parent's involvement in curriculum implementation in Haro-Limu Woreda. Accordingly, the following two basic questions were used to guide the study.

1. To what extent Primary schools involve parents in curriculum implementation in Haro Limu Woreda?
2. What are the contributions of different stakeholders (school management body) in involving parents in primary school's curriculum implementation in Haro Limu Woreda?

### 1.1 Materials and Methods

The main objective of this study is to assess the current practice of primary schools in promoting parent's involvement in curriculum implementation in Haro-Limu Woreda. The study employed cross-sectional descriptive survey design. The design was suitable for this study, for the reason that it helped the researcher to describe the existing conditions of parental involvement in curriculum implementation. Primary data were collected from teachers, PTAs, school principals and supervisors by researcher through questionnaires and interview. Both quantitative and qualitative data gathering tools were used. Hence, for quantitative data collection, sets of questionnaires (both open and close-ended) were used. For qualitative data four open-ended and eight interview guide questions were employed.

From 36 Primary schools 13(36.11%) Primary schools were selected using simple random sampling (through lottery system) for it provides equal chance for them to be selected as samples of the study. In the sample primary schools, there were 342 teachers, 71 PTAs, 36 principals, and 7 supervisors. Thus, the target populations of the study were 456. From 456 total population of the study, 207(45.5%) sample populations were taken by using sample size determining published table (Cohen, Manion, & Morrison, 2007). There for, from 342 teachers 174(50.8%) teachers were selected using stratified random sampling to give equal chance of involvement for teachers from different subject background in the schools.

Purposive sampling is defined as a technique in which the researcher selects samples based on a certain purpose (Mzezele et al., 2013). In addition, from 71 PTAs 13(18.3%) PTAs and from 36 principals 13(36.1%) principals were selected by purposive sampling technique owing to their experience and current position to prove appropriate information on the issue. Finally, 7(100%) supervisors were selected by available sampling technique because they have important position and experience to give information on the issue. The main instrument for collection of data for this study was questionnaires and interview.

The descriptive statistics method of data analysis was used for the quantitative data gathered through questionnaire. The decisions were based on, means from 0-1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = moderate, 3.50-4.49 = high level of performance and 4.50-5.00 = very high-level performance. For the analysis of quantitative data SPSS version 23 computer program was used. Qualitative data were analyzed by narration and description. The analysis and interpretation were made in relation to the basic questions of the study, and the findings of the study were organized.

#### 1.1.1 Results and Discussion

The study was conducted in thirteen public primary schools found in Haro-Limu woreda and selected public primary schools by using simple random sampling. The data sources were 173(93.01%) teachers, and 13(6.99%) school principals and total of 186 respondents were responded to the questionnaires. In addition, 11 PTAs and 6 primary school supervisors were successfully interviewed.

#### The Extent of Parental Involvement in Curriculum Implementation

The first purpose of this study was to assess the extent of parents' involvement in the primary school's curriculum implementation in: parenting, communication, volunteering, decision making, learning at home, and collaborating with community. The aggregated mean scores were determined variables for decision making. For the purpose of this study the decision was based on means from  $\leq 1.49$  = very low, 1.50-2.49 = low, 2.50-3.49 = moderate, 3.50-4.49 = high, and 4.50-5.00 = very high.

Among six areas of parental involvement, the first variable assessed in this study was the involvement of parents' in parenting activity in curriculum implementation. To assess this variable different item were prepared and distributed to teachers, and principals. Table 7 below indicates the summery of respondents view.

Table 1: Views of Respondents on the Extent of School Aware Parents' on Parenting Skills in curriculum implementation.

No	Items	N	M	SD
1	School organizes workshops to explain new information to Parents on how to raise their children education.	186	1.99	.608
2	School provide parents with information about them Students' growth in education and development.	186	1.59	.909
3	School provide parents with information on how to provide their children with good environment.	186	3.21	.827
4	School asks families for information about children goals, strengths, and talents.	186	2.40	.993
5	Schools encourage parents to contact each other to exchange experience.	186	2.32	.863
<b>Aggregated mean</b>		<b>2.3</b>		

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=V/high

As indicated in Table 7, the respondents were asked whether school organize workshops, train parents, provides information about students' growth in education and encourages parents to support their students learning in education. The aggregated mean scores 2.3 was in the range of low. The interview conducted with school 01 PTAs indicated that:

*Parents are coming to schools when their children create disciplinary problems like frequently being late or absent from school and make other disciplinary problems like conflict with other students or teachers. The interview results also show that, schools didn't train parents and as a result, most of the parents do not have awareness to involve in curriculum implementation and exchange experience concerning on the school activities.*

The result revealed that, the extent to which primary schools involve parents in parenting activities in organizing workshops, train parents, provides information about student's growth in education and encourages parents to support their students learning in education in curriculum implementation in Haro-Limu Woreda were minimal. However, literature shows that school helping parents with parenting and child-rearing skills, understanding child development and supporting home conditions that encourage child achievement. Kotirde, Yuguda, and Yonus (2012) found that, participating parents in schools for assisting families with parenting and child rearing skills, family support, understanding child and adolescent development and creating home conditions to support learning at every stage and grade level. Therefore, Primary schools shall organize workshops, train parents and encourage parents to play their roles their roles and responsibility and prepare parents on the importance to being involved in their children's learning was low.

The second area of parental involvement variable assessed in this study was the communications between schools and parents' in curriculum implementation. To assess this variable different item were prepared and distributed to teachers, and principals. Table 8 below indicates the summery of respondents view.

Table 8: Views of Respondents on the Extent of Schools Communicates with Parents in curriculum implementation.

No	Items	N	M	SD
1	School provide parents with information about their children's strength and weakness	186	2.51	1.059
2	School encourage teachers to send students grade reports and homework to parents	186	2.67	1.315
3	School provide parents with information about students having academic or behavior problems	186	2.96	1.462
4	School conducts a formal conference with every parent at least twice a year	186	3.43	1.044
<b>Aggregated mean</b>		<b>2.89</b>		

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=V/high

As presented in Table 8, respondents were asked to rate their agreement levels on how primary schools provide parents with information about their children's strength and weakness, school encourage teachers to send students grade reports and homework to parents, students having academic or behavior problems and whether the school conducts formal conference with every parent at least twice a year to foster communication between parents and primary schools. The aggregated mean scores 2.89 indicates that the effective forms of school-to-home and home-to-school communications about school programs and children's progress for effective curriculum implementation was in the range of moderate. The interview results with supervisors in school 04 shows that:

*Schools conduct formal conferences with parents twice a year at the beginning and the end of academic year. Primary school supervisors reported at least two general meeting a year, but in most schools only a few parents attended the meetings. Schools didn't frequently communicate with parents due to lack of school's*

*infrastructure and lack of awareness the benefits of parental involvement in curriculum implementation.*

Even though, one of the basic responsibilities of schools is to conduct effective communications between school and home and programs on children's progress, the finding shows that communication between the school and the parents to promote effective curriculum implementation was moderate.

The communication between school leaders and teachers to communicate with parents, parent volunteerism, and involvement in parent-teacher organizations, can all be increased when teachers contact parents. Literature clearly shows, greater parental involvement and support may lead to teachers having better and high relationships with parents and community, fewer behavioral problems, reduced workload and more positive attitude towards teaching and learning (Fan & Williams, 2010).

Table 9 presented, the level of parents' involvement primary schools students learning at home was assessed. To assess this variable different item were prepared and distributed to teachers, and principals. Table 9 indicates the summery of respondents view on learning at home.

Table 9: *Views of Respondents on the Extent of schools Involve Parents' in learning at Home*

No	Items	N	M	SD
1	Schools provide parents with information that help them to teach their children at home.	186	2.49	1.106
2	Schools encourage parents to support school with educational materials.	186	2.61	1.120
3	School provides information to parents on how to monitor and discuss schoolwork at home.	186	3.23	1.074
4	School aware parents to support learning at home, then completion of homework increase.	186	1.91	1.166
5	School aware parents to reduce student's workload and students gets enough time to learn at home.	186	3.02	1.230
<b>Aggregated mean</b>			<b>2.48</b>	

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=V/high.

As indicated in Table 9, the respondents were asked whether schools provide parents with information that help them to teach their children, encourage parents to support their children, monitor and discuss schoolwork at home. Regarding learning at home, the aggregated mean score was 2.65. On the other hand, the data collected from the interview of parents indicated that schools did not regularly create awareness parents on the value learning at home. One of the PTAs members in school 03 said that "teachers simply give homework to students, but they didn't regularly aware parents to support and strength their children learning at home".

From this result, the performance of schools in providing parents with information and encourage to be engaged in to assist their children in learning at was moderate. Petr, (2003) found that, the family is the most important and most enduring resource in a child's life and family-school partnerships produce impressive results for children and teachers. Therefore, schools shall provide information to parents about how to support children in learning at home with homework; reduce students' workload and other curriculum related activities.

Table 10 of this study was presented, the level of parents' involvement in primary school's volunteerism curriculum implementation activities. To assess this variable different item were prepared and distributed to teachers, and principals. Table 10 below indicates the summery of respondents view on learning at home.

Table10: *The Views of Respondents on the Extent of Parents' involvement in Volunteerism*

N	Items	N	M	SD
1	School encourages parents to involve voluntary activities like in school funding rising & school buildings.	186	3.19	.889
2	School asks parents about the activities that they can do voluntarily.	186	3.14	.806
3	School encourages parents to provide school with educational resources voluntarily.	186	2.57	1.11
4	School gives prizes and certificates to volunteered parents who participate in the school activities.	186	3.43	.891
5	School involves Parents in helping economically disadvantaged and orphan students.	186	2.25	.903
<b>Aggregated mean</b>			<b>2.91</b>	

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49=low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=V/high.

As disclosed in Table 10, respondents were requested to rate their agreement levels on the extent to which the school encourage parents to involve in voluntary activities to provide school with educational resources and helping economically disadvantaged and orphan students in volunteerism programs. The result of the finding shows that involving parents as volunteerism in the school to support school programs and activities, the aggregated mean scores 2.91 was in the scope of average. According to the interview and response from open ended questions it's possible to conclude that, school involving parents as volunteerism in the school or outside

school to support school programs and activities was moderate.

Literature shows that, volunteerism is one way of increasing parental involvement in their children's education (Sanders & Sheldon, 2009). Therefore, the performance of school in encouraging volunteer parents shall be increase for better achievement on curriculum objectives. The efforts done by schools to facilitate in helping economically disadvantaged and orphan students to continue their education.

Table 11 of this study, the level of parents' involvement in school decision making in curriculum implementation was examined. To assess this variable different item were prepared and distributed to teachers, and principals. Table 11 below indicates the summery of respondents view on decision making.

Table 11: *Views of Respondents on the Extent of schools involve Parents' in Decision Making*

N	Items	N	M	SD
1	Schools encourage parents to involve in planning & decision making in school activities	186	2.38	.992
2	School encourage parents to participate in the school management	186	2.13	1.124
3	School ask parents to be involved in solving problems that encounter school	186	2.79	1.343
4	School involves parents' in revising school programs, contracts, internal policies and regulations.	186	2.59	1.238
<b>Aggregated mean</b>		<b>2.47</b>		

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high & 4.50-5.00=very high

As indicated in Table 11 the respondents were requested to show their level of agreement on the extent to which schools encourage parents to involve in planning and decision making in school activities. Regarding how primary schools include parents in decision-makers, planning and governance, the aggregated mean score 2.47 was in the range of low. The interview result shows that the participation of parents in school planning and decision making was low. One the PTAs in school 02 replied that *"the participation level of students and parents' was not practiced by our school. Primary school supervisor in school 05 revealed that most of the time primary schools did not involve parents' in school management"*.

According to the interview and response from open ended questions, the finding disclosed that parental participation in school planning, decision making and management was also inadequate. However, literature shows that parental involvement in school governance and decision making contributed to the effectiveness of teachers in improving student learning and performance (Boaduo et. al., 2009). Literature shows that, the decentralization of school management can make decision-making more democratic and lead to improved efficiency and effectiveness (Abebe, 2012). It is known that, as parents participate actively in school decision making, can foster improvements in school performance and can contribute more effectively to community development.

Table 12 of this study offered the level of primary schools in collaborating with school community in curriculum implementation. To assess these variables different items were prepared and distributed to teachers and principals. Table 12 below indicates the summery of respondents view on school collaboration with school community.

Table 12: *The Views of Respondents on the extent of schools Collaborate with Community in curriculum implementation.*

No	Items	N	M	SD
1	School provide parents with information about available services in their community	186	2.20	1.19
2	School organize programs and activities for school with community institutions support	186	3.06	.901
3	Schools encourage all community institutions to participate in school activities.	186	2.58	1.16
4	School encourage teachers and students to provide service to their communities	186	2.19	1.21
5	School have an educational agreement (contract) with parents to work in collaboration for dual benefit	186	2.36	1.01
<b>Aggregated mean</b>		<b>2.47</b>		

Key: N= number of respondents, M= mean, and SD= Standard deviation

Mean: 0-1.49=V/low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=very high.

As presented in Table 12, the respondents were requested to rate how primary schools provide parents with information about available services in their community, organize programs and encourage community to participate in school activities and have an educational agreement (contract) with parents to work in collaboration for dual benefit. Concerning items related to collaborating with community, the aggregated mean scores 2.47 was the range of low. The interview result with PTAs also shows that school community, PTAs and school didn't have any agreement (contract) with parents to work in collaboration for the benefits of both school and community.

The finding shows that school collaborating with the community in identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development was low. However, literature revealed that positive school collaborations with school community have a positive effect on students' grades, attendance, and school improved behaviors (Nettles, 1991).

### **Role of Different School Management Bodies in Involving Parents in Curriculum Implementation**

The involvements of principals, teachers, PTA, Supervisors and parents have significant contributions in curriculum implementation. The second objective of this study was to assess role of school management to involve parents in curriculum implementation. To investigate how far they perform their roles in primary school's curriculum implementations, the following investigations was conducted.

Table 13 consisted the role school principals in comprise parents in primary school's curriculum implementation. To assess this role of principals' different items were prepared and distributed to teachers and principals. Table 13 on the next page indicates the summery of respondents view principals' roles in involving parents in curriculum implementation.

Table 13: *Views of Respondents on Principals' Role in Involve Parents' in curriculum implementation.*

N	Items	N	M	SD
1	Principal give training /orientation for parents about their duties and responsibility to involve parent in curriculum implementation.	186	2.29	1.00
2	Principals have strong commitment and willingness in involving parents to participate in curriculum implementation.	186	3.19	.894
3	Principals made strong relationship with parents and the school community to implement curriculum in collaboration	186	3.47	1.11
4	Principals regularly offer appropriate report based on real achievements of the students and the school to the parents	186	4.19	1.10
5	Principals produces a regular school newsletter with up-to-date information about the school, special events	186	3.13	.79
6	Principals include students (with parents) in decision making groups.	186	2.36	1.03
<b>Aggregated mean</b>			<b>3.1</b>	

*Key: N= number of respondents, M= mean, &SD= Standard deviation*

*Mean: 0-1.49=V/low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=very high*

As shown in Table 13, the participants were asked to rate how principals provides training, have strong relationship, commitment with parents and regularly offer appropriate report to promote parental involvement in curriculum implementation. The aggregated mean scores 3.1 result revealed that principals practice high activities to encourage parents of students to involve in CI. The interview with PTAs shows that, principals have great commitments in involving parents in curriculum implementation. One of interviewed PTAs in school 13 said that:

*Principals in our primary school have great commitment to working closely with parents for effective Curriculum Implementation. But, they prefer our personal affair beyond curriculum implementation. This may be due to lack of adequate training not for lack of readiness. And this has contrary effect on the effective implementation of the school curriculum.*

The results from interview groups also support the quantitative result, where principals perform their role at medium to involve parents in curriculum implementation. From this one can generalize that, the performance of primary schools' principals in promoting parental involvement in curriculum implementation was high. However, MoE (2002) indicated that, principals should responsible for creating trust between the parents, community and the school.

Table 14 of this study was consisted the role school supervisors to involve parents' in primary school's curriculum implementation. To assess these roles different items were prepared and distributed to teachers and principals. Table 14 below indicates the summery of respondents view supervisors' roles in involving parents in curriculum implementation.

Table 14: *The Views of Respondents on Supervisors' Role in Involve Parents' in curriculum implementation.*

No	Items	N	M	SD
1	Supervisors provide orientation/training parents to actively participate in school's curriculum implementation.	186	2.32	.943
2	Supervisor regularly supervised school activities from the planning stage to implementation of curriculum	186	3.07	.900
3	Supervisors trains teachers, students, and principals on the value of family involvement & to rise their participation in CI	186	3.36	.885
<b>Aggregated mean</b>			<b>2.9</b>	

Key: *N*= number of respondents, *M*= mean, and *SD*= Standard deviation

Mean: 0-1.49=very low, 1.50-2.49=low, 2.50-3.49=moderate, 3.50-4.49=high level& 4.50-5.00=very high

As indicated in Table 14 respondents were requested to rate how supervisor train parents' and school stakeholders and regularly supervised and support school activities from the planning stage to implementation for effective curriculum implementation. The aggregated mean scores 2.9 was in the scope of moderate. The interview result also shows that supervisors perform their duties moderately. One of the interviewed PTAs in primary school 12 said that:

*Supervisors regularly report school problems to stakeholders, school community and parents. They regularly contact with the woreda education officers with the main school problems like the teachers' and students' disciplinary problems and the issues related on teaching-learning problems.*

Therefore, the finding shows that supervisors train teachers, students and principals on the value of family involvement in curriculum implementation was moderate. According to MoE (2007a) supervisors has the duties to help teachers to improve professionally, organizes training programs and gives training for families and the community to promote their involvements in curriculum implementation.

The Table 15 consisted the role school teachers in involving parents' in primary school's curriculum implementation. To assess these roles, different items were prepared and distributed to teachers and principals. Table 15 below indicates the summery of respondents view teachers' roles for involving parents in curriculum implementation.

Table 15: *The Views of Respondents on Teachers' Role in Involve Parents' in curriculum implementation.*

N	Items	N	M	SD
1	Teachers send students work weekly or monthly for parents to Comment on and exchange information about students learning.	186	2.15	1.16
2	Teachers meet with parent's minimum twice a year and discuss about teaching learning process	186	3.65	1.02
3	Teachers provides clear information about the curriculum, assessments, achievement levels, and report cards to the parents.	186	3.18	.857
<b>Aggregated mean</b>			<b>2.99</b>	

Key: *N* = number of respondents *M*= Mean, and *SD*= Standard deviation

Mean: 0-1.49= V/low, 1.50-2.49 =low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=very high

As shown in Table 15 the respondents were requested to rate how teachers exchange information with parents about students learning, talents, and weakness and provides clear information about the curriculum, assessments, achievement levels, and report cards to the parents. Regarding teacher's role the aggregated mean score 2.99 was in the range of average. The open-ended response also shows that, teachers were unaware of strategies such as parenting workshops, home visits, parent volunteers and homework activities that are affecting parental involvement in curriculum implementation. The finding revealed that, the activities of teachers' in promoting parental involvement in curriculum implementation in sample primary schools were moderate.

The result from interview with PTAs in school 08 also shows that "*teachers meet with parents' twice a year at the mid and the end of the semester and the school teachers call students parents' to discuss about teaching learning process*".

However, the performance of teachers in sending students' work to parents weekly or monthly to comment on and exchange information was low. The finding realizes that, the school improvement program (SIP) guideline, teachers in Ethiopia should meet with parents at a minimum twice a year, to provide quality reports and to discuss about their child's learning achievement (MoE, 2010).

Table 16 of this study was consisted the role PTAs to involve parents' in primary school's curriculum implementation. To assess these roles different items were prepared and distributed to students, teachers, and principals. Table 16 on the next page indicates the summery of respondents view PTAs roles for involving parents in curriculum implementation.

Table 16: *The Views of Respondents on PTAs' Role in Involving Parents in curriculum implementation.*

No	Items	N	M	SD
1	PTAs involve in preparing and implementing the school annual plan and decision making.	186	3.91	.972
2	PTAs actively participate in the teaching learning process and seek remedial solution to the problem encountered in CI	186	3.86	.962
3	PTAs participated in mobilizing parents and community to raise funds, fill schools with resources,	186	3.35	.666
<b>Aggregated mean</b>			<b>3.71</b>	

Key: N= number of respondents, M= Mean, and SD= standard deviation

Mean: 0-1.49=very low, 1.50-2.49=low, 2.50-3.49=moderate, 3.50-4.49=high level & 4.50-5.00=V/ high

At Table 16, the respondents were asked to show their level of agreement to what extent PTAs involve in preparing annual plan, decision making, teaching learning process and mobilizing parents and community to raise funds in curriculum implementation. Regarding the role of PTAs, the aggregated mean score of the respondents 3.71 was in the range of high. Concerning this issue, the researcher conducted an interview with supervisors of primary schools and they agree that the level of PTAs participation in curriculum implementation was high. One of supervisor in school 09 said that: *“the participation of PTAs in planning, decision making and school management of the school is very high”*. The finding exposed that, the involvement of PTAs in preparing and implementing of the school annual plan and decision making was at high level of performance.

Literature shows that, the participation of PTAs in decision-making help to improve the relationship between schools and communities (Abebe, 2012). Therefore, primary school PTAs' participated in mobilizing parents and community to raise funds, and fill schools with resources in curriculum implementation.

### Major Findings

Based up on the analysis made the following findings were found:

- The result of the study revealed that the performance of primary schools in organizing workshops to explain new information to parents' on how to raise their students' education was low. In all sample primary schools, the practice of training/orienting parents with regarding to parenting and child-rearing skills, creating awareness and supporting home conditions that encourage them to involvement in curriculum implementation was low. The result also shows that, the reason for low level of parental involvement was due to low level of training and awareness how to involve in curriculum implementation.
- The finding of the study disclosed that the effective forms of school-to-home and home-to school communications about school programs and students' progress in curriculum implementation was moderate. Accordingly, the communication between school and parents regarding students' behavior, goals, strength and abilities was moderately performed.
- The practices of primary schools in involving parents to help economically disadvantaged and orphan students through volunteer programs in the school and outside school to continue their education was moderate. The effort of primary school in encouraging teachers and students to provide service to their communities in volunteerism was low. Also, there were no educational agreements (contract) between school and parents to conduct their duties and responsibility in primary school's curriculum implementation.
- Primary school collaborating with the community to find and integrate resources and services from the community to strengthen school programs, parental involvement in their students learning for their better achievement was low. The collaboration between with the community to create mutual benefit by sharing resources and contributing to both school and community to accomplish curriculum objectives were accomplished at moderate level.
- Even though few parents attending the meetings, primary school principals regularly presented appropriate report based on real achievements of the students and the school to the parents' twice a year at high level. But, they didn't provide training for parents about their duties and responsibility to actively involved in the implementation of curriculum.
- Primary school supervisors regularly supervised school activities from planning stage to implementation of curriculum at high level of performance. However, principals and supervisors were didn't provide, organize, coordinate training for parents and other stakeholders on their duties and responsibility to actively participated in schools' curriculum implementation.
- The study confirms that most of primary teachers were not regularly send weekly and monthly students' achievement to parents for review and comments to students' parents. However, some teaches frequently contact parents of students' having academic or behavioral problems. The finding revealed that, the activities of teachers' in promoting parental involvement in curriculum implementation in sample primary schools were moderate
- The findings of the study disclose that the involvement of PTAs of sample schools were actively



participated in planning, decision making, school management, teaching learning process and seek remedial solution to the problem encountered curriculum implementation were at high level.

### 5.1. Conclusions

From the finding of the study, the researcher concluded that the extent to which primary schools involving parents' in curriculum implementation was low in all of investigated schools. Although most parents full fill their children's material needs some did not provide their children with the support and discipline required for successful learning and they didn't supervise their children adequately due to awareness problem.

The communication system between Primary schools, parents and students were seem to be weak due to inadequate school facility to report the strengths and weakness of the student's in teaching learning process regularly. This ineffective communication affected the extent of the parental participation in primary school curriculum implementation. The finding also revealed that primary schools involve parents' in-home learning to capacities their students in addition to learning at school by school teachers seems to be weak and not up to the theoretical expectations.

A parent volunteerism in curriculum implementation was seems to be weak. Since, there was no a structure or plans to allow parents to volunteer in curriculum implementation or participated in other volunteer activities for economically disadvantaged and orphan students to continuous their education.

The finding allows the researcher to conclude that, primary schools in the study area were not very responsible to their obligations towards involving parents in planning, management and decision making to foster curriculum implementation. The collaboration between school community and primary schools in curriculum implementation seems to be weak. This has its own impact on the level of parents' involvement in primary school curriculum implementation.

Even though principals and teachers tried to inform parents about the importance of being involved in curriculum implementation, the cooperation between schools' principals, teachers and other stakeholders to involve parents the implementing curriculum was not seems god due to lack schools' good governance.

Most principals and teachers did not understand the potential benefits that could result from comprehensive parental involvement in curriculum implementation. They didn't not seem to view involving parents in curriculum implementation as part of their duties. Some school call parents to the school when their children made disciplinary problems and some other come to school during meetings and annual conferences. So, principals and teachers did not seem to support parents in their basic obligations in supporting their children at home and school in curriculum implementation.

### Recommendations

In the view of the major findings, the following recommendations were forwarded in order to improve the parental involvement in curriculum implementation in primary schools of Haro-Limu Woreda.

- To improve parental involvement in curriculum implementation, primary school shall train parents on their roles and responsibilities and frequently calling to the meeting to discuss about the situation of school in curriculum implementation. The WEO shall organize training, seminars or conferences for parents, principals, supervisors and teachers on the importance and how to involve parents in curriculum implementation.
- For effective parental involvement in curriculum implementation, the primary school principals and teachers need to make efforts for reaching and involving parents in positive outlook and have readiness. They need design and implement strategies that will result in improved parental involvement in curriculum implementation.
- Efforts shall be made by school management bodies to bring parents into the school curriculum implementation to understand how schools work, what is expected of them regarding their students, and how parents can be effective in supporting curriculum implementation.
- Principals shall make more efforts to mobilize and aware parents towards participating in schools' curriculum implementation. The school principals, teachers and PTAs need help parents understand why their involvement in curriculum implementation is so important to their children's effective academic achievement, behavioral and social development.
- The school management body shall regularly communicate with parents about students' educational achievement, progress as well as disciplinary problems. To this end, OEB, ZEO and WEO shall fulfill the necessary school facility that may facilitate the communication between primary schools and parents to involve in curriculum implementation.
- It is recommended that, primary schools should create linkage with NGOs, private sectors and local community in order to mobilize financial support for full-fill school facility for the effective implementation of the primary school's curriculum.
- Primary school supervisors shall also undertake regular supervisory activities in order to provide timely

- support to the schools for the effective parental involvement in curriculum implementation.
- Primary school teachers, principals, and supervisors needs to undertake more action researches to find better ways to increase parents' involvement in curriculum implementation.

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