The Implementation of Parental Involvement Strategies in the School Activities in Government Primary and Secondary Schools of Fitche Town

Gadisa Wando Shaka[1]

[1]Department of Psychology, Fitche College of Teachers Education, Oromia, Ethiopia
Correspondence: Gadisa Wando Shaka, Fitche College of Teachers Education, Oromia, Ethiopia.
Email: gadisaoda21@gmail.com

Abstract: From government primary and secondary schools of Fitche Town 132 (60 male and 72 female) teachers and 23 PTA sample was selected through simple random sampling technique and 35 students were selected via purposive sampling technique. The study followed pragmatic assumption of mixed approach of descriptive research design. Data were collected through questionnaires involving both closed and open ended questions from the three groups' selected as sample. The closed ended questionnaire was adapted from previous version and the open-ended one was developed by researcher. The instruments were piloted before they were used for final study and found reliable and valid. To answer basic research questions from collected data descriptive and inferential statistics methods of analysis was used. The major finding indicates that in the schools of Fitche town there was a trend of making aware of the importance of academic study, doing homework, a formal conference with every parents at least once a year, contacting families of students having academic or behavioural problems, sometimes recognize volunteers for their effort and the schools have active PTA those were elected with the reference of blueprint. However, the schools do not send home folders of student work weekly or monthly for the parent review and comment and do not conduct an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom; do not train and orient volunteers so that they use their time productively regularly and do not offer after-school programs for students with support from community (e.g., University, colleges and volunteers). Parents were participating more in parent teacher association but they least engaged in discussing their children learning progress with their teachers because of heavy workload, inadequate education and their ability may hinder their participation more, students were like their teachers to talk more to their parents and they feel good when their parent discuss with their teachers on their academic issue, there is statistically significant mean difference between parent involvement in school activities in government schools of Fitche town at P < 0.05. Abiyot Fire Primary School parents were the most involved in activities but in Fitche No.1 Primary School parents were least involved in school activities. It was suggested that schools should provide necessary information to parents on how to support students with skills that they can improve continuously, send home folders of students work weekly or monthly for parent review and comment, annual survey should be conducted to identify interests, talents, and availability of parent volunteers and trains and orient volunteers so they use their time productively and regularly.

Keywords: Parent Teachers Association, Implementation, Involvement, Strategies, Oromia

1. Introduction

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013, p.324). Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Epstein (2011) argues that parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.

1.1 Parental Involvement at Global Level

As global level there are different programs and projects were created in supporting schools in order to encourage the involvement of parents and community as groups in school activities. In the early 2000s, well-known international organizations undertook initiatives through the education projects, to strengthen parental school movement in Albania. Their experiences are quite interesting, different, and worth analysing. These international organizations were:

1. The CRS (Catholic Relief Services) "Parent - School Partnership" Program.

   The program was applied from 1999 to 2004 in Tirana, Durres, Fier, Elbasan and Kukes regions. The aim of the program was related to parental empowerment movement in school, through close cooperation with teachers and school administrators to improve the quality of education for children as cited in (Mexhit & Flutura, 2015). As strategy was used the awareness of parents and teachers to the need for cooperation, reconstruction of schools involved in the project in order to attract and involve them in the implementation of project objective, the allocation of minigrants to implement the mini projects prepared/designed by joint groups of parents and teachers. In this context, there were developed numerous joint activities such as training, inter-regional school visits, conferences, and seminars.

2. Care International "Food for Education" Program

   Almost at the same period of time with the CRS program, in Kukes was also applied a program from Care International called "Food for Education". Given that educational institutions abandonment by children was dramatic in Kukes, the largest in the country (Hajdari & Muja, 2015) as cited in (Mexhit & Flutura, 2015), the philosophy of this program was that food for children was a way to make children go to school and kindergarten. Seeing the extreme poverty conditions of the families in this district, it was thought that this intervention would be effective. Millions of dollars were spent to provide daily food rations, quite rich in meat products and fruit for thousands of school children. This had an immediate impact on school attendance. The

classrooms and kindergartens were full of children who had earlier dropped out these institutions. Groups of parents and teachers were set up in schools to support this project. They had the responsibility to be part of the tendering procedure of food, to monitor the fair distribution and the quality of food as well as to organize activities at school with other parents, teachers, and students. This enhanced their cooperation and had a great impact on the improvement of the education quality to children. These groups were intensively trained to develop and enhance their capabilities and skills for project designing, to recognize legal acts of parents in school activities and the community involvement techniques in education.

3. The Center for Democratic Education Project

Centre for Democratic Education, a pilot project was implemented for the parental movement in three districts of the country Kukes, Korca and Gjirokastra. The main goal was to create Parents Regional Boards at the Regional Directorates of education in order to be recognized by the Ministry of Education and Science and later be included in the laws and regulations that govern the operation of RED-s. Prior to the start date of the project, the CDE assessed the current situation on parental involvement in education throughout the whole country (Gjermani & Musai, 2008) as cited in (Mexhit & Flutura, 2015). With the start of the project, boards of parents were raised at the educational directorates, whose members were elected and mandated by the council of parents of the schools involved in the project. The Boards of parents were thought as advisory bodies, not as decision taking ones. They operated at the RED-s with a double task: first they had to convey to the parental councils and to other parents in schools the meaning and directions of educational reform. Second, they addressed to the RED-s the problematic issues of education, concerns of parents and teachers and propose solutions for these issues. In addition to parents, the board were included members from the students, governments as well as local media. The Board elects its director every month, a position which functions with rotation and prepares a monthly action plan in which are included the duties of all board members.

1.2 Parental Involvement at National Level

The Ethiopian Education and Training Policy (MoE, 1994) and the guideline for National Teachers Education stress the need for teacher commitment in involving parents and community in the educational process. The required guidelines, strategies and programs are available to promote the involvement of parents in their children education. The guideline on organization of educational management, community participation and education finance emphasizes on the school boards and parent-teacher association which are expected to handle managerial, administrative, and academic matters in the education of children in Ethiopia (MoE, 2002). Therefore, this research was focused to investigate the implementation of parental involvement strategies in the schools activities in government primary and secondary schools of Fitche Town.

1.3 Statement of the Problem

To make education accessible, equitable and to increase quality in order to reduce poverty by endowing every citizen with basic education. To attain this goal the government consider parental involvement in

education in various aspects. In all spheres of learning, there is substantial research evidence that involvement of parents in their children's schooling gives a positive effect on their learning outcomes (Desforges et al. 2013). The Epstein model of 1995 (Epstein, 1995) broadly deliberates on three overlapping environments that full fill the needs of the child in terms of development, growth and learning. These three environments are the family, school, and community and, above all, they are intertwined and interlinked. In these environments, a parent's presence is requisite since a parent appears either as a parent/guardian, teacher/instructor, or a community member.

Parents play a significant role in supporting their children's health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools. Epstein (1995) have studied the effects of parent involvement which they categorized into six major types: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community on student academic achievement and behaviour's.

Different research finding shows that strong parent, family, and community involvement does not just happen and is not limited to certain types of schools. People come into the school community with a variety of prior experiences with schools, conflicting pressures, and expectations. Some may have underlying issues of suspicion or other conflicts that can affect the relationships between home, community, and school. Many schools have gone to the expense and effort of planning a series of events for parents and community members and have only two or three people attended. When this happens, school staff become disillusioned and begins to wonder if school partnerships are even worth the effort (Epstein, 1995).

Parental involvements in education are important for the success of school goal. Research finding supports this idea that, if the school does not actively seek the attendance of single parents, fathers, working couples, and families whose, are unlikely to participate in events and volunteer activities (Epstein, 1995). It means that the schools have responsible to keep the attendance of family and caregivers through students in order to participate them in school activities. Schools have to discuss with family in order to minimize the problems of students faced in school. The finding which is supported with Epstein (1995) schools contacts with families tend to be about problems students are having in schools. Even though the parents were care of their children but their engagement in school is cute different. The finding of Epstein (1995) shows that the Parents and families care about their children. They just vary in their current capacity to be strong partners with schools. It is difficult to achieve schools' goal alone without parental involvement. With the support of their communities, schools can accomplish their goals, which in turn, can result in more community support for increased school funding (Epstein, 1995). All aspects of parental involvement are important. As the research finding of Deborah Davies (2000) stated that parenting is highly benefit for parent to feel self-confidence in helping their children and support. Regarding to communication parents feel as a community as they are kept aware of school events and other important school information. As volunteer school is benefit in increased skills and knowledge. If parents were involving in school activities related to learning at home, they could assist their children with attainment of learning goals. Parents are more supportive when they are involved in leadership and decision-making roles. Lastly school collaboration has also important Schools feel they are getting help from multiple sources they can accomplish their goals, which in turn, can result in more community support for increased school funding. In Fitche Town 16 classrooms were planned to build by four government

schools with the support of community participation. Each school was planned to build 4 classrooms that finished by September 2020 and ready for the new academic year of the country. However, according to the explanation of Fitche Town Education Expert, this classrooms building is reaching only in 20% of the total, until this research report was prepared. It means that the time frame to finish the classrooms is delay with 8 months. Since the source of the budget for this project is community, the achievement indicated that in Fitche Town government schools were not well functioned as their planned with the participation of communities. Therefore, this research was focused to investigate the implementation of parental involvement strategies in the schools activities in government primary and secondary schools of Fitche Town.

Research Questions

Thus, in examining parental involvement in education activities, this study was answered the following research questions.

1. How are the strategies being implemented by schools under the study?
2. What are the challenges faced by parents not to involve in school activities?
3. How do students perceive parents involvements in their learning activities?
4. Which government school is most and least implementer of parental involvement strategies relatively?
5. Which parental involvement strategies are effectively practiced by parents in government schools of Fitche Town?

1.3. Objectives of the Study

1.3.1 General Objectives

The main objective of this study was to assess the implementation of parental involvement strategies in the schools' activities in government primary and secondary schools of Fitche Town.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To describe the extent of implementation of strategies by schools for parental and community involvement.
2. To examine the challenges faced by parent not to involve in school activities.
3. TO examine the perception of students regarding parental involvement strategies in their academic issue.
4. To identified the school which is the relatively most and least implementer of parental involvement as a program in Fitche Town.
5. To identified the effective strategies implemented by parents in study area

2. Methods and Materials

The knowledge claims brought to the study was assessed through pragmatic assumption as a paradigm of the study. The study focused on the implementation of the existing issue rather than forebear or personal view alone. Knowledge claims arise out of actions, situations, and consequences rather than antecedent conditions or individual interpretation. There is a concern with applications "what works" and solutions to problems (Patton, 1990) as cited in (John Creswell, 2014). In pragmatic knowledge claims instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem (Rossman and Wilson, 1985) as cited in (John Creswell,2014). Additionally, pragmatists do not see the world as an absolute unity. In a similar way, mixed methods researchers look to many approaches to collecting and analysing data rather than subscribing to only one way (John Creswell, 2014). Therefore, to investigate the study on the implementation of parental involvement in school activities in Fitche town government schools, pragmatic assumption was selective, too.

Furthermore, the study employed mixed approach of descriptive research design. The approach was selected for its appropriateness to the nature of the study because numerical data is gathered through closed ended questionnaires and detail data also gathered through open ended questionnaires were used. Similarly, the researcher may want to both generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept for individuals. Alternatively, researchers may first survey a large number of individuals, and then follow up with a few of them to obtain their specific language and voices about the topic. In these situations, the advantages of collecting both closed-ended quantitative data and open-ended qualitative data prove advantageous to best understand a research problem (John Cresswell, 2009). The study has also exempted concurrent research strategy in which the researcher converges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. As John Cress well (2009) stated that in concurrent procedure of research, the investigator collects both forms of data at the same time during the study and then integrates the data in the interpretation of the overall results. That is why the researcher decided to use mixed approach of descriptive design with concurrent research strategy to evaluate the parental involvement in school activities in government schools of Fitche town.

Description of the study area: North Shewa is one of the zones/Kogna of Oromia regions and it is the so called Kogna Salale. The administrative and political center of north shewa zone is Fitche town. Fitche town is bounded by Gerar Jarso woreda/Ona at all direction which is one of the woreda/Ona of North shewa zone of Oromia region. Absolutely, Fitche town is located at latitude 9°48′N and longitude of 38°44′E latitude and an elevation between 2,738 and 2,782 metres above sea level. The study was delimited to the governmental primary and secondary schools of the town due to time and resource constraint on the issue of the implementation of parental involvement strategies in schools activities in governmental primary and secondary schools of Fitche Town. The findings and conclusions reflect the actual situation in government schools in the Fitche Town. To make the study manageable, sample of the study was selected from seven government schools of Fitche Town excluding three schools because of pilot school, the nature of the school and not well interested school on the study. The respondents of the study were teachers, parent teachers' association members and students.

Population, sample, and sampling of the study: In Fitche Town there are 10 primary and secondary government schools. From ten schools, the researcher used seven schools for this study. The rest three schools; one school was used for pilot test, one school is located in prison compound which is out of the scope of this study in nature and the rest one school administration body was not willingness for this study to full fill the instrument of the study. Therefore, the researcher used seven schools for the study. In the seven government schools, the researcher has taken teachers, PTA, and students as respondents of the study. Teachers and PTA were selected using simple random sampling method whereas students were selected using purposive sampling method. Because; the researcher used only top five students from each school regarding their classroom academic achievement. The samples of the study were selected from the total population of each government school by using Krejcie and Morgan (1970) sampling formula as follows:

$s = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P)$, where:

s =Required sample.

X^2= the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841=1.96× 1.96

N −The population size.

P −The population proportion (assumed to be 0.5 since this would provide the maximum sample size

d −The degree of accuracy expressed as a proportion (0.05)

Table 1: Number of population and sample of the study

SN	Name of School	Sex	Population			Sample											
						Teachers				PTA				Students			
			Teachers	PTA	Students	Distributed	Returned	Not Returned	Not Interested	Distributed	Returned	Not Returned	Not Interested	Distributed	Returned	Not Returned	Not Interested
1	Bowa primary	M	9	6		5	5	0		6	2	4	0	3	3		
		F	19	3		10	9	1		3	0	3		2	2		
		T	28	9	5	15	14	1		9	2	7		5	5		
2	Abiyot Firew	M	19	6		10	9	1		6	3	3		3	3		
		F	50	3		26	22	4		3	0	3		2	2		
		T	69	9	5	36	31	5		9	3	6		5	5		
3	Fitche № 1 Primary	M	8	6		4	4	0		6	3	3		3	3		
		F	28	3		15	11	4		3	1	2		2	2		
		T	36	9	5	19	15	4		9	4	5		5	5		
4	Fitche № 2 Primary	M	16	6		9	9	0		6	3	3		3	3		
		F	29	3		15	13	2		3	0	3		2	2		
		T	45	9	5	24	22	2		9	3	6		5	5		
5	Abdisa Aga primary school	M	23	6		-	-	-	20	6	-	-	6	-	-		-
		F	37	3		-	-	-	12	3	-	-	3	-	-		-
		T	60	9	5				32	9	-	-	9	-	-		5
6	Mantera	M	1	6		1	1	0		6	2	4		3	3		
		F	3	3	5	1	1	0		3	1	2		2	2		
		T	4	9	5	2	2	0		9	2	6		5	5		
7	Fitche № 2 Secondary	M	17	6		9	9	0		6	2	4		3	3		
		F	9	3		5	5	0		3	1	2		2	2		
		T	26	9	5	14	13	1		9	4	5		5	5		
8	Abdisa Aga secondary	M	43	6		23	23	0		6	4	2		3	3		
		F	20	3		11	11	0		3	1	2		2	2		
		T	63	9	5	34	34	0		9	5	4		5	5		
9	Grand Total	M	136	48		62	60	2	20	42	19	23	6	21	21		
		F	195	24		83	72	11	12	21	4	17	3	14	14		
		T	331	72	40	145	132	13	32		23	40	9	40	35		5

Instrument: The researcher planned to use standardized and non-standardized instrument to gather data from sample of the study. The researcher adapt standardized questionnaire developed by Joyce Epstein et al (1995) that has 6 types of involvement aspects of school partnerships framework and used to gather data from teachers. The instrument has five likert-type of point rating scales. The five points were weighted according to the degree of agreement: 1= Not Occurring, 2= Rarely, 3= Occasionally, 4= Frequently and 5= Extensively. The instrument items were prepared in English language, because the researcher believes that teachers could understand the question easily. The adapted questionnaire has three parts, each consists of independent items. The first part deals with demographic characteristics of respondents. The second part deals with major types of parental involvement which consists of six sections. The third part of this questionnaire is open-ended type based on parental involvement which might support the closed-ended questions in analysis. The second and third instruments were developed to gathered data from PTA as parents and students. The instrument developed for PTA consists of three parts demographic characteristics of respondents, types of involvement parents do and not do and obstacle that hinder parents in school involvement and the third instrument which composed demographic characteristics of Students and their perception. Both Instruments which prepared for parents and students have 5 likert scales. The five points were weighted according to the degree of agreement: 1= Strongly disagree, 2= Disagree, 3=Undecided, 4= Agree and 5= Strongly agree, for parent and 1 = strongly disagree, 2 = Disagree, 3 = Un decide 4= Agree and 5 = Strongly agree. Both questionnaires prepared for parent and students have Afan Oromo version which might be a mother tongue for respondents in order to understand for respondents easily. Lastly open-ended question for parents and students was prepared in order to support and triangulate the closed-ended question for both participants in analysis.

Data Processing and Analysis: Depending on the nature of the data gathered through open and closed questionnaire as well as the variables were treated, after collecting necessary data from sample of the study the following steps were follows in analysing the data. The closed ended questionnaires collected from sample of the study was coded and entered into the computer for analysis using SPSS program version 25. Then, descriptive and inferential statistics was used for analysing the response of the sample in general. Specifically, in order to describe demographic characteristics of respondents, obstacle of parents not to involve in educational activities, types of parental involvement strategies implemented by schools and perception of students regarding parental involvement frequency, percentage, mean and standard deviation were used. In order to compare and contrast the most and least implementers of involvement strategies schools in Fitche Town relatively ANOVA was used. Lastly the data gathered through open ended questionnaires was analysed in narrative and the result of both open and closed ended questionnaires was methodologically triangulate.

Pilot Study: There are certain issues that need to be considered before the administration of the instrument to sample of the study. The most common are validity, reliability, fairness, objectivity, practicability, transparency, and authenticity (Berhanu, 2004). Therefore, in order to check the validity and reliability of the adapted instrument pilot test was applied.

The three instruments were checked its reliability. The response of the three groups of   respondents (Teachers, PTA, and students) was scored and analysed using the SPSS software package, version 25. The first instrument was adopted and piloted on 8 randomly selected teachers from Fitche No 1 secondary

school which is non-sample school. Based on the response of the pilot group the reliability was assessed by Cronbach's alpha for each type of parental involvement aspects; accordingly, parenting 0.89, communicating 0.89, volunteering 0.95 learning at home 0.94, decision making 0.92 and collaborating with the community 0.63. The overall reliability of teacher's instrument was 0.87 which is accepted. The second and third instruments were developed by researcher. To ensure the reliability of the second instrument 4 PTA was selected from the same schools as former instrument which was measured by Cronbach alpha and yield 0.81 and to check the reliability of the last instrument 5 students was selected purposively from Fitche No 1 secondary school, the Cronbach alpha value of this instrument was 0.79. The Cronbach alpha value of the three instruments was very good and all instruments were accepted for the next procedure.

Furthermore, the adopted and developed instruments were gives to 5 lecturers of the Fitche College of Teachers Education from department of education and language; they reviewed the validity, i.e., clarity and completeness of items, language of the content, relevance to the research questions and correspondence to the level of participants understanding and for they feedback on the personal report form and their observation evaluation. Lastly, there were minor revision made on some items, which are not relevant, and some questions were omitted. As stated by Fraenkel & Wallen (2003) content validity is deals with how the assessment is designed, for example the size of the font, sufficiency of workspace for learners, correct language usage and clarity of instructions.

3. Result

3.1. The Strategies Made by Schools to Enhance Parental Involvement.

3.1.1 The Strategies Related with Parenting.

Table 2: Strategies made by school related to parenting

S.No	Variables	Responses											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Asks families for information about children's goals, strengths, and talents.	8	6.06	21	15.9	36	27.2	28	21.2	39	29.5	132	100

Source: Survey of 2021 from Fitche Town schools

Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently, EX= Extensively

According to the above table 2, 29 (21.96%) of teachers responded that schools of Fitche Town were asking families for information about children's goals, strengths and talents almost regularly but 67(51%) of teachers responded that schools of Fitche were not asking families for information about children's goals, strengths and talents and 36 (27.2%) of them realized that schools of Fitche Town were asking families for information about children's goals, strengths and talents sometimes. Therefore this result shows that schools of Fitche Town doesn't ask families for information about children's goals, strengths and talents almost regularly.

The result obtained from open-ended questionnaires of parent shows as follows.

One of the PTA explains that (R, 8).

> ''Manni barumsaa waa'ee ciminaafi dadhabbinaa barattootaa dhimma barnoota isaanii
> irratti yeroo yerootti maatiif odeeffannoo hin kenna. Dhumma waggaa irratti qofa, ragaa
> firii barattootaa ni kenna''.

It was translated as there is no regular academic report of students about their strength and weakness to their parent except at the end of the year on yearly academic certificate report time.

Table 3: Strategies made by school to enhance parental involvement

N O	Variables	Responses											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Conducts workshops or provides information, assistance for parents on students learning and development	9	6.81	23	17.4	39	29.5	28	21.2	33	25	132	100
2	Produces information for families that is clear, usable, and linked to children's success in school.	16	12.1	27	20.4	44	33.3	28	21.2	16	12.12	132	100
Source: Survey of 2021 from Fitche Town schools Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently, EX= Extensively													

According to table 3 above, 32(24.2%) of teachers responded that most of the time schools in Fitche Town conduct workshops or provide information, assistance for parents on students learning and development. However, 61 (46.2%) of the teachers responded that schools in Fitche Town did not conduct workshops

or provide information, assistance for parents on students learning and development and 39 (29.5%) of them responded this is happened by school sometimes. According to item two on the above table, 43 (32.5%) of teachers recognized that schools produce information for families that is clear, usable, and linked to children's success in school but 44 (33.32%) of them didn't agree that schools were producing the necessary information for families and 44(33.3%) of them recognized that schools were produces information for families that is clear, usable and linked to children's success in school sometimes. Therefore, item one and two show that schools made strategies to enhance parental involvement on schools by conducting workshop assistance for parent on students learning and development and produce the necessary information for families that is clear, usable, and linked to children's success in school.

3.1.2 The Strategies Related with Learning at Home

Table 4: Strategies made by school related with learning at home

SN	Variables	Responses											
		EX		FR		OC		R		NO		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Provides ongoing and specific information to parents on how to assist their children students with skills that they need to improve.	11	8.33	22	16.67	36	27.27	44	33.33	19	14.39	132	100
2	Makes parents aware of the importance of study, doing homework, additional learning.	17	12.87	39	29.5	33	25	26	19.6	17	12.87	132	100
3	Assists families in helping students set academic goals and future programs.	17	12.87	26	19.6	35	26.52	30	22.72	24	18.18	132	100
4	Schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.	11	8.33	21	15.9	29	21.97	34	25.76	37	28.03	102	100

Source: Survey of 2021 from Fitche Town schools

Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently, EX= Extensively

Variable one on the above table 4 revealed that 33(25%) of the teachers responded that schools of Fitche Town were providing on going and specific information to parents on how to assist students with skills that they need to improve regularly but 63 (47.72%) of teachers responded that schools of Fitche Town did not provide on going and specific information to parents on how to assist students with skills that they need to improve and 36(27.27%) of them responded that schools were doing this sometimes. Therefore, this implies more teachers were agreed that schools of Fitche town were not providing on going and specific information to parents on how to assist students with skills that they need to improve. Variable two of the above table shows that 56 (42.37%) of teachers recognized that schools of the study area makes parents aware of the importance of study, doing home works, additional learning almost regularly but 43(32.58%) of teachers responded that schools of Fitche Town did not make parents aware of the importance of study, doing home works, additional learning but 33(25%) of teachers responded that schools were making parents aware of the importance of study, doing home works, additional learning sometimes. Therefore, this result shows that most of the teachers realized that schools in Fitche Town makes parents aware of the importance of study, doing homework, additional learning regularly. On the other hand, 43 (32.58%) of teachers responded that schools of Fitche Town were assisting families in helping students set academic goals and future programs regularly at their home but 54 (40.91%) of teachers realized that schools of Fitche were assisting families in helping students set academic goals and future programs at their home and 35(26.52%) of them rated this issue slightly. Therefore, this result shows that most of the teachers recognized that schools in Fitche Town were not assisting families in helping students set academic goals and future programs at their home. Lastly 32 (24.24%) of teachers responded that schools of the investigation area scheduled regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member regularly but 71 (53.79%) of teachers realized that schools of Fitche Town did not schedules regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member and only 29 (21.97%) of teachers were responded that schools were applying this issue slightly. Therefore, this result shows that most of the teachers agreed that schools of Fitche Town did not schedule regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member.

3.1.3 The Strategies Related with Communication

Table 5: Strategies made by school related to communication No.1.

S. No	Variables	Responses											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Sends home folders of student work weekly or monthly for parent review and comment.	10	7.56	32	24.24	32	24.24	36	27.27	22	16.67	132	100

Source: Survey of 2021 from Fitche Town schools

Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

According to the above table 5, majority of the teachers 58 (43.94%) revealed that schools of Fitche Town did not send home folders of student work weekly or monthly for parent review and comment. This result shows that there is no trend of communicating parents with students work.

Table 6: Strategies made by school related to communication No. 2.

S. No	Variables	Responses											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Conducts an annual survey for families to share information and concerns about student needs and reactions to school programs, and their satisfaction with their involvement in school.	14	10.61	15	11.36	38	28.79	23	17.42	42	31.82	132	100
2	Establishes clear two-way channels for communications from home to school and from school to home.	22	16.67	39	29.5	52	39.39	26	19.67	23	17.42	132	100
3	Conducts a formal conference with every parent at least once a year.	23	17.42	42	31.82	23	17.42	20	15.15	23	17.42	132	100
4	Conducts an orientation for new parents.	11	8.33	17	12.87	33	25	22	16.67	49	37.12	132	100
5	Develops school's plan and program of family and community involvement with input from educators, parents, and others.	10	7.56	18	13.64	21	15.91	36	27.27	47	35.61	132	100

Source: Survey of 2021 from Fitche Town schools
Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

Majority of the teachers 65 (49.24%) responded that schools of Fitche Town did not conduct an annual survey for families to share information and concerns about student needs and reactions to school programs, and their satisfaction with their involvement in school regularly. The second variable indicate

that majority of the teachers 61 (44.57%) realized that schools of Fitche Town established clear two-way channels for communications from home to school and from school to home regularly. On the variable three of the above table 8, majority of the teachers 65 (49.24%) revealed that schools of Fitche Town conduct a formal conference with every parent at least once a year regularly. Additionally, teachers recognized with 53.79% that schools of Fitche Town did not conduct an orientation for new parents at any time. On the fifth variable 83 (62.88%) of teachers were responded that schools of Fitche Town did not develop school's plan and program of family and community involvement with input from educators, parents, and others annually.

Table 7: Strategies made by school related to communication No.3.

S.N	Variables	Response											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Contacts families of students having academic or behaviour problems.	27	20.45	35	26.52	37	28.03	22	16.67	11	8.33	132	100
2	Train teachers and staff on the value and utility of contributions of parents and ways to build ties between school and home.	19	14.39	37	28.03	36	27.27	29	21.97	11	8.33	132	100
3	Builds the guideline that encourages all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help.	13	9.84	22	16.67	36	27.27	48	36.36	13	9.84	132	100
4	Provides written communication to the parents.	17	12.87	30	22.72	25	18.94	41	31.06	19	14.39	132	100

Source: Survey of 2021 from Fitche Town schools
Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

According to the above table 62 (46.97%) of the teachers responded that schools of Fitche Town were contact families of students having academic or behaviour problems but 33 (25%) of the teachers did not

recognize this issue. Therefore, this result shows that schools of the investigating area contact families of students having academic or behaviour problems regularly. On the second variable 56 (42.42%) of the teachers realized that schools of Fitche Town trained teachers and staff on the value and utility of contributions of parents and ways to build ties between school and home timely. On the other hand 61 (46.21%) of the teachers responded that schools of Fitche Town did not build the guideline that encourages all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help and 60 (45.45%) of them responded that the schools did not provide written communication to the parents, but 47 (35.61%) of the teachers were agreed that the schools were providing written communication to the parents.

The response from the open-ended questionnaires from the Parents regarding to the channel of communication of parents with school explain as the following.

As one of the PTA express his idea that (R, 5)

''Maatiifi manni barumsaa karaa bilbilaan,xalayaafi kkf'niin wal qunnamuu ni danda'u''.

It translated as there is phone, post, and extra way of communication between school and parents.

Additionally, another respondent explains as (R, 16)

 ''Maatiifi manni barumsaa,bilbilaafi xalayaadhaan wal-qunnamuu ni danda'u''.

It interpreted as there is phone and postal communication for parents and school for school issue.

The above finding implies that there is different channel of communication between parents and school like phone, postal and extra to discuss on school issue.

3.1.4 The Strategies Related with Volunteering

Table 8: Strategies related with volunteering made by school to enhance parental involvement.

S.N	Variables	Response											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Conducts an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs.	13	9.84	16	12.12	21	15.91	35	26.52	47	35.61	132	100
2	Trains and orient volunteers so they use their time productively.	14	10.61	17	12.87	27	20.45	39	29.5	35	26.52	132	100
3	Recognizes volunteers for their time and efforts.	10	7.56	28	21.21	40	30.30	33	25	21	15.91	132	100
4	Reduces barriers to parent participation by adjusting flexible schedules.	12	0.01	21	15.91	32	24.24	42	31.82	52	39.39	132	100
5	Encourages families and the community to be involved with the school in a variety of ways.	33	25	31	23.48	41	31.06	11	8.33	16	12.12	132	100

Source: Survey of 2021 from Fitche Town schools
Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

According to the above table 8, Item one majority 82 (62.12%) of the teachers responded that schools of Fitche Town did not conduct an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs. On the variable two 74 (56.06%) of the teachers realized that schools of the study area did not train and orient volunteers, to use their time productively regularly. Majority 40 (30.30%) of the teachers convinced that schools of Fitche Town were sometimes recognizes volunteers for their time and efforts. Lastly 64 (48.48%) of the teachers agreed that schools of Fitche Town encourages families and the community to be involved in the school in a variety of ways regularly.

The result obtained from open-ended questionnaires of parent shows as follows.

More of the PTA explain that (R8, R12, R20, R6).

   ''Fedhii, gosaafi argamiinsa hirmaanaa maatii gama tola ooltumaan cimsuuf, manni

barumsaa bifa gaafannoon ragaa sassaabate hin qabu''.

It means that there is no trend of conducting a survey to identify interest, types, and availability of volunteers for school involvement in school.

3.1.5 The Strategies Related with Decision Making

Table 9: Strategies related with decision making made by school to enhance parental involvement

S.N	Variables	Response											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Has active PTA and other parent organizations.	9	6.81	45	34.09	33	25	34	25.76	11	8.33	132	100
2	Includes parent representatives on the school's advisory council, improvement team, or other committees.	13	9.84	40	30.30	34	25.76	31	23.48	14	10.61	132	100
3	Involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs.	17	12.87	33	25	50	37.88	13	9.84	19	14.39	132	100
4	Elect parent as reference of the guideline (Blueprint).	17	12.87	24	18.18	57	43.18	17	12.87	17	12.87	132	100
5	Develops formal networks to link all families with their parent representatives.	8	6.01	17	12.87	40	30.30	29	21.97	38	28.79	132	100
6	Deals with conflict openly and respectfully.	14	10.61	42	31.82	36	27.27	20	15.15	19	14.39	132	100

Source: Survey of 2021 from Fitche Town schools

Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

According to the above table 9, 54 (40.91%) of the teachers agreed that schools of Fitche Town has active PTA and other parent organizations almost always. On the second variable of the mentioned table above 53 (40.15%) of the teachers were realized that schools of Fitche Town were includes parent representatives on the school's advisory council, improvement team, or other committees regularly. The majority 56 (42.42%) of the teachers recognized that schools of the study area sometimes involves parents in an

organized, ongoing, and timely way in the planning, review, and improvement of programs. About 63(47.72%) of the teachers of the study area realized that schools of Fitche Town elect parent as reference of the guideline (Blueprint) occasionally. The majority 67 (50.76%) of the respondents agreed that schools of Fitche Town did not develop formal networks to link all families with their parent representatives. On the last variable 56 (42.42%) of the teachers recognized that schools of the study area deals with conflict openly and respectfully.

3.1.6 The Strategies Related with Collaborating with Community.

Table 10: Strategies related with collaborating with community made by school to enhance parental involvement.

S.N	Variables	Response											
		EX		FR		OC		R		NO		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Involves families in locating and utilizing community resources	15	11.36	36	27.27	35	26.52	35	26.52	11	8.33	132	100
2	Works with local businesses, industries, and community organizations on programs to enhance student skills and learning.	10	7.56	37	28.03	32	24.24	25	18.94	28	21.21	132	100
3	Opens its building for use by the community at break time (e.g., Summertime and weekend)	21	15.91	41	31.06	38	28.79	21	15.91	11	8.33	132	100
4	Offers after-school programs for students with support from community (e.g., University, colleges, and volunteers).	8	6.01	11	8.33	36	27.27	38	28.79	39	29.5	132	100

Source: Survey of 2021 from Fitche Town schools
Key: NO= Not Occurring, R= Rarely, OC= Occasionally, FR= Frequently and EX= Extensively

According to the above table 10, majority 51 (38.64%) of the teachers revealed that schools of Fitche Town involves families in locating and utilizing community resources timely. However, 53 (40.15%) of the respondents did not recognized that schools of Fitche Town working with local businesses, industries, and community organizations on programs to enhance student skills and learning. Similarly majority 77 (58.33%) of the respondents realized that schools of Fitche Town did not offer after-school programs for students with support from community (e.g., University, colleges and volunteers) but about 62 (46.97%) of the teachers convinced that schools of the study area open its building for use by the community at break time (e.g., Summertime and weekend) regularly.

3.2 The Aspects of Parental Involvement in Schools of Fitche Town

This section is to identify the most and the list aspects of parental involvement that PTA (as representatives of parents) engage in.

Table 11: List of parental involvement aspects

Aspects of parental involvement	N	Min	Max	Mean	Std. Deviation
Discuss your child's learning progress with teachers	23	2.00	4.00	2.8182	.87386
Participate in Parent Day on last academic year (e.g., to get academic report of students)	23	1.00	5.00	3.7273	1.19087
Participate in Parent–Teacher Association	23	2.00	5.00	3.8182	1.16775
Volunteer in school activities	23	1.00	5.00	3.3636	1.28629
Coordinate fundraising or donation activities in school	23	2.00	5.00	3.3636	.92442
Keep contact with school and teachers	23	1.00	5.00	2.9091	1.37510
Supporting children on their learning at home	23	2.00	5.00	3.9091	1.04447

Key: N= sample size, Min=Minimum, Max=Maximum
Source: Survey of 2021 from Fitche Town schools

From the above table 11, parents were supporting their children on their learning at home with N=23, mean=3.9 and standard deviation=1.044 and parents were discussing with their children learning progress with student's teachers with N=23, mean 2.81, standard deviation of 0.87. These results shows that parents were engaged more in supporting their children on their learning at home, but they list engaged in discuss their children learning progress with their teachers. Additionally, parents were engaged more in parent teacher association.

3.3 Obstacles of Parents

Under this there are obstacles that hinder parents not to involve in school activities that describe in frequency and percentage from the response of PTA.

Table 12: Obstacles related to parents.

S. No	Variables	Responses											
		SA		A		UD		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Heavy workload of parents	1	4.32	11	47.84	3	13.07	4	17.39	4	17.39	23	100

Source: Survey of 2021 from Fitche Town schools

Key: SA= strongly agree, A= Agree, UD= Undecided, DA= Disagree and SDA= Strongly disagree

According to the above table 12, 11 (47.84%) of the PTA were agree that parents did not involve to school because of heavy workload but 8 (34.78%) of the PTA were disagree on this issue. Therefore, more PTA realized that parents have a workload not to participate in school activities.

Table 13: Obstacles related to parents.

S.No	Variables	Responses											
		SA		A		UD		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Inadequate education and ability of parents	6	26.03	3	13.07	6	26.0	4	17.39	4	17.39	23	100
2	Interesting activities to attract parents	6	26.03	4	17.3	8	34.7	4	17.3	1	4.32	23	100
3	Don't know the channels of participation	4	17.3	1	4.32	4	17.3	6	26.03	8	34.7	23	100
4	Policy/legislation on parental involvement	9	39.17	6	26.03	1	4.34	4	17.3	3	13.03	23	100
5	Good/positive relationship with teacher they have	9	39.17	3	13.03	4	17.3	6	26.03	1	4.32	23	100

Source: Survey of 2021 from Fitche Town schools

Key: SA = strongly disagree, A= agree, UD = Undecided, DA= Disagree and SDA= strongly agree

According to table 13, on variable one, the majority 6 (26.03%) of the PTA responded strongly agree that inadequate education and ability of parents is the reason why parents did not involve in school. On the variable three of the above table 8 and 6 (34.7% and 26.03%) of the PTA were responded strongly disagree and disagree respectively, that parents were know the channel of participation. This result shows that the unknown the channels of participation to school did not a reason to parent not to involve in school. On the other hand majority 9 (39.17%) and 6 (26.03%) of the PTA responded that there is no legislation on parental involvement that invite parents to schools. Lastly majority 9 (39.17%) of the PTA responded

strongly agree that the absence of good relationship between parents and teachers create for parents not to involve in school activities.

The explanation from the open-ended questionnaires of the teachers regarding to the challenges of the school not to involve parents in school.

AS one of the respondents explain that (R, 102);

''The parents of students have no awareness about the their children in school''

Another respondent explains that (R, 68)

'' Parents have shortage of time to participate in school activities''.

Similarly, other respondents added on the same issue that (R, 25)

'' More parents have not educated, interest of the parents very poor, students doesn't transfer full information to their parents and there is no regularly meeting between parents and school''

are the reasons for less participation of parent in school.

Furthermore, another respondent from Mentera primary school explain this idea that (R, 130)

''Parents were not involve in school activities because of the school is far from their residence''

The explanation from the open-ended questionnaires of parents regarding to the challenges of parents not to involve in school.

This is the explanation of one parent (R, 1)

''Akka koree mana barumsaatti,maatiin hubannoo gahaa dhabuu,hojiin itti baayy'achuu,ergaan maatii bira gahuu dadhabuufi maatiin xiyyeeffannoo kennuu dhabuun sababa maatiin dhimma mana barumsaa irratti hirmaachuu dhabuu ta'uu danda'a''.

It interpreted as, As I am the school committee, inadequate of education, workload of parents, mis transfer of information from school to parents and lack of attention of parents on school activities are the reason for parents not to involve in school issue.

Likewise, other respondents explain as the following (R, 25)

''Hojiin maatiitti baayy'achuu,maatiin hojjettaa mootummaa ta'uufi xiyyeeffannoon maatii laafaa ta'uu sababa gufuu hirmaannaa maatii mana barumsaa irratti qabanii ta'uu ni danda'u''.

Interpreted as workload of parents, more parents were governmental employers and lacks attention of parents on school issue are, the reason for parents not to involve in school activities.

3.4. Perception of Students Regarding Parental Involvement in School Activities

This table is dealing with the perception of students regarding parental involvement in school activities. There are items that describe in frequency and percentage.

Table 14: Students perception on parental involvement in school activities

S. No	Variables	Responses											
		SA		A		UD		DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	I like my teachers to talk more to my parents	9	25.71	15	42.86	6	17.14	3	8.51	2	5.7	35	100
2	I feel good for my parents to work as volunteers in school	16	45.71	16	45.71	1	2.87	1	2.87	1	2.87	35	100
3	I feel confidence when my parent discusses with my teachers about my academic issue	16	45.71	12	34.29	3	8.51	2	5.7	2	5.7	35	100
4	If my parents present on community meeting on the issue of school, I feel well	17	48.57	13	37.14	2	5.7	1	2.87	2	5.7	35	100
5	If my parents participate on PTA as a committee, I feel ok	7	20	21	60	5	14.21	1	2.87	1	2.87	35	100
6	Parental involvement is necessary for school activities	22	62.86	9	25.71	1	2.87	1	2.87	2	5.7	35	100
7	I am not willingness to transfer school information to my families that is clear, usable, and urgent	4	11.43	7	20	3	8.51	11	31.43	10	28.57	35	100

Source: Survey of 2021 from Fitche Town schools
Key: SA = strongly disagree, A= agree, UD = Undecided, DA= Disagree and SDA= strongly agree

According to the above table 14, majority 9 and 15 (25.71% and 42.86%) of students were strongly agree and agree respectively that they like their teachers to talk more to their parents. On the other hands almost all (91.43%) of the students were perceived that they feel confidence when their parent discusses with their teachers on their academic issue. Additionally, majority 21 (60%) of the students were strongly agree and agreed that students were transfer school information to their families that is clear, usable, and urgent. Majority 30 (85.71%) of the students were also perceived that if their parents present on community meeting of school issue the students feel well and 28 (80%) of them also feel ok, if their parents were participating on PTA committee. Lastly 31 (88.57%) of the students were also perceived that parental involvement in necessary for school activities.

3.5. Difference in Parent Involvement in School Activities among Schools of Fitche Town

Table 15: The result of One-way ANOVA as involvement of parent in school

Variables	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.104	6	8.51	7.227	.000
Within Groups	4.120	35	.118		
Total	9.223	41			

Source: Survey of 2021 from Fitche Town schools

To examine the mean difference between the schools regarding parent involvement strategies on school activities, one-way analysis of variance was conducted. It shows that the sum of square is 5.104 and mean square is 8.51 between groups of schools and sum of square of is 4.120 and mean of square is 0.118 within group of school. Additionally, there is statistically significant mean difference at $P < 0.05$ level of parent involvement strategies in school activities ($F(132) = 7.227$, $P < 0.000$). This result shows that there is mean difference between schools of Fitche Town and also mean difference between the variables.

3.6. Parent Involvement Difference in Government Schools of Fitche Town

As depicted in Tables 17, One-way ANOVA shows that there is statistically significant mean difference between government schools of Fitche Town.

Table 16: Scheffe's pair wise comparison of parents Involvement among Mean of government schools of Fitche Town

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
Fitche No.1 Primary	Abiyot Fire Primary school	-.99167*	.19808	.000
	Abdisa Aga Secondary School	-.68000*	.19808	.024
	Fitche No.2 Secondary school	-.76500*	.19808	.008
	Fitche N0.2 Primary Schhol	-.53667	.19808	.026
	Bowa Primary School	-.90667*	.19808	.001
	Mentera Primary School	-.14167	.19808	.041
Abiyot Fire Primary school	Fitche No.1 Primary	.99167*	.19808	.000
	Abdisa Aga Secondary School	.31167	.19808	.049
	Fitche No.2 Secondary school	.22667	.19808	.010
	Fitche N0.2 Primary Schhol	.45500	.19808	.044
	Bowa Primary School	.08500	.19808	.039
	Mentera Primary School	.85000*	.19808	.002
Abdisa Aga Secondary School	Fitche No.1 Primary	.68000*	.19808	.024
	Abiyot Fire Primary school	-.31167	.19808	.049
	Fitche No.2 Secondary school	-.08500	.19808	.029
	Fitche N0.2 Primary Schhol	.14333	.19808	.020
	Bowa Primary School	-.22667	.19808	.040
	Mentera Primary School	.53833	.19808	.024

The results of the pair wise comparisons in Table 16, showed statistically significant differences between all pairs of comparisons. Thus, there is a statistically the highest significant mean difference between Fitche No. 1 primary school and Abiyot Fire primary school with 0.991. However, there is statistically the smallest significant mean difference between Abiyot Fire primary and Bowa primary and Abdisa Aga secondary and Fitche No.2 Secondary school as the same time with 0.085.

Table 17: Scheffe''s pair wise comparison of parents Involvement among Mean of government schools of Fitche Town

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
Fitche No .2 Secondary school	Fitche No.1 Primary			
	Abiyot Fire Primary school	-.22667	.19808	.010
	Abdisa Aga Secondary School	.08500	.19808	.029
	Fitche N0.2 Primary Schhol	.22833	.19808	.007
	Bowa Primary School	-.14167	.19808	.031
	Mentera Primary School	.62333*	.19808	.048
Fitche N0.2 Primary School	Fitche No.1 Primary	.53667	.19808	.026
	Abiyot Fire Primary school	-.45500	.19808	.044
	Abdisa Aga Secondary School	-.14333	.19808	.020
	Fitche No .2 Secondary school	-.22833	.19808	.007
	Bowa Primary School	-.37000	.19808	.014
	Mentera Primary School	.39500	.19808	.036
Bowa Primary School	Fitche No.1 Primary	.90667*	.19808	.001
	Abiyot Fire Primary school	-.08500	.19808	.039
	Abdisa Aga Secondary School	.22667	.19808	.040
	Fitche No .2 Secondary school	.14167	.19808	.031
	Fitche No.2 Primary school	.37000	.19808	.014
	Mentera Primary School	.76500*	.19808	.008
Menxera Primary school	Fitche No.1 Primary	.14167	.19808	.041
	Abiyot Fire Primary school	-.85000*	.19808	.002
	Abdisa Aga Secondary School	-.53833	.19808	.024
	Fitche No .2 Secondary school	-.62333*	.19808	.048
	Fitche No.2 Primary school	-.39500	.19808	.036
	Bowa Primary School	-.76500*	.19808	.008

*. The mean difference is significant at the 0.05 level.

As can be seen from table 17, all pair wise comparisons resulted in statistically significance difference. Thus, there is a statistically the highest significant mean difference between Bowa primary school and Fitche No. 1 primary school with 0.906. However, there is statistically the smallest significant mean difference between Fitche No. 2 secondary and Abdisa Aga secondary school and Bowa primary and Abiyot Fire primary school as the same time with 0.085.

3.7. Mean of Parent Involvement in Government Schools of Fitche Town

Under this there is mean comparisons between schools and aspects of involvement had been presented; in order to rank which school is higher achiever and lower achiever in participating parents.

Table 18: Mean comparison in terms of schools and aspects of involvement

SN	Schools	Aspects of Involvement						Average	Rank
		Parenting	Learning at home	Communication	Volunteering	Decision Making	Collaborating With Community		
1	Fitche No.1 Primary School	2	2.04	2.47	2.54	2.69	2.21	2.32	7
2	Abiyot Fire Primary School	3.61	3.56	3.46	3.12	3.17	2.98	3.32	1
3	Abdisa Aga Secondary School	2.59	3.06	3.11	3.01	3.43	2.83	3.01	4
4	Fitche No.2 Secondary school	3.26	3.02	3.28	2.92	3.05	3.01	3.09	3
5	Fitche No.2 Primary School	2.85	2.86	2.9	2.8	3.07	2.69	2.86	5
6	Bowa Primary School	3.73	3.19	3.22	3.09	3.18	2.98	3.23	2
7	Mentera Primary School	1.95	2.16	3.43	1.6	3.11	2.55	2.46	6
8	Average	2.85	2.84	3.12	2.72	3.1	2.75	2.89	
9	Rank	3	4	1	6	2	5		

According to the above table 18, in terms of the mean comparison between schools, Abiyot Fire primary school was the most implementer of the strategies; however, Fitche No.1 Primary School was the least implementer of the strategies. Regarding aspects of involvement communication is the most practiced but volunteering is least practiced by government primary and secondary schools of Fitche Town. Furthermore, the sums of all means in terms of aspects of involvement strategies in schools were 2.89. This indicates that parental involvement strategies in Primary and secondary government schools of Fitche Town is almost above half; i.e from 5 rating scale.

4. Discussion

4.1 The Strategies Made by Schools for Parental and Community Involvement

Under this, the six types of parental involvement have been discussed. On these types of involvement, either the schools have created clear strategy or not to enhance the parental involvement for school's improvement. The study focused on the following aspects, parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. According to Epstein et al. (2002) identifies six types of parental involvement at the Centre on School, Family, and Community Partnership in the United States. These are: parenting, communication, volunteering, learning at home,

decision-making, and collaboration with the community. The finding also shows that Primary and secondary government schools of Fitche Town were not asking families for information about children's goals, strengths and talents almost regularly and also do not make strategies to enhance parental involvement on schools by conducting workshop assistance for parent on students learning and development but produce the necessary information for families that is clear, usable and linked to children's success in school. According to Deborah Davis (2000) schools should have to conduct workshops on what parents can expect as their child moves into middle school or high school to provide information about their children development on the issue of change in home requirement, communication change of children with their elders. Similarly, the finding of Esther & Wai Man (2013) shows that the schools of Hong Kong Stress to parents the importance of parent–child relationship in children's learning with the mean of 3.24 and standard deviation of 0.64 and provide course or talking about parenting with the mean of 2.94 and standard deviation of 0.71. Additionally, the result of the study revealed that about 56 (42.42%) of the teachers have realized that Primary and secondary government schools in Fitche Town makes parents aware of the importance of study, doing homework, additional learning regularly 33(25%) of them responded the issue sometimes. The finding of Deborah Davis (2000) support that schools offer parents a homework hotline that they can call to identify assignments, due dates, and ways to get help with homework questions. The finding of the study also shows that with 62 (46.97%) of the teachers responded that Primary and secondary government schools of Fitche Town have contacts of families of students having academic or behavioural problems As Bridget W., Joel W. & Anna Ullman (2020) stated Parents who left school at the end of compulsory education to talk with teachers were less confident than other parents when talking to teachers. Additionally, the schools were also training teachers and staff on the value and utility of contributions of parents and ways to build ties between school and home timely. Parent conferences, school performances and functions, and correspondence with teachers are common forms of parental involvement that are encouraged by schools (Ramirez, 2001). The finding of Ramirez (2001) also shows that, the school can provide consultation service to assist parents, it should provide short-term training about the skills that most parents in that community need to better their lives because when they have a better life, they will have more time to concentrate on their children's learning. Concerning to recruit and organize parent help and support as volunteering of majority 82 (62.12%) of the teachers responded that primary and secondary government schools of Fitche Town were not conducts an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom needs and 74 (56.06%) of the teachers have also realized that schools of the study area were not training and orienting volunteers so that they can use their time productively and regularly. However, the majority 40 (30.30%) of the teachers informed convinced that Primary and secondary government schools of Fitche town sometimes recognize volunteers for their time and efforts but 64 (48.48%) of the teachers agreed that schools of Fitche Town encourage families and the community to be involved with the school in a variety of ways regularly. As the finding of Centers for Disease Control and Prevention (2012) stated, involving parent members as school volunteers can enrich health and physical education classes, improve the delivery of health services, and help create safe and healthy environments for students. To maximize parent engagement, schools should offer a variety of ways for parents to become involved. As Esther and Wai Man (2013) indicated, schools of Hong Kong provide training for parents to take up voluntary work in school with 3.30 and standard deviation of 0.71 and assist teaching staff to make good use of the resources of parent volunteers with the mean of 3.14 and

standard deviation of 0.75. According to table 11, About 54 (40.91%) of the teachers agreed that Primary and secondary government schools of Fitche Town have active PTA those elected as a reference of the national guideline timely that agreed by 57 (43.18%). Additionally, almost half, 53 (40.15%) of the teachers were realized that schools of Fitche Town include parent representatives on the school's advisory council, improvement team, or other committees regularly. Furthermore, the majority 67 (50.76%) of the respondents agreed that Primary and secondary government schools of Fitche Town were not developing formal networks to link all families with their parent representatives. Lastly the schools have a trend to solve conflict openly and respectfully. The finding of Esther & Wai Man (2013) revealed that the schools in Hong Kong encourage the establishment of PTA or other parent groups in order to understand and respond to parents' concerns with mean of 3.01 and parents participate in school's decision-making with the mean of 2.38. The majority of teachers at the study area revealed that schools of Fitche Town involve families in locating and utilizing community resources timely. However, 53 (40.15%) of the respondents were recognized that Primary and secondary government schools of Fitche Town were not working with local businesses, industries, and community organizations on programs to enhance student skills and learning. Similarly, the majority 77 (58.33%) of the respondents realized that Primary and secondary government schools of Fitche Town were not offering after-school programs for students with support from community (e.g., University, colleges, and volunteers) but about 62 (46.97%) of the teachers were informed that schools of the study area open their building for use by the community at break time (e.g., Summertime and weekend) regularly. The finding of Esther & Wai Man (2013) shows that schools of Hong Kong encourage students and their parents to take part in community service with the mean of 2.72. Similarly, the finding also shows that schools of Hong Kong inform teaching staff and parents of resources available in the community with the mean of 2.67 and standard deviation of 0.71 and mobilize community resources to support parents and school's educational work with the mean of 2.45 and standard deviation of 0.77.

4.2 Obstacles of Parents to Involve in Schools

The finding of this study points out some obstacles that hinder the parents not to involve on the schools' activities. More 11(47.84) of PTA were agreed that the heavy workload is a reason for parent does not involve in school activities. Also, there were different obstacle that were hinder parents not to involve in schools' activities like inadequate education of parents and there was no legislation on parental involvement that invite parents to school with 26.03% and 65.2% respectively. However more (60.73%) of the PTA were agreed that unknown the channel of participation on the school issue is not a reason for parental involvement. Lastly, the distance between school and residence of parents may a reason for parents not to involve in school activities. As the finding of Esther & Wai Man (2013) shows that in the schools of Hong Kong there is obstacles like Heavy workload of parents (60.2 %), School is too far away from parents' residence (15.0 %), Parents were do not know the channels of participation (9.3 %), inadequate education and ability of parents (15.7 %) that hinder the parents not to involve in school activities.

5. Conclusion

The current study was carried out on the implementation of parental involvement strategies in the school activities in government primary and secondary schools of Fitche Town, based on the findings the following conclusion were made.

In government Primary and secondary schools of Fitche Town there is a trend of making parents aware of the importance of study, doing home works, establishes clear two-way channels for communications from home to school and from school to home regularly, conducts a formal conference with every parent at least once a year regularly, contacts families of students having academic or behavioural problems, train teachers and staff on the value and utility of contributions of parents and ways to build ties between school and home timely, primary and secondary government schools of Fitche Town sometimes recognized volunteers for their time and efforts, encourages families and the community to involving in the school in a variety of ways regularly (Refer Table 10). Additionally, the schools of the study area have active PTA and other parent organizations, includes parent representatives on the school's advisory council, improvement team, or other committees, involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs, were elect parent as reference of the guideline (Blueprint) occasionally, were opens its building for use by the community at break time (e.g., Summertime and weekend) regularly.

However in primary and secondary government schools of Fitche Town there is not a trend of asking families for information about children's goals, strengths and talents regularly and sometimes, conduct workshops or provide information, assistance for parents on students learning and development regularly, the schools were also did not providing the necessary information to parent how to support students with skills that they need to improve continuously, did not assists families in helping students set academic goals and future programs at their home, the schools did not schedule regular interactive homework that requires students to demonstrate and discuss what they are learning with a family member (Table 6). Additionally the schools did not send home folders of students work weekly or monthly for parent review and comment and they did not conduct an annual survey for families to share information and concerns about student needs and reactions to school programs, and their satisfaction with their involvement in school regularly and the schools also did not conduct an orientation for new parents at any time and did develop school's plan and program of family and community involvement with input from educators, parents, and others annually (Table 7 and 8). Furthermore, in primary and secondary government schools of Fitche Town did not build the guideline which encourages all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, and how parents can help, Concerning to recruit and organize parent help and support as volunteering the schools of Fitche Town did not conduct an annual survey to identify interests, talents, and availability of parent volunteers, in order to match their skills/talents with school and classroom, train and orient volunteers so they use their time productively regularly (Refer Table 9 and 10). The schools of the study area also did not develop formal networks to link all families with their parent representatives, and also works with local businesses, industries, and community organizations on programs to enhance student skills and learning, did not offer after-school programs for students with support from community (e.g., University, colleges, and volunteers).

Concerning to the aspects of parental involvement, parents were participating more in supporting their children on their learning at home and parent teacher association, but they least engaged in discuss their children learning progress with their teachers.

There are different obstacles that hinder the parents not to involve in school activities are, heavy workload of parents, inadequate education and ability of parents, absence of good relationship between parents and teachers and legislation on parental involvement that invite parents to schools. This may happen due to lack of the knowledge on the policy of parental involvement in school but unknown the channels of participation to school is not a reason for parent not to involve in school.

Regarding to the perception of students on the issue of parental involvement, students perceived that parental involvement in necessary for school activities, they like their teachers to talk more to their parents, when their parent discuss with their teachers on their academic issue, if their parents were participating on PTA committee, if their parents present on community meeting of school issue they feel well.

The result of one-way ANOVA shows that there is statistically significant mean difference between parent involvements strategies in school activities in government primary and secondary schools of Fitche Town at $P < 0.05$. Abiyot Fire primary school was most implementer of the strategies but Fitche No.1 Primary School was least implementer of the involvement strategies.

6. Recommendation

In view of the findings of the study and the conclusion drawn, the following recommendations are forwarded.

Fitche Town primary and secondary government schools should be improving the following issue while preparing the annual plan of parental involvement and also in application as the program of school improvement:

- The schools should be provide necessary information to parents how to support students with skills that they need to improve continuously, schedule regular interactive homework that demonstrate and discuss what they are learning with family members, send home folders of students work weekly or monthly for parent review and comment, conducts an annual survey for preparing annual plan from educators and parents and for families to share information about the school program and satisfaction as well. Additionally, there should be a guideline at school level that encourage all teachers to communicate frequently with parents, annual survey should be conducts to identify interests, talents, and availability of parent volunteers and trains and orient volunteers so they use their time productively regularly.
- The schools should be developing formal networks to link all families with their parent representatives, works with local businesses, industries, and community organizations on programs to enhance student skills and learning, offers after-school programs for students with support from community (e.g., University, colleges, and volunteers).
- To overcome the obstacles of parents to involve in schools' activities effectively, the schools should be orient the parent-on-parent school day and the policy of parental involvement. Additionally, the

perception of students should be considered by school and parent for academic improvement of students and for school program in general.

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