

INNOVATIONS

Content available on Google Scholar
Home Page: www.journal-innovations.com

The Current Practice of Parent-school Partnership in High Schools of South Gonder Zone (9-10 grades)

Tilahun Fentie Nigussie

Lecturer, Department of Psychology, Faculty of Social Science and Humanities, Debre Tabor University, Debre Tabor, Ethiopia

Abstract

This research tried to investigate the current act of parent-school partnership in secondary schools of South Gonder Zone. For this investigation, descriptive survey design was utilized. In this design, both quantitative and subjective approaches were utilized. Secondary school teachers, parents, students and directors were the target populations of this study. Simple random sampling strategy was utilized to choose samples from educators, parents and students. Furthermore, purposive sampling strategy was employed to select school administrators and students. Information was gathered from 212 participants. Questionnaire, interview and focus group discussions were used to gather the necessary information from the study members. Information was investigated by using descriptive as well as inferential investigation instruments. Independent samples T-test and correlation coefficient were employed with the assistance of SPSS to carry out inferential investigation. Descriptive statistical measurements such as frequency, mean, standard deviation and percentage were applied in investigating the collected information. The discoveries of the analysis uncovered that the current acts of parent-school partnership were poor and insufficient. The findings concluded that the performance of school directors, teachers, parents and students in parent-school organization were poor and deficient. The investigation suggested that school directors and training specialists and strategy creators should discover mechanisms of scaling up the performance of parent-school organization.

Key words: 1 Academic performance 2 Involvement 3 Parent-school partnership 4 Parents 5 Teachers

1. Introduction

Parent-school association is a common job and duty among parents and schools for students' better learning and accomplishment. The term parent-school partnership mirrors the multidimensional idea of parent-school communications and demonstrates shared duties that parents and schools share for kids' schooling (Humara Bano et al. 2013). As indicated by Asnat Dor (2012), parental inclusion in youngsters' learning advances their scholarly *accomplishment*, scholarly expertise and inspiration. Most concur that parents assume a significant part in their kids' schooling and are without a doubt the primary teachers of kids. Marilyn Price, (2009) recommended that parental inclusion is obviously connected to kids' scholastic, social, and enthusiastic turn of events and building parent- school organizations is one technique for improving student achievement around the world. Likewise, Theodoro O. and Shalley H. (1992) discovered that family-school organization is a basic part for school change. Educators become more compelling with all youngsters when they figure out how to construct solid family-school organizations. At the point when families support, build up and supplement the endeavors of educators, kids can learn and grow better (K.V.Hoover-D.&Joan M.T.Walker, 2002. Responsive parental contribution prompts kids remaining longer in school, decidedly impacts their vocation decisions and movement and scholarly improvement esteems. It likewise prompts students' school preparation, change just as socio-passionate improvement of the kids (Mudibo S.O. Cleophas, 2014).

2. The Concept of Parent-School Partnership

Parents are esteemed for their commitments, regardless of whether they act in school or at home (Sandra L. Christenson, 2002). Feeling welcome and regarded by teachers is a significant connection with parents and their readiness to get included (Henderson et al., 2007). Parents are bound to turn out to be effectively associated with their kid's schooling in the event that they are welcomed (Hoover-Dempsey et al., 2005). They need to have faith with their youngster's educators, the school environment and their work result (Finders and Lewis, 1994). Phillips, Smith, and Witted (as referred to in Henderson and Berla, 1994) announced most of rudimentary and auxiliary educators got school and family cooperation to be essential for greatest learning accomplishment. Henderson and Mapp (2002) expressed: When parents converse with their kids about school, they should progress nicely, help them plan and ensure that out-of-school exercises are valuable, their kids improve in school.

Correspondence among parents and teachers builds accomplishment and improves the learning (Epstein, 1986). Be that as it may, teachers detailed absence of parental association as a significant snag (Langdon and Vesper, 2000). Lawson (2003) recommended that parents and educators have various view of parental contribution. Oliver M. Regina (2011) revealed that students' folks were generally significant in deciding how well or how inadequately they acted in schools.

2.1 Barriers to Parent-School Partnership

Boundaries to compelling family-school correspondence and association rise out of the difficulties of destitution and restricted instructive accomplishment. These difficulties regularly leave families feeling insufficiently set up to interface viably with schools or to offer powerful locally established help for student learning activities (K. V. Hoover-Dempsey and Joan M. T. Walker, 2002). Moreover, parents may encounter recollections of helpless accomplishment or helpless treatment at school. Segregation, proficiency challenges or inabilities, can likewise make it hard for guardians to take an interest in their youngsters' learning.

Parents may have successive and erratic work hours and different duties at home that keep them from being engaged with schools (Lindsay J. Horvatin, 2011). Parents' impression of educators' mentalities and their own insight of tutoring are significant impacts on whether they become engaged with their youngsters' schooling (Ally Bull, Keren Brooking, and Renee Campbell, 2008). Parents may confront low degrees of proficiency and numeracy and need trust in supporting children's learning (Janet Goodall and John Vorhaus, 2010). Different hindrances can keep families from being engaged with their youngsters' schooling (Susanne Carter, 2003). Sandra L. Christenson (2002) declares that questions about the capacities of families to address tutoring concerns, absence of time and dread of contention with families likewise impede parent-school association. Tight origination of the jobs families can play and absence of preparing for teachers on the most proficient method to keep an association with families is an impediment. Blood related boundaries incorporate sensations of deficiency, receiving a detached job by leaving instruction to schools, absence of good examples, data and information about assets, doubt about treatment from teachers, absence of responsiveness to parental requirements, and financial, passionate, and time imperatives (Ally Bull, Keren Brooking, and Renee Campbell, 2008).

2.2 The Impact of Parental Involvement on Students' Outcome

Parents are children's first teachers. A youngster's family and home climate unequivocally affects his/her language and proficiency improvement and instructive accomplishment. Parental contribution in their youngster's proficiency rehearses decidedly influences kids' scholastic exhibition and is a more impressive power for scholarly accomplishment than other family foundation factors, like social class, family size and level of parental training. Schools can assist kids with building up a feeling of personality and having a place in the setting by effectively captivating with and getting some answers concerning family esteems, customs and convictions, and expanding on these where suitable (Department of Health and Children, 2002). Parental commitment has a critical effect to the instructive accomplishment of kids and guardians (Alma Harris and Janet Goodall, 2007). Parents should team up with one another on the off chance that they are to limit issues and augment results (Adelman and Taylor, 2007). Parental association is unmistakably connected to kids' scholarly, social, and passionate turn of events and building parent-school organizations is one procedure for improving student achievement around the world (Marilyn Price-Mitchell, 2009). Parental support improves understudy realizing whether the kid is in preschool or in the upper evaluations, regardless of whether the family is battling monetarily or is wealthy, or

whether the guardians completed secondary school or moved on from school. Quite possibly the most remarkable yet disregarded backings for kids' learning and improvement is family contribution both all through school. In any case, assets for and responsibilities to advancing significant family association have been not many, feeble, and conflicting (Heather B. Weiss et al. 2009).

One of the factors for children's learning is parental participation in schools. Research has discovered that children whose parents are engaged in their school related activities perform much better academically than children whose parents are occupied with their school related exercises perform much preferable scholastically over those whose parents are not included. But the absence of concern by parents in the supervision and management of schools has become worrisome. As a result, their impact on nurturing students towards academic achievement is minimal (Mudibo S.O. Cleophas, 2014). Moreover, there seems to be little effort being made to enhance parents in schools (Benard Omenge Nyatuka et al, 2018). This is the major impediment to the provision of quality education. Thus, this study explores the current practices of parent-school partnership in high schools of South Gonder zone. Thus, the following research questions were formulated.

- Is there statistically significant difference between parents and teachers in their perception of each other?
- Is there statistically huge difference between students who have involved parents and those who have non-involved parents in their academic performance?
- Is there statistically significant relationship between the frequency of parent-teacher communication and students' academic performance?
- What are the barriers that hinder the activities of parent-school partnership in high schools?

3. Methodology

3.1 Design

This research employed illustrative design. Illustrative research looks to discover answers to inquires through the investigation of connections and differences between factors. In this methodology inferential and descriptive measurements were utilized. Inferential statistics was used to examine relationships between parent-teacher communication and students' academic performance and performance differences of students who have involved parents and those who have non-involved parents. Besides, inferential statistics was used to investigate differences in perception between parents and teachers. In the descriptive statistics, barriers to parent-school partnership were investigated. To this end, both quantitative and qualitative data were collected with the help of questionnaires, interviews, and focused group discussions. Mixed approach was used in this study.

3.2 Study Site

This research was conducted in South Gonder zone of Amhara region, Ethiopia. All high schools found in the zone were included in the study.

3.3 Target Population

The target populations of this study were high school teachers, parents, students and school principals. These populations were drawn from high schools in South Gonder zone.

3.4 Sample

The researcher used simple random sampling technique to choose teachers, parents and students from the target population. Since it gives participants equal chances of being selected and included into the study, simple random sampling technique is pertinent to this study. Besides, purposive sampling technique was employed to select principals and some teachers and students. Proportional sample was taken from parents, teachers and students

3.5 Data Collecting Instruments

Data was collected using both quantitative and qualitative data gathering instruments. The investigator utilized questionnaire to gather quantitative information from teachers, students and parents. Interview and focus group discussion were utilized to collect subjective data from principals, selected teachers and students.

3.6 Teachers' Questionnaire

Attempts were made to briefly orient teachers on the purpose and procedure of filling in the questionnaire. Then, the questionnaire was administered to teachers. The questionnaire seeks to explore parent-teacher perception of each other and the barriers of parent-school partnership.

3.7 Parents' Questionnaire

Students were selected and trained on how they support their parents in filling out the questionnaire. Then contractual agreement and trust was established between the researcher and the students. Then after, students took the questionnaire to their home and read it for their parents and parents gave their responses to the questionnaire. Finally, students collected the questionnaire from their parents and returned it to the researcher. Parents' questionnaire focused on parent-teacher perceptions of each other and barriers to parent-school partnership.

3.8 Interviews for School Principals

Face to face oral interviews were used to gather qualitative data from principals. Principals were asked questions about the level of parent-teacher communication and students' performance. Principals were also asked questions regarding performance of students who have involved parents and those who have non-involved parents

3.9 Student Focus Group Discussion

Students made discussions that are intended to substantiate the data collected through questionnaires and interviews. The discussion was moderated by the researcher himself and conducive place was selected to undertake the discussion. The discussion was made on parent-teacher perceptions, level of parent-teacher communications and students' academic performance.

3.10 Piloting Instruments

In this investigation, reliability of the survey was accomplished via pilot test. The investigator administered the questionnaire in one example school and tried its dependability. A reliability coefficient was computed using Spearman's coefficient of correlation. The computation was made with the help of SPSS.

3.11 Validity of the Instruments

Parent and educator survey was decided to set up its substance legitimacy. Before the pilot study, the instrument was given to associates and exploration specialists to guarantee its legitimacy through proficient conversations and assessments.

3.12 Methods of Data Analysis

Information was investigated utilizing Spearman's correlation and independent sample t-test. Moreover, the information was investigated using percentage. SPSS version 20 was utilized to encode and investigate the data. Descriptive statistics was utilized to investigate barriers to parent-school partnership. Spearman coefficient of correlation was used to determine the connection between parents and teachers in schools and students' performance. Independent samples t-test was used to analyze performance differences between students with involved parents and those' with noninvolved parents. Besides, parent-teacher perception of each other was analyzed using independent samples t-test.

4. Result and Discussions

This part depicts the major findings of the study. In doing so, the data collected through questionnaire, in -depth interview and focus group discussion from participants were critically analyzed and presented in line with the research objectives.

Table 1. Age group student respondents

Age group	Male	Female	Frequency	Percentage
14--16	28	25	53	25
17--19	63	54	117	55
20+	20	22	42	20
Total	111	101	212	100

As it is shown in the table above, 53% of respondents are found within the age group of 14—16. 55% of them are found within the age group of 17—19. Besides, 42% of the respondents are 20 and above years of age.

Table 2. Age group of teacher respondents

Age group	Frequency	Percentage (%)
25 -----35	64	30
36----45	110	52
46+	38	18
Total	212	100

As it is indicated in the table above, 30% of the respondents are found within the age group of 25 to 35 while 52 0% of them are found within the age group of 36 to 45. The remaining 18 % of the respondents are 46 and above years of age.

Table 3. Differences between parents and teachers in their perception of each other

Responsible bodies for students' learning	N	Mean	SD	t	df	p
perception Parents	104	16.83	3.46			
Teachers	108	24.60	3.07	-17.28	205.017	.000

An independent samples t- test was performed comparing the mean differences between parents and teachers regarding their perception of each other. The test suggested that significant difference was observed between parents and teachers in their perception of each other. As indicated in the above table, parents (M = 16.83, SD =3.46, N = 104) were different in their perception from teachers (M = 24.60, SD = 3.07; t (205.017) = -17.28, p < .05). Therefore, there is a statistically significant difference between parents and teachers with regard to their perception about each others. Parents have negative perceptions towards teachers.

Table 4. Differences between students with involved and non involved parents in their academic

performance		N	Mean	SD	t	df	p
Students' academic performance	involved parents	112	25.16	2.77	32.97	197.911	.000
	noninvolved parents	100	14.19	1.91			

N= number of respondents M = mean SD = standard deviation, t= t-obtained, df = degree of freedom P= p-value (Source: own survey)

An independent samples t test was computed comparing the mean differences between students with involved parents and those with non involved parents regarding their academic performance. The test indicated that a statistically significant difference was observed between students with involved parents and those with non involved parents in their academic performance. As shown in the above table, students with involved parents (M = 25.16, SD =2.77, N = 112) were different in their academic performance from students with non involved parents (M = 14.19, SD = 1.91, t(197.911) = 32.97, p < .05). Therefore, there is a statistically significant difference between students with involved parents and those students with non involved parents with respect to their academic performance. Students with involved parents perform significantly greater than those students with non involved parents. The above mentioned results were in line with the results obtained from the qualitative analysis. In the analysis, it was observed that students with involved parents perform better than those students with noninvolved parents.

Table 5. Correlations for frequency of parent-teacher communication and students' academic performance

	Frequency of parent-teacher communication	Students' academic performance
	1	
Frequency of parent-teacher communication	Spearman correlation Sig (two-tailed)	.83 .00
N= 212		

N= number of respondents 1= perfect correlation .83 = significant correlation at P=.01 .00= p-value (Source: own survey)

Results presented in table 5 indicated significant positive correlation between the frequency of parent-teacher communication and students' academic performance. The correlation coefficient for parent-teacher communication and students academic performance is (r = 0.83 and p < 0.01). This means that as parent-teacher communication increased, so did the academic performance of students increase. The findings obtained from the interview and focus group discussion also go in

line with this finding. Results from interview and focus group discussion signify that there is direct positive relationship between parent-teacher communication and students' learning performance. This result was substantiated by the data obtained from the qualitative data collecting tools. Interviewees and discussants of the qualitative instruments reported that students with engaged parents outperform those with non engaged parents.

Table 6. Parents' responses to the barriers of parent-school partnership

	Variables	Frequency	Mean	SD	Percentage (%)
1	Parents' work over load	168	2.67	0.69	79.2
2	Lack of commitment on the part of parents	160	2.64	0.69	75.5
3	Lack of trust between parents and teachers	157	2.60	0.77	74.1
4	Distance from home to school and lack of transport fee	152	2.55	0.77	71.7
5	Inappropriate school schedule for meetings and conferences	155	2.56	0.77	73.1
6	Parents' poor awareness for learning	164	2.64	.70	77.4
7	Viewing education as the only task and responsibility of teachers	160	2.64	.67	75.5
8	Parents' negative perception of school teachers	153	2.56	.76	72.2
9	Teachers' undermining of parents' contributions and inputs	162	2.64	.70	76.2
10	Teachers' limitation in giving training for parents	161	2.62	.71	75.9

F= frequency M= mean SD= standard deviation P= percentage (Source: Own survey)

Out of 212 respondents, 168(79.2%) agreed that work over load is the barrier for parent-school partnership. Similarly, 160(75.5%) of the respondents said that lack of parental commitment is the problem for parent- school partnership. Lack of trust between parents and teachers was also raised to be the barrier to parent-school partnership 157(74.1%). Furthermore, 152(71.7%) said long distance from home to school and transportation fee are barriers to parent-school connection.

155(73.1%) asserted inappropriate schedule for meetings and conferences to be the obstacle for parent-school activities. 164 (77.4%) raised parents' poor awareness to be the challenge for school performance. Moreover, 160(75.5%) ascertained that viewing education as the only responsibility of teachers affects parent-school partnership. Parents' negative perception of school teachers was also the challenge for school- parent connection 153(72.2%). 162(76.2%) agreed that teachers' undermining of parents' contributions and inputs retards the link between schools and teachers. Finally, teachers' limitation in providing training for parents was raised to be the problem which affects the connection between schools and parents 161 (75.9%). The above findings were also supported by the results of the qualitative analysis. The results of the qualitative investigation were understood as the hindrances which disturb the partnership between parents and schools.

4. Discussions

In this section, differences between parents and teachers in their perception of each other, differences between students with involved and non involved parents in their academic performance, correlations between frequency of parent-teacher communication and students' academic performance and barriers to parent-school partnership were discussed.

4.1 Differences between parents and teachers in their perception of each other

In the findings, it was found out that there is a statistically significant difference between parents and teachers in their perception of each other. Parents have poor and negative perceptions towards school teachers. In light of this, Josep T. A. Bakker et al., (2007) concluded that teachers 'unhealthy interpretation of parents makes them to have negative perceptions. Similarly, Lawson (2002) pointed out that parents and teachers have different perceptions regarding their students. Hoover Dempsey and Walker (2002) asserted that parents' perception of being discriminated by teachers, results in negative and unhealthy conditions. Moreover, Ally Bull, Keren Brooking and Renee Camp Bell (2008), confirmed that parents' perception of teachers' attitudes determines the extent of parental involvement in schools. There is no mutual respect and understanding between parents and teachers. Supporting this idea, Janet Goodall and John Vorhaus (2010), found out that low level of literacy, numeracy and lack of confidence makes parents not involve in school activities. Data from the in-depth interview and focus group discussion supports this finding. As it was confirmed in the qualitative analysis, the contributions and inputs that parents offer to schools are not valued and respected. The finding is inconsistent with the findings of Sandra L.Christenson (2002) which point out that partnership is based on mutual respect and values between the two parties. The interaction between parents and teachers is not welcoming. This finding goes with the idea suggested by Hoover, Dempsey (etal. 2005), which states that parents become actively involved in their child's education if teachers have inviting behaviors. The collaboration among teachers and parents is not encouraging. This thought goes with the thought proposed by Hoover, Dempsey (etal. 2005), which expresses that parents school and family interaction is crucial for students' academic achievement.

This finding is also in agreement with the findings of Nicole Rapp & Heather Duncan (2007) which suggests that showing welcoming feelings create positive links between parents and teachers. Lack of trust and respect was found to be the most important problem for negative perceptions between parents and teachers. Supporting this idea, Josep T. A. Bakker et al. (2007) suggested that parents develop positive perceptions if they are trusted and valued. Similarly, Department of health and Children (2002) suggests that partnership enables parents to feel valued and involved in their children's learning. As the mean score indicated, teachers have positive and comfortable views towards parents. This was confirmed by the mean score in the finding part. Most of the responses teachers offered to the perception questionnaires were found to be positive. In accordance with this, Phillips, Smith and Witted (as referred to in Henderson et al. 1994) revealed that school and family interaction is crucial for students' better achievement. Similarly, Henderson and Mapp (2002) stated that students make great achievements when schools engage families in the parent-school partnership.

4.2 Differences between students with involved parents and those with non involved parents in their academic performance

From findings, the academic performance of students with involved parents was found to be significantly greater than those with non involved parents. Students with involved parents showed higher academic performance compared to students with non involved parents. Data from interview and focus group discussion is in line with the above findings. This result goes with Heather B. Weiss (etal.2009)' idea which ascertained that family involvement predicts children's school success. The above mentioned results were in line with the results obtained from the qualitative analysis. In the analysis, it was observed that students with involved parents perform better than those students with noninvolved parents.

4.3 Correlations between frequency of parent- teacher communication and students' academic performance

In the results, it was found out that there is a statistically significant relationship between the frequency of parent-teacher communication and students' academic performance($r=.83$). That is students whose parents frequently communicate with school teachers were found to perform higher in their academic activities. When frequency of communication between parents and teachers increases, academic performance of students increases. Rose and Gallop (2004), asserted that the involvement of parents in the education of their children determines how well or how poor students' perform in schools. Keinyatse T. Kgosidialwa (2010) also suggested that parent-school communication brings about increased student achievement and performance.

4.4 Barriers to parent –school partnership

In the results, parents' responses were analyzed using descriptive statistics such as frequency counts, mean, standard deviation and percentages. Majority of parents (79.2 %) underlined work overload (business) to be the main barrier to parent-school partnership. Supporting this, Ally Bull,

Keren Brooking, and Renee Campbell, (2008), assured that parents' time constraint affects parent-school partnership. Moreover, 75.5% of the respondents said lack of parental commitment hinders parent-school partnership. This finding is in agreement with Heather B. Weiss (etal. 2009)'s proposition which argues that parental commitments have been few, weak, and inconsistent. 74.1% of participants witnessed lack of trust and respect to be an obstacle to the realization of parent-school partnership. This result is consistent with Sandra L. Christenson (2002)'s proposition which asserts that teachers' doubts about the abilities of families to address schooling concerns and narrow conception of the roles families play for children impede parent-school partnership.

71.7 % of respondents ascertained "distance from home to school" to be the barrier for parent school partnership. Supporting this result, Janet Goodall and John Vorhaus, (2010), confirmed lack of transportation fee as the barrier for parent-school partnership.. Inappropriate school schedule for meetings and conferences was also reported to be the barrier for parent -school partnership (73.1 %). In connection with this, Lindsay J. Horvatin, (2011), states that school activities are held at times that are convenient for the school but not convenient for the families.

In the analysis, 77.4% of respondents said poor parental awareness about students' learning affects the performance of parent-school partnership. This finding goes with McCoy et.al (2011)'s proposition which reported that many parents are not aware of the role they play in their child's education. In the results, it was found out that viewing education as the only responsibility of teachers was the major barrier to parent- school partnership (75.5%). This finding is in agreement with Ally Bull, Keren Brooking and Renee Campbell, (2008)'s proposition which explains that leaving education to schools hinders parent-school partnership. Furthermore, parents' negative perception of school teachers retards parent-school partnership. Teachers' undermining of parents contributions was also found to retard school-parent partnership (76.2%). This result is consistent with the findings of Ally Bull, Keren Brooking, and Renee Campbell, (2008), which explains that parents' feelings of inadequacy, suspicion about treatment from teachers and teachers' lack of responsiveness to parental needs hinder parental involvement in schools. Finally, 75.9% of participants asserted that teachers' limitation in providing training for parents has created interaction gaps between parents and schools. In light of this, Sandra L. Christenson (2002) ascertained that lack of training for educators is a barrier which disrupts the activities in parent-school partnership. The above findings were also supported by the results of the qualitative analysis. The results of the qualitative investigation were understood as the hindrances which disturb the partnership between parents and schools.

5. Conclusions

From the findings of the study, the following conclusions were made. In the results, it was noted that the current practice of parent-school partnership was found to be poor and inadequate. This finding is supported by Thikryat Jibril Qaralleh (2021)'s finding which points out that school principals lack skills on how to organize and create connections between schools and the community. In his study,

school principals were found to be poor and deficient in building connections between schools and the community. A statistically significant difference was found between parents and teachers in terms of their perceptions of each other. In the finding, parents were found to have negative and unpleasant perceptions towards teachers. Their interactions with school teachers were not based on mutual respect and treatment. Students with involved parents were found to perform higher than students with non involved parents. They were found to have positive interactions with their teachers, peers, principals and their parents. The correlation between frequency of parent-teacher communication and students' academic performance was found to be positive and significant. Students with frequently communicating parents were found to perform better than those with less frequently communicating parents. From this finding, the author can conclude that when parent-teacher communication increases so does students' learning performance increase. In the findings, majority of participants (more than 70%) assured that parent-school partnership was affected by a host of factors (barriers). Finally, it can be said, that in one way or another, the current practice of parent-school partnership was found to be poor, insufficient and was influenced by many problems and barriers.

5.1 Recommendation

The following recommendations were made from this study.

- School teachers should be continuously trained and advised to change their attitudes, behaviors and treatment techniques that they have towards parents. That is the interaction between parents and teachers should be based on mutual concerns. For positive communication to flourish between the two parties, the views prevailing between parents and teachers should depend on trust, respect, and friendship. Therefore, for this to happen, concerned stake holders should take the necessary measures such as giving training, monitoring, supervising and the likes.
- To narrow down the gap in the academic performance of students with involved parents and those with non involved parents, continuous and sustainable training should be given particularly for non involved parents. To realize this, school principals, education officers and other stake holders working in the area of education should be focused as well as committed to curb the problems with respect to non involved parents and scale up their children's learning activities.
- In the findings, it was found out that there is a statistically significant relationship between the frequency of parent-teacher communication and students' academic performance. Here, it can be understood that parent-teacher communication is not sufficient for improving students' academic performance. That is to mean the frequency of communication is the most important factor and hence it should be increased and scaled up. Therefore, to scale up the frequency of communication, awareness and motivation-raising training should be given to students' parents. To this end, school principals, kebele leaders, regional, zonal and woreda education officers need to involve themselves in the issue of mobilizing , training, supervising and monitoring parent -teacher communication efforts.

- Schedules designed by schools should not coincide with the work schedules of parents. For instance, conference and meeting programs prepared by schools should take the work schedules of parents into account. It should be convenient and comfortable to parents. Moreover, awareness creation training should be given to parents to make them more committed and responsible for their children's learning. School counselors and other concerned bodies should offer sustainable training for parents and teachers to develop mutual trust, respect and friendship between them. Finally, parent-teacher association leaders and members should do their best to scale up the partnership between parents and schools.

5.2 Suggestions for future research

This study is conducted in 6 high schools and hence it does not represent the entire problems related to parent-school partnership. Therefore, nationwide large scale study should be conducted to address almost all issues in the country. Besides, I feel that pure qualitative research which is believed to dig out detail and subjective experiences of both parents and schools should be undertaken. In the course of this, problems prevailing between parents and schools will be alleviated and the smooth functioning of the two parties will be realized.

References

1. Bull A., Brooking K. and Campbell R.(2008).*Successful home-school partnerships. Report for Ministry of Education. New Zealand Council for Educational Research*
2. Nyatuka, B. and Lemmer E. (2018).*Home-School Communication Practices in Primary Schools in Kenya.*
3. Blom-Hoffman J., Leff, SS.,Franko, LL.,Weinstein E.,Beakley, K., and Power T.J.(2009).*Consent Procedures and Participation Rates in School-Based Intervention and Prevention Research: Using Multi Component, Partnership-Based Approach to Recruit Participants. School Ment Health 1(1): 3–15.*
4. Department of Health and Children (2002).*National Standards for the Provision of Children's Advocacy Service.*
5. Dor, A. & Rucker-Naidu, T. B. (2012). *Teachers' attitudes toward parents' involvement in school: Comparing teachers in the USA and Israel. Issues in Educational Research, 22(3):246-262.(www.iier.org.au).*
6. . Boggiani,V. L., Katona,L., Longacre, M. R., Beach M. L., and Rosen J. M. (2014). *Parental attitudes regard the integration of children living with HIV/AIDS into public schools in Hanoi,Vietnam. Asia Pacific journal of social work and development. 24 (3) -214*

7. Weiss, B. H., Bouffard M. S., Bridglall, L. B., and Gordon W. E. (2009) *Reframing Family Involvement in Education: Supporting Families to Support Educational Equity*. *Equity Matters. Research Review No.5*
8. Fan Xitao and Chen Michael (2001). *Parental involvement and students' academic achievement: A meta-analysis*. *Educational Psychology Review: 13 (1) 1–22*. (www.link.springer.com).
9. Adelman S. Howard and Taylor Linda (2007). *Systemic Change for School Improvement*. *Journal of Educational and Psychological consultation, 17 (1): 55-77*.
10. Goodall Janet and Harris Alma (2008). *Do parents know they matter? Engaging all parents in learning*. *Educational research 50(3):277-289*
11. Walker. T. M. Joan, Hoover-Dempsey .V Kathleen, Whetsel, .R Darlene, Green.L Christa (2004). *Parental Involvement in Homework: A Review of Current Research and Its Implications for Teachers, After School Program Staff, and Parent Leaders*. *The Harvard Family Research Project*