

## CHAPTER FOUR

### RESULTS

#### 4.1 Introduction

This chapter presents the data analysis of the findings of both quantitative and qualitative data. While this chapter focuses on the data analysis and the resulting findings, brief explanations of the results were included when appropriate. The following section presents the quantitative findings.

#### 4.2 Quantitative Findings

The research questions of this study are reproduced here to facilitate more understanding of chapter4:

Research Questions1:

How do parents and teachers of the selected primary schools perceive school-partnership practices for parental involvement?

Research Questions2:

What is the level of parental involvement in the selected primary schools?

Research Questions3:

To what extent do parent's education, gender and school practices of Student Learning, Communication and Decision Making predict the level of parental involvement?

These are the main Research Questions of the study. More discussions of the sub-questions will be discussed in more detail later in this chapter.

#### 4.2.1 Description of Parent-Participants and Teacher-Participants

Participants were requested to provide basic information about their demographic such as their gender, age, and level of education. Table 4.1 and table 4.2 illustrate these demographic characteristics.

##### 4.2.1.1 Characteristics of Teachers

The results show that eighty-two percent of the teachers participated in this study were male. While only eighteen percent of the teachers were female teachers. Most of the teachers (69%) were aged less than 35 years old. Twenty-two percent of teachers were in the category between 35 to 45 years old. Only 9% of the teachers were more than 45 years old. Thirty-six of teachers were classified themselves as high school certificate holders. Meanwhile, most of the teachers (53%) identified themselves as bachelor degree holders. Only 11% of teachers had an education higher than bachelor degree. The table below shows the characteristics of teachers.

**Table 4. 1 Characteristics of Teachers**

Variables	Frequency	Percentage %
Gender		
Male	142	82
Female	32	18
Age		
Less than 35 years	120	69
Between 35 to 45 years	38	22
More than 45 years	16	9
Level of education		
High school	63	36
Bachelor degree	92	53
Master/PhD	19	11

##### 4.2.1.2 Characteristics of Parents

It is found that out of the 301 participated parents, 93 (31%) were female and 207 (69%) were male parents. The age of the majority of parents were in the category between 35 to 45 years old was 136 (46%). The percentage of (30%) of parents were less than 35

years old. Twenty-four percent of parents were more than 45 years old. Thirty-two percent of parents had an education lower than high school. Most of the parents (47%) were reported having high school certificate. Fourteen percent of parents identified themselves as bachelor holders. Only 7% of parents had an education higher than bachelor degree.

**Table 4. 2 Characteristics of Parents**

Variables	Frequency	Percentage %
Gender		
Female	93	31
Male	207	69
Age		
Less than 35 years	91	30
Between 35 to 45 years	136	46
More than 45 years	72	24
Level of education		
Less than high school	95	32
High school	140	47
Bachelor	43	14
Master/PhD	20	7

#### 4.2.2 Results

##### Research Question 1a:

How do parents and teachers of the selected primary schools perceive schools-partnership practices for parental involvement?

This section examined parents' and teachers' perceptions in relation to school- partnership practices in terms of Student Learning, Communication, Decision Making, Volunteering, Parenting and Collaborating with Community. To measure parents' and teachers' perceptions of these dimensions, the original design of the questionnaire used a 7-point scale ranging from 1 (very poor) to 7(excellent). To make the results understandable and clear, the 7-point scale was divided into two equally halves. The first half of the 7-point scale which were 1(very poor), 2(poor) 3(somewhat poor) and half of 4(fair) were

combined and reported as ‘negative’. The second half of the of 7-point scale were half of 4(fair), 5(good) 6(very good) and 7(excellent) were combined and reported as ‘positive.

**Table 4. 3 Positive and Negative Perceptions Towards Partnership Practices**

Dimensions	Teachers				Parents			
	N	Combined Positive	Combined negative	mean	N	Combined positive	Combined negative	mean
Student Learning	174	70.4%	29.6%	5.06	301	77.5%	22.5%	5.18
Communication	174	70.1%	29.9%	4.96	301	84%	16%	5.38
Decision Making	174	41.9%	58.1%	4.05	301	85.5%	14.5%	5.46
Volunteering	174	56.9%	43.1%	4.43	301	80.2%	19.8%	5.30
Parenting	174	43.4%	56.6%	4.0	301	81.4%	18.6%	5.36
Collaborating with Community	174	48.3%	51.7%	4.10	301	90%	10%	5.76

Note: a) “negative-combined” reflects in this table varied perceptions of parents and teachers from first half of fair, to very poor.

b) “positive-combined” reflects in this table varied perceptions of parents and teachers from second half of fair to excellent.

c) ‘Mean’ refers to the following scale: 1= very poor to 7= excellent

Table 4.3 provides a profile of how teachers and parents believe the school involve parents in partnership practices in six major types of parental involvement. Participants from teachers and parents have scored a mean above four (4) for all the six school practices. The scores by both groups range between a mean score of 4 to a mean score of 5.76, which indicate that both groups had similar positive perceptions towards school-partnership practices. Overall, the majority of parents had positive perceptions towards school practices in all six dimensions of parental involvement. Between ninety percent (90%) to seventy-seven percent (77%) of parents had positive perceptions for all six types of parental involvement. This means that most of parents participated in this study believed that teachers were doing good job in involving them in children’s education by giving high positive ratings to the statements that describe the practices of teachers regarding parental

involvement. Surprisingly, less teachers had positive perceptions as compared to the parents' perceptions in all six types of parental involvement. Moreover, more than 50% of teachers had negative perceptions in three of the six school practices namely decision making, parenting, and collaboration with community. However, another majority of teachers (more than 50%) shared with parents' similar positive perceptions in three of the six school practices namely student learning, communication, and volunteering. This result indicates that teachers and parents agree that schools did good job in three of the six school-partnership practices. However, both groups are varied in their perceptions towards schools-partnership practices in three of the partnership practices. Despite the variations in these three practices, the results show that more than 40% of teachers shared with parents similar positive perceptions in each of the three practices, which suggests that many teachers agree with parents that the schools somehow provided support for these three partnership practices.

Comparing the responses of teachers and parents in their perceptions in each of the six types of parental involvement, the results show that teachers' and parents' perceptions demonstrated little variations for the first dimension of Student Learning. Teachers assessed this at a mean of 5.06 while parents rated this dimension with a mean of 5.18. A majority of parents (77 %) and teachers (70 %) had positive perceptions. This dimension evaluates the practices of teachers in developing family involvement in learning activities at home including homework and measured by four items. Similarly, the items did not show large variations. For instance, the first item: 'the school provide clear information regarding the expectations for students in each subject at each grade level' 92% of parents and 90% of teachers had positive perceptions.

Comparing the responses of parents and teachers on the second dimension, which is communication, Table 4.3 shows that a majority of parents, eighty-one percent (81%), and a majority of teachers of seventy percent (70%) had positive perceptions on this dimension. This dimension received a rating of 5.38 from parents and a rating of 4.96 from teachers. This dimension assesses how teachers create an effective two-way communication between parents and teachers where teachers can communicate with families to inform school programs and school events while parents are able to get the information they need about their children's progress.

This dimension was measured by three items. The first two items are about the methods that teachers used for communication. More parents had positive perception than teachers for the following item "The school provides information to parents in a variety of ways (i.e., newsletter, email, home visits. Phone calls)". Here, parents and teachers scored as follows (93% and 77%) respectively. Similarly, for the second item, parents had higher ratings than teachers "the school conducts conferences with parents at least twice a year with follow-up as needed". Parents and teachers scored as follows (94% and 74%) respectively. This indicates that parents had confirmed teachers' use of variety of methods for communication. In responding to the third item, seventy percent (70%) of teachers claimed that "the school disseminate information on topics such as school reforms, policies, discipline procedures, assessment tools, and school grades". However, 65% of parents confirmed this claim. Even though most of the teachers assumed that the messages they sent to parents on these topics were delivered successfully, it seems that some of the information on these topics were not delivered successfully to many parents.

As expected, a majority of parents as well as teachers, had similar positive perceptions on 'student learning at home' and 'communication'. For instance, a majority of parents (77.5% and 84%) had positive perceptions respectively for (student learning and communication). Likewise, a majority of teachers (70.4% and 70.1%) had positive perceptions respectively for (student learning and communication). This is because the two dimensions are related to each other where any score on one of them leads to the same score on the other. In the first dimension of Student Learning, schools are expected to help families to develop learning activities at home. However, teachers cannot offer their help to families without communication. Similarly, parents cannot seek support from teachers when they need so without communication. Therefore, the findings confirm this interconnection of the two dimensions.

As shown in Table 4.3, there are differences in the perceptions of teachers and parents towards school practices regarding decision making. A majority of parents (85%) tend to have positive perceptions, while most teachers (58%) had negative perception for this dimension. Parents assessed this dimension at a mean of 5.46 while teachers assessed this dimension at a mean of 4.05. However, both parents and teachers tend to have positive perceptions on the items measuring the Decision Making except the first item "the school provide workshops for parents that teach them to influence decisions and resolve problems at the school". Ninety percent (90%) of parents have rated positively for this item, while fifty-three percent (53%) of teachers had negative perception on the same item.

The findings in Table 4.3 shows that both parents and teachers had positive perceptions on volunteering. A majority of parents, eighty percent (80%) and fifty-six percent (56%) of teachers perceived the school practices of volunteering positively. This dimension

received a rating of 5.30 from parents and a rating of 4.43 from teachers. Similarly, the two groups had positive perceptions on all items that measure the practices of schools to encourage parents to volunteer and support school programs. The last two dimensions of Parenting and Collaborating with the Community were perceived positively by a majority of parents. A majority of parents which is about eighty-four percent (84%) and ninety percent (90%) had positive perceptions on parenting and collaborating with the community respectively. In contrast, teachers had negative perception on parenting, as well as collaborating with the Community. Fifty-seven (57%) percent of teachers had negative perception on Parenting, while (52%) of teachers had negative perceptions on Collaborating with the Community.

**Research Question 1b:**

Is there a statistically significant difference in the mean of the perceived school practices scores for teachers and parents?

Null hypothesis:

Ho: there is no statistically significant difference in the mean of the perceived school practices scores for teachers and parents.

Alternative hypothesis:

Ha: there is a statistically significance difference in the mean of the perceived school practices scores for teachers and parents.

**Table 4. 4 Group Statistics**

	Type of respondent	N	Mean	Std. Deviation	Std. Error Mean
T_school practice	Teacher	174	4.4502	1.08196	.08202
	Parents	300	5.3990	.74250	.04287

An independent-samples T-test was conducted to compare the perceived school practices for teachers and parents. Results in Table 4.5 show that there are statistically significant differences in the scores for teachers (M: 4.45 SD: 1.08) and parents (M: 5.40 SD: 0.74).  $T(268.81) = -10.25, p = 0.000$  (two-tailed). Therefore, the null hypothesis is rejected. It is also important to assess the effect size to determine whether this significant difference has any practical or theoretical significant. However, SPSS does not provide Eta Squared values for T-test. It can be found by using a formula developed by Cohen (1988).

The formula for Eta Squared:

$$Eta = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

$$= \frac{-10.25^2}{-10.25^2 + (174 + 300 - 2)} = 0.18$$

Cohen (1988) provided guidelines for interpreting Eta values as follows:

.01=small effect,

.06=moderate effect,

.14=large effect.

Hence, the magnitude of the mean differences in the means can be classified as large according to the above interpreting guidelines.

**Table 4. 5 Independent Samples Test**

Levene's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	T	df	Sig. (2-tailed)	Mean	Std. Error

T-schol	Equal variances assumed	26.66	.000	-11.29	472	.000	-.95	.08
	Equal variances not assumed			-10.25	268.8	.000	-.95	.09

### Research Question 1c:

Do parents' and teachers' perceptions of schools-partnership practices for parental involvement lead to balanced or imbalanced relationships?

This section determines which of the six parent involvement practices are balanced and which of them are imbalanced. Describing a particular practice as balanced or imbalanced depends on the perceptions of parents and teachers on that practice. For instance, if both groups perceive a particular practice as positive (both groups scored above the mean) or negative (both groups scored below the mean) then in these two cases the relationship is considered a balanced relationships (positively balanced/negatively balanced). However, if one of the two groups perceive a particular parental practice as positive (scored above the mean) and the other group perceives the same practice as negative (scored below the mean) then that relationship is considered as imbalanced relationship (Heider, 1946). Table 4.6 shows the mean score by parents and teachers for each of the six practices.

**Table 4. 6 The Mean of the Six Types of Parental Involvement**

Six Dimensions	Teachers		Parents	
	N	Mean (M)	N	Mean (M)
Communication	174	4.69	301	5.38
Student Learning	174	5.06	301	5.18
Decision Making	174	4.05	301	5.46
Parenting	174	4.0	301	5.36
Collaborating with Community	174	4.10	301	5.76
Volunteering	174	5.30	301	4.43

Parents' and teachers' mean for each of six school practices were compared. Table 4.6 presents the mean score for each of the six practices. The questionnaire that was used for collecting data contained twenty items and these items were rated on scale of one to seven with one being very poor and seven being excellent. Hence, those means above four were considered positive and those below four were considered negative. Despite the statistically significant difference results of *t-test* between parents' and teachers' perceptions towards schools-partnership practices, as shown in Table 4.6, both groups scored a mean of above four for all the six types of parental involvement, which means that teachers and parents had similar positive perceptions towards school practices, which in turn leads to a positively balanced relationship between parents and teachers according to the aforementioned procedures for determining the balanced and imbalanced relationships.

**Research Question 1d:**

Are there significant differences in the perceived school practices for teachers varying on educational level and age? Do the effects of educational level on the perceived school practices vary depending on teacher's age?

Null hypothesis:

Ho: there are no significant differences in the perceived school practices among teachers varying on educational level (main effects for educational level).

Alternative hypothesis:

Ha: there is at least one significant difference in the perceived school practices among teachers varying on educational level (main effects for educational level).

Null hypothesis:

Ho: there are no significant differences in the perceived school practices among teachers varying on age (main effects for age).

Alternative hypothesis:

Ha: there is at least one significant difference in the perceived school practices among teachers varying on age (main effects for age).

Null hypothesis:

Ho: there are no significantly interaction differences between qualification and age on the perceived school practices (interaction effects).

Alternative hypothesis:

There is at least one significant interaction difference between qualification and age on the perceived school practices (interaction effects).

A two-way-groups analysis of variance was conducted to determine if teachers of different levels of education and ages have different perceptions of school practices for parental involvement. In other words, this analysis will be used to compare the main effects of level of education and age and the interaction effect between level of education and age on the perceived school practices for parental involvement.

Table 4.7 Levene's Test of Equality of Error Variances Dependent Variable: Level of Parental Involvement

<b>F</b>	<b>Df1</b>	<b>Df2</b>	<b>Sig</b>
<b>2.38</b>	10	163	0.012

The P-value of 0.012 obtained from the Levene's Test indicated that the assumption Equality of

Error Variance is not met. However, this problem is less important. According to Leech, Barrett and Morgan (2005) Factorial ANOVA is robust against this assumption.

Results in Table 4.8 indicates that the main effects of level of education which included (high school, Bachelor degree, Master degree and PhD) on the level of parent involvement was found to be statistically significance  $F(3,163) = 7.551, P = 0.000$ . Hence, the null hypothesis is rejected indicating that there is at least one significant difference in the perceived school practices among teachers of different qualification (high school, bachelor degree, Master and PhD).

#### Effect size

According to Leech, Barrett and Morgan (2005), the results of statistically significant between groups do not give information about the strength or size of the outcome. To determine whether this result has any practical or theoretical significant, it is required to assess the effect size or the total variance in the dependent variable that is predictable from the knowledge of the levels of the independent variable. The effect size for educational level is presented in Table 4.8 in the column labelled Partial Eta Squared (0.122). By using Cohen's (1988) criterion, this result can be classified as large confirming the statistical significance. Therefore, it can be concluded that the difference between educational level groups appears to be practically significant.

Since there is a significant main effect, it is necessary to dig further to know where these differences occur by using post-hoc test for educational level. Table 4.9 indicates that there is a statistically significant difference between high school and bachelor degree groups with p-value of 0.000. Similarly, the table shows a statistically significant differences between bachelor degree and PhD groups with p-value of 0.019.

**Table 4. 8 Multiple Comparisons For Educational Level**

Dependent Variable: T_SCHOOLPRACTICE						
(I) participant's level of education	(J) participant's level of education	Tukey HSD			95% Confidence Interval	
		Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
high school	Bachelor's degree	.6938*	.16622	.000	.2623	1.1253
	Master's degree	.4142	.29203	.490	-.3438	1.1723
	Ph.D	-.8417	.52412	.378	-2.2021	.5188
Bachelor's degree	high school	-.6938*	.16622	.000	-1.1253	-.2623
	Master's degree	-.2796	.28304	.757	-1.0143	.4551
	Ph.D	-1.5354*	.51916	.019	-2.8830	-.1878
Master's degree	high school	-.4142	.29203	.490	-1.1723	.3438
	Bachelor's degree	.2796	.28304	.757	-.4551	1.0143
	Ph.D	-1.2559	.57200	.129	-2.7406	.2289
Ph.D	high school	.8417	.52412	.378	-.5188	-2.2021
	Bachelor's degree	1.5354*	.51916	.019	.1878	2.8830
	Master's degree	1.2559	.57200	.129	-.2289	2.7406

Based on observed means.  
 The error term is Mean Square(Error) = 1.033.  
 \*. The mean difference is significant at the .05 level.

Results presented in Table 4.9 shows that the main effect of age that consists of (less than 35 years, between 35 to 45 years and more 45 years) a non-significant among age groups  $F(2,163) = .195, P = 0.823$ . This means the null hypothesis for the main effect of age groups is failed to be rejected, which also means that young teachers and old teachers do not differ in terms of their perceptions of school practices for parental involvement.

**Table 4. 9 Multiple Comparisons for Age Groups**

Dependent Variable: T_SCHOOLPRACTICE						
(I) participant's age	(J) participant's age	Tukey HSD			95% Confidence Interval	
		Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
less than 35 years	between 35 to 45 years	-.3050	.18921	.244	-.7525	.1426
	more than 45	-.1282	.27053	.884	-.7681	.5116
between 35 to 45 years	less than 35 years	.3050	.18921	.244	-.1426	.7525
	more than 45	.1767	.30293	.829	-.5398	.8933
more than 45	less than 35 years	.1282	.27053	.884	-.5116	.7681
	between 35 to 45 years	-.1767	.30293	.829	-.8933	.5398

Based on observed means.

<b>Dependent Variable: T_SCHOOLPRACTICE</b>
The error term is Mean Square (Error) = 1.033.

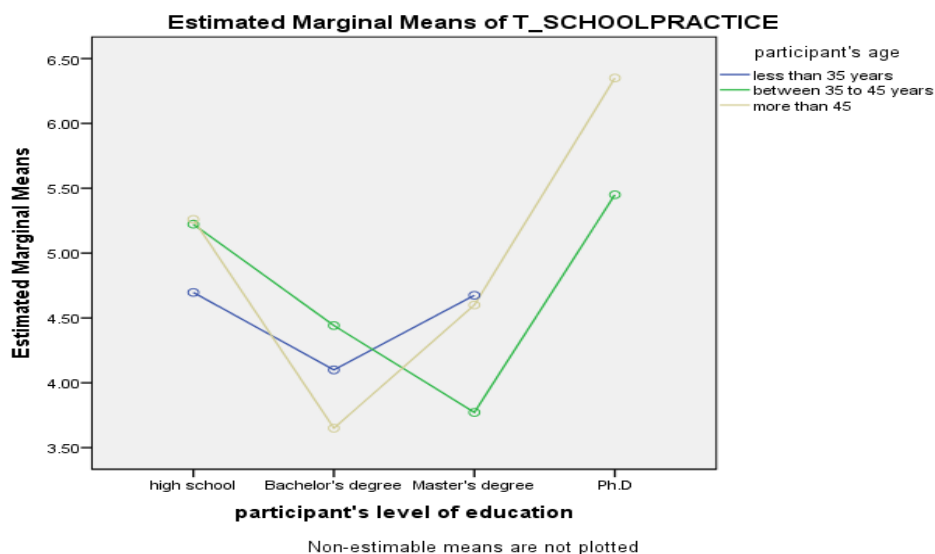
Table 4.10 shows that there was a non-significant interaction between level of education and age groups.  $F(5,163) = 1.58, P = 0.169$ . This means that the significant differences in the level of education are not influenced by age groups. Hence, it was failed to reject the null hypothesis of interaction effect differences.

**Table 4. 10 Tests of Between-Subjects Effects**

Dependent Variable: T-school practices						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	34.106 <sup>a</sup>	10	3.411	3.301	.001	.168
Intercept	931.965	1	931.965	902.014	.000	.847
Age	.403	2	.201	.195	.823	.002
Education	23.406	3	7.802	7.551	.000	.122
age * education	8.153	5	1.631	1.578	.163	.046
Error	168.412	163	1.033			
Total	3468.399	174				
Corrected Total	202.519	173				

a. R Squared = .168 (Adjusted R Squared = .117)

**Figure 4. 2: Interaction Between Level Of Education And Age Groups.**



The plot confirms the results of the p-value in Table 4.10 which indicated a non-significant interaction between level of education and age groups.

**Research Question 2:**

What is the level of parental involvement in the selected primary schools?

This section investigates parents' perceptions of their own involvement in children's education. To measure the level of parental involvement, data was collected using an adapted questionnaire developed by Epstein and Salinas (1993). This questionnaire contains eighteen (18) items measuring home and school involvement. The items were rated on a scale from one to seven, with one being "never" and seven being "daily". Hence, low ratings on this scale would suggest lower levels of parental involvement and higher ratings reflect higher level of parental involvement.

Overall, parent's survey results show that parents rated their level of involvement in their children's' education on average. Parents scored on most items either slightly below the mean score of 4 or slightly above the mean score of 4. Parent means ranged from 4.59 to 3.41 for evaluating their level of involvement in education which indicate an average level of parental involvement. The results also show that parents have involved highly in some activities than others. The items that have received high ratings are about activities that most of them do not require from parents to have more skills, knowledge and time to involve in these activities. For instance, parents scored the highest mean (4.59) for 'I talk with my child about TV show'. However, parents show low level of involvement for the activities that require some skills and knowledge. For instance, parents scored below the mean score of 4 for helping their children with homework (3.94). Similarly, the results show that parents gave lower ratings for their involvement in activities that require time

and energy. All the items that indicate parents' involvement at school had received low ratings as this require parents' physical presence at school and their time. For instance, parents rated the lowest mean (3.41) for 'Volunteer at school or in my child's classroom'. The table below shows the different level of involvement of parents for the different activities.

**Table 4. 11 Level of Parental Involvement for Different Activities**

Items	N	Mean	Standard deviation
Activities that require less knowledge and skills			
Talk with my child about TV show.	301	4.59	1.29
Help my child plan time for homework and chores.	300	4.19	1.42
Tell my child how important school is.	301	4.05	1.43
Talk to my child about school.	301	4.01	1.43
Practice spelling or other skills before a test.	301	4.18	1.69
Check to see that my child has done his/her homework.	301	4.04	1.63
Talk with my child's teacher on the phone.	301	4.05	1.30
Activities that require time and energy			
Talk with my child's teacher at school.	301	3.68	1.37
Volunteer at school or in my child's classroom.	298	3.41	1.40
Go to PTA/PTO meetings.	299	3.68	1.38
Take my child to a library.	300	3.61	1.41
Take my child to special places or events in the community.	301	3.98	1.41
Go to special events at school.	301	3.84	1.72
Visit my child's school.	301	3.69	1.35
Activities that need more skills and knowledge			
Help my child with homework.	301	3.94	1.60
Read to my child.	301	3.82	1.64
Listen to my child read.	301	3.89	1.67
Listen to a story my child wrote.	301	3.90	1.64

### Research question 3

What are the factors that are impacting parental involvement level?

To what extent do parent's education, gender and school practices (Student Learning, Communication and Decision Making) predict level of parental involvement?

Null hypothesis:

Ho: None of the predictors are statistically significant in explaining the variance of parent's level of involvement.

Alternative hypothesis

Ha: At least one of the predictors is statistically significant in explaining the variance of parent's level of involvement.

To explore the relatively contributions of five independent variables (Parent's Education, Gender, Student Learning, Communication and Decision Making) on parental involvement level, Multiple Regression was used. However, prior to conducting the analysis, there are many assumptions to consider. Multiple Regression makes a number of assumptions about the data and it is not all that forgiving if they are not met (Leech, Barrett & Morgan, 2005). Major assumptions were tested and the results are presented below.

**Sample Size:** Pallant (2007) has pointed out different guidelines given by different authors concerning the number of cases required for Multiple Regression. For instance, Tabachnick and Fidell (2007) developed a formula for calculating the sample size requirements;  $N > 50 + 8m$  (where  $m$  is the number of independent variables). Five independent variables are included in the analysis of the Multiple Regression. According to this formula, the required sample size for this study is 90 respondents. Three hundred and seventy-seven parents participated in this study, which is more than enough than the required sample size suggesting that the assumption of sample size was met.

### **Multicollinearity**

According to Leech, Barrett and Morgan (2005), multicollinearity occurs if there are high intercorrelation among some of the predictor variables. Violation of this assumption can lead to misleading and/or inaccurate results. Pallant (2007) defines high correlation when

the independent variables are correlated ( $r= 0.9$  and above). The results in Table 4.13 show that none of the relationships among the predictors are equal or greater than 0.9. This assumption also requires that independent variables show at least some relationship with the dependent variable (above 3 preferably). In this case, all independent variables have correlated substantially with the dependent variable except two variables (parent's education = -0.034, gender= 0.013, student learning= 0.913, communication = 0.844, decision making = 0.872). Therefore, this assumption was not violated seriously.

Another important assumptions that need to check is tolerance. If the tolerance value is low ( $1-R^2$ ) then there is a problem with multicollinearity. Replacing the value of  $R^2$  that is .87 in the formula ( $1- 0.87$ ) = 0.13. Comparing this outcome with the results presented in Table 4.11 under tolerance. It indicates that none of the tolerance values presented in Table 4.11 are less than 0.13. Therefore, this assumption was not violated.

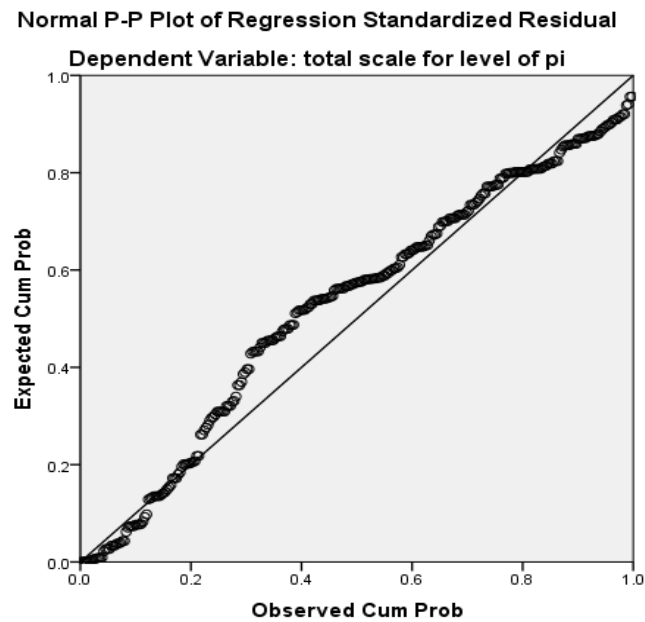
**Table 4. 12 Coefficients**

Model	Unstd coeffi		Std Coeffie Beta	t	sig	Correlation			Collinearity	
	b	Std error				Zero- order	partial	Part	Tolerance	VIF
(Constan t)	1.32	.12		11.26	.000					
Parent educatio n	-.08	.04	-.04	-2.14	.033	-.034	-.124	-.045	.999	1.001
gender	.01	.03	.01	.47	.637	-.013	.028	.010	.989	1.011
t-student learning	.33	.04	.44	7.55	.000	.913	.405	.159	.130	7.673
t- communi cation	.17	.03	.22	5.32	.000	.844	.298	.112	.249	4.022
t-decision making	.27	.04	.32	7.30	.000	.872	.393	.154	.231	4.328

Normality, outliers, linearity and independence of residuals

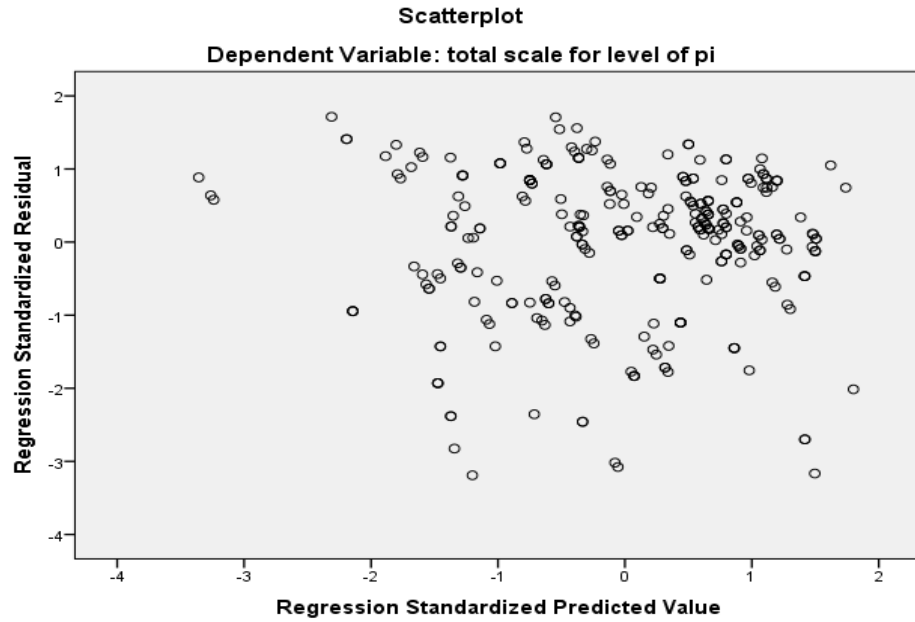
By inspecting the normal probability plot (P-P) in Figure 4.1 of the regression standardized residual, it shows that the majority of the dots are on the line suggesting no major deviations from normality.

**Figure 4. 3: Linearity of Level of Parental Involvement Data.**



By inspecting the scatterplot below in Figure 6 of the standardized residuals, the dots are scattered indicating that the data meet the assumption of the errors being normally distributed and the variances of the residuals being constant.

**Figure 4. 4: Homoscedasticity Of Residuals for Level Involvement Data.**



As shown in Table 4.12, the overall regression is significant  $F(5,291) = 393.81$   $p < 0.01$ . Adjusted  $R^2$  is .87, which indicate that the model that includes (Parent’s education, gender, Student Learning, Communication and Decision Making) explains 87% of the variances in the perceived level of parental involvement. This is quite respectable particularly when it is compared to some of the results that are reported in the literature. For instance, Epstein and Connors in 1999, used multiple regression to explore the effects of the high school’s programs of partnership on parent attitudes and reports of involvement in their teen’s learning at home and school. Their Model explained only 48 per cent of the variances of the outcome.

**Table 4. 13 Simultaneous Multiple Regression Analysis Summary (N= 297)**

Variable	F	Adj. R <sup>2</sup>	B	SEB	$\beta$
Level of parental involvement	393.81**	.87			
Parent’s education			-.08	.04	-.04*
Gender			.02	.03	.01
Student Learning			.33	.04	.44**

Variable	F	Adj. R <sup>2</sup>	B	SEB	β
Communication			.17	.03	.22**
Decision Making			.27	.04	.32**
Constant			1.33	.12	-

Note.  $p < .001$  \* $p < .05$ ; \*\* $p < .01$ .

**Table 4. 14 M, St. D and Intercorrelations for involvement and Predictors**

Variable	M	SD	1	2	3	4	5
Level of involvement	5.39	0.74	-0.03	-0.01	0.913**	0.844**	0.872**
Parent's education	1.20	0.40	-	0.02	0.013	0.000	0.016
Gender	.69	0.46	-	-	-0.039	0.012	0.024
Student Learning	5.18	0.98	-	-	-	0.865**	0.877**
Communication	5.38	0.95	-	-	-	-	0.747**
Decision Making	5.45	0.87	-	-	-	-	-

Note. \* $p < .05$ ; \*\* $p < .01$ .

From the results of the ANOVA in Table 4.14, the P value of 0.000 indicates a statistically significant model. Hence, the null hypothesis is rejected suggesting that at least one of the predictors is statistically significant as the predictor of parental involvement level.

**Table 4. 15 ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	142.574	5	28.515	393.815	.000 <sup>b</sup>
Residual	21.070	291	.072		
Total	163.645	296			

a. Dependent Variable: total scale for level of pi

b. Predictors: (Constant), t\_dm, revisededuparent, g-dummycoded, t\_com, t\_stl

Table 4.11 provides an evaluation of the contributions of each of the independent variables. Four of these predictors (parent's education, student learning, communication and decision making) are found to be statistically significant in explaining the outcome of interest (level of parental involvement). Student learning made the strongest unique contribution to explain variance when all other variables in the model are controlled with beta value 0.44. Decision making made the second strongest unique contribution with beta value of 0.319.

Communication made a unique contribution with beta value of 0.224. And lastly, educational level of parents made the least contribution with beta value of -0.045. However, gender, which was dummy coded, is not a statistically significant predictor of level of parental involvement. This means that being male or female is not significant predictor for having high level of parental involvement.

### 4.3 Qualitative Findings

#### 4.3.1 Description of Participants

Qualitative data were gathered from ten participants; five parents and five teachers of selected schools. These participants were selected carefully for their knowledge on parent involvement. In qualitative studies it is important to focus on the perceptions of participants. However, understanding participants' characteristics is also important for conducting a valid and reliable study (Creswell, 2003). Therefore, the two tables below present key demographic characteristics of parents and teachers.

**Table 4. 16 Characteristics of Parents for the Qualitative Participants**

Parents	Gender	Age	Level of education	Number of children
Parent1	Female	52	Bachelor	4 children
Parent2	Female	39	Bachelor	2 children
Parent3	Female	45	High school	3 children
Parent4	Male	40	Master	6 children
Parent5	Female	35	Bachelor	4 children

**Table 4. 17 Characteristics of Teachers for the Qualitative Part**

Teacher	Gender	Age	Level of education	Years of teaching
Teacher1	Male	45	Bachelor	12 years
Teacher2	Female	29	Bachelor	4 years
Teacher3	Male	50	Bachelor	20 years
Teacher4	Male	35	Bachelor	9 years
Teacher5	Male	42	Master	10 years

### 4.3.2 Results of Research Questions

This section presents the significance themes regarding teachers' and parents' perceptions of school practice for parental involvement and the level of parental involvement. Each of the following themes are related to both research question one and research question two: (a) learning at home, (b) communication, (c) decision making, (d) volunteering, (e) parenting and (f) collaboration.

#### **Learning at Home**

Learning at home is the first theme in this qualitative analysis. It refers to the activities that parents carry out at home to support their children's education. Under this theme, three sub-themes were identified which include (1) Responsibilities of parents in children's education. (2) Schools' support for promoting parental involvement. (3) Barriers of parental involvement.

#### **1. Responsibilities of parents in children's education.**

Participants believed that parents' involvement in learning activities at home is a good way for supporting children's education. They stated that schools are not the only places for learning and suggested the importance of leaning at home and the role of parents in preparing a conducive learning environment and making children understand their lessons. One teacher made this explicit statement in the interview *"Schools are not the only place for learning. So parents can play their role to support their children at home and help them understand and if parents cannot teach their children they can hire tutor"* (appendix I, transcript7). Another participant from parents indicated that the responsibility of parents in supporting children's education begins before the child starts going to school *"The responsibility of parents is to teach children at home the Huruf (the Arabic alphabets) and*

basic Quran before they are sent to school so he can have some understanding because he will be part in a group of students” (appendix I, transcript4).

## **2. Schools’ Support for Promoting Parental Involvement**

Participants from teachers stated that schools do not organize formal workshops and seminars to train parents to support their children’s education at home but they offer general guidelines to parents of how to help children at home. For instance, parents had the opportunity to ask questions of how they can overcome the difficulties they face in helping their children at home and teachers were suggesting solutions to these problems. Participants from parents confirmed that there is no workshops offered to them by their children’s schools. But parents received instructions from teachers in the meeting between parents and teachers. One parent indicated that the guidelines offered by teachers are the most important thing in their meeting with teachers *“the first thing we discuss in every meeting is related to how we can help our children at home. They copy for us the chapters of each subject, so we can help our children”* (appendix I, transcript2). This statement indicates that the meetings between teachers and parents were taking place in the beginning of each semester as teachers were copying the topics of chapters that parents need to focus on when helping their children at home. By this way teachers enable parents to help their children from the beginning of the school-year and make parents responsible for the progress of their children.

The assistant from teachers are not restricted to only at the beginning of the school-year, but teachers stated that they guide parents whose children are under-achievers *“Teachers advice parents to monitor their children particularly if the student is not performing well. Parents are advised to limit watching television and hire tutor if the*

*situation requires*” (appendix I, transcript 6). Teachers also instruct parents whose children are performing well *“And if the child is performing well, parents are advised to encourage the child so that the child will continue to perform well”* (appendix I, transcript 6). Moreover, teachers continue to assist parents at the end of the school-year by reminding exam dates for all subjects and requesting them to offer more help to their children. One parent stated *“In exam time, the school call us and they tell us the exam dates for all subjects and request us to help children revise and make them ready for the exam”* (appendix I, transcript 3).

### **3. Barriers of Parental Involvement:**

Teachers indicated that they face problems in helping some parents *“The problem is many parents don’t come and seek assistance from teachers. If they come to school and meet their children’s teachers they can get many information on how to help their children”* (appendix I, transcript 9). Teachers also expressed their lack of satisfaction for those parents who do not collaborate with teachers *“I am satisfied with those parents who don’t need calls from the school in order to help their children but not satisfied with those who give attention to their children only when children have problem at school”* (appendix I, transcript 5).

Teacher and parent-participants indicated that some parents face difficulties when helping children at home. One of these challenges is lack of education. When asked one parent how she help her children at home she did not hesitate to express the difficulties that she faces *“my problem is that I cannot read the lessons to my children and they are better educated than me because I was not educated so that is the only problem I have. But I encourage them to do the homework and make sure that children go to school on time”*

(appendix I, transcript 2). Teachers also felt the difficulty that uneducated parents are facing. One teacher made the following statement in explaining how parents help their children *“Parents ask their children questions; what you have studied, parents read to their children and make the lessons easy for their children. All these activities are parental involvement in education but only educated parents can do these activities”* (appendix I, transcript6). Another teacher explained how they can detect parents who cannot offer support to their children due to lack of education. *“Parents are not same, and teachers can see the difference between parents through the performance of children. For instance, children whose parents are educated do their homework, come on time and perform well because their parents are involved in their education. However, teachers face difficulties in teaching children whose parents are uneducated they do not do their homework and they are not organized”* (appendix I, transcript 7).

Another challenge faced by parents is language as many parents do not speak the foreign languages of the imported curriculum, which most schools in Somali use. Most schools in Somalia use imported curriculum that is written either in Arabic or in English. When asked one parent how she help her child at home, she explained the ways she helps and the difficulties she faces *“whenever he comes back home I ask him how was your day, what difficulties you have, show me your books and homework; I ask all these questions. So if I can help I help and if I cannot help; because I am not one of those who can speak English so I ask him to tell me in Somali language and I answer in Somali then I tell him to search in the internet”* (appendix I, transcript1). Some other parents lack time to spend with their children and support their education. One parent explained why he cannot help his children *“If I tell you the truth, I don’t help them at all. I choose for them the best school*

*and I depend on the school for the education of my children. This is because I usually travel, and I don't stay with them”* (appendix I, transcript 4).

Parents as well as teachers shared the ways in which parents try to overcome the barriers that prevent them to support their children. One parent stated that parents seek assistant for their children from the community if they cannot help “*Families help each other but not through school. If the parent cannot help their children in education they go to their neighbor or friends to get assistant”* (appendix I, transcript 4). Other parents use tutor to teach their children at home “*I support my child at home and hire tutor to teach them at home”* (appendix I, transcript 3). Some parents who have knowledge but faced language difficulties asked their children to say what is required in Somali language so that they can provide the information “*because I am not one of those who can speak English so I ask him to tell me in Somali language and I answer in Somali then I tell him to search in the internet”* (appendix I, transcript 1).

### **Communication**

It refers to the two-way communication between home and school where parents and teachers exchange information about students. Under this theme, three sub-themes were identified which include (1) the importance of communication. (2) The ways of communication and (3) the reasons for communication.

#### **1. The Importance of Communication**

Participants talked about the importance of the communication between parents and school. They indicated that the responsibilities of parents is not limited to only sending children to school, but parents need to know their children's behavior and performance at school. One teacher made the following statement “*It is not enough to send children to*

*school but they have to have detailed information from the school how their children behave and perform”* (appendix I, transcript 8). Participants also stated the importance of communication by making connection between the regularity of home-school communication and academic achievement of students. One teacher noted *“Parents are created by Allah and they are not same. Some of them they know what their children learn and some of them they don’t know. Some others know the situation but don’t give more attention. And the effects of these different behaviors can be seen on children’s performance; those children whose parents don’t follow up may fail in exams”* (appendix I, transcript 10).

## **2. The Ways of Communication**

Participants stated that different schools use different ways of communication. In some schools the communication between parents and teachers is regular and parents get the information they need about their children while in other schools the communication is not regular. One teacher shared the situation of communication in his school *“In this school and other schools that I worked previously, the communication between teachers and parents is not regular and sometimes no communication at all”* (appendix I, transcript 8). Another teacher compared the situation of communication in two school he teaches, and he said *“I teach in two schools. One of these schools the communication is very high. The school always inform parents the issues that relate to the exams and other things, so they collaborate on these issues. The other school the communication is not good compared to the first school”* (appendix I, transcript 9).

Participants also stated the ways in which communication took place and how teachers and parents exchange information. Sometimes parents meet teachers individually

at school to discuss issues that relate to their own children. “I teach mathematics and when I ask children to do exercise I want them to do as I required and those don’t do I ask them to bring their parents. When parents meet me I inform them the progress of their children and request them to help their children at home”. Participants also indicated that schools organize meeting for all parents to meet parents face-to-face and to discuss in detail issues that concern all parents “The school organize three meetings with parents every year. In these meetings the school share with us the results and compare with the previous results to see the subjects they improved and the subjects they have still problems”. Participants also reported that they use telephone calls for communication particularly for those parents who are busy and cannot meet teachers face-to-face. Furthermore, telephone calls were used to deliver urgent messages such as exam dates and issues that relate to individual students.

### **3. The Reason for Communication.**

Teachers stated that they communicate with parents to deliver three kinds of information. Similarly, parents indicated that they communicate with school to get different kinds of information. Parents need to know their children’s behavior and progress in learning. One parent made the following statement “*for parents to involve in their children’s education, firstly, parent need to know continuously the progress of their children. Secondly, children’s behavior thirdly, how he treat others including his teachers. All these help parents*” (appendix I, transcript 1). Teacher also confirmed that parents communicate with teachers for these reasons “*parents call teachers to find out how their child behave, about his attendance and his punctuality; they seek all these information to support their children’s education*” (appendix I, transcript 6). Teachers communicate with

parents sometimes to report a problem, update parents exam dates, or share with parents the results of their children. One parent stated “*in exam time, the school call us and they tell us the exam dates for all subjects and request us to help children revise and make them ready for the exam*” (appendix I, transcript 3).

### **Decision Making**

Under this theme, two sub-themes were identified which include (1) decisions that directly affect children such as changing the class of parents’ child. (2) decisions that do not affect directly children.

#### **1. Decisions that do not affect directly children**

The data showed that parents had limited participation in the decisions that do not affect their children. Participants reported the different ways that schools involve parents in decision making. Sometimes schools involve parents in decision making by surveying them individually about issues that the school intended to implement. Then decisions are made based on the suggestions of parents. And sometimes, the school invite parents in a meeting together with teachers and after discussion a collective decision is made. “*Parents are invited individually or as groups depending on the situation. If the issue is a common problem, then it requires to call parents for a meeting and discuss the issue and after discussion parents and teachers reach an agreement. And sometimes parents have complaints about the performance of some teachers and demand replacement and in many cases if the complaints are valid the school change the teacher*” (appendix I, transcript 6).

Another way that schools involve parents is to use only a committee of educated individuals in the community who represent all parents in the decision making. One teacher

made the following statement *“I speak based on experience. Parents have no voice in decision making. But some schools use parent committee who work with school administration and they are consulted on important decisions”* (appendix I, transcript8).

## **2. Decisions That Directly Affect Children**

The qualitative data showed also that all parents had participated only the decisions that affect directly their children. Some other schools involve parents only in the decisions that affect their children directly. One teacher stated as follows *“parents are invited to participate in decision making for some important issues particularly those decisions that affect directly their children”* (appendix I, transcript 7). Another teacher made similar statement *“When there is a new issue that relate to the students, the school calls parents to have their say about the issue. But anything that is not related to the students, the school doesn't consult with parents about these issues”* (appendix I, transcript9).

Participants also stated that in some schools parents have parent association who have more influence in the decision making and demand from the schools to meet the needs of their children. One parent explained *“our school has parent association. I remember one time they called me and they were demanding something that the school cannot afford. Parents influence the decision making in the school. Nowadays learning institutions are considered commercial and if parents are not happy with the service they might take their children to other schools”* (appendix I, transcript 4). Furthermore, in some schools parents were able to change decisions made by the school if they are not satisfied with these decisions. One parent shared her experience in decision making of the school of her child *“I don't participate decision making and the school does not invite us to participate. But when they decide the class for my child I meet them if I am not satisfied with that class and*

*I ask them to change. They make the decision but if I am not satisfied they listen my concerns so in this sense we participate the decisions that affect our children”* (appendix I, transcript 2).

## **Volunteering**

Under this theme, two sub-themes were identified which include (1) volunteering at school activities and events. (2) Volunteering at classrooms.

### **1. Volunteering at School Activities and Events.**

Participants from teachers stated that schools invite parents to attend particular events and activities. One teacher stated *“we invite parents to participate school events and activities such sport activities to encourage their children”* (appendix I, transcript7). Another teacher made a similar statement *“we invite all parents when the school organizes events and we send special invitations to those parents whose children have performed well to encourage their children”* (appendix I, transcript 10). Similarly, parents confirmed that schools invite them to volunteer at school.

One parent made the following statement *“the school always call parents to help the school. Before two months, the school was renovating some classes of the school and all parents were invited to participate. But I could not go that day because I was sick”* (appendix I, transcript7).

### **2. Volunteering at Classrooms**

Participants reported that parents do not volunteer at school to help teachers and students in classroom. Parents from these schools stated that their responsibility is just to send kids to school. Some other parents limited their role to choose the best school for their children and then follow up their progress at school. One parent made the following

statement, *“Parents have to be selective when choosing school for their children. You have to know what they teach, teachers and the behavior of students and the location of the school. After that you start to follow up what your children learn every day”* (appendix I, transcript4).

Some parents limited their involvement at school by visiting the school but for the interest of their own children by discussing with teachers about the progress of their children. One parent offered the following statement when she was asked about her involvement in school activities *“I don’t offer any service or assistant at school but I go there occasionally to check the progress of my child”* (appendix I, transcript3). Another parent made similar statement *“I visit the school sometimes when I want to know information about my child and teachers help me to get these information”* (appendix I, transcript5)

Participants stated the reasons that prevented parents to volunteer in classrooms. One of the reasons is that teachers do not invite parents to volunteer at school and do not show their desire for parents’ support at school. One teacher made the following statement *“teachers believe that they can do their job and no need parents to present at school. Instead, parents should help their children at home”* (appendix I, transcript9). According to participants the other reason that prevented parents to volunteer is that volunteering at classroom is not a culture for Somali parents. In responding to how the school involve parents, one teacher made the following statement *“such practices are not existing in this country”* (appendix I, transcript9).

## **Parenting**

It refers to the responsibilities of parents in providing their children's basic needs such as food, clothing, shelter, and safety. It also refers to the parents' responsibilities in preparing their children psychologically for school. Under this theme, two sub-themes were identified which include (1) preparing children physically. (2) Preparing children psychologically.

### **1. Preparing Children Physically**

Participants recognized the importance of preparing children physically by meeting their needs for food, sleep, and for school materials. One parent made the following statement in this regard *"It is also important that parents take care of children's health by providing healthy food and make sure children go to bed early and prepare their clothes, books and pens"* (appendix I, transcript2). Another parent made a similar statement *"Parents have to encourage their children to go to school, be aware how they learn, pay school fees and buy learning materials for children"* (appendix I, transcript5). Participants also reported that parents make so much efforts to enable their children to study. One parent listed the things parents have do to make sure that children are well prepared to go to school *"I help my children to go early to school, read for them and help them when they face difficulties, correct them when they make mistake and I buy for them text books and all other learning materials they need"* (appendix I, transcript5).

### **2. Preparing Children Psychologically**

Participants' responses also indicated that parents not only prepare their children physically but also prepare their children psychologically by encouraging children to behave well and perform well academically. Parents reported that they teach children to change behavior through self-monitoring to improve their social skills. One parent

explained how parents help their children get mentally prepared “*When your child is going to school you have to convince him that the teacher is the second parent and you have to convince him to listen the teacher*” (appendix I, transcript1). Moreover, participants indicated that teachers and parents work together by communicating each other to help children with behavioral problems and make classrooms a conducive environment for learning. One teachers explains how teachers and parents collaborate in this regard “*parents call teachers to find out how their child behave, about his attendance and his punctuality; they seek all these information to support their children’s education*” (appendix I, transcript5). Parents also stated that they preferred to send their children to schools in which teachers handle behavior problems successfully “*Parents have to be selective when choosing school for their children. You have to know what they teach, teachers and the behavior of students and the location of the school*” (appendix I, transcript4).

### **Collaborating With the Community**

It refers to the schools’ collaboration with business groups, religious groups, and other agencies who provide support for families and students to advance student learning. Under this theme, two sub-themes were identified which include (1) Support from business groups and non-governmental organizations. (2) Support from families to other families.

#### **1. Support from Business Groups and Non-Governmental Organizations**

Participants indicated that schools collaborate with non-governmental organization and receive support for families and for school programs “*Generally, the school receive support from non-governmental organizations but I don’t have more information about it and how the school use it*” (appendix I, transcript2). Furthermore, Schools collaborate with

local business groups to provide financial support for poor and needy families “*If there are individuals in the community facing difficulties, the school collaborates with local businesses to support these individuals*” (appendix I, transcript2).

## **2. Support from Families to Other Families**

Another source for community support is from families themselves. Participants also stated that schools seek support from families who are financially independent to support other families whom are affected by disasters such as floods and orphans who lost their parents in the civil war “*As far I know the school does not receive any support from any organization and depend on the fees that they charge on students. But sometimes they call us to help orphans and when there is floods to offer service and we participate*” (appendix I, transcript3). The support from families for families is not limited during disasters, but schools collaborate with the community to provide support for families during Islamic festivals such the holy month of Ramadan “*In fact the school provide support to families and students. For instance, in Ramadan they give things to families*” (appendix I, transcript1).

### **4.4 The Link between Quantitative and Qualitative Results**

In this study, quantitative data and qualitative data were collected and analyzed separately. Therefore, in this section the quantitative and qualitative findings were combined and the link between them were discussed. According to Wagner and co-authors, attempts to integrate and combine findings often present challenges and in many cases authors describe results separately. However, integrating findings produced by the use of multiple methods can reconcile conflicting results and offer insights to the investigated research questions. Furthermore, similar results and strong consistent within the findings

produced by the use of multiple methods suggest increased validity and indicates that the investigated research questions has been more accurately measured (Wagner et al., 2013). This study investigated six types of school-partnership practices for promoting level of parental involvement. The following discussion is the link between quantitative and qualitative results in these six types of school practices.

### **Type1 Student Learning at Home**

Under this theme, two sub-themes were identified which include (1) Teachers offered clear and detailed information to parents. (2) Helping children with homework.

#### **1. Teachers offered clear and detailed information to parents**

A majority of parents (77%) and (70%) of teachers had positive perceptions towards school practices regarding student learning at home. Moreover, teachers and parents had positive perceptions on the items of the dimension. For instance, participants indicated that schools provide useful and clear information to parents regarding the expectations for students. 92% of parents and 90% of teachers rated positively the statement “*teachers provide clear information regarding the expectations for students in each subject at each grade level*”. These high ratings are supported with qualitative data collected from participants through interview. Participants stated that teachers provide very detailed information to parents. One parent stated “*the first thing we discuss in every meeting is related to how we can help our children at home. They copy for us the chapters of each subject so we can help our children*” (appendix I, transcript2).

It is clear from this statement that teachers sometimes call parents for a meeting to offer information of how to help their children at home. This is because in meetings, parents have the opportunity to ask more questions about the issues raised by teachers to understand

more. It is also clear that teachers not only provided general information of how to help children, but offered very detailed information by showing parents the chapters they need to focus on when helping children. Furthermore, qualitative data also show that parents are provided with information regarding exam preparation and exam dates for all subjects.

## **2. Helping children with homework**

A majority of parents (77%) and teachers (59%) had positive perceptions on the statement *“teachers provide information regarding how parents can foster learning at home and monitor homework”*. These results are in consistent with the qualitative data. Participants in the interview stated that teachers help parents whose children are ‘underachieving students’ by discovering the possible factors of underachievement and suggest solutions. One teacher stated *“Teachers advise parents to monitor their children particularly if the student is not performing well. Parents are advised to limit watching television and hire tutor if the situation requires”* (appendix I, transcript6). Similarly, teachers advise parents whose children are performing well by suggesting ways to keep up their good performance *“if the child is performing well, parents are advised to encourage the child so that the child will continue to perform well”* (appendix I, transcript6).

Qualitative data show high level of parental involvement in supporting children with homework. Participants stated that parents help their children regularly. Moreover, parents who faced difficulties in helping their children academically due to lack of education and other barriers also tried to find other ways to support their children’s education. One parent stated *“whenever he comes back home I ask him; how was your day, what difficulties you have, show me your books and homework; I ask all these questions. So if I can help I help and if I cannot help; because I am not one of those who can speak English so I ask him to*

*tell me in Somali language and I answer in Somali then I tell him to search in the internet*” (appendix I, transcript1). These results are consistent with the results of parental involvement level at home. In responding the statement “*check to see that my child has done his/her homework*” parents rated with a mean of 4.04.

## **Type2 Communication**

Under this theme, three sub-themes were identified which include (1) the importance of communication. (2) The reasons for communication. (3) The ways of communication.

### **1. The importance of communication**

A majority of parents (81%) and teachers (70%) had positive perceptions on this dimension. These quantitative results are supported with qualitative data. Teachers participated in the interview indicated the importance of communication between teachers and parents and the need of parents for more information about their children through communication. One teacher made the following statement “*It is not enough to send children to school but they have to have detailed information from the school of how their children behave and perform*” (Appendix I, transcript8). Participants also made a connection between home-school communication and student performance by comparing the effects of different behaviors of parents in communication “*And the effects of these different behaviors can be seen on children’s performance; those children whose parents don’t follow up may fail in exams*” (Appendix I, transcript10).

### **2. The reasons of communication.**

Seventy percent (70%) of teachers claimed that they disseminate the following information to parents “*the school disseminate information on topics such as school reforms, policies, discipline procedures, assessment tools, and school grades*”. Sixty-five

percent (65%) of parents agreed to this claim. Qualitative data show that parents also seek similar information when they contact school. One teacher made the following statement “*parents call teachers to find out how their child behave, about his attendance and his punctuality; they seek all these information to support their children’s education*” (Appendix I, transcript6). Another participant from parents made similar statement “*firstly, parents need to know continuously the progress of their children. Secondly, children’s behavior thirdly, how he treats others including his teachers. All these help parents*” (Appendix I, transcript1). Therefore, both quantitative and qualitative results confirmed that parents were receiving the kind of information they needed.

### **3. The ways of communication**

Both parents and teachers had positive perception on the following item “*The school provides information to parents in a variety of ways (i.e., newsletter, email, home visits. Phone calls)*” parents and teachers scored as follows (93% and 77%) respectively. Qualitative data show the ways in which communication between parents and teachers took place. Participants stated that teachers sometimes meet individual parents to discuss issues that relate to specific children. And sometimes organize meetings for all parents if the issues are common. Participants also reported that teachers use telephone calls for communication for those parents who are busy and cannot meet teachers in face-to-face.

#### **Strong link between Type1 ‘Student Learning at Home’ and Type2 ‘Communication’**

Both quantitative and qualitative results show strong link between student learning at home and communication. Quantitative results show that parents and teachers gave highest ratings for student learning at home and communication. A majority of parents (77.5% and 84%) had positive perceptions respectively for (student learning and

communication). Likewise, a majority of teachers (70.4% and 70.1%) had positive perceptions respectively for (student learning and communication). Qualitative results also show that both teachers and parents provided more ideas for these two dimensions. It seems that participants were more familiar in these two dimensions than others. Moreover, the results indicated the interconnection between the two dimensions. High or low score on one of them leads to the same score on the other. This is because when teachers support parents for student learning at home, they need to use one or more forms of communication. Similarly, when parents need support from teachers for student learning, they have to contact the teachers.

### **Type 3 Decision Making**

Quantitative results show significant differences between the perceptions of teachers and parents towards decision making. The majority of parents (85%) tend to have positive perceptions regarding decision-making. While most teachers (58%) had negative perceptions towards decision making. Qualitative results helped to make explanations of the difference between teachers and parents. Qualitative results indicated that there were many ways in which parents were involved in decision making without the knowledge of some teachers. For instance, sometimes school administrators use a committee of educated individuals in the community for making decisions. One teacher made the following statement *“I speak based on my experience. Parents have no voice in decision making. But some schools use parent committee who work with school administration and they are consulted on important decisions”* (Appendix I, transcript8). Another way that parents were involved in the decision making that might be invisible to teachers is that in some schools, parents have their own meeting and impose on schools decisions made without the

knowledge of teacher and school administrators. One parent made the following statement “our school has parent association. I remember one time they called me and they were demanding something that the school cannot afford. Parents influence the decision making in the school. Nowadays learning institutions are considered commercial and if parents are not happy with the service they might take their children to other schools” (Appendix I, transcript4). Therefore, these qualitative results indicated that some teachers might give low ratings to the schools’ practices regarding ‘decision making’ due to their lack of knowledge of the ways which school administrators involved parents in ‘decision making’.

#### **Type 4 Volunteering**

Under this theme, two sub-themes were identified which include (1) volunteering at school activities and events. (2) Volunteering at classrooms.

##### **1. Volunteering at school activities and events**

Both quantitative and qualitative results indicated that there are some activities that parents do not participate and there are activities that parents participate effectively. Quantitative results show that parents assessed their level of volunteering for events at school slightly below the mean score of four “Go to special events at school” at a 3.84 mean. Moreover, the statement “the school organize a program for utilizing parent volunteering” was perceived positively by a majority of parents (66%) and (57%) of teachers. This results show that parents volunteered at school events and activities. This quantitative result is supported by qualitative results. The qualitative results indicated that parents were invited to volunteer events and programs organized by the school. One teacher stated “we invite parents to participate school events and activities such as sport activities to encourage their children” (Appendix I, transcrip7). Participants from parents confirmed

that schools invite them to volunteer at school. They also reported that they respond positively to the school invitations. One parent stated *“the school always call parents to help the school. Before two months, the school was renovating some classes of the school and all parents were invited to participate. But I could not go that day because I was sick”* (Appendix I, transcript4).

## **2. Volunteering at classrooms**

Quantitative and qualitative data showed that parents volunteered less in classrooms. The statement *“Volunteer at school or in my child’s classroom”* received low rating of 3.40 mean. This result indicated that parents’ involvement of volunteering activities in classroom is low. This result is supported with qualitative data. Participants stated that parents do not volunteer at classroom to help teachers and students. Moreover, teachers do not invite parents to volunteer at classroom. One teacher noted *“teachers believe that they can do their job and no need parents to present at school. Instead, parents should help their children at home”* (Appendix I, transcript9). Another reason for the low volunteering in classroom is that such practices is not a Somali culture. One teacher stated *“such practices are not existing in this country”* (Appendix I, transcript8). Both qualitative and quantitative results show that there are some activities that teachers invited parents to volunteer in which parents responded positively. And there are some other activities that parents were not invited to volunteer. Parents were not invited to volunteer anything that is related to academic subjects in classroom or in the school. But parents were always invited to volunteer in the events outside classroom such as sports or anything that is not related to academic subjects.

## **Type 5 Parenting**

Under this theme, two sub-themes were identified which include (1) preparing children physically. (2) Preparing children psychologically.

### **1. Preparing children physically**

Responses of teachers and parents indicated that teachers support parenting practices. A majority of parents (92%) had positive perceptions on the statement “*teachers provide a central location where parents have easy access to information and resources on parenting*”. Similarly, 54% of teachers had positive perceptions towards the item. Moreover, both quantitative and qualitative results show high level of family involvement in parenting practices. Parents stated in the interview that they take care of their children’s health by providing healthy food and let children sleep early “*It is also important that parents take care of children’s health by providing healthy food and make sure children go to bed early and prepare their clothes, books and pens*” (Appendix I, transcript2).

### **2. Preparing children psychologically**

Parents also stated that they encourage their children to study and go to school “*Parents have to encourage their children to go to school, be aware how they learn*” (Appendix I, transcrip5). This result is supported with quantitative data. Parents assessed the statement “*tell my child how important school is*” at a mean of 4.05. Furthermore, parent responses indicated that they talk to their children about school to find out how they perform, behave and what difficulties they face through their 4.10 mean rating of the statement “*talk to my child about school*”. Qualitative data show that a bigger portion of the talk between parents and their children is about behavior. Parents stated the importance of talking to children to

convince them to behave well. One parent noted “*When your child is going to school you have to convince him that the teacher is the second parent and you have to convince him to listen the teacher*” (Appendix I, transcript1). Teachers also confirmed parents’ concerns about their children’s behavior. One teacher stated “*parents call teachers to find out how their child behave, about his attendance and his punctuality; they seek all these information to support their children’s education*” (Appendix I, transcript6). On top of that parents helped their children to behave well by sending them to schools in which teachers handle behavior problems successfully.

#### **Type 6 Collaborating with Community**

Under this theme, two sub-themes were identified which include (1) Support from business groups and non-governmental organizations. (2) Support from families to other families.

##### **1. Support from business groups and non-governmental organizations**

Responses of parents indicated that teachers provide information on community resources that serve the cultural and social of the community. A majority of parents (90%) and (56%) of teachers had positive perceptions on the statement “*the school distribute to staff and parents information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community*”. Quantitative data also show that parents take their children to cultural places and events in the community through their 4.20 mean rating of the statement “*Take my child to special places or events in the community*”. Moreover, quantitative results show that schools collaborate with local business to support families. A majority of parents (90%) and (56%) of teachers had positive perceptions on the statement “*the school develop partnerships with local*

*business, community organizations and service groups to advance student learning and assist schools and families*". These results are supported with the qualitative data. Participants in the interview stated that schools collaborate with local business to support poor families *"If there are individuals in the community facing difficulties, the school collaborate with local businesses to support these individuals"*.

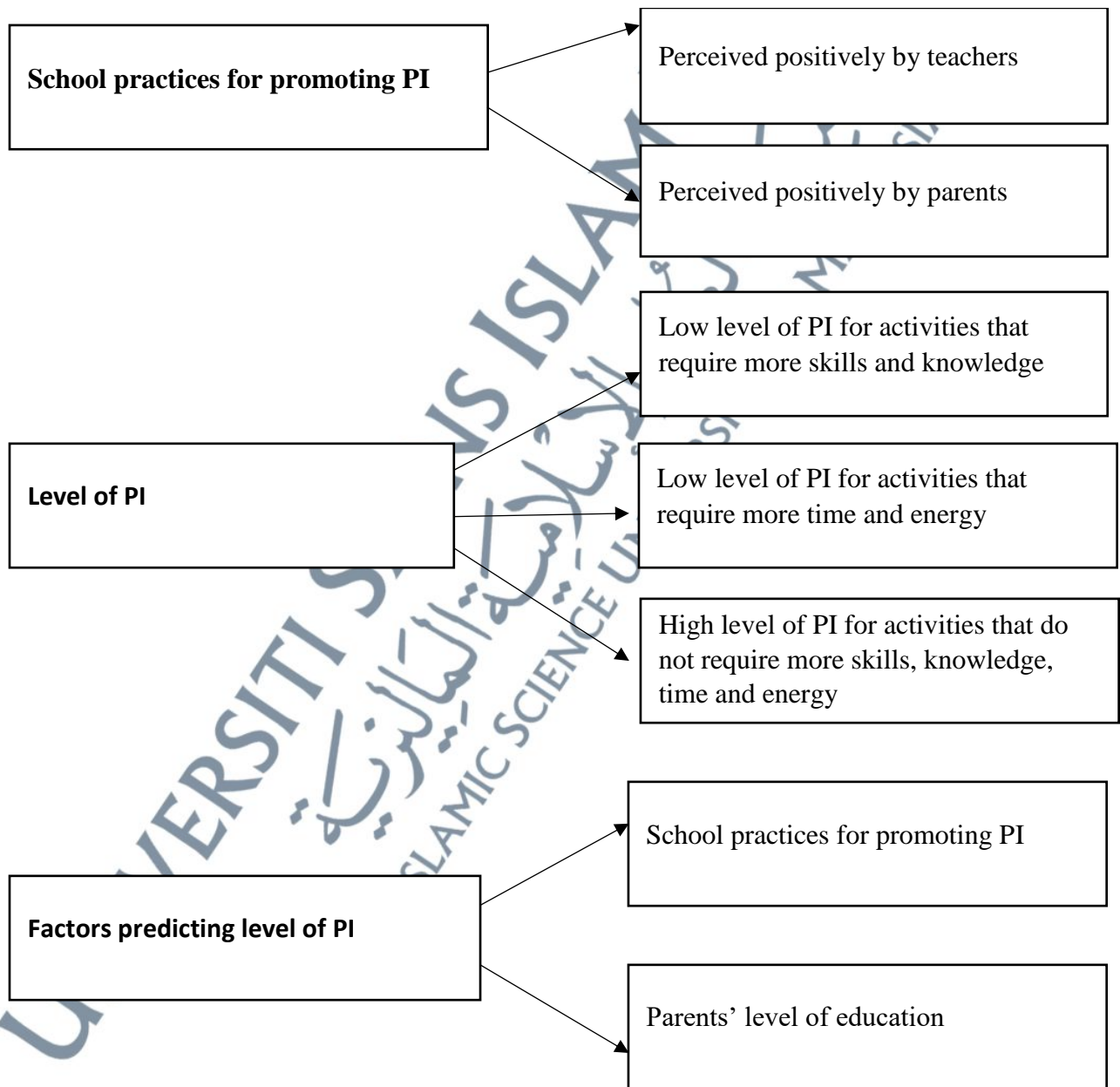
## **2. Support from families to other families**

Qualitative data show that schools also seek support from rich families to support other families whom are in need. One parent noted *"sometimes they call us to help orphans and when there is floods to offer service and we participate"* (Appendix I, transcript3). Moreover, the qualitative data showed that schools collaborate with the community to support families during cultural and religious festivals *"In fact the school provide support to families and students. For instance, in Ramadan they give things to families"* (Appendix I, transcript1).

### **Summary of the Findings**

This section summarizes the quantitative and qualitative findings. The following diagram illustrates a summary of the findings of this study.

Figure 4. 5 Summary of the Findings



The first objective of this study was to investigate the perceptions of teachers and parents about school-partnership practices to promote parental involvement. The results showed that the majority of parents had positive perceptions towards school practices in all six dimensions of parental involvement (Student Learning, Communication, Decision Making, Volunteering, Parenting and Collaboration with Community). Between ninety percent (90%) to seventy-seven percent (77%) of parents had positive perceptions for all six types of parental involvement. The scores of parents range a Mean score of between 5.76 to 5.18. This means that most of the parents participated in this study considered teachers as supportive in involving them in children's education by giving high positive ratings to the statements that describe the practices of teachers regarding parental involvement. Surprisingly, less teachers had positive perceptions as compared to the parents' perceptions in all six types of parental involvement. In other words, teachers gave lower ratings to their own practices than parents' ratings. The scores of teachers range a Mean score of between 5.06 to 4.0 (refer to the results of Research Question 1a).

Perceptions of teachers and parents towards school-partnership practices were compared. T-test results confirms the variations of perceptions between parents and teachers. Results show that there are statistically significant differences in the scores for teachers (M: 4.45 SD: 1.08) and parents (M: 5.40 SD: 0.74).  $T(268.81) = -10.25, p = 0.000$  (two-tailed). Despite the statistically significant differences of T-test, the mean scores of parents and teachers in all these six practices are all above the mean score of 4, which means that many of the teachers shared similar positive perceptions with parents in each of

the six practices. Therefore, the two groups agree that the schools somehow provided support for these six partnership practices (refer to the Results of Research Question 1b).

This study also compared the perceptions of teachers who are in different ages and have different levels of education. Two-way ANOVA results indicate statistical significant difference of teachers who have different level of education ( $P= 0.000$ ) but results showed a non-significant difference of teachers with different age ( $P= 0.823$ ). This means that young teachers and old teachers do not differ in terms of their perceptions of school-partnership practices for parental involvement. The results of ANOVA also showed a non-significant interaction between level of education and age groups ( $P= 0.169$ ) which means that the significant differences in the level of education are not influenced by teachers' age (refer to the results of Research Question 1d).

Qualitative data was collected through interviews after finding the quantitative results. The purpose of the qualitative part was to explain in more depth the quantitative findings and to understand the different perceptions of participants. Findings of the qualitative part showed that both parents and teachers who participated in this study reported similar positive perceptions about school practices and confirmed the quantitative results of teachers being supportive for parental involvement. For instance, participants stated that teachers offer general guidelines to parents of how to help children at home. Participants also stated that teachers offered their support in the whole year. Teachers provided a continuous support for parents from the beginning of the year to the ending of the school year by reminding parents exam dates and requesting them to help their children during exams (refer to qualitative results 'student learning at home'). Qualitative findings showed also that teachers involved parents in making school decisions by hearing parents'

suggestions, particularly those decisions that directly affect their children (refer to the qualitative results 'decision making').

Besides confirming the quantitative results of teachers being supportive, qualitative findings showed that teachers were supportive only in some ways. For instance, results showed that parents were not involved in all kinds of school decisions but they were involved only in some decisions that directly affect their children (refer to the qualitative results 'decision making'). Moreover, parents were invited to volunteer only in non-teaching tasks. This indicates that teachers' lower ratings of their practices are more accurate than parents' higher ratings. Parents might exaggerated the limited support of teachers for parental involvement (refer to the qualitative results 'volunteering').

This study also investigated if the perceptions of teachers and parents lead to balanced or imbalanced relationship. Quantitative findings showed that there is a positive balanced relationship between parents and teachers. These findings are very significant, as none of the previous studies of parental involvement in Somalia has investigated how schools support parental involvement (refer to results of Research Question 1c).

The second objective of this study was to identify the level of parental involvement. The results of the quantitative and qualitative show an average level of parental involvement. Overall, parent's survey results show that parents rated their level of involvement in their children's' education on average. Parents scored on most items either slightly below the mean score of four (4) or slightly above the mean score of four (4). Parent means ranged from 4.59 to 3.41 for evaluating their level of involvement in children's education which indicate an average level of parental involvement.

Parents have involved highly in some activities than others. For instance, parents have involved highly on activities that do not require more skills, knowledge and time. However, results showed a low level of involvement for the activities that require some skills and knowledge. For instance, parents scored below the mean score of four (4) for helping their children with homework. Similarly, the results showed low level of involvement in activities that require time and energy. For instant, all the items that indicate parents' involvement at school had received low ratings as this require parents' physical presence at school and their time (refer to the results of Research Question 2).

Qualitative results showed that parents faced some difficulties that prevented them to offer support for their children in the best ways and for high level of involvement in their children's education. Lack of education or low level of education was one of the major barriers for parental involvement in education particular for those parents who have children at upper grades. Another challenge faced by parents is language barrier, as many parents do not speak the foreign languages of the imported curriculum, which most schools in Somalia use. These findings indicate that Somali parents are willing to be involved in children's education in the best way, but the lower level of involvement is due to the barriers that they are facing. These findings are very significant as the existing studies provide only partial information about parental involvement that is outdated and contradicting (refer to the qualitative results).

The third aim of this study was to examine school-partnership practices, parents' level of education and parents' gender as predictors of parental involvement. Multiple Regression was conducted to explore the relatively contributions of five independent

variables (Parent's Education, Gender, Student Learning, Communication and Decision Making) on parental involvement level. The overall regression was significant  $P= 0.00$ . Adjusted  $R^2$  is .87, the model explains 87% of the variances in the perceived level of parental involvement.

The results showed that the school-partnership practices of student learning, decision-making, and communication are statistically significant predictors of parental involvement level. This means that school practices for supporting parental involvement influences the level of parental involvement. This study also found that parents' level of education predicted their level of involvement in their children's education. However, this study found that parents' gender was not a predictive factor for their level of involvement in children's education. Therefore, there is no difference in being a father or a mother when involving children's education. These findings of the three factors that influence level of parental involvement are very significant as the existing studies reported only one factor that influences level of parental involvement which is lack of governments' involvement (refer to the results of Research Question3).