



**ADDIS ABABA UNIVERSITY**

**College of Educational Behavioral Studies**

**Department of Educational Planning and Management**

**Practices and Challenges of Community Participation in  
Government Secondary Schools Management in Oromia Region  
Holeta Administrative Town**

**By**

**Mekonnen Alemu Negawo**

**June, 2018  
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**A Thesis Submitted to the Department of Educational Planning  
and Management in Partial Fulfilment of the Requirements for  
the Degree of Master of Arts in Educational Leadership**

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**Addis Ababa**

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**College of Education and Behavioral Studies**

**School of Graduate Studies**

This is to certify that the thesis prepared by Mekonnen Alemu Negawo, entitled: Practices and challenges of Community Participation in Governmental Secondary Schools Management in Oromia Region Holeta Administrative Town and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (in Educational Leadership) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## DECLARATION

By my signature below, I declare that this thesis is my own work and has not been presented for a degree in any other university. I tried to follow ethical principles throughout the work of this thesis and all source of materials used for this thesis have been duly acknowledged.

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## **BIOGRAPHICAL SKETCH OF THE AUTHOR**

The author was born in 1970 at western Shoa Zone Meta Robi woreda in Oromia Regional state. He attended his primary education Meta Robi woreda at Garbi Bulto elementary school and secondary education at Holeta secondary School. He then joined Nekemte Teachers Training Institute and graduated in certificate being elementary school teacher. Then he extended his education and graduated in diploma in Natural science from Nekemte Teachers college in 2000, and then graduated from Ambo University College with first degree in Educational Planning and management in the year of 2006. Since, then, he has served as principal and Supervisor of primary school. To pursue his further studies, and improve his qualification he joined the School of Graduate Studies at Addis Ababa University for MA degree program in Educational Leadership in 2016.

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## **LIST OF ABBREVIATION AND ACRONYMS**

CP	Community Participation
KETB	Keble Education and Training Board
OEB	Oromia Education Bureau
HAT	Holeta Administrative Town
HEO	Holeta Education Office
MoE	Ministry of Education
NGOs	Non-governmental Organizations
PTA	Parent Teacher Association
UNESCO	United Nation Educational Scientific and Cultural Organization
TEO	Town Education Office

## **ABSTRACT**

*The Purpose of this study was to investigate the current practices of community participation in the management of government secondary schools of Oromia Region Holeta Administrative Town. For this study, descriptive survey method was employed; both quantitative and qualitative data were used to gather information through questionnaire, interviews and document analysis. From the total sample size of the four study groups, 45 teachers which are selected by simple random sampling (lottery method), 21 KETB members, 21PTA members and 8 secondary school principals selected purposively, all filled and returned the questionnaire which is 100% of the total samples. In addition, five education office experts and one secondary school supervisor were selected purposively and interviewed. The other tool used in this study was document analysis. While analyzing the data collected using these mentioned tools; frequency, percentage, mean and standard deviation were employed. Some of the major findings based on the research questions were, concerning to the extent of community participation in government secondary school management such as assisting their children while they were doing their exercises found to be low, attending regular meeting, With respect to the KETB and PTA participation in the key management functions such as planning, resource mobilize, decision making, managing discipline and monitoring and evaluation was low level. Factors that affect the community participation in the management of secondary schools, lack of commitment, lack of training, inappropriate time and place of meeting, negative attitudes of principals and teachers towards the role of community representatives members and lack of confidence of community representatives members for they are not professional were found as the major factors. To improve the situation, allowing the community to participate actively in school management through community representatives members, providing adequate training to members of PTA and KETB, principals and teachers how to carry out their responsibilities, creating conducive environment by encourage members of PTA and KETB, and arrange time and place of meeting on their interest, provide rewards for PTA and KETB those who have better performance would be awarded during parents day at school level. Town education experts should give professional support to teachers, principals, KETB and PTA in order to improve their limitations; they also had great responsibility to link the schools with other stakeholders is recommended to solve the problems.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

The community as defined by ministry of education MoE (1993) refers to a group of people living together in specific area and sharing similar economic, cultural and social experiences. These groups of people are properly when coordinated can provide greater support for the success of schools to which they belong. If properly managed can bring about the desired achievement in education system.

Community participation in school management has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of school by sharing vision, process, and results. Individual and organizational behavioral changes are critical to increase the level of participation. In countries where the administrative structures are weak, the bottom-up approach to expanding educational opportunity and quality learning may be the only option.

The community's critical role is to be a friend of the school system and to address the issues and problems of school management from the side of the community. When we say community participation in education we are referring to Students, Teachers, Parent Teacher Association (PTAs) members and Keble Education and Training Board (KETB) members. Community participation is a central point in decentralized education system. Decentralization to be successful demands some degree of community participation, and meaningful participation of local community requires decentralization.

Decentralization involves devolution and transfer of planning, financial, implementation and political responsibilities from the central government to the local government. One of the aims of process decentralization is to take service closer to the people. Community Participation in education is an important means of improving educational relevancy, quality and access to increase resources, improve accountability of schools to the community they serve. This could develop schools, responsiveness to the local needs. As a result, it intends to improve equitable

access, retention, quality and performance of schooling. Strengthening this idea, Education Sector Development Implementation Manual (MOE, 1998: 43) states:

Community participation is one of the strategies that should be used to achieve the goals. The participation of the community may take place in different forms. These range from assisting in the increase of school enrollment by encouraging their members to send their children to school to contribute for provision, maintenance and management of schools. Normally it is necessary to give areal role to the parents and community in the day- today management of school.

These systems should include: planning, decision making, financial, implementation, monitoring the work of the staff, and evaluating the work of school (MOE, 2004) So, efficient management of schools cannot be realized by the effort to the school principals alone. That is why the MOE clearly established the guide line for the woreda education and training board, kebele training and management board, and parent teacher student association with clarity specified duties and responsibilities to be actively involved in school management as representatives of the community. These show that the proper functioning of the school and realize its goal, the participation of the community in school management is crucial.

Generally, as it is mentioned above community participation in the management of the schools can lead to the realization of the expected educational goals. Therefore, the rationale for this study is based on the above background information's to address the status, challenge, and levels of community participation in management of government secondary schools of oromina Region Holeta Administrative Town.

## **1.2. Statement of the Problem**

The purpose of school is to educate, train, create good citizen and equip the rising generation with skills. Knowledge and desirable social behavior that will be of benefit to the individual himself/herself and the society at large. The success of schooling, therefore, depends to a large measure, up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Therefore, schools shall take the lead to participate the community in its role and function (MOE 2002). Educational programs that take place at school level are more likely to be more relevant, more supported, more successful and more sustainable to the extents that they participate their communities to the extents that they participate their communities in their

planning, implementation, and evaluation (Shaeffer,1994: 12). Similarly, UNESCO) 1985:94)  
States

Genuine community participation in educational management requires that there be a possibility for community to intervene at each and every step in the process study, design, decision making, implementation, monitoring, evaluation as well as in the main areas of concern (resource management, personnel policy managing the educational process etc).

Participation is therefore, meaningful when it deals with decision making at all points in the educational process from its initial orientation to its programming and execution. The participation of parent and community in school management, therefore, enhances the chances that a positive interest in the school, a sense of friendliness and good will towards staff, provide adequate finance support and develop a sense of responsibility for the improvement of the school (Bagin and Donald, 2001).

In addition to this, the participation of community in management of the school creates smooth relationships that promote the community to make their own contribution to the school. This could take in a form of constructing new buildings, supervise construction works in simple matters, make direct labor construction, maintenance and upkeep school facilities, enhance enrollment of boys and girls and to reduce drop outs. Generally, it will make its own contribution for the improvement of the quality of education (MOE, 1998).

For the effective performance of the school and achievement of education goals, appropriate participation of the community in the management is therefore, crucial (Towns Send 1994:11). The participative the management is, the easier for the school to adopt changes that comes within and outside the school. In relation to this, (Bangin and Donald, 2001- 11-12) States:

The school in a dynamic, changing social order cannot adopt itself to change or make the necessary improvements in its programmed without Participating the community in its affairs..... There must be a structured. Systematic and active participation of the community in the educational Planning, Policy making, problems solving and evaluation of the school.

Taking the significance and contribution of community participation in school management; MOE has developed a guide line with specific roles and responsibilities for the community. At school level, the two school governing bodies are Kebale Education Training Board and Parent Teacher Association (MOE, 1994). These school governing bodies are, established in each school however, their progress and performance in carrying out their roles and responsibilities

remains inadequate (MOE, 2002) there are in number of reasons for the inadequate performance that requires extensive study.

The purpose of this research is therefore to examine the practices and challenges of community participation in government secondary schools management in Holeta town. Even though, Ministry of education developed a guide for community participation the response given by the community is not as a plan of MoE.

Therefore, this low community participation initiates the researcher to study the cause of this and find out possible recommendations for the problem.

### **1.3. Basic Research Questions**

1. To what extent do communities participate in the management of secondary Schools?
2. What are the key management functions that the communities participate in the government secondary schools?
3. What are the problems and challenges that schools encounter in communities participation?
4. What are the possible solutions to increase the communities' participation?

### **1.4. Objectives of the study**

#### **1.4.1. General Objective**

The general objective of this study is to assess the current practices and problems of Community participation in the management of secondary schools in Oromia region Holeta Administrative Town.

#### **1.4.2. Specific Objectives**

1. To assess the extent to which the community participates in school management.
2. To identify the key management functions that the community is allowed to Participate.
3. To examine the problems that schools encounter in community Participation.
4. To propose some ways of possible solutions to increase the community participation in management of secondary schools.



### **1.5. Significance of the Study**

The school allows the community to participate in planning, implementing, monitoring and evaluating of the school program, positive contribution of the community return would be high to achieve school goal. Based on this fact MOE, (1994), clearly defined the role and responsibilities of KETB and PTA to be involved in school management as representative of the community.

**The study would have the following significances.**

1. The study could bring the current problems of CP in school management on the surface that help principals, KETB and PTA members, town education officials and other concerned bodies to take the necessary measures to work for improvement.
2. It could help Principals and the community to know what goes wrong in CP in schools' system so that they could design ways to improve factors that contribute to the low involvement of the community in school management.
3. It would give outstanding attention to educational leaders at administrative town levels to train and develop the skill of PTAs and KETB members.
4. The study could contribute in developing the awareness of Principals, Vice- principals, supervisors and teachers in the secondary school to enhance community participation.
5. The finding would provide valuable information about the practice of community participation in management of secondary schools at Holeta Administrative Town.
6. The finding of the study could fill gaps in the Community Participation in secondary school management and serve as a source of information for further studies.

## **1.6. Delimitation of the study**

The study is conducted in Oromia Region Holeta administrative town on two secondary schools and one preparatory school. The participation of the community in school can be viewed from different perspective. But to make the study more manageable the scope of the study is restricted to focus on participation of the community in the secondary schools management, mainly in planning, finance management, decision-making, monitoring and ongoing evaluation, and disciplinary issues of the school activities.

## **1.7. Limitation of the Study**

Research work could not be totally free from limitations. Due to this the researcher has faced the lack of support from Administrative town education office, unavailability of respondents on the scheduled time, reluctance of some principals and teachers to fill in and return the questionnaire. As a result, it was somewhat difficult to collect the total questionnaire according to the time schedule.

## **1.8. Definition of key Terms**

Although terms are generally taken to be self-explanatory defining some concepts is important since the terms would be used in different context. Thus, the following terms are defined for the purpose of clarity and focus.

**Community:** It means all the people to including those who have children in school and those who do not have.

**Community Participation:** Is a process of engaging and involving communities in the school management system through democratically elected community education Committee mainly PTA and KETB.

**Management:** It is the process of identifying the problem, planning the work to be done, implementing, monitoring and evaluating the planned action through the active involvement of parties (individuals) to address the common interests.

**Parent teacher association:** A structural organization in the school that is responsible for the effective management of the school composed of the students, teachers and parents from school community.

**Governmental Secondary school:** a school fully runs by the government as per proclamation No. 260/1984. In this case schools run by Woreda, zone education or regional education bureau.

**School principal:** administrative head and a professional leader for school system, policy and manages the school's total program. For this study it refers to both principals and vice-principals.

**Secondary school:** For this study it refers to first cycle of secondary education (grade 9 and 10) and second cycle of secondary education (grade 11 and 12).

### **1.9. Organization of the study**

This study is organized into five chapters. The first chapter provides the problem and its approach. The second chapter deals with the review of related literature. The third chapter contains research design and methodology. The fourth chapter deals with the presentation and analysis for the data. The fifth chapter includes the summary, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **Review of Related Literature**

In order to form a broader picture of community participation in the management of secondary schools, this chapter examines the concept, principles, types and levels of community participation, rationales, approaches, strategies that foster and indicators of community participation will be discussed.

#### **2.1. The concepts and Principles of Community Participation in School Management**

##### **2.1.1. Concepts and Definitions of Community**

The term community has been defined differently depending on the context it is used. Most commonly, it is defined in terms of people, place, and interest. Lewy (1977) defines community as a group of people who are living in an area served by a particular school or by a network of schools. UNESCO (2003) conceived community as a stratified group of people residing in a delimited area bounded together with similar norms, cultures, interests and often share resources, as well as challenges.

Thus, a community is an aggregate of population who are living fairly close together in some geographical area having a set of common characteristics. The community comprises all categories of people. Children, adolescents, adults, elders, leaders, resource persons, groups etc. Various researches works in community underscores to look into the population, number, the age and the sex composition among others as the foundation of studies conducted in relation to community in a specified geographical area.

Geographical area is the base of the community on the land. Community members are living together in a more or less compact territory as in urban areas or in a defined area a part from others as in rural areas. This could affect the provision of services in face to face relationship and cohesion of the community. Other geographical settings including mainly the topography may have influence on community is life such as education accessibility.

Topography could make easy or hard to reach the community. Accessibility in turn affects the mores and customs of the community. It is evident that people who are living in isolate area (e.g. in rural) may have some unique ways of behavior or customs in comparison to members of a

community who are living in towns. Thus, in defining a community the physical setting needs to be considered.

Furthermore, a community may be conceived in terms of the common characteristics its members share in their walks of life. These may include culture, language, religion, race, mode of life, tradition, goals and so forth. The community members could possess a set of basic institutions like health, education, religious, agricultural etc that bring them together in a sense of unity or a feeling of belongingness so that members able to act in corporate way.

According to Shaeffer (1992) some communities are homogeneous while others are heterogeneous. Some are cooperative whereas others are conflictive. Some communities are governed and managed by leaders chosen democratically and some are governed by leaders imposed from above and represent central authorities. Zenter (1964) identifies three aspects of communities. First, community is a structure organized either formally or informally. In this aspect, every member in a community plays roles for common goals interactively. Secondly, member of the community have some degree of collective identification within limited occupied space. The third aspect of community is a community in which members have some degree of local autonomy and responsibility to discharge for common development.

From the above definitions, three basic elements could be sorted out from the term community. Its members (people , the geographical setting and social structure) organized based on common interest blending these elements, a community could be defined broadly, an aggregate of population who inhabit in a delimited territory with a certain pattern of social ties for which they work together to solve their common problems and to satisfy their needs. Community conceived very narrowly, it refers to a group of people in a village or neighborhood, having common interest in their daily walks of life. Hence the definition assigned to community may be narrow or wide depending on the purpose of context.

Accordingly, in the context of education Bray (1996) identifies three aspects of community. The geographic community is a community whose members settle in a restricted area like in a village or district. The second aspect of a community is described in terms of membership to the community including such characteristics as ethnic, language, culture.

The last one is stated based on shared common concerns of the community including parents, associations and institutions. For instance, parents as a community member could have shared concerns for the welfare and learning of their children.

MOE (1998) describes community as a group of people living together in a particular area and sharing similar economic, political, cultural and social experiences. For the practical purpose of this study community is considered as people within the service area or within the vicinity of the school having common social interest and experiences/practices.

### **2.1.2. Concepts and Definitions of Community Participation**

The term “participation” can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- A. involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- B. involvement through the contribution (or extraction) of money, materials, and labor;
- C. involvement through ‘attendance’ (e.g. at parents’ meetings at school),
- D. implying passive acceptance of decisions made by others;
- E. involvement through consultation on a particular issue;
- F. participation in the delivery of a service, often as a partner with other actors;
- G. participation as implementers of delegated powers; and
- H. Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role. Community participation in education takes place not only in schools but also within families, communities, and society. Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Parents and families cannot be the only group of people for children’s education as long as their children interact with and learn from the world outside their families.

Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.

Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities.

Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. Colletta and Perkins (1995) illustrate various forms of community participation:

- a) research and data collection; (b) dialogue with policymakers; (c) school management;(d) curriculum design; (e) development of learning materials; and (f) school construction.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness. They identify five categories of parent and community support:

- (1) Children come to school prepared to learn;
- (2) The community provides financial and material support to the school;
- (3) Communication between the school, parents, and community is frequent;
- (4) The community has a meaningful role in school governance; and
- (5) Community members and parents assist with instruction.

Epstein (1995, 1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programs and school climate; (b) provide family services and support; (c) increase parents' skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work.

Naryaran, and katrinka, E. (1997) describes community participation as the meaningful and active involvement of the community from planning to the implementation of a program. The term participation is an experience felt differently by different people in different situations. Even in similar situations the form and degree of participation is not the same for all. Diverse activities and practices can be labeled as community participation though each involvement pervades a variety of degree of participation and provoke different outcomes. Owing to this, different scholars categorized the level of community participation in different ways for instance Goike and Robins (2003: 26-27) classify the contributions of the community in terms of time/interest; labor, physical resources, and money.

Accordingly, a member of a community could contribute from being an observer (as such he/she may attend the project or provide moral support up to contributing skills and leading community participation activities). Moreover an individual may attend school events and/or participate in the election of community representatives (e.g. PTA) at lower level of participation and working as community representative at the higher end of the continuum. Members within the vicinity of the school may join to the school efforts by providing labor support in classroom construction or serving in PTA, for example the support could be in material donation for school building or beautifying the school.

In addition to time devotion to discuss about school affairs individuals in the community could contribute to schools performance in terms of labor, physical resources and monetary donation. Monetary donation could be demanding at early stages of school improvement efforts. But it can be a less active form of contribution because a time involvement is relatively little. Therefore, it is difficult to assign any one form priority over another though each form of participation can represent a varying degree of quality and impact.

Furthermore, high levels of participation in time/interest have potential to cultivate a proactive leadership in community. Low levels of participation may merely reflect parents attendance at school events a much more passive form of participation. Hence, enhancing Community Participation both in terms of quantity and quality could lead and bring about higher impacts on school's performances. This active form of community involvement is required for the improvement of education.



### **2.1.3. Principles of Community Participation**

Community Participation is likely unreachable in the short term by many societies of the world. Their willingness and ability to participate evolve over time, faster or slow depending on a number of complex, factors and conditions. In order to facilitate it planners, managers as well as the political leaders of a government must undertake a number of measures. Among which restructuring of educational system that calls for significant change in the pattern of school governance is the main one (Shaeffer, 1994:18).

As community participation is complex and time consuming activity to mobilize community participation to become the prime players in the school activities, it is necessary to facilitate based on basic principles of community participation. Among these:

- 1. Conduct meeting:** - frequent meeting must be made with community in order to discuss about their interest and problems of the school.
- 2. Identify a leader:** - a leader who believes in the importance of education and who has the acceptance of the others for any school has been identified.
- 3. A role in school management:** - it is necessary to give a role to the parents in the day to day management of the school. MoE (1998) are the basic ones.

Mobilizing Community Participation is a complex task which requires a day to day effort. The school principal, other community members, and the interest and value of the leaders of the school Board and PTA have to do greatly in matters of participation of community in management of school. So, attention has to be given in the election and assignment of the leaders.

## **2.2. Types and Levels of Community Participation**

### **2.2.1. Types of Community Participation**

Community Participation depending on the area of involvement takes different types. UNESCO (1985, 7-10) categorize Community Participation on the bases of how it is initiated by itself to participate spontaneous or voluntary participate in running educational activities, induced participation (where the administrator takes the initiative by itself to promote participation and compulsory participation (Coerced, manipulated to mobilize to the community to get manpower or financial contribution from the community).

Another type of classification of Community Participation on the extent to which the degree of influence on decision making takes three forms, purely formal participation (nominal participation) where the flow of information is one way from principal to community. It is simply to attend meeting or receive information. Participation confined to consultation is the secondary type where the community is not only informed but is also able to react and express its opinion but not making decisions.

The third type is participation involving power sharing where the community controls the decision making process (UNESCO 1985:57-58). In reality, however, area of participation does not adhere to and fro. So that, any one case many include some features of several kinds of participation. To make the participation meaningful, the greater the community has the share in decision making the better it would be rather than simply to inform them. Particular type of community participation may be more favorable than others depending on the circumstance (.Gouinda, 1995: 44) “No perfect model” for participation exists. The form participation takes is highly influenced by the overall circumstance and the unique social context in which action is being taken (World Bank 2004:1).

### **2.2.2 Levels of community participation**

There are various levels of community participation ranging from simple consultation to joint decision making to self-management by the community themselves. Therefore, community participation in education lies on the continuum ranging from nominal participation to this level of participation depending on the style of management, level of empowerment and socio culture context (Ganjanaya, 2004).

Nyrayan(2005)identified four levels of community participation namely information sharing, consultation, decision-making, and initiating action. Once the community is self-initiated there are likely to display confidence for undertaking other actions to solve problems beyond those defined by the manager. Among the above levels mentioned by Nyrayan the last two levels reflect participation of more fundamentals and significant nature that enable the community to have the chance to make decision on the basis of his priority.

Schaeffer (2001) puts levels of participation on a ladder which goes from complete to non participation and exclusion to school affairs involvement with motivating children and helping

them with homework, involvement as an audience and passive supporters at school run meeting, participate as consultants on school issues, as implementers of delegated powers, and ultimately as citizens or community in control of the schools.

This implies the success of educational activity would certainly depend on the genuine participation of beneficiaries genuine participation enable them to increase the effectiveness of the service, encourage a sense of responsibilities and assures the felt of participants.

While community involvement in education has always been appearing in many countries, recent studies conducted in its impact on education has recognized that Community participation should be understood along a continuum or ladder of participation. With this regard, Uemura (1994) points out three ladders of participation. These are;

- Advocating enrollment and education benefits;
- Boosting morale of school staff; and
- Raising money for schools.

Shaeffer (1994) indicates seven ladders of participation that could serve as a useful device for varying degree of community participation. He also argues that the involvement of the community could be analyzed in terms of the extent of participation and the areas of education in which greater participation can occur. Shaeffer's ladder of participation is:

1. Complete non-participation and exclusion from school affairs, except (often) on the provision of resources
2. Involvement (at home) with motivating children and helping them with home works.
3. Involvement as 'audience' on passive supporters of school-run- meetings or assemblies.

It should be noted that in these three ladders of participation, the community members are excluded from the school decision making process. Whereas the rest four rungs of the ladder assume leadership roles and influence the choice made by school administrators. At these levels there would be a higher degree of participation in quantity and quality of Community Participation in schools and communities transform from a relatively passive to more practice role. These higher levels of the ladder as indicated by Shaeffer are:

1. Participation as ‘consultants’ on school issues;
2. As ‘partners’ in teaching and training;
3. As ‘implementers’ of delegated powers, and
4. As ‘citizens’ of a community in control of the school.

Shaeffer further provides some specific activities that involve a high degree of community participation in a wider development context, specifically; it implies in Community Participation the following stages of educational development activities:

- Collecting and analyzing information;
- Defining priorities and setting goals;
- Assessing available resources;
- Deciding on and planning programs;
- Designing strategies to implement these programs and dividing responsibilities among participants;
- Managing programs;
- Monitoring progress of the programs; and
- Evaluating results and impacts.

Despite the over simplification of the frames in depend on the true nature of the relationship that exists between the community members and schools, the ladder could be used as a tool for understanding the level of Community Participation in education or schooling (Yodit et al, 2005).

Therefore understanding the level of Community Participation and having the clear picture of the involvement is important to study the current practice of Community Participation in school system. So far Community Participation is the extent at which the community involves in the school system. Particularly, in relation to this study, meaningful Community Participation is conceived as the degree at which people within the vicinity of secondary schools take active part in the major management function through their representatives. In other words Community Participation in education (school) management refers to the involvement of community representatives (i.e. PTA and KETB) in planning, implementing, supporting, monitoring,

evaluating and in making decisions on issues pertinent to the school in accordance with the national educational policy. So far we have seen the involvement the community in education, generally. At this juncture it is important to see the participation of the community in school management. This would be presented here under.

### **2.3. Major partners in Education system**

Partners of education in community are teachers, head teachers, local educational officials' parents, local community members, community association, nongovernmental organizations, private enterprises and universities. Shaeffer (2001) from this the researcher to focus on four major partners such as the government, school principal and teachers, community and Non-governmental organizations (NGOs).

#### **2.3.1 The Government**

For the success in the implementation of educational programs requires an effective administrative structure, efficient management, clear producers, and appropriately trained manpower are essential. Supporting this Shaffer (2001) noted that depending on its ideology, capacity and priorities the government can hinder or promote the education system.

Generally, the government takes the lion's share in formulating clear and specific strategies which promote the active participation. MoE (1994) stated that since education is social phenomenon, an appropriate organizational structure bodies contributes their respective shares for educational development.

#### **2.3.2 The School Principals and Teachers**

The schools are a part of great social system of the community. People in the community have the right not only to be informed about the school happenings but also to be engaged in this happening.

Principals need to analyze their existing public relation activities in the light of the community being served but in some principals are seen as the lowest end of the government bureaucracy, trusted to carry out its administrative tasks and deliver its educational instruction to teachers they may share many of the characteristics of government administration.

According to Dash, M. and Nena, D. (2008) teachers often consider themselves masters or misters of their classrooms, already trained and certified and therefore little interested either in receiving advice from supervisors or in sharing experiences with Peers they also often disqualify the experience of parents and reject or even fear their involvement in issues related to teaching and learning.

### **2.3.3 The Community**

These groups of people who are sharing similar experiences if properly coordinated can provide greater support; if this participation is properly managed it can bring about the desired achievements in education system. However, due to different factors local communities lack coordination to participate on educational issues and contribute less for the success of their respective schooling activities.

Supporting these, Clarke, A. (2007) noted that, most communities lack social units' even informal local organization which might be mobilized for greater participation. The writers also went on saying that specially in economically and socially marginal regions communities are generally not deeply involved in formal education, and even when they get involved their involvement maybe limited to provision of material and financial sources but with less contribution in other management functions.

Community group's men and women shall be equally encouraged to participate in the management of their respective school so that the desired objectives easily are achieved through cooperative effort .Even though, mobilizing the community is a complex and time consuming task to mobilize communities as an agent of educational success can be expressed in different forms like in the area of policy formulation, project implementation, problem solving. Activities so effective and efficient strategies shall be used to mobilize the communities so that they can be potential stakeholders in the development and management of their respective schools (MoE, 2002).

### **2.3.4 The Non-Governmental Organization**

Shaffer (2001) have given the following classification to NGOs: as an organization ranging from small village level association through national institutions grass roots organizations of the poor and popular sectors. They generally developed as result of community support is able to tap local knowledge and resource and usually have a small core of paid staff and often many volunteers. They are generally concerned with empowering the poor building and strengthening people's organization, community association and with promoting democratic practices and process.

As Zegeye Asfaw (2000) cited in Gebrekidane (2001) the NGOs sector in Ethiopia situations stated that a positive attitude starts towards government policies in their demands to get involved and consulted on a national issues. Furthermore, in Ethiopia national and international NGOs have emerged, currently both NGOs operating in different sectors and they contribute to the national efforts mainly in terms of building local capacities with special emphasis at grass root level.

### **2.4 Some of the areas of Community Participation in Management of Secondary schools**

Community participation is playing an important role in all aspects of education from raising resources to managing schools. However, PTAs and KETB members still need further capacity enhancement in carrying out quality support to help schools to function as desired, because the participation of the community in supporting educational development was largely confined to contribution resources. Supporting to this UNESCO (2006) stated that community participation in school management has very often been to requests or even demands for contribution in kind, in cash or labor.

To make participation meaningful and active it has to go to the extent of participating in planning, decision-making , budgeting , monitoring , and evaluation and managing disciplinary issues and process.

#### **2.4.1. Community Participation in School Management**

Different Scholars in the field of education define school management as a social processes for instance, Kenezovich, (1975:12) has defined school management as a social processes concerned with identifying, maintain, stimulating, and unifying formally organized human and material

resources with an integrated system designed to accomplish predetermined objectives furthermore, Orlosky and others explain that school management as follow, at the simplest level, school administration can be explained as a processes that includes planning, deciding, implementing and assessing results and preplanning (Orlosky et al 1984:4). Thus, from the above definitions we can conclude that school management is leadership that initiates individuals and group of people to higher purpose and greater efforts which help them to see their own responsibilities and commitments in a co operative manner.

Regarding this issue Chamberlin (1966:346-7) states that: School management is a co-operating activity or service of activities through which the aims of the school and the means of their achievement are developed and placed in to operation. This involves working closely with people. This shows that, school management is not a one part activity in achieving organizational goals: it rather requires the participation of all parties in that organization. Participation is the association with others with special rights and obligations. It is the involvement of subordinates in some ways in the decision making processes either they are consulted individually or in a group by their leader. Moreover, participation encourages people to direct their creative energies towards organizational goal achievement and gives them some voice in decision making that affects them. In to this connection, Zaudneh, (1987:10) says that participation has a potential force for raising productivity, good thinking, and higher moral; through participation in various roles individuals develop knowledge, skill and values that are expected of them.

MoE(1994) states that school management is decentralized and the management of schools will be participatory and democratic. Thus, the participation of the community is encouraged one of the rationale for community involvement in school management through decentralization approach is to empower the community members in decision making and to develop sense of belongingness on the parts of the community on affairs pertaining to the school system. Achieving quality education and provision of appropriate education to the citizen are realized through active community Participate. Participation in school management may include resource mobilization as well. The goals of the education sector development program cannot be achieved within the limited resources of the government (MOE, 2002).

Moreover, active participation of the community in school management is helpful identifying the root causes of the major problems that the education system faced in addressing access and



quality education. Shaeffer (1994) maintains that issues like curriculum development, managing resources, sponsoring co-curricular, providing consultancy services etc could be addressed by involving the community meaningfully managing schools. In contrast to the earlier policies the current education and training policy has decided to decentralize the education sector with two major objectives: devolution and decentralization (Yodit et al, 2005). Devolution (giving away of responsibility and authority to the local people to enable the community to be involved in managing schools) the devolution of operational planning, budget allocation and control. This will lessen the burden of responsibility from the government while building capacity at lower levels. Local people are in a better position to guide the integration of the school with the community participation at lower level will spread among the community awareness of their own capacity to solve problem they face as well as motivate local people towards self-mobilization.

In the second place, a decentralized education management system will encourage community participation in decision-making and enhance accountability at lower level. Lower level management is also significance to make efficient use of local capacity and resources while increasing relevance by encouraging flexibility. Community participation is considered as an end in itself as a democratic right and a means to the achievement of suitable development and poverty alleviation Stiglitz,(1997). As a means of to an end, community participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost effective use of resources and, importantly, be responsive to local needs. As a result, community participation enables improve equitable, access, retention, quality and performance of schools (UNESCO, 2003). Community participation in school management is likely ensured through their representative. Community education committees, such as, parent teacher association (PTA) and kabele education and training board (KETB) are two of the major ones which are established to ensure real involvement in school management. It should be; however, noted that the representation of the community in school affairs by PTA, KETB, or the other community representatives does not guarantee active participation.

To make meaningful community participation in school management, community through their representatives have to go the extent to involve actively in planning, budgeting, monitoring and evaluating, mobilizing (the entire community) as well as in decision- making activities on issues

relevant to school effectiveness. To address this needs countries set up community education committees and established guidelines and directives. To this end, parents and community, PTA members should know what the school is trying to achieve, otherwise, there is a risk that they pull the plan in opposite directions (Fullan, 1991).

#### **2.4.2. Community Representative Participation in Planning**

Among managerial functions planning is the first and most important one which gives direction to educational institutions. It is a process of preparing a set of decisional action for the future directed at achieving goals by option means (Donald and Bagin, 2005). The participation of the community in the planning of the school development activity is important for various reasons. It would be seen that each community has knowledge, Skill and experience to benefit the school by serving on planning-committee, finance, and building or community relations.

Communities ask to serve on such planning-committee will fell a sense of belonging and be honored that they are invited to help improve the school.

The interests in working for schools should increase once they have a chance to be heard and possibly effect needed change (Donald and Bagin, 2005).

INEE (2004) stated that, the community and education committee may priorities and plan education activities through a participatory grass-roots planning process that reflects the needs, that concerns, and values of the stakeholders. The result of this planning is a community based education action plan. These show that high level of participation of community members and parents is very essential in planning process.

Thus, planning requires communication between the community and the school principals in order to agree on plan and monitor the progress periodically and gives the community representative (PTA & KETB) a chance to have a voice in their professional activities.

#### **2.4.3. Community Participation in Finance Management**

Most governments of many countries have been committed to deliver education to their children however governments have found themselves in competent to do so due to lack of resources and capacities. Learning materials as well as human resources are limited everywhere. Particularly in

developing countries like us the focus has shifted to finding efficient and effective ways to utilize existing limited resources (Uemyra, 2002).

According to UNESCO (1985) the participation of the community in financing school takes three forms, monetary contribution, in kind, and in the form of labor fee. To run the schools effectively, the use of these resources should be managed effectively, both by the school as well as the community. This is because the availability of finance and resource by itself does not bring any attainment of quality of education without efficient use through appropriate financial management. Usually, parents and the community at large limit themselves to be a source of finance, material support, and physical labor. But parents and school communities have to go beyond this and assume a large role in examining and approving school budgets and in deciding how resources are spent (Shaffer, 2001). That is why MoE (1994) empowers the community to participate in the financial management of schools through their representative (PTA & KETB) in order to follow up and control whether schools are properly using the budget to it.

#### **2.4.4. Community Participation in Decision Making**

One of the areas that the schools need to participate the community in is decision making. It is a selection of a course of action among alternatives; which can be taken by individual principal or by participating other concerned (Wehrich and Koonth, 1993: 198) The community wants to become involved and wants to know the rationale before school decisions are made parents and community member become offended if the school arbitrarily makes decisions that directly affect them (Bagin and Donald, 2001,145). Therefore, the school principal has to participate the community in areas that concern them. Community participation in decision making serves as a political model as well as a strategy for tapping additional local resources for education (Kennedy, 1979:19). Strengthening this idea Shaeffer (1994: 143) states: When community involve in school decisions, as a result of such participation, contributed more to the school. Both financially and in kind services and parents feel comfortable visiting the school when level they wished.

#### **2.4.5. Participating in Managing Disciplinary Issues**

The main purpose of any educational system is to cultivate the individual's capacity for problems solving and adaptability to the environment by developing the necessary knowledge, ability, skill attitude and good discipline.

Several authors approved that discipline and learning must go hand in hand for effective teaching. Therefore, discipline is the most important for the criteria and maintenance of an effective learning situation and it needs a high involvement of community. Parents must be invited to visit school and have a task with teachers about their children's school work. In addition to this Shamrock (2002) has argued teachers should take close contact with parents in order to identify the overall problems of the child at home and at school. This indicates that the interaction of teachers and community are very important for maintaining good discipline in the school.

#### **2.4.6. Participation in Monitoring and Evaluation**

Successful school improvement is linked to systematically planned and executed monitoring and evaluation process and financial outcomes (Stoll and Fink, 1996:53). Monitoring in this case is the continuous or periodic process to review and gather information by management about an activity or program on a continuing and systematic basis to ensure that actions are implemented according to plan (Aspin Wall and et. al 1992:48).

The purpose of monitoring therefore is to achieve effective and efficient performance by providing feedback to management. This enables to improve operational plans and take timely measures in case of short falls and constraints. Therefore, it has to be conducted by responsible body (Stole and Fink, 1996: 54). On the others hand, evaluation is a process for determining systematically and objectively, the relevance, efficiency, effectiveness and impacts of a activities in the light of their objectives (Aspin wall and et. al, 1992:50). The representatives of the community who are accountable to the people who elect them to participate in monitoring and evaluation are the school committee/ board and PTA (Rebore, 1985:24).

## **2.5. Community Education Committees**

Local communities can play a broader range of roles. For instance UNESCO (2006) lists down some of the higher levels of community participation in education. These functions include administrative (e.g. school maintenance), managerial tasks (such as disciplining teachers and students), financial functions (e.g. budgeting, mobilizing funds and resources) personnel functions (as in monitoring teacher's attendance); pedagogical and the likes. This type of managerial functions by the community is realized through democratically elected members from the entire local community.

According to Shaeffer (1994), to serve as a means to build and foster parental and community involvement in school management community education committees such as PTA, KETB and school Principals are set up. In this connection, Ethiopia designed community participation as one of its strategies to address the provision and access of quality education to the citizens. Thus, PTA and KETB are established to ensure community participation in school management through representative members (MOE, 1998). All important segments of the community need to be represented in the community education committees by electing them democratically (UNESCO, 2006). Furthermore the roles and responsibilities of the committees have to be clearly defined. Democratically elected representatives could bring strong and meaningful cohesion between the school and the community. Community participation enhances acquisition of skills in the governance of schools for the community and develops a sense of belongingness. So community participation is a means of educational decentralization and efficiency in schools.

Among others UNESCO (2003:3) Community Education Committees have to discharge the following responsibilities. To discuss on agendas (topics); such Community Education Committees should conduct meeting and keep minutes. Issues of concern may include mainly mobilizing the community to assist the school in cash, in kind of or in labor. Community Education Committees are required to provide culturally appropriate approaches for instance flexible school calendar, educational program, curricula that reflect the community context and involve community members.

To promote good relationship between the education program and the community, these committees have the responsibility of communicating with the community, education program

and/or national and local authorities .In assessing the impact of Community Education Committees at systematic level, UNESCO (2006) lists: the number of meetings held, variety of issues addressed, level of authority mandated and gender disparity, capacity for fund raising tasks and objectives accomplished, etc are the best indicators of Community Education Committees effectiveness. It is also pointed out that investigating the reporting mechanism of these committees and examining their performance is important to understand the practices of community participation in school management. As a means of ensuring community participation in education (as stated above) in Ethiopia KETB and PTA are set up at primary and secondary schools (MOE, 1998). Of course, before the current education and training policy there had been the so-called parents committee and school committee organized in a centralized and non-participative. Accordingly, the power and responsibilities of the school Principal, KETB, and PTAs in the management of the school indicated below.

### **2.5.1 The School Principal**

The school principal plays a vital role in maintaining healthy relationships between the schools and the communities. They are responsible for creating trust between the parents, communities and the school. Supporting this, Coladric (2002) say that the principal is responsible for encouraging participation of the community representatives in school activities and decision-making process. So, school principals ‘not only welcome and encourage parents to participate in school management they need to be responsible for making sure that parents are involved and can have an impact. (Begin, 2001)

Accordingly, MoE (1994b) state that the school principals have been given the power and responsibilities to encourage the active cooperation of the community in the management of schools. Hence, to carry out his role significantly, the principal need to prepared and possess appropriate skill through adequate training on the parts of the educational leadership,

### **2.5.2 The Kebele Education and Training Board (KETB)**

The purpose of school board is to determine the feasibility of adopting the community involvement model for lifelong learning.

As Schmitt (2003) stated that among the tasks to be accomplished by the group are determination of the level of interests, degree of commitment, and status of financial support for the concept that exist in the schools and the grater community.

On the other, hand from the experience of most countries community elects their representative to govern the school they own. They should, therefore be kept informed on regular basis about how money is being spent and how effective education being provided. Bagin, (2001).Suggest that a school board must know something about the nature of public opinion in order to run good school system.

If they fail to do what the public wants sharp criticism and opposition will be followed. Therefore, to every school board constantly faces the task of trying to satisfy all the people and groups in the community. The school board embodies the principle of collaboration between parents and staff and community partnership. Its members need to include, parents principal, and teachers.

Accordingly, MoE (1994b) have established the KETB, and gives the overall responsibilities for managing the school in that kebele. The members of the board are drawn from representative of the kebele administration, principal of the school as secretariat, representative of PTA members, representatives of women and youth association, and representative of teachers associations. These school boards in each school are instrumental organs towards empowering communities to exercise their rights, duties and responsibilities.

### **2.5.3 The School Parent- Teacher Association (PTA)**

A local parent teacher association may be describes as a voluntary organization whose membership consists of teachers in an individual school and the parents of the students who attend the school they support. Good community relations start when parents and teachers come to know one another and to talk about what they want for young people.

Through this conversation parents soon learn to know the school, understand what teachers are trying to do for students, and appreciate instructional conditions and understand problems (Bagin, 2001).

Similarly, the role of teachers changes from that of an individual instructor to a facilitator of a collaborative teaching-learning process. This process involved the teachers as a community-supported team members in the decision-making process of the school and in curriculum delivery Schmitt (2003). That is the class room is an extension of the community and the community is an extension of classroom. Moreover, teachers assume responsibility for integrating community in instruction and for facilitating learning experience beyond the traditional classroom. The result of such practice will increase student's achievement and grater relevance to identified needs.

Therefore, PTA needs to be established and strengthened in order to share the schools problems to serve as a bridge between the school and the community for effective teaching learning process.

## **2.6. Factors that affect Community Participation in Secondary Schools management**

In the decision made so far, it has become clear that community participation if properly managed can bring about desired achievement in the management of schools. Despite its permanent importance the effort of promoting active community participation has been hindered by different factors. Hence the major hindering factors are discussed as show

### **1. Lack of confidence**

The representatives of the community for they are not professional often perceive that the school teacher and principles are more knowledgeable and experienced may develop of felling of being dominated in their initiatives. Therefore, as a result of these felling the representative of community may restrain from actively participating on the issues to school management Stoops (2006). Thus the school especially principals and teachers shall inform the real sense of participation to the community representatives so as to bring the necessary behavioral change with them.

### **2. Lack of skills or training**

The community, who work in different school committee, may not get necessary training or orientation, and this contributes to their lack of skills to actually participate in the management. Besides, the shortage or inappropriateness of time arranged for committee meeting influences the



level of participation so, schools shall pay attention to these factors so that the level of participation can be enhanced (MoE1998).

### **3. Lack of competence and commitment of the principals**

The leadership style adopted by the school principals affect the level of community participation (Reitbegen,2004).This writer went on saying that the democratic nature of the principal, their provision of encouragements, their human relation skills in- convincing the people to stand for active participation affects the level of community participation. When the leadership style is more participatory there is more likely for community to be active participants, but if the reverse the level of participation may be affected. So, principals shall take the lead to involve the community in the management of the schools.

### **4. Reluctance of the school board and PTA members**

The school principal usually developed formal meeting agenda which may be used simply to disseminate the formally made decisions. In this case, the community members may only be supposed to listen with no inputs to add and because of this trend they may be reluctant to participate on the school management issues (Coper and Unrich, 2003).

These authors also went on saying that failure to announce the meeting date and agenda before the actual meeting length of the meeting, and distance of the community members to the school affects the level of participation. In general the level of community participation depends highly on the competence, commitment and attitude of the principal and the characteristics (education background, political & social awareness) of the respective community. Thus to bring about the desired level of community participation the school the community, the government and nongovernment organizations shall exert cooperative effort.

### **5. The attitude of principals and teachers**

Sometimes teachers and principals knowingly or unknowingly discourage community participation (Gaynor, 2005). Noted that principals and teachers sometimes refuse to encourage the school board, association members to actively participate for they fear that these community groups that would get overall control of pedagogical matters with which they have no mastery.

Besides, the school principals sometimes hesitate that community may want to have control over the school management and because of this fear they consciously limits the degree of participation (Nayarayan, 2002).

Moreover principals and teachers may perceive that the school board and association members have often few decision-making skills, and because of this perception they degrade the capacity of the community representative to participate on the management of the school. So, principals and teachers shall have a healthy attitude on the capacities and participation of community representatives.

## **2.7. Strategies to Foster/Cultivate Community Participation**

Although community participation can be a tool to tackle some educational problems, it is not panacea that can solve all the problems that the education sector encountered any strategies to achieve a high degree of demand community participation careful examination of communities because each community is unique, and complicated in its nature. This part of the report tries to illustrate some issues that need to be solved to improve community participation.

To begin with, UNESCO (2006:4) suggested the following strategies in order to enhance community participation. UNESCO (2006) also advises to assess the most important and urgent gaps in the provision and management of education in; planning, provision of facilities, maintenance, finance, staffing instruction, supervision and evaluation conditions to be fulfilled for communities effectiveness, a legitimate agreement among all important groups as to the roles, responsibilities and relationships of the different groups should be considered.

There ought to be clarity regarding to the roles, responsibilities and relationships. Furthermore, to carry out the responsibilities the members should have appropriate knowledge. It is not realistic to expect community members to have the technical capability to manage and own education activities without adequate and appropriate training and mentoring. Training programs ought to examine the capacity of the community and sort out training needs and ways to address these need? The training on the education programs should involve other community members so as to promote the quality and sustainability of their assistance to the school (UNESCO, 2006). Provision and quality education is not only the concern of representatives or professionals. Thus the entire community should have take part and have necessary information regarding the

education program though much is needed from school principals. The school principal should support the community representatives by directing and by building their capacity for meaningful and active Cp in school management.

### **2.7.1. The Role of School Principal in Enhancing Community**

#### **Participation in School management**

The role of school principal in fostering community participation is crucial. Principals have to sensitize, motivate and welcome the community education committees and the whole public to the school. Much of schools success depends on the quality and effectiveness of the schools' leadership. The role played by the school principals either hinder or facilitate community's participation in school management. This approach (style) of the principal make or could have direct bearing on school improvement programs.

The level of community participation is predominantly influenced by the principal's leadership style. The more participatory the principal is the more effective in procuring the community's support, so that the school will be successful in accomplishing its objectives. Owing to this, among others, the school head need to have and update his/her conceptual, human relation and technical skills as a manager (UNESCO, 1986). The principal should have adequate skills in human relationship and as instructional leader. He/she has to get the work done through people. Creating strong bond between the school and the community is possible through open, transparent and knowledgeable school manager. In favor of the need for appropriate conceptual knowledge MOE (2002), contends

1. Conduct a feasibility study to introducing or strengthening community participation in schooling
2. Establish or strengthen community education committees monitor their functioning and adjust or extend their role
3. Decide long term roles and responsibilities of the committees in the education system and the relationship that they will have with other parts of the system.
4. Use the education committees as possible and appropriate to assist in return and reintegration.

Shaeffer (1994) in his part also suggested that in order to provide the necessary support, understanding the nature of the community and assessing the capacities of the community is good strategy to enhance community participation. It is thus, important to examine the extent to which the community is involving in various activities particularly in education. Careful assessment communities is necessary to successfully carry out activities that promote community participation in surveying the communities Shaeffer (1994) listed down some specific questions that may that could help to understand the existing organization. These include; the kind of school/parent/community structure(s) or organization(s) found including the members, the criteria for membership election. Their responsibilities, the right of these organizations as well as investigating the nature of the organization and/or regulations that government and\or the organization is demanding. Beyond this how the existing community organizations in relation to school/education discharge its responsibility and their level of participation and what they actually achieved by the committees need to be asked and answered to understand the community participation through their representatives. This in turn, could help to foster activities performed by the community.

Contends that in order for school principals to discharge their responsibilities as one of a prominent figure in school management they have to update and upgrade their skill in-and-on the job training. Such knowledge could help the head teachers to play their pivotal roles in maintaining healthy relationship between the school and the communities by creating trust between and among parents, teachers, the entire community and themselves. Understanding and motivating communicating and exploiting the communities, resources and potentials as well as solving the problems pertinent to the school activities are likely possible through such competency building.

## **2.8. Major Research Findings of Community Participation in Education**

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Research by Obsa Tolesa Daba ( June 2010)Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in Horro Gudduru Wollaga Zone of Oromia National Regional State has resulted in

identifying the following rationales that explain the importance of community participation in education.

- ***Maximizing Limited Resources***

Most governments all over the world have been committed to delivering education for their children. Particularly after the World Conference on Education for All, assembled in Jomtien, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

- ***Developing Relevant Curriculum and Learning Materials***

Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their *own* lives in their community, they can easily associate what they are learning with what they have already known.

- ***Identifying and Addressing Problems***

Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrated in the case of the Gambia, in which the techniques of Participatory Rural Appraisal (PRA) were adapted to education. The work was carried out in order to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions (World Bank 1995a).

- ***Promoting Girls' Education***

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent

girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located in distance, concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labors in the household, helping their mothers to do the chores and take care of their young siblings. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully

- ***Creating and Nourishing/healthful Community-School Partnerships***

There are various ways to bring parents and community members closer to schools which they serve, including: (a) minimizing discontinuities between schools and communities, and between schools and families; (b) minimizing conflicts between schools and communities, schools and families, teachers and parents, and what is taught in school and what is taught at home; (c) making easy transition of pupils going from home to school; (d) preparing pupils to engage in learning experiences; and (e) minimizing cultural shock of new entrants to schooling (Carino and Valismo, 1994).

Communities can contribute to schools by sending respected community members, such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems.

- ***Realizing Democracy***

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be

taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards schools because they are not treated by teachers with respect. This/when educational environment is unfavorable to parents and children and, therefore, contributes to these students' low participation, poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools.

- ***Increasing Accountability***

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States. The notion of parental involvement for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 1997).

- ***Ensuring Sustainability***

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992). Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or program.

- ***Improving Home Environment***

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. A World Bank study (1997) which analyzed primary education in India, discovered that families aware of the importance of education can contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encouraged children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspirations, scored significantly higher on tests of learning achievement.

The main findings of the study were, due to the nature of their job KETB and PTA members participation is low, community lack training or orientations related to their roles and responsibilities in school management, the community participation level was found to be average, both external and internal factors of the school setting influence the participation of the community in management of secondary schools. The study also disclosed that stakeholders narrowly define their roles this implies that stakeholders did not play their roles as effective as expected to achieve the educational goal.

Roles of stakeholders in school management can be viewed from different perspectives but the researcher did not show particular areas that stakeholder should participate and the research bases on small number of sample size. Moreover, the finding that the researcher reaches on the roles of stakeholders was more general rather than showing the particular problem related to the issue.

Therefore, to fill this gap this research is designed aiming to assess the current status of community participation of ORHAT by identifying the extent of community participation, key management functions that community participate, identifying the problems that encounter in community participation and finding out possible solutions to increase community participation in management of secondary schools.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This research part discuss the research design, sources of data, sampling techniques, instrument of data gathering, and methods of data analysis consecutively.

#### **3.1 Research design**

To assess the practices and problems of community participation in secondary school management a descriptive survey method was employed. Descriptive survey research design helps to gather a large variety of data related to a problem under study and it is also effective for providing a picture of the current behaviors, attitudes, and beliefs in a population. In relation to this, Seyoum and Ayalew (1989) stated that the descriptive survey method of research is more appropriate to gather several kinds of data such a broad size rather than case study (which is in-depth study) and comparative study.

Moreover, the method also helps to provide adequate information that enables the researcher to suggest some valuable alternatives. Supporting this, Keeves (1990) has pointed out that descriptive method of research is a fact finding study with adequate and accurate interpretation of the findings.

Similarly Eliot (2000) also reported that descriptive survey method is important to answer questions related to the current situation of the problem. (Cohen et al 2007) also stated that descriptive survey describe data on variables of interests. Therefore, to have a clear picture on the existing problems and to accomplish the objectives stated earlier a descriptive survey become appropriate.

#### **3.2. Source of Data**

In conducting a research, there should be source of data from which data are to be secured. On top of this, the source of data in this research were both primary and secondary source of data.

### **3.2.1. Primary source of data**

The Primary source of data were obtained from Kebele Education Training Board(KETB),Parent Teacher Association (PTA), Secondary School teachers, Principals, Supervisors and Holeta Administrative Town Education Office experts. The selection of primary source as a source of data was made based on a belief that it may have adequate information and experiences about the involvement of the community in management of secondary schools of selected samples.

### **3.2.2. Secondary source of data**

In addition to primary sources of data mentioned above, the research secured relevant and supplementary information from document analysis and reports of community participation in the school. Thus, current and related document, and some checklists related to community participation were reviewed for the purpose.

### **3.3 Population, Sample and Sampling Techniques of the Study.**

There are 20 Zones and 19 Administrative Towns in Oromia Region. Among these, the researcher selected Holeta administration town purposely as the study area because the researcher works for a long time there and due to its convenience to get relevant information. There are three government secondary schools in town administrations, three of them were used for the study. The populations of the study were Secondary School Teachers, Parent Teachers Association members (PTA), Kebele Education Training Board members (KETB), Secondary School Supervisors and Principals. In the sample schools there are 21 Kebele Education Training Board members (KETB), 21 Parent Teacher association members (PTA), eight Principals, and one secondary schools supervisor. All of them are taken for the purpose of this research. Concerning teachers there are 132 secondary school teachers in sample schools. From them a total number 45 (34 %) was taken as a sample by simple random sampling technique (lottery method). The sampled schools are Holeta Secondary School, Burka Harbu Secondary school and Holeta Preparatory School.

**Table. 1. List of population and Sample in Holeta Secondary school.**

Name of Secondary schools	Teachers			PTA			KETB			Secondary School Principals			Secondary School supervisor			Town education experts			Total participants
	P	S	%	P	S	%	P	S	%	P	S	%	P	S	%	p	s	%	
Holeta Secondary School	59	20	34	7	7	100	7	7	100	3	3	100							38
Burka Harbu Secondary School	46	15	33	7	7	100	7	7	100	3	3	100							33
Holeta Preparatory School	27	10	37	7	7	100	7	7	100	2	2	100							27
Total	132	45	34	21	21	100	21	21	100	8	8	100	1	1	100	20	5	25	101

**P=populations**

**S=samples**

### 3.4. Instrument of data collection

In conducting a research, different data collection instruments were used to collect relevant information or data for the study. Therefore, in this study, the data was collected by using three data gathering tools: questionnaires, interview and document analysis.

#### 3.4.1. Questionnaires

The research contained both close and open ended items for the PTA, KETB, principals and teachers. Koul (1996) suggested that questionnaires are widely used in educational research to obtain information about certain conditions and practices and to inquire into opinions and attitudes of individuals and groups. Two types of questionnaire were administered to collect data from PTA, KETB, principals and teachers at school level. Closed ended items were prepared in order to obtain realistic data. The number of open-ended items were few, because this instrument help to undertake in –depth studies and open ended questions were justified due to the fact that it calls for a free response in the respondents own words (Best anKhan.2003)

There are thirty seven (37) questionnaires was administered to the three secondary schools of PTA, KETB, principals and teachers to obtain information on the role played for establishing and enhancing the community representative's participation in the school management. The items of the questionnaire were constructed by the researcher and modified from various sources based on the directives issued by the government and other related publications in relation to community in school management, particularly the contents of the items were restated to the efforts make by the principals in involving PTA and KETB members in planning, decision making, resource management as well as in monitoring and evaluation of school activities. The scoring of each scale varied from 4 to 5 with Likert or verbal frequency scale. The questionnaire has two parts: First section contained the general data of the respondents. The other part was about the roles of principals and other related issues.

#### **3.4.2. Interview**

The interview was conducted to the selected populations. There were seven Semi-structured interview questions presented to gather data from Holeta Administrative Town Education experts and supervisors were involved in interview questions. The selection basis their position to effectively describe the reality in the study area and they can have detailed information about the practices and challenges of community participation in secondary school management. The interview guide questions set for respondents and had one part, which target to obtain information related to the basic research questions. Finally, interview notes was taken and summarized.

#### **3.4.3 Document Analysis**

During document analysis, files, documents and written reports were assessed to see how they have been doing (taking part) in the school management activities. In this regard, effective indicators of community educational committees such as frequency number of meetings held, variety of issues addressed, tasks and objectives accomplished, etc by PTA and KETB members in the schools management activities.

### **3.5. Procedure of Data Collection**

To answer the basic research questions raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and document analysis. In doing so, having letter of authorization from Addis Ababa University and Administrative Town Education Office for getting permission; the researcher directly went to three sample Secondary schools for consent. After making agreement with the concerned participants; the researcher introduces his objective and purposes. Then the questionnaires were administered to sample teachers, Principals, PTA, and KETB within taken secondary schools. The participants allow giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervise by the researcher himself. Finally, the questionnaires were collected back by the researcher. The interview was conducted by the researcher with town education office experts and supervisor.

### **3.6. Methods of Data Analysis**

The data gathered through questionnaires, interviews, and document analysis was structured, organized and formed to make easy for analysis, the data was tallied, tabulated and the frequency counts are changed in to percentage for analysis in a way appropriate to answer the research questions. Both quantitative and qualitative(mixed) data analysis methods were used in the study. Quantitative data analysis is used for the data gained through questionnaires from principals, teachers, PTA members and KETB members was organized, tabulated and described quantitatively, using frequency and percentage. Moreover, significant difference among the responses of the group of respondents was tested using descriptive statistics (i.e. percentage, mean and standard deviation). Those data which were collected from respondents through interview, open-ended and document analysis questions were narrated in words.

### **3.7. Ethical Consideration**

The purpose of the study was explained to the participants and the researcher was asking their permission to answer questions in the questionnaires or interview guide. He also informs the participants that the information they provided only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensures confidentiality by making the participants unnamed.

## **CHAPTER FOUR**

### **4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess the current practices and challenges of Community participation in Oromia Region Holeta Administration Town in Government secondary school. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Questionnaire was distributed to 95 respondents and 95 copies were returned back. The return rate of questionnaire was 45(34%) copies from teachers, 21(100%) copies from KETB, 21(100%) copies from PTA 8(100%) copies from principals were returned. In addition, five education office experts and one secondary school supervisor were interviewed successfully.

The information gathered by employing interview and document were analyzed qualitatively. From interview and document analysis were used to substantiate the data gathered through questionnaire.

One of the purpose of this study was to assess the current level of community participation in the secondary schools in the management schools related to areas of planning, decision-making, finance and resource management, implementation, monitoring and evaluation.

For the purpose of this study a 5- point Likert scale, from very low (1) to very high (5) was employed. A mean of less than 2.50 was considered to indicate low level participation in the statement, mean from 2.50 -3.49 range was taken as moderate level, while from 3.50 and above was considered as high level participation in the statement.

## Characteristics of the Respondents

The following parts deal with the Characteristics of respondents who are participated in the study.

**Table 2.Characteristics of Respondents**

No	Item	Respondents									
		Teachers		KETB		PTA		Principals		Total	
		No	%	No	%	No	%	No	%	No	%
1	Sex										
	Male	30	66.66	17	80.95	18	85.71	7	87.5	72	75.78
	Female	15	33.33	4	19.04	3	14.28	1	12.5	23	24.21
	Sum	45	100	21	100	21	100	8	100	95	100
2	Age										
	20-30	4	8.88	-				2	25	6	6.31
	31-40	17	37.77	5	23.80	7	33.33	4	50	33	34.73
	41-50	18	40	16	76.19	13	61.90	1	12.5	48	50.52
	Above 51	6	13.33	-	-	1	4.76	1	12.5	8	8.42
	Sum	45	100	21	100	21	100	8	100	95	100
3	Marital status										
	Married	37	15.55	21	100	20	95.23	8	100	86	90.52
	Single	6	13.33	-		-		-	-	6	6.31
	Widowed	2	4.44	-		1	4.76	-	-	3	3.15
	Sum	45	100	21	100	21	100	8	100	95	100
4	Occupation										
	Merchant	-	-	5	23.80	7	33.33	-	-	12	12.63
	Farmer	-	-	-	-	-	-	-	--	-	-
	Teacher	45	100	6	2.71	9	42.85	-	-	60	63.15
	Principal	-		3	14.28	-	-	8	100	11	11.57
	Others			7	33.33	5	23.80	-	-	12	12.63
	Sum	45	100	21	100	21	100	8	100	95	100
5	Service year										
	1-5	2	4.44	-	-					2	2.11
	6-10	2	4.44	1	4.76	2	9.52	1	12.5	6	6.31
	11-15	5	11.11	4	19.04	3	14.28	1	12.5	13	13.68
	16-21	25	55.55	2	9.52	1	4.76	4	50	32	33.68
	Above 21	11	24.44	2	9.52	3	14.28	2	25	18	18.94
	Sum	45	100	9	100	9	100	8	100	71	74.73
6	Education level										
	Grade 1- 4										
	Grade 5-8										
	Grade 9-12			10	47.61	8	38.09	-		18	18.94
	Certificate			-	-	-	-	-		-	-
	Diploma			3	14.28	1	4.76	-		4	4.21
	Degree	35	77.77	6	28.57	9	42.85	6	75	56	58.94
	Master	10	22.22	2	9.52	3	14.28	2	25	17	17.89
Sum	45	100	21	100	21	100	8	100	95	100	



As can be observed from the above table item one regarding sex, 30(67%) of teachers, 17(81) of KETB, 18(86%) of PTA and 7(88%) of principals were males. On the other hand 15(33%) of teachers 4(19%) of KETB 3(14%) PTA and 1(13%) principals were females. Among all respondents, the majority, 72(76%) are males and only 23(24%) were females. From this, 8(100%) of principals, 7(87.5%) of male principals and 1(12.5%) were female principals. It is possible to conclude that the principal's position was dominated by males and the female's participation in the management of secondary schools of Oromia region Holeta administrative town is low. Regarding the experience of teachers, the majority 25(55.55%) of teachers had work experience between 16 - 21 years, 2(4.44%) of teacher respondents had 1- 5 and 6-10 years experience and 5(11.11%) of them had work experience between 11 - 15 years experience. The remaining 11(24.44%) of teacher respondents had above 21 years. As presented in table 3, the age distribution of the respondents shows that 4 (8.88%) teachers are between the age of 20 and 30 while 17(37.77%) teachers were between the age of 31 and 40, 18(40%) of the teachers were found between the age of 41 and 50, and 6 (13.33%) teachers are found above 51 years. Concerning the age distribution of KETB members, None of them were between the age of 20-30, 5 (23.80%) of the respondents were between the age of 31 and 40, 16(76.19%) were between the age of 41-50, Moreover, among the PTA members 7 (33.33 %) of them were found to be at the age of 31-40, 13(61.90%) were between the age of 41-50 and one(4.76%) were between the age of above 50 years. Concerning the age distribution of principals 2(25%) were between the age of 20-30, 4 (50%) were found between 31-40 years of age, and one (12.5%) were found between 41-50 and one (12.5%) above 51 years old. Based on this, it is believed that most of the respondents were mature enough to provide honest opinions and suggestions regarding the issue under study. And those who are married 86 (90.52%) exceed in amount. Most of the respondents 60(63.15%) occupation were teachers. Next to teachers 12 (12.63%) of the participants were merchants and others respondents. Whereas, the number of respondents those who have second degree 17(17.895) and first degree consisted of 56 (58.94%) from the total respondents. Then about 18 (18.94%) of the education level of the respondents were between grade 9 and 12 and the remain 4(4.21%) of the respondents were Diploma holders.

**Table 3. Involvement of parents in assisting their children**

No	Item	Members	Respondents							
			S. Agree (5)	Agree (4)	Undecided (3)	D. Agree (2)	S.D. Agree (1)	Total	Mean	S.D
			F(%)	F(%)	F(%)	F(%)	F(%)			
1	Parents provide their children learning material required for their children	Teachers	-	4(8.88)	2(4.44)	36(80.0)	3(6.66)	45	2.15	0.66
		KETB	-	1(4.76)	1(4.76)	16(76.19)	3(14.28)	21	2.00	0.61
		PTA	1(4.76)	2(9.52)	1(4.76)	15(71.42)	3(14.28)	21	2.3	0.97
		Principals	-	1(12.5)	1(12.5)	4(50)	2(25)	8	2.625	1.05
		Total	1(1.05)	8(8.42)	5(5.26)	71(74.73)	11(11.57)	95		
2	Parents help children in doing their exercises	Teachers	-	3(6.66)	2(4.44)	38(84.44)	2(4.44)	45	2.1	0.58
		KETB	-	1(4.76)	1(4.76)	17(80.95)	2(9.52)	21	2.00	0.57
		PTA	-	1(4.76)	2(9.52)	17(80.95)	1(4.76)	21	2.14	0.55
		Principals	-	1(12.5)	1(12.5)	3(37.5)	3(37.5)	8	2.00	1.00
		Total	-	6(6.31)	6(6.31)	75(78.94)	8(8.42)	95		
3	Parents arrange time and place for study	Teachers	-	1(2.22)	2(4.44)	40(88.88)	2(4.44)	45	2.04	0.41
		KETB	-	1(4.76)	1(4.76)	17(80.95)	2(9.52)	21	2.00	0.57
		PTA	1(4.76)	1(4.76)	1(4.76)	16(76.9)	2(9.52)	21	2.19	0.85
		Principals	-	1(12.5)	1(12.5)	5(62.5)	1(12.5)	8	2.25	0.82
		Total	1(1.05)	4(4.21)	5(5.26)	78(82.10)	7(7.37)	95		
4	Parents give advice to their children to have good conduct and character	Teachers	2(4.44)	2(2.44)	3(6.66)	34(75.55)	4(8.88)	45	2.20	0.83
		KETB	-	2(9.52)	2(9.52)	14(66.7)	3(14.28)	21	2.14	0.77
		PTA	-	1(4.76)	2(9.52)	16(76.2)	2(9.52)	21	2.09	0.60
		Principals	-	1(12.5)	2(25)	4(50)	1(12.5)	8	2.37	0.85
		Total	2(2.11)	6(7.81)	9(9.47)	68(71.6)	10(10.52)	95		
5	Parents appreciate and encourage when their children achieve a good results	Teachers	2(4.44)	31(68.9)	4(8.88)	2(4.44)	6(13.33)	45	3.46	1.10
		KETB	-	15(71.4)	2(9.52)	1(4.76)	3(14.28)	21	3.38	1.09
		PTA	1(4.76)	14(66.6)	1(4.76)	2(9.52)	3(14.28)	21	3.76	1.23
		Principals	1(12.5)	4(50)	2(25)	1(12.5)	-	8	3.62	0.85
		Total	4(4.21)	64(67.4)	9(9.47)	4(6.31)	12(12.63)	95		
6	Parents follow up the attendance and academic competition of their children	Teachers	2(4.44)	3(6.66)	2(4.44)	32(71.11)	6(13.33)	45	2.17	0.90
		KETB	1(4.76)	1(4.76)	2(9.52)	14(66.66)	3(14.28)	21	2.19	0.90
		PTA	-	2(9.52)	2(9.52)	14(66.66)	3(14.28)	21	2.14	0.77
		Principals	-	--	3(37.5)	5(62.5)	-	8	2.375	0.48
		Total	3(3.16)	5(5.26)	9(9.47)	65(68.42)	12(12.63)			
7	Parents reduce their work load at home	Teachers	4(8.88)	3(6.66)	4(8.88)	28(46.66)	6(13.33)	45	2.35	1.07
		KETB	-	1(4.76)	2(9.52)	13(61.90)	5(23.80)	21	1.95	0.72
		PTA	-	2(9.52)	2(9.52)	15(71.42)	2(9.52)	21	2.09	0.73
		Principals	1(12.5)	1(12.5)	1(12.5)	4(50)	1(12.5)	8	2.625	1.21
		Total	5(5.26)	7(7.37)	9(9.47)	60(63.2)	14(14.74)	95		

In table 3, item 1, about 36(80%) teachers, 16 (76%) KETB members, 15 (71%) of PTA members and 4(50%) secondary schools principals responded that parents are not providing their children enough learning materials. Only 4 (9%), teachers, 1 (5%) KETB members, 2(10%) PTA and 1 (13%) principals respectively responded that parents provide necessary learning material for their children. The majority, 82 (86%) of the respondents agreed that parents did not providing learning material required for their children. Only 9 (9.4%) of the respondents agreed the above issues. The mean score values of Teachers, KETB, PTA and principals for this item are 2.15, 2.00, 2.30 and 2.63 respectively are below the medium average (3.00). It is possible to conclude that parents did not supply learning material to their children. Furthermore, from the interview held with TEO experts and supervisor it was found out that KETB and PTA members didn't supply of learning material to the children by their parents. This indicates that it has a negative impact on student's academic performance.

As depicted in table 3 item 2, 38(84.44%) of teachers, 17(80.95%) of KETB members 17(80.95%) of PTA members and 3(37.5%) principals respectively responded that the extent of the participation of the parents in assisting their children doing their exercises was disagree. The agreement of the majority 83(87%) indicates that the extent of parents helping their children in doing their exercises was disagree. The mean score values of Teachers, KETB, PTA and principals for this item are 2.1, 2.00, 2.14, and 2.00 respectively are below the medium average (3.00). From this, it is possible to say that parents did not help their children in doing their exercise.

Regarding item 3, table 3, most of the respondents, 40 (88.88%) teachers, 17 (80.95%) KETB members, 16(76.9%) PTA members and 5 (62.5 %) Secondary school principals agreed that parent did not arranged time and place for their children to study. On the other hand, 1 (2.22%) teachers, 1(4.76%) KETB members, 1 (4.76%) PTA members and 1(12.5%) Secondary school principals agreed that they arrange time and place for study. The mean score values of Teachers, KETB, PTA and principals for this item are 2.04, 2.00, 2.19, and 2.25 respectively are below the medium average (3.00). The majority 85(89%) replied that the parents have not arranged enough time and appropriate place to the needs of their children. Only 5(5%) of the respondents agree the issues. From this, it is possible to conclude that parents are not arranging appropriate time and place for their children to study and this could have a negative impact on students learning.

As table 3, item 4, 34 (75.55%) teachers, 14 (66.66%) KETB members, 16 (76.19%) PTA members and 4 (50%) secondary school principals confirmed that parents did not give advice to their children to have good conduct and character. The mean score values of Teachers, KETB, PTA and principals for this item are 2.20, 2.14, 2.09, and 2.37 respectively are below the medium average (3.00). The majority of the respondents 78 (82%) that parents give advice to their children to have a good conduct was low. Only 8% of the respondents replied that parents give advice to their children to have a good conduct.

Table 3, item 5, shows 31 (68.88%) teachers, 15 (71.42%) KETB members, 14(66.66%) PTA members and 4 (50%) secondary school principals reported that parents encourage their children when they achieve a good result. Whereas, 2 (4.44%) teachers, 1 (4.76%) PTA members and 1 (12.5%) principals responded that parents did not encourage their children when they achieve a good result. The mean score values of Teachers, KETB, PTA and principals for this item are 3.46, 3.38, 3.76, and 3.62 respectively are above the medium average (3.00). This means 76 (80%) of the respondents confirmed their agreement that parents appreciate and encourage their children when achieve a good result.

In table 3 item 6, 32 (71.11%) teachers, 14 (66.66%) KETB members, 14 (66.66%) PTA members and five (62.5%) of principals reported that Parents follow up the attendance and academic competition of their children confirmed their disagreement. Beside 3 (6.66%), 1(4.76%), 2(9.52%) of teachers, KETB and PTA members respectively agree concerning the issue indicated.

Moreover, the mean values of Teachers, KETB, PTA and principals responses respectively are 2.17, 2.19, 2.14 and 2.38 which are below the average value (3.00). The agreement of the majority 77(81%) indicates that parents do not follow up the attendance and academic performance of their children. Only 8(8.4%) confirmed the above issues.

During review of school documents conducted by the researcher, this was confirmed as parent of students with academic and behavioral problems have signed at the black list of the students attendance sheets. In fact I have seen written notes where some parents of such students have given their commitment to help their children to improve their shortcomings. And teachers do not contact with parents unless the student has a problem with the school.

Regarding table 3 item 7, the respondents, 28 (46.66 %) teachers, 13 (61.90%) KETB members, 15 (71.42%) PTA members and four (50%) principals confirmed their disagreement that parents reduce the students work load at home. Moreover, the mean values of Teachers, KETB, PTA and principals responses respectively are 2.35, 1.95, 2.09 and 2.63 which are below the average value (3.00).

The majority 74(78%) of respondents agreed that parents do not reduce the work load of their children. Only 12(12%) confirmed the above issues. This shows that it affects negatively the student's academic performance.

**Table 4. Forms of Community participation in the management of governmental secondary schools**

No	Item	Members	Respondents							Total	Mean	S.D
			V.High (5)	High (4)	Medium (3)	Low (2)	V.Low (1)					
			F(%)	F(%)	F(%)	F(%)	F(%)					
1	Community participate by contributing money	Teachers	-	3(6.66)	4(8.85)	30(66.66)	6(13.33)	45	2.04	0.69		
		KETB	-	2(9.52)	2(9.52)	14(66.66)	3(14.28)	21	2.14	0.77		
		PTA	-	1(4.76)	2(9.52)	15(71.42)	3(14.28)	21	2.04	0.65		
		Principals	-	1(12.5)	1(12.5)	4(50)	2(25)	8	2.13	0.92		
		Total	-	7(7.37)	9(9.47)	63(66.32)	14(14.7)	95				
2	Community participate through material	Teachers	-	2(4.44)	2(4.44)	38(84.44)	3(6.66)	45	2.06	0.53		
		KETB	-	1(4.76)	1(4.76)	17(80.95)	2(9.52)	21	2.04	0.57		
		PTA	-	2(9.52)	3(1.28)	13(61.90)	3(14.28)	21	2.19	0.79		
		Principals	-	-	1(12.5)	5(62.5)	2(25)	8	1.88	0.59		
		Total	-	5(5.26)	7(7.37)	73(76.84)	10(10.5)	95				
3	Community participate by contributing labor	Teachers	-	2(4.44)	3(6.66)	37(82.22)	3(6.66)	45	2.70	0.82		
		KETB	-	2(9.52)	1(4.76)	17(80.95)	1(4.76)	21	2.19	0.66		
		PTA	-	1(4.76)	2(9.52)	16(76.19)	2(9.52)	21	2.09	0.60		
		Principals	-	-	1(12.5)	5(62.5)	2(25)	8	1.88	0.59		
		Total	-	5(5.26)	7(7.37)	75(78.95)	8(8.42)	95				

In table 4, item 1, the respondents, 30(66.66%) of teachers, 14(66.66%) of KETB, 15(71.42%) of PTA members, and 4 (50.00%) of secondary school principals confirmed that community participate by contributing money was low. The mean score values of Teachers, KETB, PTA and principals for this item are 2.04, 2.14, 2.04, and 2.13 respectively are below the medium average

(3.00). From this it is possible to say that the total majority 77(81%) of respondents community did not participate by contributing money. Only 7(7%) confirmed the above issues.

The interview conducted concerning community participation revealed that community participates by contributing money also low and the schools are not doing enough to mobilize the community to increase their resources to fulfill their budget requirements.

Item 2, table 4, 38(84.44%), teachers, 17 (80.95%) KETB members, 13(61.90%) PTA members and five (62.50%) principals confirmed that the community participates through material contribution was low. Whereas, 2 (4.4%) teachers, 1 (4.76%) KETB members and 2 (9.52%) PTA members replied high participation as they contribute through material. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.04, 2.19, and 1.88 respectively are below the medium average (3.00). From this response we can conclude that majority 83(87%) community participation through material was low.

As indicate in table 4 item 3, 37(82.22%) teachers, 17(80.95%) KETB members, 16 (76.19%) PTA members and five (62.5%) secondary schools principals respectively agreed that low community participates in the form of labor. Whereas, 2(4.44%) the teachers, 2 (9.52%) KETB members and one (4.76%) PTA members were agreed high participate in the form of labor. The mean score values of Teachers, KETB, PTA and principals for this item are 2.70, 2.19, 2.09, and 2.87 respectively are below the medium average (3.00). The most 83(87%) of respondents confirmed low level of community participation in forms of labor. The response of the interview conducted with TEO expert also supported that the commitment of the KETB and PTA members in mobilizing the community to make contribution money, in kind and labor was low.

As it is reviewed in the literature part of this study, the PTA and KETB members did not adequately mobilize the community in financing education contribution in the form of money, in kind and in the form of labor .From this, it is possible to say that KETB and PTA members' commitment to mobilize the community so as to get money, kind and labor support was not enough. Rather they are also not expected to go beyond that and assume key role examining, budgeting and determine how resources spent (Shaeffer,1994: 70).

As it is reviewed in the literature part of this study, participation of the community in financing school takes three forms, monetary contribution, in kind, and in form of labor. To run the school effectively, the use of these resources should be managed successfully, both by the school as well as by the community (UNISCO 2004). From this we can understand that the availability of finance and resources by itself does not bring any attainment of quality of education without efficient use through appropriate finance management.

### Level of Community participation in planning

**Table 5. Community participation in planning**

No	Item	Members	Respondents							Total	Mean	S.D
			V.High (5)	High (4)	Medium (3)	Low (2)	V.Low (1)					
			F(%)	F(%)	F(%)	F(%)	F(%)					
1	The KETB and PTA members participate in planning, (the strategic plan of the school)	Teachers	-	3(6.66)	3(6.66)	33(73.3)	6(13.3)	45	2.06	0.67		
		KETB	2(9.52)	2(9.52)	2(9.52)	13(61.9)	2(9.52)	21	2.47	1.09		
		PTA	1(4.76)	1(4.76)	2(9.52)	14(66.6)	3(14.28)	21	2.19	0.90		
		Principals	-	-	3(37.5)	4(50)	1(12.5)	8	2.25	0.66		
		Total	3(3.16)	6(6.32)	10(10.5)	64(67.4)	12(12.6)	95				
2	The KETB and PTA members actively in planning (the annual plan of the school)	Teachers	-	2(4.44)	3(6.66)	37(82.2)	3(6.66)	45	2.08	0.55		
		KETB	2(9.52)	2(9.52)	3(14.3)	13(61.9)	1(4.76)	21	2.57	1.04		
		PTA	2(9.52)	2(9.52)	2(9.52)	12(57.14)	3(14.28)	21	2.42	1.13		
		Principals	-	1(12.5)	2(25)	3(37.5)	2(25)	8	2.25	0.96		
		Total	4(4.21)	7(7.37)	10(10.5)	65(68.42)	9(9.47)	95				

Accordingly, in table 5, item 1, about 33 (73.33%) teachers, 13(61.90%) KETB members, 14 (66.66%) PTA members and four (50%) principals respectively confirmed that community representatives do not participate in preparation of schools strategic planning. Whereas, 3 (6.66%) teachers, two (9.52%) KETB members, 1 (4.76%) PTA members and (0%) of secondary school principals they are participated. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.47, 2.19, and 2.25 respectively are below the medium average (3.00).The majority 76 (80%) of the respondents, agreed that community representatives do not participates in school strategic plan preparation. Only 9(9%) of the respondents replied high

participate. This intern lacks confidence the community representatives being a member of the school management.

From the interview held with TEO experts and supervisor it was found out that KETB and PTA members didn't participate in the planning. Due to this, plans were developed by principals and teachers make adjustment and sent to town education office. The documents of staff meeting also indicate that KETB and PTA members they didn't give attention to participate in planning.

This shows that, KETB and PTA members were not actively participating in the planning of school activities. From this it is possible to understand that the responsibility given to them at least to approve the school plan developed by principal is not practical (MOE,1994: 22, 28). Due to this weakness, it is clear that the school may face problem during plan implementation.

In the review literature part of this study, it has been discussed that Planning plays an important role. Furthermore, Planning is the most important tool which gives direction to the educational institutions. It is the process of preparing a set of decisional action for the future directed at achieving goals by optional means (Donald and, Bagin 2005). The participation of the community in planning of the school development activity is important for various reasons, if the communities ask to serve on planning committee they will feel a sense of belonging and be honored that they are invited to help improve the school.

As revealed in item 2, table 5, majority, 37 (82.22%) teachers, 13 (61.90%) KETB members, 12 (57.14%) PTA members, and three (37.5%) secondary school principals, respectively the community participates in preparation of schools annual plan was low. Whereas, two (4.44%) of teachers, 2 (9.52%) of KETB members, 2 (9.52%) PTA members and one (12.50%) of secondary school principals reported as they high participate. The majority 74 (78%) of the respondents, agreed that community representatives do not participates in preparation of schools annual plan. The mean score values of Teachers, KETB, PTA and principals for this item are 2.08, 2.57, 2.42, and 2.25 respectively are below the medium average (3.00). This show that KETB and PTA members' participation in annual planning school programs was found at low level. Furthermore, the information gather from interview with TEO experts, supervisor and document analysis support the data obtained through quantitative. From this, it is possible to conclude that annual planning school program activities was prepared by school principal and less result achievement principals without participating of KETB and PTAs members, therefore, this leads to inactive participation of the school.



## Level of Community participation in decision making

**Table 6. Community participation in decision making**

No	Item	Members	Respondents							
			V.High (5)	High (4)	medium (3)	low (2)	V.low (1)	Total	Mean	S.D
			F(%)	F(%)	F(%)	F(%)	F(%)			
1	Members of KETB and PTA identify problems and make decision to solve problems which are related to school	Teachers	-	2(4.44)	4(8.88)	34(75.55)	5(11.11)	45	2.06	0.61
		KETB	1(4.8)	2(9.52)	3(14.28)	13(61.90)	2(9.52)	21	2.38	0.94
		PTA	2(9.5)	2(9.52)	3(14.28)	11(52.38)	3(14.28)	21	2.47	1.13
		Principals	1(12.5)	1(12.5)	1(12.5)	4(50)	1(12.5)	8	2.63	1.21
		Total	4(4.2)	7(7.37)	11(11.58)	62(65.26)	11(11.6)	95		
2	Members of KETB and PTA take the initiative to mobilize the community to make finance material and labor contribution	Teachers	5(11.1)	4(8.88)	5(11.11)	26(57.77)	5(11.11)	45	2.51	1.14
		KETB	2(9.5)	2(9.52)	3(14.28)	13(61.90)	1(4.76)	21	2.57	1.04
		PTA	2(9.5)	3(14.3)	3(14.28)	12(57.14)	1(4.76)	21	2.66	1.08
		Principals	-	1(12.5)	1(12.5)	4(50)	2(25)	8	2.13	0.92
		Total	9(9.5)	10(10.5)	12(12.6)	55(57.89)	9(9.47)	95		
3	Members of KETB and PTA participate in allocating and approving the school budget	Teachers	3(6.7)	4(8.88)	5(11.11)	27(60.00)	6(13.33)	45	2.35	1.03
		KETB	2(9.5)	2(9.52)	1(4.76)	14(66.66)	2(9.52)	21	2.42	1.09
		PTA	3(14.3)	3(14.28)	3(14.28)	11(52.38)	1(4.76)	21	2.80	1.17
		Principals	-	-	2(25)	4(50)	2(25)	8	2.25	0.75
		Total	8(8.4)	9(9.47)	11(11.58)	56(58.94)	11(11.6)	95		
4	KETB and PTA members participate in controlling school property	Teachers	-	4(8.88)	4(8.88)	28(62.22)	9(20.00)	45	2.06	0.80
		KETB	2(9.5)	1(4.76)	1(4.76)	15(71.42)	2(9.52)	21	2.33	1.03
		PTA	1(4.8)	3(14.3)	2(9.52)	13(61.90)	2(9.52)	21	2.42	1.00
		Principals	-	2(25)	1(12.5)	4(50)	1(12.5)	8	2.50	1.00
		Total	3(3.2)	10(10.5)	8(8.42)	60(63.16)	14(14.7)	95		
5	Members of KETB and PTA held meeting with parents and community on students poor achievements or success and discuss on the issues	Teachers	-	3(6.66)	2(4.44)	35(77.77)	5(11.11)	45	2.06	0.64
		KETB	1(4.8)	1(4.76)	3(14.28)	15(71.42)	1(4.76)	21	2.33	0.83
		PTA	-	2(9.52)	2(9.52)	16(76.19)	1(4.76)	21	2.33	0.68
		Principals	-	1(12.5)	2(25)	4(50)	1(12.5)	8	2.38	0.85
		Total	1(1.1)	7(7.37)	9(9.47)	70(73.68)	8(8.42)	95		

In table 6, item 1, the majority, 34 (75.55%) teachers, 13 (61.90%) KETB members, 11 (52.38%) PTA members and four (50%) secondary schools principals indicated that members KETB and PTA do not participate in identifying problems and make decision to solve problems

related to school. Whereas, two (4.44%) teachers, two (9.52%) KETB members, two (9.52%) PTA members and one (12.5%) principals agreed that community representatives participates in identifying problems and make decision. The majority 73(76%) of respondents indicated that members KETB and PTA do not participate in identifying problems and make decision to solve problems related to school. Only 11(11%) respondents the above issues. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.38, 2.47, and 2.62 respectively are below the medium average (3.00).From this it is conclude that community participation in identifying problems and make decision is not in a healthier condition.

The interview conducted also revealed that sometimes the process of decision making was undertaken by the school management without the participation of the community representatives.

As it is reviewed in related literature part of this study, decision making is the process of defining problems, generating alternative solutions, choosing one alternative and implement it (Holt, 2004). Decision making is a crucial part of management activity and determines the success or fail of our organizational goals because all organizational activities can be interpreted best in terms of decision made.

In item 2, table 6, about, 26 (56.77%) teachers, 13(61.90%) KETB members, 12 (57.14%) PTA members and four (50%) secondary school principals confirmed that members of PTA and KETB are not taking initiatives to mobilize the community for different school activities. While four (8.88%) teachers, two (9.52%) KETB members, and three (14.28%) PTA members and one (12.50%) secondary school principals replied that community representatives are taking the initiatives to mobilize the community. The majority 64(67%) of respondents indicated that members of PTA and KETB are not taking initiatives to mobilize the community for different school activities. From the majority only 19(20%) agreed the issues. The mean score values of Teachers, KETB, PTA and principals for this item are 2.51, 2.57, 2.66, and 2.12 respectively are below the medium average (3.00).

From this result, it is possible to conclude that the initiative to mobilize the community to make different contribution to school was low.

Regarding to table 6, item 3, the majority, 27(60%) teachers, 14 (66.66%) KET members, 11(52.38%) PTA members and four (50%) secondary school principals reported that the PTA and KETB members do not participate in allocating, approving and making decision how the school budget should be spent. Whereas only four (8.88%) teachers, two (9.52%) KETB members, and three (14.28%) PTA members indicated that community representatives participate in allocating, approving, and made decision how the school budget spent was high. The most 67(71%) of respondents confirmed low level of community representatives participate in allocating, approving, and made decision how the school budget spent. Only from the total 17(18%) highly responded the issues. From this, it is possible to conclude that the schools have low performance participation of the community in the key decision making areas.

According to item 4, table 6, the respondents were requested to show that the majority, 28 (62.22%) teachers, 15 (71.42%) KETB members, 13 (61.90%) PTA members and four (50%) principals reported that the members of KETB and PTA do not participate in controlling school properties. Whereas, four (8.88%) teachers, 1 (4.76%) KETB members, three (14.28%)PTA members and two (25%) the principals reported that they are high participated. The most 74(78%) of respondents reported that the members of KETB and PTA low participation in controlling school properties. Only by 13(14%) confirmed the issues. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.33, 2.42, and 2.50 respectively are below the medium average (3.00)

From the above information it is possible to conclude that in controlling school property and the participation of KETB and PTA members in making decision was not reached to the expected level.

As in table 6, item 5, about, 35 (77.77%) teachers, 15(71.42%) KETB members, 16 (76.19%) PTA members and four (50%) of secondary schools principals confirmed that members of PTA and KETB do not participate held meeting with parents and community on students poor achievements or success and discuss on the issues. Whereas, 3(6.66%) teachers, one (4.76%) KETB member, two (9.52%) PTA members and one (12.5%) principals replied that PTA and

KETB members high participate held meeting with parents and community on students poor achievements or success and discuss on the issues.

The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.33, 2.33, and 2.37 respectively are below the medium average (3.00)

The agreement of the majority 78(82%) accounts of the respondents agreed that community representatives do not hold meeting with parents on student's poor achievement.

## Level of Community participation in managing discipline

**Table 7. Community participation in managing discipline**

No	Item	Members	Respondents					Total	Mean	S.D
			V.High (5)	High (4)	Medium (3)	Low (2)	V.Low (1)			
			F(%)	F(%)	F(%)	F(%)	F(%)			
<b>1</b>	KETB and PTA members participation in solving school disciplinary problems among teachers	Teachers	2(4.44)	3(6.66)	6(13.33)	24(53.3)	10(22.2)	45	2.17	0.99
		KETB	3(14.3)	1(4.76)	3(14.28)	11(52.4)	3(14.28)	21	2.52	1.21
		PTA	2(9.52)	3(14.3)	1(4.76)	13(61.9)	2(9.52)	21	2.52	1.13
		Principals	-	-	2(25)	4(50)	2(25)	8	2.00	0.70
		Total	7(7.37)	7(7.37)	12(12.6)	52(54.7)	17(17.9)	95		
<b>2</b>	Members of KETB and PTA participate in solving school disciplinary problems among students	Teachers	3(6.66)	5(11.1)	7(15.55)	24(53.3)	6(13.33)	45	2.44	1.06
		KETB	2(9.52)	3(14.3)	3(14.28)	12(57.1)	1(4.76)	21	2.66	1.08
		PTA	2(9.52)	2(9.52)	5(23.80)	10(47.6)	2(9.52)	21	2.61	1.09
		Principals	-	-	5(6.25)	1(12.5)	2(25)	8	2.37	0.85
		Total	7(7.37)	10(10.5)	20(21.1)	47(49.5)	11(11.6)	95		
<b>3</b>	KETB and PTA members held meeting with parents to make the school safe for female students	Teachers	2(4.44)	4(8.88)	4(8.88)	29(64.4)	6(13.33)	45	2.26	0.95
		KETB	2(9.52)	2(9.52)	2(9.52)	14(66.7)	1(4.76)	21	2.52	1.05
		PTA	1(4.76)	1(4.76)	3(14.3)	15(71.4)	1(4.76)	21	2.33	0.83
		Principals	-	-	2(25)	4(50)	2(25)	8	2.5	0.86
		Total	5(5.26)	7(7.37)	11(11.6)	62(65.3)	10(10.5)	95		

As table 7, item 1, the majority, 24 (53.33%) teachers, 11 (52.38%) KETB members, 13 (61.90%) PTA members and four (50%) principals confirmed that as members of PTA and KETB do not participate in solving school disciplinary problems among teachers. Whereas only 3(6.66%) teachers, one (4.76%) of KETB member and three (14.28%) PTA members replied that PTA and KETB members high participate in solving school disciplinary problems among teachers. The most 69(73%) of respondents reported that the members of KETB and PTA low participation in solving school disciplinary problems among teachers.

From the total only 14(15%) participate highly. Therefore, the responses obtained revealed that the participation was low. The mean score values of Teachers, KETB, PTA and principals for this item are 2.17, 2.52, 2.52, and 2.00 respectively are below the medium average (3.00).

Furthermore, from the interview with TEO experts, supervisor and document analysis it was found out that in most school matters decisions were made by the principals together with teachers who were member of PTA.

From this, it is possible to conclude that that KETB and PTA member participation in decision making on teacher problems or complains was low. Due to this is difficult to call there was genuine participation. Therefore, the PTA and KETB participating on decision making such as teachers absenteeism, poor performance, improving the educational delivery, monitoring and supervising teachers, ensuring that teachers arrive at school on time and perform effectively in class room was not adequate.

In table 7, items 2, about, 24 (53.33%) teachers, 12 (57.14%) KETB members, 10 (47.61%) PTA member's and one (12.50%) principal confirmed that members of KETB and PTA low participate in solving disciplinary problems among students. Only 5 (11.11%) teachers, three (14.28%) KETB members and two (9.52%) PTA members agreed that members of PTA and KETB high participate in managing disciplinary problems among students. The mean score values of Teachers, KETB, PTA and principals for this item are 2.44, 2.66, 2.61, and 2.37 respectively are below the medium average (3.00). The majority 58(61%) of respondents reported that the members of KETB and PTA low participation in solving school disciplinary problems among students. This indicates that managing disciplinary problems among students was not effectively managed by KETB and PTA.

In table 7, item 3, about, 29 (64.44%) teachers, 14 (66.66%), KETB members, 15 (71.42%) PTA members and four (50%) school principals replied that members of the community representatives did not held meeting with parents to make school safe for female students. While, 4 (8.88%) of teachers, 2 (9.52%) of KETB members and 1(4.76) of PTA members, agreed that they held meeting with parents to make school safe for female students. The majority 72(76%) of respondents reported that the members of KETB and PTA held meeting with parents to make school safe for female students was low. The mean score values of Teachers, KETB, PTA and

principals for this item are 2.26, 2.52, 2.33, and 2.5 respectively are below the medium average (3.00).

The majority 54(57%) of the respondents Confirmed that community participation in solving disciplinary problems among teachers, students and make the school safe for female students was low.

### Level of Community participation in monitoring and evaluation

**Table 8. Community participation in monitoring and evaluation**

No	Item	Members	Respondents							Total	Mean	S.D
			V.High (5)	High (4)	Medium (3)	Low (2)	V,Low (1)					
			F(%)	F(%)	F(%)	F(%)	F(%)					
1	Preparing evaluating criteria to evaluate the school plan implementation	Teachers	1(2.22)	3(6.66)	2(2.22)	32(71.11)	7(15.55)	45	2.06	0.81		
		KETB	1(4.76)	2(9.52)	2(9.52)	15(71.42)	1(4.76)	21	2.38	0.89		
		PTA	3(14.3)	1(4.76)	1(4.76)	13(61.90)	3(14.28)	21	2.42	1.21		
		Principals	-	-	3(37.5)	4(50)	1(12.5)	8	2.25	0.66		
		Total	5(5.26)	6(6.32)	8(8.42)	64(67.37)	12(12.6)	95				
2	Members of KETB and PTA participate in monitoring and evaluating the teachers performance	Teachers	-	3(6.66)	5(11.11)	31(68.88)	6(13.33)	45	2.11	0.70		
		KETB	2(9.52)	1(4.76)	3(14.28)	14(66.66)	1(4.76)	21	2.47	1.00		
		PTA	2(9.52)	2(9.52)	2(9.52)	14(66.66)	1(4.76)	21	2.61	1.05		
		Principals	-	-	2(25)	4(50)	2(25)	8	2.00	0.70		
		Total	4(4.21)	6(6.32)	12(12.6)	63(66.32)	10(10.5)	95				
3	KETB and PTA members evaluate the impact of community participation in students achievement	Teachers	5(11.11)	4(8.88)	5(11.11)	27(60.00)	4(8.88)	45	2.53	1.12		
		KETB	2(9.52)	1(4.76)	3(14.28)	13(61.90)	2(9.52)	21	2.42	1.04		
		PTA	2(9.52)	3(14.28)	1(4.76)	14(66.66)	1(4.76)	21	2.57	1.09		
		Principals	-	1(12.5)	2(25)	3(37.5)	2(25)	8	2.25	0.96		
		Total	9(9.47)	9(9.47)	11(11.6)	57(60.0)	9(9.47)	95				

Item 1 of table 8 indicates that, 32(71.11%) teachers, 15 (71.42%) KETB members, 13 (61.90%) PTA members and four (50%) principals confirmed that the members of the community representatives do not preparing evaluating criteria and monitor the implementation of the school

plan. Whereas, only 3(6.66%) teachers, 2 (9.52%) of KETB members, 1 (4.76%) PTA members confirmed that they preparing evaluating criteria and monitor the implementation of the school plan. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.38, 2.42, and 2.25 respectively are below the medium average (3.00). The majority 76(80%) of the respondents Confirmed that community representatives low participation in preparing evaluating criteria and monitor the implementation of the school plan. While only 11(12%) highly participate in preparing school plan.

From this we can conclude that members of PTA and KETB members do not participate effectively in monitoring and evaluation of the school plan. The interview conducted with TEO experts and supervisor also revealed that the communities representatives do not active participate in monitoring and evaluation process.

According to the current Education and Training Policy (1994), the KETB and PTA members are expected to participate both in the preparation and implementation phases of the plans. This educational guide line and school plans also indicated that the responsibilities of KETB is planning, maintenance, finance, staffing, supervision, monitoring and evaluation of the school performances. Communities with higher level of participation in school management are more willing to assist in the financing of schools. The community representatives three of the schools studied reported that they don't fully participate especially in the preparation of the plans due to their knowledge gap.

In item 2, in the same table 8, majority, 31 (68.88%) teachers, 14 (66.66%) KETB members, 14(66.66%) PTA members and four (50%) principals do not agree that members of PTA and KETB participate in monitoring and evaluating of the teachers performance. While, only 3 (6.66%) teachers, 1(4.76%) KETB members, 2 (9.52%) PTA members agreed that KETB and PTA members high participate in monitoring and evaluating the teacher's performance. Most 73(77%) of the respondents Confirmed that community representatives low participation in monitoring and evaluating of the teachers performance. While only 10(11%) highly responded.

The mean score values of Teachers, KETB, PTA and principals for this item are 2.11, 2.47, 2.61, and 2.00 respectively are below the medium average (3.00). From this it is possible to conclude that members of PTA and KETB low participate in monitoring and evaluating the teacher's performance.



Regarding to table 8, item 3, majority, 27 (60.00%) the teachers, 13 (61.90%) the KETB members, 14(66.66%) PTA members and three (37.5%) principals confirmed that the members of PTA and KETB do not evaluate the impact of community participation in student's achievement. Whereas, 4(8.88%) teachers, 1(4.76%) KETB members, 3(14.28%) PTA members and one (12.5%) principals agreed that the community members evaluate the impact of community participation in student's achievements. Most 66(69%) of the respondents Confirmed that community representatives evaluate the impact of community participation in student's achievement was low. The mean score values of Teachers, KETB, PTA and principals for this item are 2.53, 2.47, 2.57, and 2.25 respectively are below the medium average (3.00). From this, it is possible to conclude that the KETB and PTA members are low performance in evaluating the impact of community participation in student's achievement.

In general 71(74.33%) confirmed that the participation of KETB and PTA participating in school strategic and annual plan preparation and implementation, monitoring and evaluating the teacher's performance and evaluate the impact of community participation in student's achievement was low.

**Table 9. Major factors that hinder KETB and PTA members from participating in the management of school.**

No	Item	Members	Respondents					Total	Mean	S.D
			S. Agree (5)	Agree (4)	Undecided (3)	Dis-Agree(2)	S.D. Agree (1)			
			F(%)	F(%)	F(%)	F(%)	F(%)			
1	Community representatives lack confidence for they are not professionals	Teachers	2(4.44)	33(73.33)	3(6.66)	3(6.66)	4(8.880)	45	3.57	0.99
		KETB	1(4.76)	13(61.90)	2(9.52)	2(9.52)	3(14.28)	21	2.85	1.26
		PTA	1(4.76)	16(76.19)	2(9.52)	1(4.76)	1(4.76)	21	3.71	0.82
		Principals	2(25)	5(62.5)	1(12.5)	-	-	8	4.13	0.59
		Total	6(6.32)	37(70.5)	8(8.42)	6(6.32)	8(8.42)	95		
2	Lack of training or orientation for KETB and PTA members	Teachers	2(4.44)	34(75.55)	3(6.66)	3(6.66)	3(6.66)	45	3.64	0.92
		KETB	1(4.76)	15(71.42)	2(9.52)	1(4.76)	2(9.52)	21	3.57	1.00
		PTA	2(9.52)	15(71.42)	1(4.76)	1(4.76)	2(9.52)	21	3.66	1.03
		Principals	2(25)	4(50)	1(12.5)	1(12.5)	-	8	3.88	0.92
		Total	7(7.37)	68(71.58)	7(7.37)	6(6.32)	7(7.37)	95		
3	Inappropriate time and place of meetings on part of community representative	Teachers	-	39(86.66)	3(6.66)	-	3(6.66)	45	3.73	0.77
		KETB	-	18(85.71)	2(9.52)	-	1(4.76)	21	3.76	0.68
		PTA	-	19(90.47)	1(4.76)	-	1(4.76)	21	3.80	0.66
		Principals	2(25)	4(50)	1(12.5)	1(12.5)	-	8	3.875	0.92
		Total	2(2.11)	80(84.21)	7(7.37)	1(1.05)	5(5.26)	95		
4	principals underestimate the role of community representative	Teachers	-	40(88.88)	3(6.66)	-	2(4.44)	45	3.80	0.65
		KETB	-	17(80.95)	1(4.76)	1(4.760)	2(9.52)	21	3.57	0.95
		PTA	-	18(85.71)	1(4.76)	1(4.76)	1(4.76)	21	3.70	0.76
		Principals	-	3(37.5)	2(25)	3(37.5)	-	8	3.00	0.86
		Total	-	78(82.10)	7(7.37)	5(5.26)	5(5.26)	95		
5	Lack of commitment and willingness of the KETB and PTA	Teachers	-	32(71.11)	5(11.1)	3(6.66)	5(11.11)	45	3.42	1.02
		KETB	-	11(52.38)	2(9.52)	2(9.52)	6(28.57)	21	2.85	1.31
		PTA		13(61.90)	2(9.52)	1(4.76)	5(23.80)	21	3.09	1.26
		Principals	-	4(50)	-	4(50)	-	8	3.00	1.00
		Total	-	60(63.16)	9(9.47)	10(10.5)	16(16.8)	95		

Table 9, item 1 shows that majority, 33 (73.33%) teachers, 13 (61.90%) KETB members, 16 (76.19%) PTA, and five (62.5%) principals confirmed that the community representatives agree to lack confidence for participation with assumption that they are not professional, While four (8.88%) teachers, three (14.28%) KETB members and 1(4.76%) PTA members strong disagreed that the community representatives lack confidence for they are not professional. The mean score values of Teachers, KETB, PTA and principals for this item are 3.57, 2.85, 3.71, and 4.13 respectively are above the medium average (3.00).

The agreements of the majority 73(77%) indicate that lack of confidence of the community representatives by the assumption that they are not professional hinder them from active participation.

The interview conducted also revealed that community representatives lack confidence to participate in schools management.

In item 2, in the same table 9, the majority, 34(75.55%) of teachers, 15 (71.42%) of KETB members, 15 (71.42%) of PTA members, and 4 (50%) of principals agreed that lack of training for the community representatives could be the factor that hinder the community participation. While the 3(6.66%) the teachers, 2 (9.52%) KETB members and 2 (9.52%) PTA members do not agree that lack of training could be the factor that hinders community participation. The majority 75(79%) agreed that lack of training for the community representatives could be the factor that hinder the community participation. The mean score values of Teachers, KETB, PTA and principals for this item are 3.64, 3.57, 3.66, and 3.88 respectively are above the medium average (3.00).From this result, it is possible to conclude that the community participation could be affected with lack of training for community representatives.

According to table 9, item 3, indicated that 39 (86.66%) the teachers,18(85.71%) the KETB,19(90.47%) PTA and four (50%) principals agreed that inappropriate time and place of meeting on the part of the community representatives was the factor that hinders the community participation. Only 3(6.66%) of teachers, 1(4.76%) of KETB and 1(4.76%) of PTA agree that inappropriate time and place of meeting could not the major factor that hinders community participation. The majority 82(86%) agreed that inappropriate time and place of meeting on the part of the community representatives was the factor that hinders the community participation. The mean score values of Teachers, KETB, PTA and principals for this item are 3.73, 3.76, 3.80, and 3.88 respectively are above the medium average (3.00) From this, it is possible to conclude that inappropriate time and place of meeting could be the factor that hinders community participation.

In the open ended item of the questionnaire of TEO experts and supervisor it was found that usually meetings were called during working hours of the KETB and PTA which are usually problematic for the term to attend meetings.

As revealed in item 4, table 9, the respondents revealed that majority, 40 (88.88%) the teachers, 17 (80.95%) the KETB members, 18 (85.71%) PTA members and three (37.5%) principals agreed that the attitudes of principals and teachers underestimate the roles of PTA and KETB members are the factor. Whereas, two (4.44%) teachers, two (9.52%) KETB members and one (4.76%) PTA members do not agree that the above mentioned issue is the factor. The mean score values of Teachers, KETB, PTA and principals for this item are 3.80, 3.57, 3.70, and 3.00 respectively are above the medium average (3.00). The majority 78 (82%) of the four groups respondents agreed that the negative attitudes of principals and teachers underestimate the role of community representatives.

From table 9, item 5, the about, 32 (71.11%) the teachers, 11 (52.38%) KETB members, 13 (61.90%) PTA members and four (50%) principals confirmed that lack of commitments and willingness of PTA and KETB members could be one of the factors that hinder the community participation. While, 5 (11.11%), teachers, 6 (28.57%) KETB members and 5 (23.80%) PTA members confirmed that lack of commitments and willingness of PTA and KETB members did not the factors that hinder the community participation. The majority 60(63%) confirmed that lack of commitments and willingness of PTA and KETB members could be one of the factors that hinder the community participation. The mean score values of Teachers, KETB, PTA and principals for this item are 3.42, 2.85, 3.09, and 3.00 respectively are above the medium average (3.00).

The major factors that hinder the community participation in management of secondary schools most of the respondents indicated that Community representatives lack confidence for they are not professionals, Lack of training or orientation for KETB and PTA members, Inappropriate time and place of meetings on part of community representative, principals underestimate the role of community representative and Lack of commitment and willingness of the KETB and PTA was suggested that hindered the activity. Moreover, the school principals should ensure the participation of the community in the school management function.

From the interview with TEO experts and supervisor it was found that most of the KETB and PTA members lack of commitment, willingness and give less attention to participate actively in the management of schools . Due to this, it was difficult for them to attend meetings called by principals.

**Table 10. Issues related to school principal that hinder KETB and PTA members**

No	Item	Members	Respondents							Total	Mean	S.D
			S.Agree (5)	Agree (4)	Undecided (3)	D.Agree (2)		S.D.Agree(1)				
			F(%)	F(%)	F(%)	F(%)	F(%)					
1	Non participatory leadership style of school principal	Teachers	6(13.33)	31(68.88)	4(8.88)	4(8.88)		-	45	3.86	0.74	
		KETB	4(19.04)	14(66.66)	2(9.52)	1(4.76)		-	21	4.00	0.69	
		PTA	5(23.80)	12(57.14)	2(9.52)	2(9.52)		-	21	3.95	0.84	
		Principals	-	2(25)	-	6(75)		-	8	2.5	0.86	
		Total	15(15.8)	59(62.10)	8(8.42)	13(13.7)		-	95			
2	Principals' negative attitude to KETB and PTA members	Teachers	6(13.33)	35(77.77)	3(6.66)	1(2.22)		-	45	4.02	0.53	
		KETB	3(14.28)	15(71.42)	2(9.52)	1(4.76)		-	21	3.95	0.65	
		PTA	4(19.04)	12(57.14)	1(4.76)	2(9.52)		2(9.5)	21	3.6	1.17	
		Principals	-	-	2(12.5)	6(75)		-	8	2.25	0.43	
		Total	13(13.7)	62(65.26)	8(8.42)	10(10.5)		2(2.1)	95			
3	Principals' undermine the skill of KETB and PTA members	Teachers	5(11.11)	35(77.71)	2(4.44)	3(6.66)		-	45	3.91	0.64	
		KETB	3(14.28)	14(66.66)	3(14.3)	1(4.76)		-	21	3.95	0.68	
		PTA	2(9.52)	17(80.95)	1(4.76)	1(4.76)		-	21	3.95	0.57	
		Principals	-	-	2(25)	6(75)		-	8	2.25	0.43	
		Total	10(10.5)	66(69.47)	8(8.42)	11(11.6)		-	95			
4	Principals failure to communicate with KETB and PTA members	Teachers	5(11.11)	34(75.55)	3(6.66)	2(4.44)		1(2.2)	45	3.88	0.73	
		KETB	3(14.28)	14(66.66)	2(9.52)	2(9.52)		1(4.8)	21	2.95	1.00	
		PTA	2(9.52)	13(61.90)	3(14.3)	2(9.52)		1(4.8)	21	3.61	0.95	
		Principals	-	4(50)	-	4(50)		-	8	3.00	1.00	
		Total	10(10.5)	65(68.42)	8(8.42)	10(10.5)		3(3.16)	95			
5	Principals lack of training how to participate the community	Teachers	3(6.66))	33(73.33)	4(8.88)	3(6.66)		2(4.4)	45	3.71	0.85	
		KETB	2(9.52)	14(66.66)	2(9.52)	1(4.76)		2(9.52)	21	3.61	1.04	
		PTA	3(14.28)	12(57.14)	1(4.76)	3(14.28)		2(9.5)	21	3.52	1.17	
		Principals	2(25)	5(62.5)	1(12.5)	-		-	8	4.13	0.59	
		Total	10(10.5)	64(67.37)	8(8.42)	7(7.37)		6(6.3)	95			

In item 1 of table 10, about 31(68.88 %) Teachers, 14(66.66%) of KETB, 12(57.14%) of PTA and 2(25%) of principals confirmed that non-participatory leadership style of school principals highly affected the participation of KETB and PTA members in school matters. The majority 74(78%) confirmed that non-participatory leadership style of school principals highly affected the participation of KETB and PTA members in school matters. The mean value of teachers, KETB and PTA member's respondents 3.86, 4.00, 3.95 and 2.5 respectively is above the average

value (3.00). From this it is possible to conclude that principals were not democratic. This contradicts (Alison, 1997). That views community participation has become important success of such efforts and more speeding decision making involvement depends on leadership style among principals. The more democratic the principal is the better the participation of the community.

Item 2 of Table 10, regard, 35(77.77%) of teachers, 15(71.42%) of KETB and 12(57.14%) of PTA and non principals responded with mean value of this item 4.02, 3.95, 3.6 and 3.6 respectively agreed that school principals do have negative attitude towards the KETB and PTA members. The most 75(79%) of school principals do have negative attitude towards the KETB and PTA members. This hinders the community from participating in school activities.

From the interview with TEO expert and supervisor it was found that a principals negative attitude to PTA and KETB members greatly matters to less participation of community to school activities. From this result it is possible to conclude that the school principals do not carrying out their responsibilities and duties to motivate or encourage parents to participating in school activities.

Regarding to item 3, table, 10, 35(77.71%) of Teachers, 14(66.66%) of KETB and 17(80.95%) of PTA and none of principals confirmed that that school principals degrade the capacity of KETB and PTA members. with mean score values of this item 3.91, 3.95, 3.95 and 2.25 respectively taken in order is above the average value (3.00). The most 76(80%) agree school principals degrade the capacity of KETB and PTA members.

From the above data it is possible to understand that school principals degrade the capacity of KETB and PTA members. This may be due to PTA and KETB members may not have the necessary problem solving and communication skills during meetings to be effective participant, would not be ready for meeting and adjust themselves for it.

The principals responsibility to sensitize and motivate people that is to say to select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness that education is not restricted to professional but rather is of concern to the entire community (UNESCO, 1985:45).

Regarding item 4, table 10, 34(75.55%) of Teachers, 14 (66.66%) of KETB, 13(61.90%) of PTA and 4(50%) of principals responded that Principals failure to communicate with KETB and PTA members. The major 75(79%) responded that Principals do have failures to inform KETB and PTA members about the meeting program, time, place and agenda prior to the meeting date as it is one of problems that contribute for the existing low level of community participation.

A TEO expert through interview provides that most of principals do not have a culture of informing the agendas, time of meeting in progress to the community representatives. As a result, members of the KETB and PTA would not be ready meeting and adjust themselves for it, meeting time was usually adjusted by school principals but not that of local community representatives, the meeting time does not considerate all community representatives.

The principals responsibility to sensitize and motivate people that is to say to select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness that education is not restricted to professionals but rather is concern to the entire community (UNSCO, 1985.45) From this it is possible to conclude that the level of participation in school management is determined by characteristics school principals.

Similarly in item 5, table 10, regarding, 33(73.33%) of Teachers, 14(66.66%) of KETB, 12(57.14%) of PTA and 5(62.5%) of principals confirmed that with actual mean score value of 3.71, 3.61, 3.51and 4.13 respectively Principals lack of training how to participate the community in school management. The majority 74(78%) responded that Principals lack of training how to participate the community in school management. From the result it is possible to conclude that school principals did have lack of administrative support, lack of training how to participate the KETB and PTA members in school management.

**Table 11. Efforts and support made by school principals to participate KETB and PTA**

No	Item	Members	Respondents							
			V.High (5)	High (4)	Medium (3)	Low (2)	V.Low (1)	Total	Mean	S.D
			F(%)	F(%)	F(%)	F(%)	F(%)			
1	in planning	Teachers	-	3(6.66)	3(6.66)	33(73.3)	6(13.33)	45	2.06	0.67
		KETB	-	1(4.76)	3(14.28)	12(57.1)	5(23.80)	21	2.00	0.75
		PTA	-	1(4.76)	3(14.28)	15(71.4)	2(9.52)	21	2.14	0.63
		Principals	-	-	2(12.5)	5(62.5)	1(12.5)	8	2.13	0.59
		Total	-	5(5.26)	11(11.6)	65(68.4)	14(14.7)	95		
2	In decision making	Teachers	2(4.44)	3(6.66)	5(11.11)	28(62.2)	7(15.55)	45	2.22	0.94
		KETB	1(4.76)	2(9.52)	2(9.52)	13(61.9)	3(14.28)	21	2.28	0.98
		PTA	2(9.52)	2(9.52)	2(9.52)	11(52.4)	4(19.04)	21	2.38	1.17
		Principals	-	-	1(12.5)	5(62.5)	2(25)	8	1.88	0.59
		Total	5(5.26)	7(7.37)	10(10.5)	57(60)	16(16.8)	95		
3	In resource management	Teachers	-	5(11.1)	5(11.11)	25(55.6)	10(22.2)	45	2.11	0.87
		KETB	2(9.52)	1(4.76)	2(9.52)	10(47.6)	6(28.57)	21	2.38	1.19
		PTA	1(4.76)	2(9.52)	3(14.28)	10(47.6)	5(23.80)	21	2.23	1.06
		Principals	-	-	1(12.5)	4(50)	3(37.5)	8	1.75	0.66
		Total	3(3.16)	8(8.42)	11(11.6)	49(51.6)	24(25.3)	95		
4	In monitoring and evaluation	Teachers	-	3(6.66)	4(8.88)	23(51.1)	15(33.3)	45	1.8	0.82
		KETB	1(4.76)	1(4.76)	3(14.28)	11(52.4)	5(23.80)	21	2.14	0.98
		PTA	2(9.52)	2(9.52)	4(19.04)	10(47.6)	3(14.28)	21	2.04	1.23
		Principals	-	-	1(12.5)	6(75)	1(12.5)	8	2.25	0.55
		Total	3(3.16)	6(6.32)	12(12.6)	50(52.6)	24(25.3)	95		

In table11, item 1, regarding Efforts and support made by school principals to participate KETB and PTA in planning, 33(73.33%) of Teachers, 12(57.14%) of KETB, 15(71.42%) of PTA and 5(62.5%) of school principals confirmed that the effort and support made by principals to participate KETB and PTA in planning were low. The mean score values of Teachers, KETB, PTA and principals for this item are 2.06, 2.00, 2.14 and 2.13 respectively below the medium average (3.00).

From this result 79(83%) respondents conclude that principals do not exercise good effort and support to KETB and PTA members in school management. This could be due to lack of interest, inappropriate leadership style. However school principal take responsibility to well come and encourage and maintain healthy relationship were representatives of the community to take part in planning of school activities.

According to the current Education and Training Policy (1994), the PTA and KETB members are expected to participate both in the preparation and implementation phases of the plans. This



educational guide line and school plans also indicated that the responsibilities of KETB is planning, maintenance, finance, staffing, supervision, monitoring and evaluation of the school performances. Communities with higher level of participation in school management are more willing to assist in the financing of schools.

The community representatives of the three schools studied reported that they don't fully participate especially in the preparation of the plans due to their knowledge gap. In order to get the full participation of the community in the school program plans, proper training needs to be given to the community representatives to close the knowledge gap.

Regarding, item 2 of table 11, about 28(62.22%) of Teachers, 13(61.90%) of KETB, 11 (52.38%) of PTA, and 5(62.5%) of school principals responded that the effort exerted to become active participation of KETB and PTA members in decision making of school activities was not satisfactorily. The actual mean value of Teachers, KETB, PTA and principals for this item, 2.22, 2.28 and 2.38 and 1.87 respectively is below the average value (3.00). From the total 73(77%) of the respondents confirmed that the effort exerted to become active participation of KETB and PTA members in decision making of school activities was not satisfactorily. The information gathered from interview with TEO experts and supervisor Provides strong support to the findings that obtained by quantitative data.

From the result it is possible to conclude that community representative's participation in decision making process on the budget preparation and implementation and monitoring of resources was low. For the future schools make parents participate in the preparation and implementation of the budget as well as monitoring the schools resources.

With regard to item 3 of the same table, 25(55.55%) of teachers, 10 (47.61%) of KETB 10 (47.61%) of PTA and 4 (50%) of school principals confirmed that the effort and support made by principals to participate KETB and PTA in resources management of the school was low. The majority 73(77%) of the respondents confirmed that the effort and support made by principals to participate KETB and PTA in resources management of the school was low. The actual mean value of Teachers, KETB, PTA and principals for this item, 2.11, 2.38, 2.23 and 1.75 respectively revealed that is below the average value (3.00). In addition to that, the information gathered from interview questions with TEO experts and supervisor provides support the

findings that obtained from quantitative data. For the future Schools are doing enough to mobilize the community to increase their resources to fulfill their budget requirements.

With the regarding to item 4 of the same table, Efforts and support made by school principals to participate KETB and PTA in monitoring and evaluation management ,23(51.11%) of teachers,11(52.38%) of KETB, 10 (47.61%) of PTA and 6(75%) of school principals confirmed was low. The actual mean value of Teachers, KETB, PTA and principals for this item, 1.8, 2.14, 2.04 and 2.25 respectively revealed that is below the average value (3.00). From the total 74(79%) of the respondents confirmed that the effort and support made by principals to participate KETB and PTA members in monitoring and evaluation was low and not adequate.

In addition to this, when town education experts and school supervisor were asked if they could cite factors that limit cp on school activities, the following responses were obtained:

Economic problems that causes time constraints, as the relationship between the students and parents is not healthy, and in fact some students are out of their parents control, some parents are not interested in following up on their children's schooling process, principals complain that training on how to involve community in the school activities is the core problem that hinders community participation.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

This chapter includes the summary of the findings, the conclusions drawn from the findings, and recommendations made in the light of the findings and conclusions.

This research studied the practice and challenges of community participation in government secondary schools in Oromia region Holeta Administration town. The major purpose of the study was to assess practice and challenges of community participation in management of three Government secondary schools. To meet the purpose of the study, the following steps were undertaken: gathering background information of the relevant source from the literatures and empirical research, formulating basic questions to be answered, defining the variables of the study, developing the instruments for data collection, selecting the method of identification of respondents and completing the analysis of data. Both qualitative and quantitative data analysis techniques were used. The data obtained from questionnaire were analyzed using frequency, percentage, mean and standard deviation. The information gathered by employing interview and document were analyzed qualitatively.

The study focused on the following basic questions:

1. To assess the extent to which the community participates in school management.
2. To identify the key management functions that the community is allowed to Participate.
3. To examine the problems that schools encounter in community Participation.
4. To propose some ways of possible solutions to increase the community participation in management of secondary schools.

**Major findings of the analysis made were as follows:**

1. The involvement of parents in assisting their children such as providing learning materials, helping their children in doing their exercises, arranging time and place of study, following up their children attendance, and academic competition, parents give advice to their children to have a good conduct and reducing the children work load at home were found to be low and this is confirmed by 79 (83%) of respondents.
2. Forms of community participation by contributing money, material and labor was found to be low and it is confirmed by 81(85%) of the respondents.
3. Community participation through representatives in preparing school strategic Plan and annual plan process was low and confirmed by 75(79%) of the respondents. Due to this low participation school plans were developed and make adjustment by teachers and principals and sent to town education office.
4. In relation to decision making, members of KETB and PTA do not participate in identifying problems and make decision to solve problems related to school, taking the initiative to mobilize the community to enhance their contribution, participating actively in allocating and approving the school budget, controlling the school property, and holding meeting with parents and communities on students poor achievement or success was low and confirmed by 71(75)% of the respondents. In most cases decision were made by principals together with teachers those who are members of KETB and PTA.
5. Regarding to managing discipline, members of PTA and KETB participation in solving school disciplinary problems among teachers and students did not participate actively and confirmed by 63( 66%) of the participants.
6. The respondents have confirmed by 72 (76%) members of PTA and KETB do not hold regular meeting with parents to make the school safe for female student.
7. Regarding to preparing evaluating criteria to monitoring and evaluation, KETB and PTA members do not monitor the implementation of the school plan and evaluate the teachers' performance was confirmed by 74(78%) of respondents. This impact of

community participation in student's academic achievements was confirmed by 66(69%) of respondents.

8. The majority agreements 73(77%) indicate that lack confidence of community representatives by their assumption that they are not professional hinder them from active participation.
9. Concerning training and orientation 75(79%) respondents agreed that lack of skill training and orientation how to discharge their responsibilities hinder them from participation.
10. The majority 82(86%) of respondents confirmed that inappropriate time and place of meeting hinder the community representative participation.
11. Another factor that affects the community participations are the majority 78 (82%) of respondents agreed that principals and teachers underestimate the role of community representatives.
12. In addition of 60(63%) respondents confirmed that lack of commitment and willingness of community representatives hinders the community participation.
13. Non participatory leadership style of school principal, Principals' negative attitude to KETB and PTA members, Principals' undermine the skill of KETB and PTA members, Principals failure to communicate with KETB and PTA members and Principals lack of training how to participate the community hinder KETB and PTA members are confirmed by 74(78%)of respondents.
14. From the interview with TEO expert and supervisor:-
  - principals do not carrying out their responsibilities and duties to motivate or encourage parents to participating in school activities.
  - principals do not have a culture of informing the agendas, time of meeting in progress to the community representatives .
  - As review literature principals select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness

(UNESCO, 1985:45). From this it is possible to conclude that the level of participation in school management is determined by characteristics school principals.

## **5.2 Conclusion**

**Based on the findings of the study, the following conclusions were drawn:**

1. From the finding of the study it can be concluded that the community participation by contributing money, material and labor found to be low.
2. The participation of the community representatives in key management functions such as, planning, decision making, managing discipline, and monitoring and evaluation was also low. From this it is possible to conclude that beyond establishing KETB and PTA in schools, they are not fully carrying out their roles and responsibilities given to them by rules and laws.
3. Lack of commitment of PTA and KETB members, lack of skill training, inappropriate time and place of meeting, negative attitudes of principals, and lack of confidence of PTA and KETB members for they are not professional hinders the community participation.
4. Non-participatory leadership style, failure to communicate with the community, negative attitude to understanding the skill of KETB and PTA members, and lack of the training how to participate the community in school management are factors related to school principals.

## **5.3 Recommendation**

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the current status of community participation in management of government secondary school of Oromia Region Holeta Administrative town the following recommendations were forwarded.

1. Town education office (TEO ) experts must prepare adequate training and give to members of PTA and KETB about how to plan school activities, mobilize community to the contribution of money, material and labor, identify problems and make decision, monitor the implementation of school plan, set priorities in allocating school budget, manage discipline, and evaluate the teaching-learning process. If they got training on these major issues and apply it, they will be free from the belief that education is the task of school principals and teachers. The OEB and TEO should revise the methods and directions of community participation to be involved actively and effectively in school management.

2. The participation of community representatives may be hindered if the school principals lack of the skill to apply a participatory leadership style. Therefore, adequate training must be provided to school principals and teachers how to lead, communicate, and adopt participatory leadership style by educational experts found at various levels. School principals should practice democratic and participatory leadership style, Capacity building is strongly advisable for principals, PTA and KETB to carry out their duties and responsibilities effectively.
3. School principals and teachers can promote the participation of KETB and PTA by creating conducive working environment, principals are expected to assist and give morals for their participation, develop ways of encouraging PTA and KETB members in their better performance would be awarded during parents' day at school level.
4. Prepare annual and three-year School Development Plans that address infrastructure and academic achievement. TEO must monitor academic progress of students since it may be especially difficult for parents who are illiterate to track their children's progress. Again it must undertake to be responsible for supervising and supporting implementation of the school development Plan.

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## Appendix- 1

**ADDIS ABABA UNIVERSITY**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

### **Questionnaire for KETB members, PTA and teachers**

#### **Dear respondents,**

The purpose of this questionnaire is to collect primary data for the work of Master's thesis. Please cooperate in filling this questionnaire. The data will be used in the study that aims at identifying major problems and proposing some feasible solutions accordingly. In filling this Questionnaire, therefore, your objective and honest information would be at a high value for the study.

This questionnaire is designed to survey **the status of community participation in the Management of Government secondary schools of Oromia Region Holeta Administrative Town**. Your views are kept confidential. So, be frank and respond honestly.

#### **General direction**

- You don't need to write your name.
- Please follow the instruction when filling the questionnaire.
- Please make a tick mark (√) on all the items which apply to you.
- Please write short answers in the space provided for questions items that require your opinion or completion.

#### **Part I: General information:**

1.1. Name of school \_\_\_\_\_

1.2. What membership do you belong to? A. KETB ( ) B. PTA ( ) C. Teacher ( )

1.3. Sex A. male ( ) B. female ( )

1.4. Age (in years) A. 20-29 ( ) B. 30-39 ( ) C. 40-49 ( ) D. 50 and above ( )

1.5. Years of service A. 1-5 ( ) B. 6-10 ( ) C. 11-15 ( ) D. 16-20 ( ) E. > 21 ( )

1.6. Marital status A. married ( ) B. single ( ) C. widowed ( )

1.7. Your Occupation A. Merchant ( ) B. Farmer ( ) C. Teacher ( ) D. Principal ( )

E. Others ( )

1.8. Educational status A. Can read and write ( ) B. Grade 1-4 ( ) C. Grade 5-8 ( )

D. Grade 9-12 ( ) E. Certificate ( ) F. Diploma ( ) G. Degree ( ) H. MA ( )

**PART II:** The following are questions about the practice of community participation in management of secondary schools. Place, for the questions that appear out of tables chose your answer by making circle on the letters, use the blank space to write your answers corresponding to the questions and answer the question which are found in the tables by putting (✓) mark in one of the five alternatives.

**1. Issues related to the involvement of parents in assisting their children.**

1. Strongly disagree    2. Disagree    3. Undecided    4. Agree    5. Strongly agree

No	Items	Level of Agreements				
		1	2	3	4	5
1.1	Parents provide their children learning material required for their children					
1.2	Parents help children in doing their exercises					
1.3	Parents arrange time and place for study					
1.4	Parents give advice to their children to have good conduct and character					
1.5	Parents appreciate and encourage when their children achieve a good results					
1.6	Parents follow up the attendance and academic competition of their children					
1.7	Parents reduce their work load at home					

**2. Issues related to the forms of Community participation in the management of governmental secondary schools**

No	Items	Level of Participation				
		1	2	3	4	5
2.1	Community participate by contributing money					
2.2	Community participate through material contribution					
2.3	Community participate by contributing labor					

**3. Issues related to the key management functions that community participates in school management:**

1. Very low 2.Low 3. Medium 4.High 5.Very high

No	Participation in planning.	Level of participation				
		1	2	3	4	5
3.1	The KETB and PTA members participate in planning, (the strategic plan of the school)					
3.2	The KETB and PTA members participate actively in planning (the annual plan of the school)					
4	<b>participation in decision making</b>					
4.1	Members of KETB and PTA identify problems and make decision to solve problems which are related to school					
4.2	Members of KETB and PTA take the initiative to mobilize the community to make finance material and labor contribution					
4.3	Members of KETB and PTA participate in allocating and approving the school budget					
4.4	KETB and PTA members participate in controlling school property					
4.5	Members of KETB and PTA held meeting with parents and community on students poor achievements or success and discuss on the issues					
5	<b>participation in managing discipline</b>					
5.1	KETB and PTA members participation in solving school disciplinary problems among teachers					
5.2	Members of KETB and PTA participate in solving school disciplinary problems among students					
5.3	KETB and PTA members held meeting with parents to make the school safe for female students					
6	<b>participation in monitoring and evaluation</b>					
6.1	Preparing evaluating criteria to evaluate the school plan implementation					
6.2	Members of KETB and PTA participate in monitoring and evaluating the teachers performance					
6.3	KETB and PTA members evaluate the impact of community participation in students achievement					

7. Major factors that hinder KETB and PTA members from participating in the management of school. 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. strongly agree

No	Items	Level of Agreements				
		1	2	3	4	5
7.1	Community representatives lack confidence for they are not professionals					
7.2	Lack of training or orientation for KETB and PTA members					
7.3	Inappropriate time and place of meetings on part of community representatives					
7.4	Principals underestimate the role of community representatives					
7.5	Lack of commitment and willingness of the KETB and PTA members					

8. Issues related to school principal that hinder KETB and PTA members.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. strongly agree

No	Items	Level of agreement				
		1	2	3	4	5
8.1	Non participatory leadership style of school principal					
8.2	Principals' negative attitude to KETB and PTA members					
8.3	Principals' undermine the skill of KETB and PTA members					
8.4	Principals failure to communicate with KETB and PTA					
8.5	Principals lack of training how to participate the community					

No	9 Efforts and support made by principals to participate KETB and PTA:-	Level of participation				
		1	2	3	4	5
9.1	in planning					
9.2	in decision making					
9.3	in resource management					
9.4	in monitoring and evaluation					

Thank you

## **APPENDEIX -2**

**ADDIS ABABA UNIVESITY**  
**College Of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

### **Interview questions set for supervisors and town education experts.**

1. To what extent do the PTAs and KETB participate in the management of secondary schools?
2. What are the areas that KETB and PTA members participate in school management in your Town?
3. Are there any training and orientation given to PTA and KETB members how to carry out their responsibilities? If no why? If yes, was it adequate?
4. What the major problems encountered by KETB and PTA members to carry out their responsibilities?
5. To what extent do principals support KETB and PTA members to discharge their responsibilities?
6. What improvement has been made due to the participation of PTA and KETB on the management of the school?
7. What are the major solutions attempted on the existing problems?

Thank you!

**Appendix-3**  
**UNIVARSITII FINFINNEE**

**SAGANTAA DIGRII LAMMAFFAA**

**HOGANSA BARNOOTA**

**Gaaffilee Koree GMB fi BBLG tiin guuttaman.**

Kun qo'annoo barnoota degree lammaffaa ti. Kaayyoon isaa hirmannaan ummataa bulchiinsa M/B sadarkaa 2ffaa manee barnootaa Oromiyaa Bulchinsa Magaala Hoolataa keessatti maal akka fakkaatu xinxaluuf yemmuu ta'uu, galma ga'insa qo'annoo kanaaf ragaan isin nuu kennitan murteessa waan ta'eef gaaffilee kennaman sirritti hubachuun akka deebii nuu kennitan kabajaan ni gaafanna.

**Oddefannoo waligalaa**

- Maqaa keessan barreessun barbaachisaa miti.
- Gaaffii filannoof deebii filachuun deebisaa.
- Gaaffilee yaada keessan akka ibsitan gaafatamantiif deebii gababaa kenna.
- Gaaffilee gabatee keessatii argamaniif immoo mallattoo (✓) kanaan agarsisaa.

**Kutaa 1ffaa:- Odeeffannoo Waliigalaa**

1. Sadarkaa barumsaa

A/ Barreessuu fi Dubbisuu ( ) B/ kutaa 1-4 ( ) C/ kutaa 5-8 ( )

D/ kutaa 9-12 ( ) E/ Saartifiketa F/Dippilomaa G/ Degree duraa H/ Degree 2ffaa

2. Mana barusa kana ijoollee baratan qabduu? A/ Eeyyee B/ Lakkii

3. Koree kam keessatti hirmaachaa jirtu? A/ GMB B/ BBLG

**Kutaa 2ffaa**

1. Dhimmoota hirmaanna maatiin barattoota isaanii deeggaruu ilaalchisee ibsamaniif yaada kee mallattoo "✓" kana kaa'un Sadarkaa hirmaanna jalatti ibsi.

1. Baayyee irratti wali hin galu 2. Walii hin galu 3. Hin murteessu

4. Irrattan wali gala 5. Bayyeen irratti wali gala .

Lak	1. maatiin, barattoota isaaniif:-	Sadarka Walii galtee				
		1	2	3	4	5
1.1	meeshalee barnoota hunda ni guuta.					
1.2	shaakallii adda addaa yemmuu hojjatan ni gargaaru.					
1.3	yeroo fi iddoo qo'aanaa ni mijessu.					
1.4	amala gaarii akka horatan gorsa ni kenna.					
1.5	yemmuu firii gaarii galmeessan ni jajjabeessa.					
1.6	barumsa isaanii akka hordoofan ni jajjabeessa.					
1.7	hojii dabalata barattootaarra ni xiqqeessa.					



2. **Dhimmoota hirmaanna ummataa Bulchiinsa mana barumsaatiin walqabatee taasifamu ilaalchisee** ibsamanif yaada kee mallattoo "✓" kana kaa'uun Sadarkaa hirmaanna jalatti ibsi.

1/Gonkuma hin hirmatan 2/ Baayyee xiqqaa 3/Darbe-darbe 4/Yeroo baayyee 5/ Yeroo hunda

Lk.	2. ummanni mana barumsaaf:-	Sadarkaa Hirmaanna				
		1	2	3	4	5
2.1	qarshii busuun hirmaachaa jira.					
2.2	meeshalee kennuun hirmaacha jira.					
2.3	humnaan hirmaachaa jira.					

3.**Dhimmota ijoo koree BBLG fi GMB bulchinsa M/B kessatti hirmaatuf** yaada kee mallattoo"✓"kana kaa'uun Sadarkaa Hirmaanna jalatti ibsi. 1/Gonkuma hin hirmatan 2/ Baayyee xiqqaa 3/Darbe-darbe 4/Yeroo baayyee 5/ Yeroo hunda

La k	3. Miseensotni koree BBLG fi GMB qophii:-	Sadarka Hirmaanna				
		1	2	3	4	5
3.1	karoora tarsima'a irratti ni hirmaatu.					
3.2	karoora waggaa M/B irratti ni hirmaatu.					
	<b>4.Hiramanna koreen BBLG fi GMB murtee kennuu irratti qaban</b>					
4.1	rakkoolee m/ barumsaa adda baasuun furmaata ni kennu.					
4.2	ummata kakaasuun haala adda addaatiin deeggarsa akka taassisan gochaa jiru.					
4.3	bajata M/B irrattii ni murteessu, ni to'atu.					
4.4	qabeenya mana barumsaa to'achuu irratti ni hirmaatu.					
4.5	maatii waliin walga'ii geggeesuun qabxii barattoota irratti ni mari'achisu.					
	<b>5. Hirmaanna to'anna naamusaa m/ barumsaa eegsisuu</b>					
5.1	rakkolee naamusaa barsiisoota waliin walqabatn ni hiiku.					
5.2	rakkolee naamusaa barattootan walqabatn ni hiiku.					
5.3	maatii waliin walga'ii taasisuun barattoota dubaraaf haala ni mijjeessu.					
	<b>6. galma gahinsa karrora M/B to'achuu irratti qaban illalchisee.</b>					

6.1	ulaagalee madaalli baafachuun galma gahinsa karoora M/B ni to'atuu,ni madaalu.					
6.2	Madaalii barsiisoota iratii ni hirmaatu.					
6.3	hirmaannan ummataa maal irra akka jiru ni madaalu.					
6.4	Cimina, hanqinaalee fi rakkolee mudatan adda ni baasu.					

**7.Dhimmoota hirmaanna koree BBLG fi GMB irratti gufuu ta'an ilaalchise** ibsamaniif yaada kee mallattoo "✓" kana kaa'un sadarkaa waligalte jalatti ibsi.

1.Baayyee irratti wali hin galu galu 2.Walii hin galu 3. Hin murteessu

4. Irrattan wali gala 5.Bayyeen irratti wali gala

Lak	<b>7.Dhimmoota hirmaanna koree BBLG fi GMB irratti gufuu ta'an:-</b>	Sadarkaa Waligaltee				
		1	2	3	4	5
7.1	dhimma barnootaa irratii hubanno gahaa waan hin qabanneef amantaa of irratti dhabu.					
7.2	Leenjiin gahan miseensoota kanaaf kennamu dhisuu.					
7.3	Yeroo fi iddoon walgahii miseensoota koree kanaaf mijataa ta'uu dhisuu.					
7.4	Ilaalcha xiqqaa itti gaafatamtotni maneen barnootaa hirmaannaa koree kanaaf qaban.					
7.5	Hanqina kutannoo miseensoota koree BBLG fiGMB.					

8. Dhimmoota kara I/G/M/Btiin koree BBLG fi GMB irratti gufuu ta'n ilaalchisee armaan gaditti ibsamaniif yaada kee mallattoo "✓" kana kaa'un Sadarka Walii galtee jalatti kaa'i.

1.Baayyee irratti wali hin galu 2.Walii hin galu 3. Hin murteessu

4. Irrattan wali gala 5.Bayyeen irratti wali gala .

Lak	8. Dhimmoota kara I/G/M/Btiin koree BBLG fi GMBrratti gufuu ta'n	Sadarka Walii galtee				
		1	2	3	4	5
8.1	Sirni bulchinsa m/b iftoomina dhabuu.					
8.2	Koree M/Bf I/G/M/B ilaalch gadi aanaa qabaachuu					
8.3	I/G/M/B koree kana tuffachuu					
8.4	I/G/M/B koree kana faana walgaluu dhabuu					
8.5	I/G/M/B akkaata ummata hirmaachisurratti leenjii dhabuu					
8.6	I/G/M/B yeroo dhabuu					
	9. Dhimmootaa yaalii fi deeggarsaa I/G/M/B bulchiinsa mana barumsarratti ummata hirmaachisu ilaalchise					
9.1	I/G/M/B koree BBLG fi GMB kanhiraachiisuu:-					
9.2	murtee mana barumsarratti ni hirmaachisa					
9.3	qabeenya mana barumsa bulchurratti ni hirmaachisa					

### Galatoma