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*The Contributions of Communities in Improving Quality of Education in Secondary Schools
of South West Shoa Zone, Oromia Regional State*

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Approval Sheet

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I hereby certify that I have read and evaluated this Thesis entitled The Contributions of Communities to Improving Quality of Education in Secondary Schools of South West Shoa Zone, Oromia Regional State prepared under my guidance by MekonineWorkineh. I recommend that it be submitted as fulfilling the thesis requirement.

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TABLES OF CONTENTS

Acknowledgements	iii
Table of Content	iv
List of Tables	vii
List of Appendices	vii
Acronyms and Abbreviations	viii
Abstract	vii
Chapter One	
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	4
1.4.1. General Objective	5
1.4.2. Specific Objectives	5
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitations of the Study	6
1.7. Operational Definition of Key Terms	6
1.8. Organization of the paper	7
Chapter two	
2. Review of Related Literature	8
2.1. The Concept of Community Participation	8
2.1.1. Community Participation In Improving Quality Education	9
2.1.2. The Input of Community Participation in Improving Quality Education	10
2.2 Rationale For Community Participation	12
2.3. The Roles of Community in Improving Education Quality	12
2.3.1 Improving Home Environment	13
2.3.2. Creating and Nourishing Community School Partnership	13

Continues...

2.4. The Role of Stakeholder in Encouraging Community Participation	14
2.4.1. The Role of Education Officials	14
2.4.2 The Role of School Principals	14
2.4.3 The Role of Teachers	15
2.4.4. The Role of Parents	16
2.4.5. Parent-Teacher Association (PTA)	17
2.5 Community Contribution In Improving Quality Of Education	18
2.6. Factors Affecting Community Participation	19
2.6.1. Community Interest	19
2.6.2. Awareness	19
2.6.3 Professional Territory	20
2.6.4 Attitudes of Principals	20
2.6.5 Communication Factors	20
2.7. Strategies for Enhancing Community Participation in Education	21
2.7.1. Building the Capacity of School Principals and Teachers	21
2.7.2. Creating a School Environment Conducive for Participation	21
2.7.3. Creating Clear Roles to Community Members or their Representatives	22
2.7.4. Giving Orientation and Training to Community Representatives	22
2.7.5. Providing Community Service	22
2.8 The Current Practices of Quality Education In Ethiopia	23
Chapter Three	
3. Research Design and Methodology	24
3.1 Research Method	24
3.2 Sources of Data	24
3.2.1 Primary Sources of Data	25
3.2.2 Secondary Sources Of Data	25

Continues...

LIST OF TABLES

Table	Page
Table1.Summary of target population and Sample size	26
Table 2 Summary of distribution and return of completed questionnaire	29
Table 3 Sex and age of the respondent	30
Table 4 Educational qualification of the respondents	31
Table 5 Characteristics of the respondents by year of experience	31
Table 6 Issues related with the practices of community participation	32
Table 7 Issues related with the practices of community participation	35
Table 8 Issues related with the practices of community participation	38
Table 9 Issues related with challenges of community participation	40
Table10 Issues related with challenges of community participation	43
Table 11 Issues related with challenges of community participation	45
Table 12 Issues related with strategies to be used to encourage community Participation	48
Table 13 Issues related with strategies to be used to encourage community Participation	50

ACRONYMS AND ABBREVIATIONS

BESO	Basic Education System Overhaul
CSPP	Community School Partnership Program
ESDP	Educational Sector Development Program
ETP	Educational and Training Policy
MoE	Ministry of Education
FDRE	Federal Democratic Republic of Ethiopia
NGO	Non- Governmental Organization
PTA	Parent Teacher Association
SIC	School Improvement Committee
SIP	School Improvement Program
PLSS	Parent Learning Support System
SPSS	Statistical Package for Social Sciences
SETB	School Educational and Training Board
TGE	Transitional Government of Ethiopia
USAID	United States Agency for International Development
UNICEF	United Nation International for Children Education Fund
WEO	Woreda Education Office
WETB	Woreda Education and Training Board

ABSTRACT

The purpose of this study was to investigate the contributions of communities in improving quality of education in South West Shoa Zone of Oromia Regional state and indicates solutions to the problem identified. In addition, the study was intended to give answers to: What are the current practices, challenges, opportunities, and the possible solutions of community participation in improving quality of education to alleviate the problems of community participation in schools. For this study descriptive survey design was employed. The target population for the study were teachers, school principals, vice principals, secondary school supervisors, PTA chairpersons and woreda education office heads. Due to the small population size, principals, vice principals, supervisors, PTA chairpersons and WEO heads were drawn from eight schools by using availability sampling technique and the teachers were selected by simple random sampling technique. In this study both qualitative and quantitative methods were used. In order to collect data, questionnaires, interview and document analysis were used to collect data to answer the above research questions. The instruments were validated by advisors and experts and a pilot study was carried out and reliability coefficient of 0.77 was obtained. Data was collected both from primary and secondary sources. The primary data was obtained directly from the sample teachers, school principals and vice principals, supervisors and PTA chairpersons by using questionnaires and from woreda education office heads on using semi-structured interview. The major findings concerning the current practices of community participation in improving quality of education was not satisfactory. Regarding to the factors that affect community participation. Again, the strategies to be used by the schools and WEOs to enhance community participation in improving quality of education were found to be low. Thus, to improve the situation, allowing the community to participate actively in schools, provide adequate training to the school principals, teachers and community representatives on their roles and responsibilities, creating conducive working environment to attract the community, participating the community in planning, implementing, managing, monitoring and evaluation, participating the community representatives in decision making process and arrange appropriate time of meeting on common interest are recommended.

Chapter One

1.1. Background of the Study

There is a growing global trend of educational decentralization that transfers decision making from centers to lower levels such as the community (World Bank, 2004). Community participation is taken as a critically important global issue for over all development and it can happen when the community is empowered. Schools are part of the community in which they are located. They serve the educational needs of the community and in turn, draw support from the community.

The school cannot stand by government support alone without active participation of the community. So, the community is encouraged to make active participation in school in order to support school program and activities for the improvement of quality education. Without community participation in school the necessary outcome is unexpected. Regarding this, Bagin and Gallagher R. (2005) states that “It has been increasingly evident that the school is in a dynamic, changing social order cannot adapt itself to change or make the necessary improvements in its program without involving citizens in its affairs”. Therefore it is global issue that the community in general and the parents in particular should play their roles in education of their child.

As schools are social institutions which serve the communities, they also require community’s support in the form of finance, labor, materials, management and etc. To use these resources appropriately and effectively and to run the school successfully participation of community is very important. Regarding the role of a community in the effective learning-teaching process, the World Bank (2001) notes that community involvement in education plays a determinant role in delivering quality education. That entails that schools should have a sound relationship with the community they serve.

Schools are service rendering institutions and serve a certain community. Hence, a close and intimate relationship between the school and the community improves the educational achievements of children and the youth. Generally schools can be considered as community learning centers. Therefore, it is global issues that the community in

general and the parents in particular should play their role in educating the child in coordination with the schools bringing them quality education. This becomes true when the educational stakeholders such as woreda education office, supporting staff, teachers, supervisors, woreda education and training boards, Parent teachers association (PTA) and the community had better play a linkage role to bring the school and community work together for the benefit of students. Gallagher R. (1999) noted that: “Education must be viewed in terms of school community setting, which includes students and teachers, administrators, support staffs, board members, parents and other citizens.”

A public relation program is aimed at focusing on the relationships between all those educational stakeholders with an overall goal at improving students’ achievement. How well the school and community work together will play a great role in determining the effectiveness of school by bringing quality education to the child. What each does is directed towards the achievement of the common goal. Anne (2002) stated that school and community groups working together can extend and expand educational opportunities for children by bringing the community in to the school and taking the children out in to the community.”

According to Begin and Donald (2005); there must be a structured, systematic and active participation of the people of a community in the planning, policy making, problem solving and evaluation activities of the school improvement program (SIP). Schools exist within the context of parents, community, school districts, other educational organization and institutions and levels of government. Each of them has an impact on school and through school on pupils. Schools are somewhat like spiders’ web. As the aim of spiders’ “web” is to catch unwary insects, so are schools to the learning of pupils. Therefore, to improve the quality of education and students’ achievement, community participation is a vital component. The parents that contribute for the school improvement described by strong senses of partnership and they contribute a lot to pupils’ success. They support schools by providing their knowledge, skill and resources.

More specifically, in recognition of the importance of community participation in the effective implementation of school curriculum, and in an effort to improve educational performance, the Government of Ethiopia has introduced a revised Education and Training Policy in 2002, whereby the executive power of school administrations was decentralized from top to bottom levels. In this revised Education and Training Policy, several community participation mechanisms were introduced, including the establishment of Parent Teacher Association (PTA) and Woreda Education and Training Board (WETB) in the school.

These community representatives are expected to contribute in the increase of enrolment, reduction of drop-out and improve academic performance of students. In spite of this, the efforts of education can only fully achieve its goals if it is performed in collaboration with the society. It needs the cooperative endeavor of the school, the staff, the parents and the community in the context of Ethiopia, there is a policy imperative which is conducive for high participation of the community/parents in their children education in many respects. The

question is to what extent the community involves school activities as outlined in the education and training policy and other related guidelines (MOE, 2002). There are some evidences that the level of community participation and hence the implementation of the above mention educational policy varies across different schools.

Community participation in Ethiopia has been accompanied by the decentralization of responsibilities and executive powers to school levels. As mentioned in the third program (ESDP III), the community is expected to participate in raising funds and constructing classrooms, involved in school management and contribute to a lot in the development of education. It is also revealed that the community need to be involving in making decisions regarding quality and efficiency of education (MoE, 2005). Thus, this research was intended to assess community contribution in improving quality of education in South West Shoa Zone of Oromia regional state.

1.2. Statement of the Problem

Community participation in school is very critical in order to bring quality education, because lack of community participation in education causes shortage of material resources, human resources, financial resources students drop out and repetition. Community participation in school activities and the contribution of school to the development of the community is very useful in producing responsible and productive citizens. From researchers' point of view, community participation in education may solve educational problems and bring development to the whole system of education. To achieve educational goals and objectives, the community participation in several aspects including school leadership and management, contribution of money, labor and local material for classroom construction, and curriculum evaluation is recognized to be indispensable (MoE 2005).

Since schools are part of the greater social system of the community, the communities have the right not only to be informed about school, but also to be engaged and contribute the necessary resources such as: human, material, finance and etc. in order to bring quality education. Community participation is accomplished by the school principal in collaboration with other school administrative bodies. The school principals play a great role to bring community participation in bringing schools betterment.

According to Tadewos (2014) community participation is the desired issue to minimize wastages and maximize quality of education which further helps for the growth of economy. As the Ministry of Education stated, the provision of quality education can't be achievable by the government alone without community participation. To achieve educational goal and objectives, the community participation in several aspects including school leadership and management, contribution of money, labor and local material for classroom construction, and curriculum evaluation is recognized to be indispensable (MoE 2005). With the introduction of 2002 Policy, the administration of government primary and secondary education is decentralized (MoE 2002) and has provided guidelines that describe the duties and responsibilities of Parent Teacher Association (PTA) and Woreda Education and Training Board (WETB) members.

Based on this, PTA and WETB are supposed to be established in all primary and secondary schools in the country to enhance community participation in school affairs in order to bring quality of education. However, the level of implementation of this Policy and the effectiveness of community participation in contributing quality improvement in South West Shoa Zone of Oromia region is not adequate, according to the reports of school principals and evaluation reports observed by the researcher in the course of job activities.

In addition, as the researcher could observe from quarterly report of the zone, in most of the secondary schools of the zone communities are not actively participated. In the zonal schools the communities were not seen in assisting their schools in the form of finance, materials, labor and managing the schools. Because of this, the schools have no enough classrooms, reference books, toilet and water facilities, desks, chairs and standardized school fence (South-West Shoa Zone Education Office). In this zone the researcher couldn't see the research conducted on similar topic. Thus, the purpose of this study was to investigate the contributions of the community in improving the quality of education in South West Shoa zone of Oromia regional state and indicate possible solutions to the problem identified.

In line with that, the study is attempt to answer the following basic research question:-

The study is intended to give answers to the following basic research questions.

1. What are the current practices of community participation in improving quality education in South West Shoa Zone?
2. What are the challenges of community participation in improving quality of education in South West shoa Zone?
3. What are the opportunities that the schools and WEOs used to enhance community participation to contribute quality education in the secondary schools of South West Shoa Zones?
4. What are the possible solutions to alleviate the problems of community participation in improving quality education in the secondary schools of South West Shoa Zones?

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study was to assess the extent of community to participate in improving quality of education in secondary schools of South West Shoa zone.

1.3.2. Specific objectives

The specific objectives of the study are:

1. To assess the current practices of community participation in improving quality of education.

2. To identify the challenges of community participation in improving quality of education.
3. To assess the opportunities that the schools and WEOs used to enhance community participation in improving quality of education.
4. To indicate possible solution to alleviate the problems of community participation in improving quality of education.

1.4. Significance of the Study

Community participation is one of the most important factors that influence the activity of the schools and thereby contributes to the improvement of quality education. In order to obtain maximum efficiency in the school, financial, material, human, labor and etc are very important. There must be intelligent cooperation between the community and the school.

Therefore, the findings of the study may provide relevant information for the schools, woredas, school principals, supervisors, teachers, PTAs and woreda education and training board (WETB) about the community participation in improving the quality of education.

It may create awareness for the zone education office, WEOs, and students' parent about the involvement of PTA and WETB around school and guide them how to manage the problems accordingly and provide schools with the necessary supports. It may help the community to maximize their participation in school affairs.

In addition, the finding of the study suggests possible options for the improvement of community participation in improving quality educations in the secondary schools of south West Shoa zone. Similarly, the study provides valuable contribution to enhance community participation in bringing quality education, it suggests ways of improving community contribution to quality education in the secondary schools of South West ShoaZone, it may also provide solutions to the major problems that are discovered under investigation, it could point out where opportunities for improvement lie and may serve as a resource material and encourage others to undertake further study.

1.5. Delimitation of the Study

The study was designed to assess the contributions of communities in improving quality of education in the secondary schools of south west shoa zone. This Zone has twelve woredas and twenty- eight secondary schools. To conduct the research in all schools and areas at once is difficult due to resource constraints. Among those schools, eight schools were selected by simple random sampling technique.

The data collection instruments were questionnaire, interview and document analysis. In terms of participants, the study was delimited to WEO heads, secondary school supervisors, principals' and vice principals, teachers and PTA chairpersons.

1.6. Limitation of the Study

It is clear that a research work may not totally free from limitation. Because of this fact some respondents lack interest and being reluctant of some teachers when they filled and returned the questionnaires and the unavailability of woreda education heads for interviews due to the fact that they were engaged in various meetings. However, the researcher has made progressive efforts to cope up with all the sort of challenges encountered during the data collection.

1.7 Operational Definition of key Terms

Community: For the purpose of this study, refers to the people who live in the vicinity of and who have stakes on the activities of a school.

Community involvement: refers to the participation of the students' parents, NGOs, other charity organization and the whole community in supporting the teaching and learning activities.

Community participation: is the involvement of parents and community representatives in supporting educational activities that contribute for the improvement of school performance in the teaching learning process.

Involvement: level of participation in students' learning for supporting their school work.

Quality Education: the type of education that enables students who can effectively manipulate the knowledge and skills acquired through teaching and learning process.

1.8, Organization of the paper

The first chapter describes back ground of the study, statement of the problem, research objectives, and research Questions, significance of the study, limitation & scope of the study. The second chapter review of related literature which deals with the contribution of Community in improving quality education and other related issues. Third chapter deals with methodology. The fourth chapter describes data analysis and interpretation. The fifth chapter represents summary of result, discussion, and concludes the study by forwarding Recommendation.

Chapter two

2. Review of Related Literature

In this chapter, relevant literature is reviewed with due focus on the basic questions raised and the objectives of the study. The points to be raised are the concept of community participation in contributing quality of education.

2.1. The Concept of Community Participation

The school is an integral part of the community. According to USAID/CSPP (2008), community participation is defined as “a social process whereby specific groups with shared needs often living in defined geographic area pursue identification of their needs, make decision and establish mechanism to meet their needs”. Community participation is the positive relationship between the full time school Staff and local residents to improve the students’ performance.

Schools are social systems which interact with their surrounding community and attempt to be responsive enough to their community. They are not carrying out their activities and over come all the challenges they are encountered. So, they demand the support of nearby

community. Therefore the main objective of community participation in a school system is to improve the students' performance. To facilitate this, the Ethiopian Ministry of Education has issued a document MOE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. According to this Document, involvement of the community was mainly limited to fundraising and contribution of labor for school construction.

School activities are designed on the line of getting students academically competent. To attain this goal the school needs meaningful support of the government, the due contribution of the community and all stakeholders of the government education system. The budgetary system that is allocated by the government alone can never satisfy the limitation of the school facilities. The immediate community, in which the schools are located, is highly responsible to address every angle of schools deficiencies that the government cannot touch. In this regard the administrative body of the school creates strong community involvement in order to bring good students achievement. Keith and Girling in Shmitt (1991) have pointed out: "strong community involvement in schools brings by nature, schools and community has mutual relationship". In order to strengthen this relationship, there must be a common understanding, aims, beliefs and aspirations. These common features create proper linkage and good communication to achieve the desired goals. Common understand between schools and their communities is very important.

2.1.1. Community Participation in improving quality education

Community participation in the schools indicates activities of the community other than the fulltime staff in the school management, planning and evaluation process. It refers to the determination of school policy and programs of non-school people in collaboration with the school administrators. Community participation in education system is the partnership of the home, school and community members to support a child's education process (UNICEF, 1992). The community members may also participate through voluntary labor, supervision while teaching-learning takes place and as tutors. Bagin(2001) defines schoolcommunity established as a program to improve and maintain optimal level of students' achievement to build public support.

In addition, Shaeffer (1994) cited in Negash (2007) stated that the concept of participation as an active participation comprises of the idea of strengthening the power of the local people to take the initiative in the decision of formulating and implementing activities and programmers pertaining to their own affairs. Participation in this connection recognizes the people at the grassroots level can be creators, fruitful partners in development. Encouraging active participation in this case means instituting a partnership and relationship among various agents who can contribute for better achievements. To meet the common interest and objectives of the community and the schools, the faith in education as an instrument for human development is essential.

According to USAID/CSPP document, community may participate in school program through committee such as parent teacher association (PTA), School education and training board (SETB), School improvement committee, etc. These committees may play in leadership and management and as intermediaries between the school and the community. Community members may participate directly in the school program decisions and evaluation during the parent teacher conferences. The community members can also participate directly as teacher aids, tutors, financial supporters (fundraising) as well as advisors. Therefore the main objective of community participation in a school system is to improve the students' performance. To facilitate this, the Ethiopian Ministry of Education has issued a document MOE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. According to this Document, involvement of the community was mainly limited to fundraising and contribution of labor for school construction.

2.2.1. The input of Community's Contribution in Improving Quality Education

The major objective of Community's contribution in school is improving student's achievement. Therefore, parents and other community members are expected to participate in student's learning at school and at home. When parents and other community members involved in children's learning process, it is more likely that they succeed in school attending regularly earning higher grades, passing their class, graduating and going on to post-secondary education. When parents are involved in schools, children's learn at home, they do better in school. In addition, when parents are involved in school, children go farther in school and the schools they go to are better (Hendesron and Berla, 1994) According to Sheldon and Epstein (2005:197) parental involvement in a comprehensive SIP, family, and community partnership has six forms. These include:

The basic obligations of parents: parents help ready their children to learn at all ages by keeping them healthy and safe, and by supervising, discipline, and funding them. They help children feel good about themselves and confident with others. They teach them a positive attitude about learning and school.

Communications between home and schools: schools provide information to parents about students' progress and school programs. They provide ways for parents to share with school and staff information important to their children's learning.

Parent involvement at school: parents assist teachers, administrators, and children in the classroom and school building by volunteering. They support their children by attending student performances, sports and other events, or attending workshop or classes for their own learning as parents.

Parent involvement in learning activities at home: families learn together by listening each other, by playing games, reading, going in on trips, visiting museum, telling stories, singing and working on homework. Parents help children connect family learning to parent involvement in governance and advocacy: parents help make decisions in the school through parent groups, building leadership terms, and other local organizations. Parents work for schools improvements at the district, state and national level

Parent involvement through community collaborations: citizens in community agencies, business and service groups, cultural organization, government units and other groups must work together with schools in the best interests of children's learning.

Furthermore, a research conducted by Rietberen (1996:124-127) indicated that parental involvement into the school physically, such as attending school programs, extracurricular activities, and teacher conference makes a real difference in student's achievements. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss on to help his or her children at home. In Ethiopian education system parents and other community members are expected to involve in different school activities such as school management, contribution of resources helping children's learning at school and home and in general to improve the relevance access and quality of the education system. In general, different scholars discuss the contribution of community has a great role to enhance student's achievement.

Specifically from the practice in Oromia region, the contributions of community in improving students learning achievement and overall school performance exhibited. Those schools who work closely with community become models in improving overall school performance and students learning outcome. In this regard, Oromia Education Bureau (2009) stated the exemplary model schools such as Yabelo and Ambo secondary schools exhibited in which the school have promoted schools' performance and became model by organizing various discussion programs with the community and all other stakeholders to

develop common understanding, sense of ownership and develop shared vision. By so doing, they were able to improve students' learning outcome, solve education problems such as educational wastages (drop out, absenteeism and repetition), disciplinary problem, and shortage of facilities. In addition, shortage of reference materials and budget within the school were solved by strengthening the community contribution.

In a similar way, OEB (2014) identified three best performing schools such as Shenen primary and secondary schools, and Dedea preparatory school principals that became successful through strengthening community contributions resulted in improved students' academic achievement, solved educational wastage and facility problems in their school.

2.2 Rationale for Community Participation

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. It is through such participation that the community comes to know the school. It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals and take positions on critical issues. It is also that helps the community to become part of the decision-making process and assist the school to keep up with social change and bring about educational change (Bagin and Donald, 2005). One major benefit of strengthening parent school bond is improved student learning.

Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families (Tasmania, 2002). The greater the community involvement in the process of school improvement program results the greater improvements of school in achieving their goals of education (Tasmania, 2002).

The World Bank (2001) stated that quality of education can benefit when schools have the autonomy to use instructional inputs according to the local school and community conditions and are accountable to parents and communities. Regarding the importance of community participation in school program, Dodd (2002) stated that "parents are both teachers of their children and mediators of the school". They have the right and obligation to make sure that children are well served by the schools they attended.

2.3. The Roles of Community in Improving Education Quality

Community participation can contribute to education improvement through different programs. Some of the ways through which communities can contribute are: advocating enrollment and education benefits, boosting moral of schools staff, raising money for schools, ensuring students' regular attendance and completion, constructing, repairing and improving school facilities, recruiting and supporting teachers, making decisions about school location and schedules, forming village education committees to manage schools, actively attending school meetings to earn about children's learning progress and classroom behavior, providing skill instruction and local culture information (MoE, 2002).

In principle community participation is voluntary; however, it should be distinguished from compulsory forms of support for education that is decided outside the community (Watt, 2001). This could be when a government is unable to meet full cost of education from its own resources and identifies community as an additional source of financing (Ibid). In Ethiopia, primary and lower secondary education (grade 1 - 10) are to be free (FDRE, 2002). But households are mandated to support all government efforts in educational expansion and development (BBO, 2006).

2.3.1 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 importance of education can contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encourage children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspiration, scored significantly higher on tests of learning achievement.

Encouraging/rewarding students and helping them with their studies at home. Regarding this, Davis and Julia (2007) noted that parents can play positive roles, such as parents can reward their children with extra attention at home for receiving positive notes; parents can urge their children to behave better and let school staff know what their children are thinking and feeling; however some parents fail to do so when they limit themselves to only listening at meetings and singing forms. This is because they cannot see themselves as valued team members. In this connection UNESCO (2006) Stated that access and the provision of quality education is realized through the appropriate level of community participation.

2.3.2. Creating and Nourishing Community School Partnership

There are ways to bring parents and community members closer to schools which they serve, includes: minimizing discontinuities between schools and communities and between schools and families, minimizing conflicts between schools and communities, teachers' and

parents, making easy transition of pupils going from home to schools preparing pupils to engage in learning experiences (Crino and Valisn, 1994).

Community can contribute to schools by sending respected community members, such as religious leaders, tribe heads, to the classroom and talk about community history, tradition, 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, (McDonough and Wheeler, 1998).

2.4. The Role of Stakeholder in Encouraging Community Participation

There are lots of bodies internal and/or external who play significant roles in enhancing strong school community relations. These bodies are very influential for the existence of the school in realizing schools goals. As schools cannot stand alone themselves or depend lonely on government support, the help of the community such as financial, human, physical and labor and other concerned bodies are very essential. Therefore, schools existence is highly dependent on the genuine assistance of the following bodies. These are: Education officials, school level management, teachers and parents, local authorities and parent teacher association.

2.4.1. The Role of Education Officials

Woreda education office is responsible to establishing and administering primary and secondary schools. The office plans short term plan, medium term plan and short term plan. In order to accomplish its plan and achieve its aim, goals and objectives community involvement in school activities are inevitable.

Accordingly, the office invites NGOs and other charity organization to support the school to school construction, additional class building, school maintenance, fulfilling materials and furniture's. Due to this, the community with in and out of the school is mobilized and empowered by the office woreda education office is preparing seminars, workshops and training to school administrative committee WETB and PTA (MoE,2002).

Accordingly, Woreda Education Office creates good relationship between the school and the community by preparing symposium, training and seminars. They also invite NGOs and other charity organizations to schools which require more support, rewarding PTA and WETB who are strongly involved in school activities and become exemplary model.

2.4.2 The Role of School Principals

The school principals are the school level manager who are the most important and closest administrative unites of schools to grass root community. They are strategically positioned to work closely with the community. They play an important role in creating healthy

relationship between the school and the community, and among parents, community and the school. MoE (2002) notes that:

Head teacher play pivotal role in maintaining healthy relationship between the school and community. They are responsible for creating trust between the parents, communities and the schools. Discharging this responsibility shall require special skills of the parts of the head teachers in school management and human relations.

School principals have a various duties and responsibilities to foster community participation in the expansion and development of education. In addition, the major tasks of school principals are to create and maintain harmonious relationships with the surrounding community. He/she is responsible for maintaining good school community relations as well as interpreting the school to community and the community to the staff. Furthermore, the study by Telem(2003) in Agbo (2007), found that the principal plays a central role in promoting parental involvement and limited parental involvement could be related to the governance structure of the school, the leadership style of the principals feeling about parent's status and power and school climate. Where school is perceived as authoritarian institution, parents and community members do not feel welcome 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 professional at school.

According to Maayke, (2004) the principal is responsible for encouraging the community representatives in school activities. School principals, therefore "not only welcome and encourage parents to participate in school and other school activities, they need to be responsible for making sure that parents are involved and can have an impact". Furthermore, Maayke explained that community need to participate to learn about the education process, determine the purpose of the school, implement the school program, and help appraise school program, so as to serve as important two way channels of combination between school and community. The principal, therefore, has to let them share in planning decision making, development implementation, and evaluation; generally in the management of the school and other school activities.

2.4.3 The Role of Teachers

Teachers, on the other hand, are the main implementing agents of the educational programs. They are the ones who are directly involved in bringing about the desired behavioral change of students regarding skills and knowledge. Teachers also exert more influence on the views and values of children than parents do in the classroom (Nelson, et al. in Matebe, 2006). This means, teachers are the master and mistresses of their classroom, already trained to impart student in skills, knowledge, and basic attitudes. To bring the overall required

behavioral change of student, teachers alone cannot succeed. They importantly need the support of parents and families.

As Konnzal,(2002) states that, unless there is a cultural exchange among educators, parents and community members there may be a tension in the educational program of the school. That is to say, teachers first understand the culture of their students, parents; need to learn about the cultures of their children's classmates. They also stated that "the family curriculum" differs on the basis of race, class, ethnicity, sexual orientation, educational background and prior experiences of parents. The more the teachers know about children's families, the more effectively they will be able to teach them at school and a strong bridge that parents and teachers create. Teachers and parents need to work in building relationships through meaningful communication, more clearly defined, teacher and parents teacher" roles, increasing the number of involved parents, the time and the various support mechanisms, Conley in Molar (2006).

Teachers have the responsibility to empower students' parent by asking parents for their assistance, views and suggestions as means to better prepare their child and ensure academic success. Empowered parents provide varieties of opportunities to collaborate in the teaching of their children as homework activities, class project, classroom observation, field trips, in decision making and fundraising (Mowder,; 1994 in Molanr ,2006).In general, effective parental involvement is paramount for the successful performance of SIP and thus teachers have a greater role and responsibility to empower parents and create mutual relationship for the benefit of students and the whole community.

2.4.4. The Role of Parents

In many institutions and working places parents, educators and communities are working together. Especially in educational institutions particularly schools they are working together to education children in order to produce future citizens. All the stakeholders of the schools those enhance community participation are working for the sake of their children learn better if there is good relationship between the school and the parents. Bagin and Gallagher (2001) have stated that the school community relations program is support the children better to improve their result if parents are involved in school program.

Parents are usually the first and the most influential teachers of their children. They are important role in contribution to students' learning. Parents make sure children do their homework and assisting them in completing school assignments, encourage them to read books, involve them in construction jobs, and myriad other activities that contribute to their child's education (Dodd and Konnzal, 2002). The democratic ideal recognizes that parents have an important role to play.

They have moral obligations to support and encourage the personal, social and academic development of their children. They have also both right and obligation to make sure that children are well served by the schools they attend (Friedman in Dodd and Konnzal, 2002).

Molnar (2006), states that parents have responsibility to keep informed, ask questions, attend workshops, and borrow resources in order to make sound decision about their child and the school in SIP. Northwest Regional Educational Laboratory in Molnar (2006) states that the parents' role in their children education is in a variety of ways, ranging from reading to children at home and assisting in the classroom, to sitting on advisory councils at school..

In Ethiopian education system, parents are encouraged to take part in education of their children. Greater parental participation in school activities is considered as key to improve quality education. According to proclamation number 260 October, 1984 of No.3, schools are expected to organize parents committee. The organized parents' committee assists the school, especially in linking educational instruction with actual life.

Therefore, parents involvement in educational issue towards enduring quality education is critical factor to which the achievement of students learning. Franklin, Bloch and Popkewitz (2004) state that: "it is well known that students' achievement in school is heavily dependent upon family influences."

2.4.5. Parent-Teacher association (PTA)

Parent-Teacher association has a school plan with specified duties and responsibilities; such as maximizing enrollment, income generation, dealing with students discipline with the collaboration of the school management body and enter community. According to MoE (2002), various committees were established to involve the community in general and parents and school committee were not effective due to lack of clear short and long term objectives, focusing on the administrative issue instead of empowering teaching and learning processes.

The committee structure could not also strengthen the horizontal relationship between the school and the community. However, schools did not consider PTA as it can play a significant role in SIP. Even members of the committee don't consider that they have potential to make substantial contribution to school. In consequence, building up of positive attitudes about school participation and development their capacity is a time consuming process; it requires the concentrate efforts and assistance of teachers, principals and offices from education (Marsh, 1998). This implies that providing appropriate assistance for PTA is very crucial to ensure their involvement in education to improve quality improvement.

The consolidation of this association would have a significant contribution to the enhancement of the quality and provisional education. Actually, parent teachers association is an indispensable body in the school activities. They involve in school administration and commitment to the community in relation to school development and teaching learning improvement. They advice and correct those student with disciplinary problems, teachers and directors who failed to discharge their duties properly and take corrective major those

who could not be corrected through advice along with a punishment proposal. (MoE, 2002)

2.5 Community Contribution in Improving Quality of Education

The school and community relations are a two way system of communication through the community is translated to the school and the school to the community. This two way communication brings good educational achievement to child by gaining quality education.

As school play an important role in bringing change to the community, community also contribute greater role to the school in bringing quality education. Without community involvement in school activities, the school cannot stand by support of the government alone. Gallagher, R. (1999) has stated that ; “it has been increasingly evident that the school in a dynamic, changing, social order cannot adapt itself to change or make the necessary important in its program without involving citizens in its affairs.” This shows as a school change and the necessary improvements come through community involvement in a school activities.

In addition to money contribution, school construction and maintaining school furniture, the community also involve in educational planning, policy making and evaluation of the school activities. Assumption and Engstrom in Gallagher, R. (2001) have pointed out:

“There must be structured, systematic and active participation on the part of people of the community in the education planning, policy making, implementing, monitoring and evaluation of the school.” It is possibly to say, the school has no choice, but to work in cooperation with the community and to reflect the will of the people in order to bring quality of education. This implies that the school cannot stand by itself without community involvement.

The school partnership like families and communities aimed at empowering school programs and school climate, thus empowering educational delivery, so that more children learn better and are well prepared for the changing world (Epstein, 2001), policy makers, educators and others involved in education are seeking ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality (Uemera, 1999).So, the participation of the community in school affairs has profound advantages in brining quality education and to improve students’ achievements.

2.6. Factors Affecting Community Participation

A number of factors are associated with the community itself when it comes to decrease its level to participation in school affairs. Some of them are treated below.

2.6.1. Community Interest

Not all community members are willing to get involved in SIP. Some have negative schooling experiences to themselves. Others are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of SIP. What schools do not seem relevant to its needs, the community shows reluctance or resistance. As a result, schools need to devise ways by which they could deal with school reluctance. In their effort to suggest solutions, Cummings and Dall (1995) note that when schools face with reluctance or resistance to their efforts, they have to make their programs transparent and reach the community using several mechanisms such as inviting elders dignitaries, and celebrities to schools. Davies Kean and Eccles (2003) in Melesew, (2005) also identified “communities interest affect their participation in school”.

2.6.2. Awareness

Awareness of Community members need to know that their inputs are important for schools to accomplish the task effectively. In line with the Cummings and Dall, (1995) stated that partners and other community members should understand that without their support schools face challenges to accomplish their tasks fully in order to achieve their intended SIP objectives. But at localities where schools have been established and run by government communities, assume that since government is in charge, their participation is unnecessary

According to Swift- Morgan investigation communities are willing to participate in school, but the problem is that the communities are very poor and have no money to contribute for the school. Gubert and Tounkana (2002) in Kaunda (2005) stated that community participation of many African countries is seriously hampered by poverty, illiteracy, lack of jobs for graduates and ignorance of the concept of free school. Sheldon (2000) in Jennifer D, et al, (2007) also noted that parents with access to more financial resources are more likely to be involved. He also reported that the more financially stable a family is, the more time that parents have for their children and the more concern they have for their education. Lareau (1996) in Abgo (2007) also stated that low income parents are less likely to become involved in their children’s education.

2.6.3 Professional territory

McInar (2006) also states that there is an insider outsider tension that results between school staff and community members. Parents are never quite insiders because the minute they go to school, they are subtle reminded that they are stepping into professional territory. He also further explained that, at times, teachers consider parents troublesome because they question, challenge, and take time. Educators feel threatened about intrusion into their territory and parents are not safe if they trust teachers or other parents. All these situations will develop a protection territory among all stakeholders which influence parental involvement negatively.

2.6.4 Attitudes of Principals

Teachers and Parents: Some teachers and principals purposely or unknowingly, discourage parents and community participation (Kandasukmy and Lia, 2004). Supporting this, the report of UNESCO (2002) noted that principals and teachers sometimes refuse to encourage the school board and association board members or parents to actively participate for they fear that these community members would get overall control of the pedagogical matters which they have no mastery. On the other hand, principals and teachers may perceive that school board and association members often have few decision making skills and they degraded the capacities of the community representatives to participate in the educational activities of the school. Parents who had unpleasant school experiences are often reluctant to become involved with their children's schools because they develop negative attitude to the school (Barbours and Barbours, 1997). Also some parents view that the responsibility of schooling is that of schools. School personal may conceptualize and perceive 42 parent involvement activities outcomes differently, that of academic achievement while parents viewed it as means of supporting the total well-being of the child.

2.6.5 Communication Factors

Communication barriers arise when the intent of the message and the content as perceived by the receiver differ, when the honesty of the message is questionable, when the language and cultural gap is large, when there is lack of understanding between parties, or the idea is not accurately communicated to the parents and the community (Shaffer and Betz, 1992). Supporting this, Steinbergh, Brown and Collum, M. (1996) noted that school reform needs several years for planning, gradual implementation, and flexible assessment mechanisms; however, clear goals for student outcomes should be documented at the beginning to help keep focus. The gap between written and reality may lead to frustration and failure

2.7. Strategies for Enhancing Community Participation in Education

Schools should develop strategies instrumental to ensure the involvement of the community in their various activities and programs. The following are from among the strategies.

2.7.1. Building the capacity of school principals and teachers

Principals and teachers play a pivotal role in the success of the school. In successful schools principals create a strong sense of mission and vision; build a strong culture of collaboration, set appropriate curriculum implementation mechanisms; possess an instructional leadership that takes responsibility for students achievement; develop and communicate plans for effective teaching , and nurture cooperative relationship with parents and other community members in general (MoE, 2005).Accomplishing all these requires some degrees of competence and these, in turn, necessitate further and continuous training. Teachers also need to undergo similar training for the same purpose of enabling them create a participatory management style by involving the local people in planning, decision making, implementing plans, developing school based budget and monitoring and evaluation (MOE, 2002),

UNESCO (2002) also notes that school leaders and teachers need training in how to manage their autonomy and collaborative responsibilities.

Lack of training creates problems of communication with community members. Supporting this idea Holliday in Bagin (2001), explains that educators communicate poorly because they have little communication experiences almost no meaningful communication training. Thus, training principals and teachers on how to involve the community in the school program activities is essential.

2.7.2. Creating a school environment conducive for participation

The school has to create an environment suitable for the community to participate in its activities. It must initiate the community to participate and appreciate its contribution. When members of the community or their representatives are welcomed and get respected in their participation, they would be more motivated and exert more and better efforts (Reid, 2000). Supporting this idea, Swift Morgan (2006) notes that school staff and education officials need to respect parents and community members and expand their roles in school governance. In addition to welcoming the participation of the community, schools have to adjust appropriate time and place for members of the community to participate on different school activities. Therefore, the school principals, teachers and others should create conducive school environment that invite the communities to participate in different school programs.

2.7.3. Creating clear roles to community members or their representatives

It is necessary for schools to create clear and meaningful roles for community members to play their roles in the improvement of schools and the achievement of the overall educational goals. In order to obtain any kind of community participation, there needs to be an understanding among all stakeholders. Reasons and Benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community members should be carried on by establishing communication channels. One of the strategies used for successful community participation in school improvement program is conducting social marketing and awareness creation campaign.

This helps to show the community its roles and what it needs to do in order to play the roles successfully. This could be carried out employing strategies such as meetings, parent-teacher conferences or parented materials such as report card, newsletters or bulletins, etc. therefore, creating awareness on the part of the communities on how to support and contribute their efforts to school improvement is considered as a prerequisite for their participation in different school programs.

2.7.4. Giving orientation and training to community representatives

Community members or their representatives may attend meeting passively without adding an input. This could be due to lack of confidence, or knowledge had skills. It is essential to give orientation and training for building their capacity which could enable them to understand their rights, play expected role, and discharge responsibilities accordingly (UNESCO, 2002). In agreement with this idea, the world bank (1997) states that if communities or their representatives get training, they will maximize their effort and participate actively in school programs. Community participation can be facilitated if members of school boards and PTA get some orientation and rudimentary training in budgeting, planning, implementation, monitoring and evaluation.

2.7.5. Providing community service

The school has to design programs aimed at providing needed services in order for it to secure the participation of the community. Among these services are found community tasks carried out by students as part of their extracurricular activities, and students- teacher involvement in adult education. The school can also render services such as preventing traffic hazards, wastage disposal, and clearing streets. Through the activities mentioned above he school becomes a center of community service (Bagain, 2001).

Therefore, the school has to have school regulation and guidelines for communication, community services and parent-teachers cooperation. Generally, the Ministry of education (MoE, 2005) sates that some of the ways which are used to build community participation as follows:

All encouraging achievements and changes must be made known to the community; A forum of open discussion must be prepared regarding future vision of schools and their problems to initiate the community with a belief and commitment to solve the problems of schools. It is necessary to create a favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation educational programs.

2.8 The Current Practices of Quality Education in Ethiopia

The Education and Training Policy and its implementation document reveal the shortage in access of education to citizens and the low quality of education. To solve these problems were among the initiatives to develop the new Education and Training Policy (MOE, 2002). Different documents identified that, even if the implementation of the policy has improved the access of education, but quality of educational at different level wasn't improved. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. In order to improve the shortcomings related to quality,

MoE launched the General Education Quality Improvement Package in 2007 (MoE, 2007).As in the document, the package consists of four major programs. Teachers

Development program: Curriculum Improvement Program; Education Leadership and Organization Improvement Program; School Improvement Program, and two complementary packages; Civics and Ethical Education, and Information Communications Technology. Hence, School Improvement Program is among the programs designed to improve quality of education in the country.

The School Improvement Program being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives; consist of four domains and twelve elements (MOE, 2007). The program was designed by MOE with different guiding manuals and then disseminated to regions, zones and schools for implementation. To ensure implementation of the program, trainings were given for different level educational leaders and expertise, and teachers. But most researchers stated that the stakeholders are not in position to help given adequate awareness to educational quality.(Lemessa; 2012).

Chapter Three

Research Design and Methodology

This chapter deals with the description of the study area, research design, sources of data, target population, sample size and sampling techniques, data collection instruments, data collection procedures, methods of data collection and ethical consideration.

3.1 Research Method

The objective of the study was to assess the contributions of community in improving quality education. For this study, Descriptive survey design was employed. Both quantitative and qualitative approaches were used. Using mixed research method could neutralize the biases of any simple method; the more dominant approach used in the research called quantitative. But the qualitative data obtained from interviews and observation was applicable to support Quantitative data. It is used as a means for convergence and integrating qualitative and quantitative data (Creswell, 2009:14). The descriptive survey design was employed in this study on the ground that it was found to be helpful to obtain reliable and relevant information (Leedy & Ormord, 2005).

Descriptive survey method involves acquiring information about one or more groups of people-perhaps about their characteristics, opinions, attitudes or previous experiences.

Similarly, Best and kahan (2003) noted that descriptive research design helps to describe and interpret the current conditions. Descriptive survey method was used to gather adequate and relevant data on the actual practice, existing challenges & opportunities of school improvement in community participation

3.2 Sources of Data

Data were gathered from primary and secondary sources to accomplish the study in order to get reliable and valid information.

3.2.1 Primary Sources of Data

On the expectation that they have better information and knowledge about research problem, the primary data have been collected from secondary school principals, vice principals, teachers, supervisors, PTAs and woreda education heads. The selection of these populations as a source of data was based on their better involvement and interaction in the school activities.

3.2.2 Secondary sources of data

Secondary sources of data was collected from the sample secondary schools monthly, quarterly and annual reports, minutes of PTA, PTA plans and other related documents which are relevant to the study in relation to the contribution of the community to improve quality of education.

3.3. Sample and Sampling Techniques

As can be seen from south West Shoa zone education office document, there are 28 general secondary schools in the zone. The schools are located in a very large area. So, the researcher grouped these 28 schools in to four sub zones according to their geographic area by using cluster sampling technique. These sub zones are Woliso, Becho, Ameya and Sodosub zones. Under the mentioned sub zones there are 7 schools under Woliso sub zone, 7 schools under Becho sub zone, 6 schools under Ameya sub zone and 8 schools under Sodo sub zone. Then the researcher selected two schools from each sub zone by using simple random sampling technique.

In the secondary schools there are educational stakeholders which were selected to the target population of the study. These are: Woreda Education heads, secondary school supervisors, principals, vice principals, teachers and PTA members. From the target population of educational stakeholders the researcher selected 8 Woreda education heads, 8 supervisors, 8 school principals and 12 vice principals by availability sampling techniques, because the numbers of target populations are relatively small and manageable.

From the total of 329 sample school teachers, 99(30.09%) sample teachers have been selected by simple random sampling technique, because simple random sampling technique gives equal chance to all the respondents. Finally from the total of 56 PTA members 8(14.2%) PTA chairpersons of the committee were selected by availability sampling technique.

Table1. Summary of target population and sample population

Woredas	Schools	Target Population							Sample Population						
		Principals	V. Principals	Supervi	Teachers	PTA	WEO heads	Total	Principals	V. Principals	Supervisors	Teachers	PTA	WEO heads	Total
Becho	Yehibret fire	1	2	1	57	7	1	69	1	2	1	17	1	1	23
Dawo	Busa	1	2	1	45	7	1	57	1	2	1	13	1	1	19
Woliso	Furgasa Ararsa	1	1	1	34	7	1	45	1	1	1	11	1	1	16
Woliotown	Woliso	1	1	1	37	7	1	48	1	1	1	10	1	1	15
Wonchi	Chitu	1	2	1	50	7	1	61	1	2	1	17	1	1	23
Ameya	Gindo	1	2	1	50	7	1	62	1	2	1	17	1	1	23
Goro	Goro	1	1	1	24	7	1	35	1	1	1	7	1	1	12
Sedondo	Harbulule	1	1	1	32	7	1	43	1	1	1	7	1	1	12
Total		8	12	8	329	56	8	420	8	12	8	99	8	8	143

3.4. Data Collection Instruments

The researcher employed three types of data gathering tools. This include data collected through questionnaires (open ended questionnaires and closed ended questionnaires), semi-structured interview and document analysis.

3.4.1. Questionnaire

According to Best and Kahn (2005) questionnaire is a form of data gathering instruments which respondents' answer to the questions provided or respond to statements in writing and used to obtain factual information. So, the same questionnaire was prepared for principals, supervisors, teachers and PTAs and distributed to the sample respondents.

The questions in the questionnaire were divided into five parts. The first part of the questionnaire was intended to gather background information of the respondents, the second, third and fourth part of the questionnaire was based on the five Likert scale responses, and the last part was based on open-ended type of items. The items of the questionnaires were classified under the basic research questions. The response category set was a Likert type of five points ranging from very high to very low (very high, high, medium, low and very low) and strongly agree to strongly disagree (strongly agree, agree, undecided, disagree and strongly disagree). The questionnaire was developed by the researcher. The same questionnaires were prepared to the 8 school principals, eight supervisors, twelve vice principals, 99 teachers and 8 to the PTA chairpersons. Finally the researcher distributed the questionnaire by the support of assistance teachers. However, 5 teachers and 1 PTA chairperson were not returned the questionnaire and made the number of teachers and PTA chairperson respondents 94 and 7 respectively. All of the questionnaires were first developed in English, and PTA chairpersons' questionnaires were translated to Afan Oromo in order to meet the language level of the respondents and better clarity.

Before the final questionnaire had been administered, pilot test was conducted on 10 teachers, 2 principals, 3 vice principals, 2 supervisors and 2 PTA chairpersons at Taji and Gurura secondary schools to ensure that the respondents can understand or not, the questionnaire is free from ambiguity and vague instruction. After the questionnaire was filled by some respondents and returned back, the reliability of the items had been measured by using Cronbach's alpha method by the help of SPSS version 20 software. The Cronbach's alpha results of each basic question item 1,2,3 were 0.77, 0.86, 0.68 respectively and the Cronbach alpha reliability coefficient for the total instrument was 0.77 and this evidence strongly supported the reliability of the instrument. Lastly the validity of the questionnaire was also tested with help of experts and advisors.

3.4.2. Interview

The interview questions were developed by the researcher and had been presented to the eight woreda education office heads through face to face conversations. It was held according to the convenience of the interviewee at their work place. Semi structured interview had been conducted to obtain information about the contribution of the community in improving quality of education in the study. The idea of the interview was recorded by words to narrate. The purpose of the interview is to make the study in depth and gather information which is difficult to interview meaningful information from the factual expressions and gestures from the respondents (Moser, 2007).

3.4.3. Document Analysis

Document analysis helps to provide additional information. It helps to cross-check and supplements other data collection tools. So, the researcher used achievement reports, minute, and evaluation documents which are analyzed to assess the contribution of the

community in the sample schools. The main reason for the researcher to use document analysis was that, it provides a context for understanding particular problems in the process of data gathering methods.

3.5. Data Collection Procedures

The researcher distributed the questionnaires to 8 school principals, 12 vice principals, 8 supervisors, 99 teachers and 8 PTA chairpersons. The questionnaires were distributed after brief orientation was given by the researcher about the purpose of the study. The questionnaire distributed to teachers was collected after three days and the questionnaire of PTA chairpersons was collected after a week by the support of assistance teachers. Finally the researcher presented interview to WEO heads and summarize by himself.

3.6. Methods of Data Analysis

The quantitative data collected were analyzed with the help of descriptive statistics such as frequency distribution, percentages and mean scores. The mean scores interpreted as: mean ≥ 3.0 is above averages, $2.5 \leq \text{mean} \leq 2.99$ is near to average, mean = 2.5 is moderate and mean < 2.5 is below average. This methods of data analysis covered comprehensive task of the tabulation, organization, analysis and interpretation of raw data.

3.6.1 Quantitative Data

The quantitative data of each group was arranged and organized by using SPSS version 20 software. The analysis of data has been undertaken by bearing in mind the basic research questions which was designed for the study. The data which were collected by questionnaires from teachers, principals, supervisors and PTAs were analyzed quantitatively based on descriptive statistics by using frequency, percentages and mean scores. Descriptive statistics such as: mean was used to identify average responses given by respondents, and frequency was used to identify a number of respondents responses for a given specific items, and percentage had been enabled the researcher to simplify and explain a given set of data.

3.6.2 Qualitative Data

Qualitative data which was collected from open ended questions; interview and document analysis from all sample groups were narrated in words in order to supplement the data which was collected through questionnaire. In addition, the open ended question set in the questionnaire was designed to get supplementary information to the closed type questions. Data from semi-structured interview and documents was analyzed and narrated in words.

Chapter Four

Presentation, Analysis and Interpretation of Data.

This chapter deals with the tabulation, presentation, analysis and interpretation of data collected from the respondents which included school principals, vice principals, education office heads, supervisors, teachers, and PTA chair persons. A total of 135 questionnaires were distributed to the respondents of 8 school principals, 12 vice principals, 8 secondary school supervisors, 99 teachers and 8 PTA chairpersons. From the questionnaires distributed to the respondents 129 (95.6%) had been returned. Moreover, interview was conducted with WEO heads and document analysis was also carried out.

The chapter is divided into two parts: the first part discusses the demographic and educational characteristics of the respondents while the second part deals with the analysis of the findings of the study in line with the basic research questions. Generally, data analysis was used for interpretation of information obtained from the questionnaires, interview and document analysis

4.1. Demographic and educational characteristics of participant

Descriptive characteristics of the respondents give some information about the sample population. Thus, the following four tables show the general characteristics: summary of distribution and rate of return, sex, age, educational qualification and year of experience of the respondents involved in the study.

Table 2. Summary of distribution and rate of return of completed questionnaires

No	Respondents	Distributed questionnaires	Returned questionnaires	Returned questionnaires %
1	Principals	8	8	100
2	Vice principals	12	12	100
3	Supervisors	8	8	100
4	Teachers	99	94	94.9
5	PTA chairpersons	8	7	87.5
	Total	143	137	95.8

Regarding questionnaires, a total of 143 questionnaires were distributed and 137 (95.8%) were returned. Of these respondents 94(68.6%) teachers, 8(5.8%) school principals, 12(8.7%) vice principals, 8(5.8%) secondary school supervisors and 7(5%) PTA chairpersons filled out and returned the questionnaire.

Table 3. Sex and Age of the respondents

No	Variable	Categories	Principals		Vice Principals		Supervisors		Teachers		PTA Chair Persons	
			No	%	No	%	No	%	No	%	No	%
1	Sex	Male	8	100	12	100	8	100	70	74.4	5	71.4
		Female	-	-	-	-	-	-	24	25.6	2	28.6
		Total	8	100	12	100	8	100	94	100	7	100
2	Age	20-30	-	-	6	50	-	-	43	45.8	-	-
		31-40	3	37.5	6	50	3	37.5	31	32	4	57.1
		41-50	5	62.5	-	-	2	25	17	18	3	42.9
		51 and above	-	-	-	-	3	37.5	3	3.2	-	-
Total			8	100	12	100	8	100	94	100	7	100

As can be seen in table 3, regarding sex, out of the total respondents, 8(100%) principals, 12(100%) vice principals, 8(100%) supervisors, 70(74.4%) Teachers and 5(71.4%) PTA chairpersons were males. Again, 24(25.6%) teachers and 2(28.6%) PTA chairpersons were females. Among all respondents, the majority, 109(79.5%) were male.

As indicated above, the age of the respondents was categorized into four divisions. The majority of the school principals 5(62.5%) were found between the age of 41-50 and 3(37.5%) of them lie between 31-40 years, 6(50%) of school vice principals were found between the age of 20-30 years and again, 6(50%) of them were between the age of 31-40. Regarding the age of supervisors, as can be seen from the same table 3(37.5%) of them were found between 31-40years, 2(25%) were found between 41-50 years and 3(37.5%) of them were found between the age of 51 and above. In addition, 43(45.8%) of teachers were found between 20-30 years, 31(32%) of them are lied between the age of 31-40, 17(18%) teachers were found between 41-50 years and 3(3.2%) teachers are found to be 51 years and above. Finally, the majority of PTA chairpersons, 4(57.1%) were found between 3140 and 3(42.9%) of them were found between 41-50 years.

Table 4. Educational qualification of the respondents

Categories	Principal		Vice Principal		Supervisors		Teachers		PTA Chairpersons	
	No	%	No	%	No	%	No	%	No	%
Grade 12	-	-	-	-	-	-	-	-	1	14.2
Certificate	-	-	-	-	-	-	-	-	-	-
Diploma	-	-	-	-	-	-	-	-	4	57.2
BA/BSc/Bed	5	62.5	10	83.3	-	-	89	94.6	2	28.5
MA/MSc/Med	3	37.5	2	16.7	8	100	5	5.4	-	-
Total	8	100	12	100	8	100	94	100	7	100

Regarding the respondents educational background, the majority of school principals 5(62.5%) ,vice principals 10(83.3%), teachers 89(94.6%) were first degree holders while 3(37.5%) principals, 2(16.5%) vice principals, 8(100%) secondary school supervisors and 5(5.4%) of teachers were MA degree holders. Concerning the educational background of PTA chairpersons, the majority of them 4(57.2%) were diploma holders and 2(28.5%) of them were BA degree holders.

Table5. Characteristics of the respondents by year of experience

Categories	Principals		V.Principals		Supervisors		Teachers		PTA	
	No	%	No	%	No	%	No	%	No	%
1-5	-	-	-	-	-	-	15	15.9	7	100
6-10	3	37.5	7	58.3	-	-	35	37.2	-	-
11-20	3	37.5	4	33.3	1	12.5	21	22.4	-	-
21-30	2	25	1	8.7	4	50	14	14.9	-	-
31and above	-	-	-	-	3	37.5	9	9.6	-	-
Total	8	100	12	100	8	100	94	100	7	100

Regarding the service years of the respondents, 15(15.9%) teachers and 7(100%) PTA chairpersons have served between 1-5 years, 3(37.5%) school principals, 7(58.3%) vice principals and 35(37.2%) of teachers have served 6-10 years. In addition, 3(37.5%) of school principals, 4(33.2%) vice principals, 1(12.5%) supervisor and 21(22.4%) teachers have served 11-20 years. Again, 2(25%) principals, 1(8.7%) vice principals, 4(50%) supervisors and 14(14.9%) teachers have served 21-30 years. Finally, 3(37.5%) supervisors and 9(9.8%) teachers have served for 31years and above. This indicates that most of the respondents were well experienced in the education sector.

4.2 General responses of the respondents

4.2.1 The current practices of community participation in improving quality of education

As indicated in the guideline of education and training policy of 2002, organization of education management, community participation in contributing to improve quality

education, the communities have great roles (MoE, 2002). This is because; the schools have to work in collaboration with the community, in order to improve quality of education. True community participation in education creates conducive learning environment, improve school-community relationships and leads to community ownership of the education program (UNESCO, 2002). In line with this, the following table summarizes the data obtained from the respondents.

Table 6. Issues related to the practices of community participation in improving

Quality of education

No	Items	Respondents	Responses										Mean	Weighted Mean
			Very .high		High		Medium		Low		V. Low			
			F	%	F	%	F	%	F	%	F	%		
1	The community participates in school through voluntary labor	Principals	-	-	4	50	1	13	1	13	2	25	3.8	2.8
		V. principals	-	-	1	8.3	6	50	4	33	1	8.3	2.6	
		Supervisors	-	-	-	-	2	25	5	63	1	13	2.1	
		Teachers	-	-	56	59.5	18	19	12	13	8	8.5	3.2	
		PTAs	-	-	-	-	3	48	4	57	-	-	2.4	
2	The community supervise schools while teaching and learning takes place	Principals	1	12.5	1	12.5	1	13	5	63	-	-	3.0	2.8
		V. principals	-	-	3	25	5	41.7	3	25	1	8.3	2.8	
		Supervisors	-	-	1	12.5	3	37.5	3	37	1	13	2.5	
		Teachers	10	10.6	10	10.6	48	51	20	21	6	7	2.9	
		PTAs	-	-	1	14.2	4	57	2	29	-	-	2.8	
3	The community supports the school by fund	Principals	-	-	3	37.5	2	25	1	12	2	25	2.6	2.8
		V. Principal	-	-	2	16.6	5	42	5	42	-	-	2.7	
		Supervisor	1	12.5	-	-	2	25	4	50	1	13	2.5	
		Teachers	-	-	36	38.5	38	40.5	20	21	-	-	3.1	
		PTAs	-	-	4	57.1	1	14.2	1	14	1	14	3.1	
4	The community supports the school by giving material resources	Principals	-	-	3	37.5	3	37.5	2	25	-	-	2.5	2.4
		V. Principal	-	-	2	16.6	2	16.6	8	67	-	-	2.5	
		Supervisor	-	-	-	-	3	37.5	5	63	-	-	2.4	
		Teachers	-	-	18	19.1	42	44.6	30	32	4	-	2.8	
		PTAs	-	-	1	14.	-	-	3	43	3	43	1.9	

As can be observed from table 6 item 1, the responses of the respondents regarding the participation of community in school through labor, 4 (50%) Principals, 1(8.3 %) vice principals and 56(59.9%) teachers responded community participation through labor was high. Again, 1(13%) principals, 6(50%) of vice principals 2(25%) supervisors, 18(19%) teachers and 3 (48%)PTA chair persons responded medium. On the contrary, 1(13%) principal, 4(33%) of vice principals, 5(63%) supervisors and 12(13%) of teachers response was low and 2(25%) principals,1(8.3%) vice principal, 1(13%) supervisor and 8(8.5%) teachers responded the contribution of the community through labor was very low. Accordingly, the mean values of the school principals, vice principals, supervisors, teachers and PTA chairpersons are 3.8, 2.6, 2.1, 3.2 and 2.4 respectively and the weighted mean value of the respondents obtained in this item was 2.8 which is close to average. This

implies that most respondents agreed on community participation through voluntary labor were below the expected.

The interview conducted with WEO heads concerning community participation in the forms of labor, the majority of them revealed that communities did not participate actively by contributing labor rather their contribution was limited to raise some amount of funds. In addition to that from the document analysis made there were no any evidence which show communities participation in the contribution of labor.

As can be seen from table 6 item 2 regarding whether the community supervises the school while teaching and learning takes place, 1(12.5%) principal, and 10(10.6%) teachers replied very high, 1(12.5%) principal 3(25%) vice principals, 10(10.6%) teacher, 1(12.5%) supervisor and principal, 5(41%) vice principals, 3(37.5%) supervisors, 48(51%) teacher and 4(57.5%) of PTA chairpersons responded medium. On the other hand, 5(63%) principals 3(25%) vice principals 3(37.5%) supervisors, 20(21%) teachers and 2(29%) PTA chair persons responded that supervision of the community while teaching and learning is low. The mean values of principals, vice principals, supervisors, teachers and PTA chairpersons are 3.0, 2.8, 2.5, 2.9 and 2.8 respectively and the weighted mean value of the respondents to the item is 2.8 which is near to average. The data clearly show that the contribution of the community in supervising the schools while teaching and learning was not satisfactory. Supporting that the community supervises the school while teaching and learning takes place, Nayaran and Katrika (1997) described that community participation is meaningful and active involvement of the community starting from the planning all the way to the implementation of a plan.

In relation to the above idea the interview conducted from WEO heads revealed that the contribution of the community in supervising the schools while teaching learning takes place was low, and the community and community representatives are come to school when they were called by the school principals.

As table 6 item 3 shows, 2(25%) principals, 2(16.6%) vice principals 36(38.5%) teachers and 1(14.2%) PTA chair persons responded that the support given by the community for the school through funding is high. Again, 3(37.5%) principals, 5(42%) vice principals, 2(25%) supervisors, 38(40.5%) teachers and 4(57.1%) PTA chairpersons responded medium. On the contrary, 1(12.5%) principal 5(24%) vice principals, 4(50%) supervisors, 20(21%) teachers and (14%) of PTA chairpersons answered that the community support the school by fund is low. The mean values of principals, vice principals, supervisors, teachers and PTA chairpersons are 2.6, 2.7, 2.5, 3.1 and 3.1 respectively and the weighted mean value of the item is 2.8 which is close to average. The weighted mean value shows that communities' participation in fund raising was moderate.

An interview conducted with woreda education head concerning community participation in contributing money, the majority of the interviewees revealed that the community

participation in contributing money was medium. Even though, community participation in contributing material resources becomes low, their contribution in supporting finance was moderate. In addition, the document analysis checklist conducted with eight sample schools show that the community contribution of fund was unsatisfactory.

As can be seen from table 6, item 4 concerning this issue, 3(37.5%) principals, 2(16.6%) of vice principals, 18(19.1%) teachers and 1(14%) PTA chair persons responses are high, 3(37.5%) principals, 2(16.6%) vice principals that community support by giving material resources were medium. Again, 2(25%) principals, 8(67%) vice principals, 5(63%) supervisors and 30(32%) teachers reported their material resources contribution is low. The mean values of school principals, vice principals, supervisors, teachers and PTA chairpersons are 2.5, 2.5, 2.4, 2.8 and 2.4 respectively. The weighted mean score of the responses is 2.4 which indicates that the mean value is below average. This implies that the majority of the respondents' response shows that the contribution of the community to improve quality education by giving material resources was not satisfactory. With regard to community support by giving the school material resources, the literature showed that to achieve educational goals and objectives the contribution of money, labor and material resources from the community is indispensable (MoE, 2002).

In supporting the above idea an interview with WEO head revealed that:

“The involvement of the community in assisting their children by providing material resources was low, and the absence of community assistance in helping their children in providing material resources is a factor that hinders community participation to contribute to quality education”. This idea was supported by the majority of the interviews.

Table 7. Issues related with the current practices of community participation in improving quality of education

No	Items	Respondents	Responses										Mean	Weighted Mean
			Very high		High		Medium		Low		Very Low			
			F	%	F	%	F	%	F	%	F	%		
5	The community participates in managing the school	Principals	-	-	3	37.5	3	37.5	2	25	-	-	3.1	2.9
		V. principals	-	-	5	41.6	5	41.6	2	17	-	-	3.2	
		Supervisors	-	-	2	25	2	25	4	50	-	-	2.8	
		Teachers	-	-	30	32	36	38.2	28	29	-	-	3.0	
		PTA	-	-	1	14	3	42.8	2	29	1	14	2.6	
6	The community discusses with school about	Principals	-	-	1	12.5	2	25	2	25	3	37	2.1	
		V. principals	-	-	3	25	5	41.7	4	33.3	-	-	2.9	
		Supervisors	-	-	1	12.5	6	75	1	12.5	-	-	2.9	

	their children's learning	Teachers	-		12	12.8	34	36	20	21.2	28	29	2.3	2.6
		PTA	-	-	-	-	5	71.4	1	14.3	1	14.3	2.6	
7	The community participates in decision making process	Principals	-		2	25	4	50	1	12.5	1	12.5	2.8	2.7
		V. Principal	-	-	4	33.3	5	41.7	3	25	-	-	3.0	
		Supervisor	-	-	1	12.5	-	-	5	62.5	2	25	2.0	
		Teachers	-	-	24	25.5	48	51	12	12.7	20	21.2	2.6	
		PTA	-	-	1	14.3	4	57	2	29	-	-	2.9	
8	The school provides training for PTA on school related issues and students achievement	Principals	-	-	1	12.5	5	62.5	2	25	-	-	2.9	3.0
		V. Principal	2	17	1	8.3	6	50	3	25	-	-	3.4	
		Supervisor	-	-	2	25	2	25	4	50	-	-	2.8	
		Teachers	-	-	20	21.3	64	68	10	10.6	-	-	3.1	
		PTA	-	-	1	14.3	5	71.4	1	14.3	-	-	3.0	

As table 7 item 5 shows, 3(37.5%) principals, 5(41.6%) vice principals, 2(25%) supervisors, 30(32%) teachers and 1(14%) PTA chairperson responded that the community participates in managing the school is high. Again, 3(37.5%) principals, 5(41.6%) vice principals, 2(25%) supervisors, 36(38.2%) teachers and 3(42.8%) PTA chairpersons replied medium. On the other hand, 2(25%) principals, 2(17%) vice principals, 4(50%) supervisors, 28(29%) teachers and 2(29%) PTA chairpersons responded low. The mean values of the respondents were 3.1, 3.2, 2.8, 3.0 and 2.6 and the weighted mean value was 2.9, which is closer to average for which community participation in managing the school was moderate. This shows that the contribution of the community in managing the school was not as required. In relation to this, the Ethiopian Ministry of Education has issued a document MOE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

In supporting the above idea an interview conducted with WEO heads revealed that the participation of the community and community representatives in managing the school as comparing with their roles and responsibilities were not as expected.

As can be seen on table 7 item 6, 1(14%) principal, 3(25%) vice principals, 1(12.5%) supervisors and 12(12.8%) teachers responded high concerning whether the community discusses with school about their children's learning. Again, 2(25%) principals, 5(41.7%) vice principals, 6(75%) supervisors, 34(36%) teachers and 5(71.4%) PTA chairpersons responded medium. In the contrary, 2(25%) principals, 4(33.3%) vice principals, 1(12.5%) supervisor, 20(21.2%) teachers and 1(14.3%) chairperson responded low. The mean values are from 2.9 to 2.1 and the weight mean value of the response of the respondents is 2.6 which is near to average. This shows that the responses' of the majority was medium. In other words, communities' participation in discussing with school about their children's learning was found to be moderate.

Regarding the community participates in discussing with school about their children's learning, WEO head stated that, the school tried to make mechanism to work with the community and invite them to come to school and discuss on their children's learning,

but, the involvement of the community in discussing with school about their children academic progress was not as expected and it is confirmed by 5 (62.5%) of the respondents. Besides, from the document analysis made, there were no any evidence that indicates the discussion held with school-community and the community representatives regarding their children's learning.

As can be observed from table 7 item 7, regarding the community participates in decision making process, 2(25%) principals, 4(33.3%) vice principals, 1(12.5%) supervisor, 24(24.5%) teachers and 1(14.3%) PTA chair person responded high. In addition, 4(50%) principals, 5(41.7%) vice principals, 48(51%) teachers and 4(57%) PTA chair persons reported medium. On the other hand, 1(12.5%) principals, 3(25%) vice principals, 5(62.5%) supervisors, 12(12.7%) teachers and 2(29%) PTA chair persons responded low. The mean values of the group of respondents are 2.8, 3.0, 2.0, 2.6, and 2.9. The weighted mean value of this item is 2.7 which is close to average. The majority of the respondents, 61(47.2%) responses were medium. Therefore, the respondents' response clearly indicates that the contribution of the community in decision making process was average. In supporting the above idea, Shaffer (1994) stated that "when community is involved in school decision making, it contributes more to the school, more financially and in kind.

The interview conducted with woreda education office head revealed that:

"The contribution of the community in terms of decision making was not as expected in comparison with their roles and responsibilities. But sometimes they participate in the decision of taking corrective measures to students' disciplinary problems and teachers those who didn't discharge their roles and responsibilities. "This is confirmed by the majority of the respondents.

The document analysis also shows, in most of the sample schools there are letters and minutes that indicates the students' to punish due to disciplinary problem and some teachers those who didn't discharge their roles were advised by parent teachers association members.

Regarding to item 8 in table 7, the respondents were asked to rate whether the school provides training for PTA on school related issues and students' achievement, As can be observed from the item, 1(12.5%) principal, 1(8.3%) vice principal, 2(25%) supervisors, 20(21.3%) teachers and 1(14.3%) PTA chairperson responded high. In addition, 5(62.5%) principals, 6(50%) vice principals, 2(25%) supervisors, 64(68%) teachers and 5(71.4%) PTA chair persons replied medium and 2(25%) principals, 3(25%) vice principals, 4(50%) supervisors, 10(10.6%) and 1(14.3%) PTA chairperson responded low. The mean values of principals, vice principals, supervisors, teachers and PTA chairpersons are 2.9, 3.4, 2.8, 3.1 and 3.0 respectively. The weighted mean value of the respondents to the item is 3.0, which is close to average. So, the majority of the respondents responded low. This implies that the school provides training for PTA members on school related issues on students'

achievements was not as expected. The World Bank (1997) stated that, if communities or their representatives get training, they will maximize their effort and participate actively in school program.

Table 8. Issues related to the practices of community participation in improving quality of education

No	Items	Respondents	Responses										Mean	Weighted Mean
			V.high		High		Medium		Low		V. Low			
			F	%	F	%	F	%	F	%	F	%		
9	The school management arranges school visit for parents	Principals	-	-	2	25	3	37.5	2	25	1	12.5	2.7	2.8
		V. Principals	-	-	8	66.7	-	-	3	25	1	8.4	3.3	
		Supervisor	-	-	1	12.5	1	12.5	5	41.7	1	12.5	2.3	
		Teachers	-	-	15	16	8	8.5	52	55.3	17	18	2.2	
		PTA	-	-	4	57.1	-	-	1	14.3	2	28.6	2.9	
10	The community encourages the students to plan test result improvement	Principals	-	-	6	75	-	-	2	25	-	-	3.5	2.8
		V. Principal	-	-	3	25	-	-	8	66.6	1	8.4	2.4	
		Supervisor	1	12.5	4	50	-	-	2	25	1	12.5	3.3	
		Teachers	6	6.4	54	57.4	-	-	22	23.4	12	12.4	3.2	
		PTA	1	14.3	4	57.2	-	-	2	28.6	-	-	3.6	
11	The community supervises and support teachers	Principals	-	-	2	25	2	25	4	50	-	-	2.8	2.5
		V. Principals	-	-	1	8.4	7	58.3	4	33.3	-	-	2.8	
		Supervisor	-	-	-	-	2	25	5	62.5	1	12.5	2.1	
		Teachers	-	-	20	21.2	48	51	28	29.8	-	-	2.9	
		PTA	-	-	1	14.3	-	-	4	57.1	2	28.6	2.0	
12	The community follow up school's daily activities	Principals	-	-	-	-	2	25	2	25	4	50	1.8	
		V. Principal	1	8.4	2	16.8	3	25	4	33.3	1	8.4	2.7	
		Supervisor	-	-	-	-	3	37.5	4	50	1	12.5	2.3	

	Teachers	-	-	28	29.8	34	36.1	20	21.3	12	12.8	2.8	2.5
	PTA	-	-	2	28.6	2	28.6	3	42.9	-	-	2.9	

Table 8, item 9 requests whether the school management arranges visit for parents to help them understand the school and the school to understand parents. Accordingly, 2(25%) principals, 8(66.7%) vice principals, 1(12.5%) supervisor, 15(16%) teachers and 4(57.1%) PTA chair persons responded high. On the other hand, 3(37.5) principals, 1(12.5%) supervisor and 8(8.3%) teachers responded as medium. In the contrary, 2(25%) principals, 3(25%) vice principals, 5(62.5%) supervisors, 52(55.3%) teachers and 1(14.3%) PTA chairperson responded low and 1(12.5%) principal, 1(8.4%) vice principal, 1(12.5%) supervisor, 17(18%) teacher and 2(28.6%) PTA chair persons responded very low. The mean values of the responses of the groups are 2.7, 3.3, 2.3, 2.2 and 2.9 and the weighted mean value of the group is 2.8 which is close to average. Therefore, the responses which are given by the majority of the respondents were low. From this analysis one can conclude that the respondents agreed that the school management did not arrange visit for parents.

In relation to the idea in table 8, item 9, the WEO heads interview stated that, the school usually invites the community in school opening and closing days by sending either oral or written message through students, but they did not arrange the school visit to students' parent. The document analysis also didn't show any evidence that the students parent visit to school.

As can be seen from table 8 item 10, regarding whether the community encourages students to plan for improving test result, 1(12.5%) supervisor, 6(6.4%) teachers and 1(14.3%) PTA chairperson responded very high and 2(25%) principals, 8(66.6%) vice principals, 2(25%) supervisors, 22(23.4%) teachers and 2(28.6%) PTA chair persons responded high. In the contrary, 6(75%) principals, 3(25%) vice principals, 4(50%) supervisors, 54(57.4%) teachers and 4(57.2%) PTA chair persons responded low, and 1(8. %) vice principal, 1(12.5%) supervisor and 12(12.4%) teachers responded very low. The mean value of principals, vice principals, supervisors, teachers and PTA chairpersons are 3.5, 2.4, 3.3, 3.2 and 3.6 respectively. The weighted mean value of the group response of the item is 2.8 which is near to moderate. This shows that the responses of the majority of the respondents, 71(55%) were low and the involvement of community in assisting their children to plan for test result improvement was not satisfactory.

Regarding the idea mentioned above, the document observation showed, students parent were coming to school when their children's were punished due to disciplinary problem and the document analysis didn't show any evidence about the coming of parents to school to follow the progress of their children.

As exhibited in table 8 item 11, regarding whether the community supervises and support teachers to effective teaching, 2(25%) principals, 1(8.4%) vice principal, 20(21.2%) teachers and 1(14.3%) PTA chairperson responded high. Again, 2(25%) principals,

7(58.3%) vice principals, 2(25%) supervisors and 48(51%) teachers reported medium. On the other hand, 4(50%) principals, 4(33.3%) vice principals, 5(62.5%) supervisors, 28(29.8%) teachers and 4(57.1%) PTA chair persons responded low. The mean values of the groups of the respondents are from 2.0 to 2.9 and weighted mean value of the respondents is 2.5 which is average. This shows that the majority of the respondents' responses are medium. So, the contributions of the community in supervising and supporting teachers to effective teaching was not going in line with education and training policy of ministry of education (MOE, 2002).

As illustrated in table 9 item 12, regarding whether or not the community follow up school's daily activities, 2(16.8%) vice principals, 28(29.8%) teachers and 2(28.6%) PTA chair persons responded high and 2(25%) principals, 3(25%) vice principals, 3(37.5%) supervisors, 34(36.1%) teachers and 2(28.6%) PTA chair persons reported medium. On the other hand, 2(25%) principals, 4(33.3%) vice principals, 4(50%) supervisors, 20(21.3%) teachers and 3(42.9%) PTA chair persons responded low and 12(12.8%) teachers replied very low. The mean value of the principals, vice principals, supervisors, teachers and PTA chairpersons are 1.8, 2.7, 2.3, 2.8 and 2.9 respectively. The weighted mean value of the respondents obtained is 2.5 which is average. This shows that the majority of the respondents responded low and the school's daily activities were rarely followed by the community and the community representatives. In relation to this, Bagin and Gallagher (2005) indicated that: "it has been increasing evident that the school is in a dynamic change, social order cannot adapt itself make or change the necessary improvement in its program without involving citizens in its affairs."

4.2.2 The challenges of community participation in improving quality of education

The study found various factors that hinder community participation to contribute quality education. Among those factors: lack of awareness, time constraints, poor economic background of the community, inappropriate time of meeting, the attitude of community towards education, lack of commitment, lack of confidence, lack of interest, communication barriers and negative attitude of school principals towards the community are cited by the informants of the study are major ones. Based on the above points, the following table summarizes data obtained from the respondents.

Table 9. Issues related with the challenges in community participation in improving quality of education.

No	Items	Respondents	Responses										Me-an	Weighted Mean
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
			F	%	F	%	F	%	F	%	F	%		
1		Principals	-	-	7	88.5	1	12.5	-	-	-	-	3.9	

	Lack of awareness about their roles and responsibilities	V. Principal	2	16.7	6	50	-	-	4	33.4	-	-	3.5	3.3
		Supervisor	2	25	3	37.5	-	-	3	37.5	-	-	3.5	
		Teachers	-	-	60	63.8	-	-	34	36.2	-	-	3.3	
		PTA	-	-	1	14.3	1	14.3	3	42.8	2	28.6	2.1	
2	Lack of time	Principals	1	12.5	2	25	2	25	2	25	1	12.5	2.4	2.5
		V. Principal	-	-	5	41.7	2	16.6	4	33.2	1	8.4	2.9	
		Supervisor	-	-	3	37.5	-	-	5	62.5	-	-	2.8	
		Teachers	10	10.6	26	27.6	-	-	34	36.2	24	25.5	2.6	
		PTA	-	-	-	-	-	-	4	57.2	3	42.8	1.6	
3	Poor economic back ground of the community	Principals	1	12.5	-	-	3	37.5	3	37.5	1	12.5	2.6	2.9
		V. Principal	-	-	6	50	1	8.4	4	33.2	1	8.4	3.0	
		Supervisor	1	12.5	3	37.5	-	-	4	50	-	-	3.1	
		Teachers	12	12.8	30	31.9	10	10.6	38	40.4	4	4.3	3.0	
		PTA	-	-	3	42.8	-	-	2	28.6	2	28.6	2.6	
4	Inappropriate time of meeting for the community	Principals	-	-	2	25	2	25	2	25	2	25	2.5	2.6
		V. Principal	1	8.4	6	50	1	8.4	4	33.2	-	-	3.3	
		Supervisor	-	-	3	37.5	-	-	5	62.5	-	-	2.8	
		Teachers	-	-	24	25.5	-	-	46	48.9	24	25.5	2.3	
		PTA	-	-	2	28.6	-	-	2	28.6	3	2.8	2.1	

As can be seen from table 9 item 1, respondents were asked whether communities' lack of awareness about their roles and responsibilities hindered community participation. In response to this, 2(16.7%) vice principals and 2(25%) supervisors responded strongly agree and 7(88.5%) principals, 6(50%) vice principals, 3(37.5%) supervisors, 60(63.8%) teachers and 1(14.3%) PTA chair persons responded agree. In the contrary, 4(33.4%) vice principals, 3(37.5%) supervisors, 34(36.2%) teachers and 3(42.8%) PTA chair persons responded disagree. The mean values of the respondents are from 2.1 to 3.9 and the average mean value of the respondents to the item is 3.3, which is above average as confirmed by 77 (59.7%) of the respondents. This implies that, communities' lack of awareness hampered them to discharge their roles and responsibilities. In supporting this, Cummings and Dall, (1995) stated that: parents and other community members should understand that, without their support schools face challenges to accomplish their tasks fully in order to achieve their attended objectives.

As illustrated in table 9, item 1, which sought to determine whether lack of time hindered community participation in improving quality of education. In reply to this, 1(12.5%) principal and 10(10.6%) teachers responded strongly agree and 2(25%) principals, 5(41.7%) vice principals, 3(37.5%) supervisors and 26(27.6%) teachers responded agree. In the contrary, 2(25%) principals, 4(33.4%) vice principals, 5(62.5%) supervisors, 34(36.2%) teachers and 5(57.2%) PTA chair persons responded disagree and 1(12.5%) principal, 1(8.4%) vice principal, 24(25.5%) teachers and 3(42.8%) PTA chair persons

responded strongly disagree. The mean values of principals, vice principals, supervisors, teachers and PTA chairpersons are 2.4, 2.9, 2.8 and 2.6 respectively. The weighted mean value of the respondents of the item is 2.5, which is average. Thus, the majority of the respondents disagreed that lack of time was the hindering factor for community participation in contributing to quality education.

As exhibited in table 9 item 3, regarding whether poor economic background of the community is a factor that hindered community participation, 1(12.5%) principal, 1(12.5%) supervisor and 12(12.8%) teachers responded strongly agree and 6(50%) vice principals, 3(37.5%) supervisors, 30(31.9%) teachers and 3(42.8%) PTA chair persons reported agree. On the other hand, 3(37.5%) principals, 4(33.2%) vice principals, 4(50%) supervisors, 38(40.4%) teachers and 2(28.6%) PTA chair persons responded disagree and 1(12.5%) principal, 1(8.4%) vice principal, 4(4.3%) teachers and 2(28.6%) PTA chair persons responded strongly disagree. The mean values of the respondents of the groups are 2.6, 3.0, 3.1, 3.0 and 2.6 and the weighted value of the group response is 2.9 which are near to average. This indicates that the majority of the respondents agreed on the item that states the economic background of the community didn't challenge community participation in improving quality of education. To the opposite of the above idea Lereau (1996) in Agbo (2007) stated that low income parents are less likely to become involved in their children's education.

As can be seen in table 9 item 4, 2(25%) principals, 6(50%) vice principals, 3(37.5%) supervisors, 24(25.5%) teachers and 2(28.6%) PTA chairpersons replied that inappropriate time arrangement of meeting for the community is a challenges for community participation in improving quality of education whereas, 2(25%) principals, 4(33.2%) vice principals, 5(62%) supervisors, 46(46.5%) teachers and 2(28.6%) PTA chairpersons disagree. Again, 2(25%) principals, 24(25.5%) teachers and 3(42.8%) PTA chairpersons were strongly disagreeing. The mean value of principals, vice principals, supervisors, teachers and PTA chairpersons are 2.5, 3.3, 2.8, 2.3 and 2.1 respectively. The weighted mean value of the respondents of the item is 2.6 which is closer to average. This indicates that inappropriate time arrangement of meeting hinder the community to contribute quality education. Supporting this, the MoE (1998) asserts that, shortage or inappropriateness of time arranged for community meeting influences the level of meeting.

Table 10. Issues related to the challenges in community participation in improving Quality of education.

No	Items	Respondents	Responses										Me- an	Weighted Mean
			Strongly agree		Agree		Undecide d		Disagree		Strongly disagree			
			F	%	F	%	F	%	F	%	F	%		
5	The community believes that education is the sole responsibility of the government	Principals	2	25	2	25	3	38	1	12.5	-	-	3.0	3.6
		V. Principal	1	8.4	7	58.4	1	8.4	3	25	-	-	3.5	
		Supervisor	2	25	4	50	-	-	2	25	-	-	3.8	
		Teachers	20	21	40	42	-	-	24	25.5	10	10.8	3.4	
		PTA	2	28.6	2	28.6	-	-	1	14.3	2	28.6	3.1	
6	Lack of commitment regarding the community	Principals	1	12.5	5	62.5	-	-	2	25	-	-	3.6	3.5
		V. Principal	1	8.4	4	33.3	-	-	6	50	1	8.4	2.8	
		Supervisor	3	37.5	3	37.5	-	-	2	25	-	-	3.9	
		Teachers	30	31.9	42	44.6	-	-	20	21	2	2.2	3.8	
		PTA	1	14.3	4	57.2	-	-	2	28.6	-	-	3.6	
7	The community expects incentive from school	Principals	-	-	1	12.5	3	37.5	4	50	1	8.4	2.6	2.7
		V. Principal	1	8.4	4	33.3	-	-	5	41.6	-	-	2.7	
		Supervisor	1	12.5	1	12.5	-	-	5	62.5	1	12.5	2.5	
		Teachers	10	10.8	14	14.8	-	-	60	63.8	10	10.8	2.5	
		PTA	1	14.3	3	42.8	-	-	2	28.6	1	14.3	3.1	
8	The community do not have confidence in assuring quality of education	Principals	-	-	3	37.5	2	25	2	25	1	12.5	2.8	2.9
		V. Principal	-	-	4	33.3	1	8.4	6	50	1	8.4	2.7	
		Supervisor	1	12.5	3	37.5	-	-	3	37.5	1	12.5	3.0	
		Teachers	8	8.5	40	42.5	-	-	26	27.7	20	21.3	2.9	
		PTA	1	14.3	3	42.8	1	14.3	2	28.6	-	-	3.4	

As in table 10 item 5 indicates, 2(25%) principals, 1(8.4%) vice principals, 2(25%) supervisors, 20(21%) and 2(28.6%) PTA chairpersons strongly agree with the view that education is the sole responsibility of the government whereas, 2(25%) principals, 7(58.4%) vice principals, 4(50%) supervisors, 40(42%) teachers and 2(28.6%) PTA chairpersons agreed with the above point. On the other hand, 1(12.5%) principal, 3(25%) vice principals, 2(25%) supervisors, 24(25.5%) teachers and 1(14.3%) PTA chairperson said that the community didn't believe that education is the sole responsibility of the government. The mean values obtained from principals, vice principals, supervisors, teachers and PTA chairpersons are 3.0, 3.5, 3.8, 3.4 and 3.1 respectively. The weighted mean value of the respondents 3.5 is above average. This implies that the majority of the respondents agreed with the idea that education is the sole responsibility of the government. In relation to this, Tasmania (2002) stated that the greater the community involvement in the process of school improvement and the greater improvement of school in achieving their goals of education.

As can be seen on item 6 of the same table concerning lack of community commitment in participating to school affairs, 1(12.5%) principal, 1(8.4%) vice principal, 3(37.5%) supervisors 30(31.9%) teachers and 1(14.3%) PTA chairperson responded strongly Again, 5(62.5%) principals, 49(33.3%) vice principals, 3(37.5%) supervisors, 42(44.6%) teachers and 4(57.2%) PTA chairpersons' responses were agreed. The mean values obtained from the group of respondents are 3.6, 2.8, 3.9, 3.8 and 3.6 and the weighted mean value of the item is 3.5 which are above average. This indicates that the majority of the respondents agreed with the idea that lack of commitment hinders the community to participate in school activities.

As can be seen on table 10 item 7, regarding whether the community expects incentives from school, 1(8.4%) vice principal, 1(12.5%) supervisor, 10(10.8%) teachers and 1(14.3%) PTA chairperson responded strongly agree and 1(12.5%) principal, 4(33.3%) vice principals, 1(12.5%) supervisor, 14(14.8%) teachers and 3(42.8%) PTA chair persons replied agree. On the other hand, 4(50%) principals, 5(41.6%) vice principals, 5(62.5%) supervisors, 60(63.8%) teachers and 2(28.6%) PTA chair persons responded disagree. The mean value of the group of respondents are 2.6, 2.7, 2.5, 2.5 and 3.1 and the weighted mean value of the group response is 2.7 which is close to average. This indicates that most of the respondents disagreed with community expect incentive from school.

Item 8 table 11 sought to determine whether the community does not confidence in assuring quality of education. Regarding this, 1(12.5%) supervisor, 8(8.5%) teachers and 1(14.3%) PTA chairperson responded strongly agree and 3(37.5%) principals, 4(33.3%) vice principals, 3(37.5%) supervisors, 40(42.5%) teachers and 3(42.8%) PTA chair persons responded agree. In the contrary, 2(25%) principals, 6(50%) vice principals, 3(37.5%) supervisors and 26(27.7%) teachers reported disagree and 1(12.5%) principals, 1(8.4%) vice principals, 1(12.5%) supervisor and 20(21.3%) teachers responded strongly disagree. The mean values obtained the group of respondents are 2.8, 2.7, 3.0, 2.9 and 3.4 and the weighted mean value of the responses for this item is 2.9 which is close to average. This

indicates that most respondents agreed that communities didn't have confidence in assuring quality of education. In relation with this, Mclnar (2002) states that there is an insider outsider tension that result between school staff and community members. Communities are never quite insider, the minute they go to school they are subtle reminded that they are stepping in to professional territory.

Table 11. Issues related with the challenges of community participation

No	Items	Respondents	Responses										Mean	Weighted Mean
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
			F	%	F	%	F	%	F	%	F	%		
9	The community does not have trust on the school	Principals	-	-	2	25	3	37.5	2	25	1	12.5	2.7	2.7
		V. Principal	-	-	8	66.7	-	-	3	25	1	8.4	3.3	
		Supervisor	-	-	1	12.5	1	12.5	5	41.7	1	12.5	2.3	
		Teachers	-	-	15	16	8	8.5	52	55.3	17	18	2.2	
		PTA	-	-	4	57.1	-	-	1	14.3	2	28.6	2.9	
10	Lack of community interest	Principals	2	25	1	12.5	2	25	1	12.5	2	25	3.0	2.8
		V. Principal	1	8.4	5	41.7	-	-	4	33.3	2	16.8	2.9	
		Supervisor	-	-	2	25	-	-	4	50	2	25	2.3	
		Teachers	-	-	24	25.5	10	10.6	50	53.2	10	10.6	2.5	
		PTA	1	14.3	3	42.8	1	14.3	2	28.6	-	-	3.4	
11	Communication barriers between the school and the community	Principals	-	-	6	75	-	-	2	25	-	-	3.5	3.2
		V. Principal	-	-	3	25	-	-	8	66.6	1	8.4	2.4	
		Supervisor	1	12.5	4	50	-	-	2	25	1	12.5	3.3	
		Teachers	6	6.4	54	57.4	-	-	22	23.4	12	12.7	3.2	
		PTA	1	14.3	4	57.2	-	-	2	28.6	-	-	3.6	
12	Negative attitudes of school principals towards the community	Principals	-	-	1	12.5	1	12.5	2	25	4	50	1.9	2.2
		V. Principal	-	-	5	41.7	-	-	6	50	1	8.4	2.8	
		Supervisor	-	-	2	25	-	-	5	62.5	1	12.5	2.4	
		Teachers	-	-	10	10.6	-	-	64	68	20	2.1	2.2	
		PTA	-	-	1	14.3	-	-	3	42.8	3	42.8	2.2	

As can be observed from the above table 11 item 9, 2(25%) principals, 5(66.7%) vice principals, 1(12.5%) supervisors, 15(16%) teachers and 4(57.1%) PTA chairpersons responded agree with that the community doesn't have trust on the school. On the contrary, 2(25%) principals, 3(25%) vice principals, 5(41.7%) supervisors, 52(55.3%) teachers and 1(14.3%) PTA chairpersons replied that the communities do have trust on school. The mean values of the group of responds are 2.7, 3.3, 2.3, 2.2 and 2.9 and the weighted mean value of the item is 2.7 which is close to average. This implies that the majority of the respondents

were disagreeing. Therefore, one can concluded that the communities have a trust on the schools.

Regarding lack of community interest, item10 of the same table shows that, 2(25%) principals, 1(8.4%) vice principal and 1(14.3%) PTA chairperson responded strongly agree while 1(12.5%) principal, 5(41.7%) vice principals, 2(25%) supervisors, 24(25.5%) teachers and 3(2.8%) PTA chairpersons were agreeing. In the contrary, 1(12.5%) principal, 4(33.3%) vice principals, 4(40%) supervisors, 50(53.2%) teachers and 2(28.6%) PTA chairpersons responded disagree. The mean values obtained from principals, vice principals, supervisors, teachers and PTA chairpersons are 3.0, 2.9, 2.3, 2.5 and 3.4 respectively. The weighted mean value of the group response is 2.8 which are near to average. Therefore, the majority of the respondents responded disagree. This indicates that the communities are interested to participate in school affaires, but there was lack of awareness.

The response from the interview of Woreda education office heads stated that,

“The communities are interested to participate in school affairs, but lack of awareness hampers them to participate in schools. On the other hand, they are illiterates and do not know how to help their children at home in their educational activities.” Most of the interviewees shared the above idea.

Regarding communication barriers between the school and the community, table 11 item 11 indicates that, 1(12.5%) supervisors, 6(6.4%) teachers and 1(14.3%) PTA chairperson responded strongly agree while 6(75%) principals, 3(25%) vice principals, 4(50%) supervisors, 54(57.4%) teachers and 4(57.2%) PTA chairpersons responded agree. In the contrary, 2(25%) principals, 8(66.6%) vice principals, 2 (25%) supervisors, 22(23.4%) teachers and 2(28.6%) PTA chairpersons responded disagree while 1(8.4%) vice principal, 1(12.5%) supervisor and 12(12.7%) teachers responded strongly disagree. The mean values of the responses of the respondents are from 3.5 to 2.4 and the weighted mean value of the item is 3.2 which is above average. This indicates that most of the respondents were agreed that communication barriers hindered community participation. Supporting this, Holliday in Bagin (2001) explains that educators communicates poorly, because they have little communication experiences almost no meaningful communication training.

The interview conducted with WEO heads summarized as meaningful communication is essential in building and maintaining healthy relationship between school and parents. But communication between the school and the community in the study zone was always performed by the initiation of the schools and woreda education offices.

As can be observed from the above table of item 12, 1(12.5%) principal, 5(41.7%) vice principals, 2(25%) supervisors, 10(10.6%) teachers and 1(14.3%) PTA chairperson were agreed on negative attitude of school principals towards the community whereas, 2(25%) principals, 6(50%) vice principals, 5(62.5%) supervisors, 64(68%) teachers and 3(42.8%)

PTA chairpersons were disagreed. The mean values of principals, vice principals, supervisors, teachers and PTA chairpersons are 1.9, 2.8, 2.4, 2.2 and 2.2 and the weighted mean value of the respondents to the item is 2.3 which are below average. This indicates that the school principals didn't have negative attitude towards the community.

4.2.3 The strategies to be used to encourage community participation in enhancing their contribution to schools

As suggested by Orstein (1983) cited in Temesgen Alemu (2002) that stimulating and encouraging parents to develop sense of ownership, so that they play roles in the education of their children and contributes the necessary support in the form of money and material resources, identifying educational problems and cope with solutions and working together with school, the strategies woreda education offices and the schools used are summarized under the table blow.

Table 12. Issues related with strategies to be used to enhance community participation in improving quality of education

No	Items	Respondents	Responses										Mean	Weighted Mean
			Strongly agree		Agree		Undecided		Disagree		Strongly disagree			
			F	%	F	%	F	%	F	%	F	%		
1	WEO builds the capacity of school principals and teachers.	Principals	1	12.5	2	25	2	25	3	37.5	-	-	3.1	2.6
		V. Principal	-	-	3	25	6	50	3	25	-	-	3.0	
		Supervisor	-	-	2	25	-	-	5	67.5	1	12.5	2.4	
		Teachers	-	-	12	12.7	-	-	60	63.8	22	23.4	2.0	
		PTA	-	-	1	14	1	14	4	68	1	14	2.3	
2	The school creates conducive environment for community participation	Principals	1	12.5	4	50	2	25	1	12.5	-	-	3.6	2.8
		V. Principal	-	-	5	41.7	2	16	5	41.6	-	-	3.0	
		Supervisor	-	-	2	25	-	-	6	75	-	-	2.5	
		Teachers	-	-	40	42.5	-	-	44	46.8	10	10.6	2.8	
		PTA	-	-	-	-	-	-	7	100	-	-	2.0	
3	The school creates clear roles to community	Principals	1	12.5	4	50	3	38	-	-	-	-	3.7	
		V. Principal	-	-	5	41.6	-	-	6	50	1	8.4	2.8	
		Supervisor	-	-	3	37.5	-	-	4	50	1	12.4	2.6	

	representatives (PTA& WETB)	Teachers	-	-	30	32	-	-	42	44.6	20	21.4	2.4	2.7
		PTA	-	-	-	-	-	6	85.7	1	14.3	1.9		
4	WEO gives orientation and training to	Principals	-	-	1	12.5	-	-	5	62.5	2	25	2.0	2.0
		V. Principal	-	-	3	25	1	8.4	5	41.6	3	25	2.3	
		Supervisor	-	-	-	-	1	12	6	5	1	12.5	2.0	
	community representatives	Teachers	-	-	-	-	1	19	58	62	18	19	2.0	
		PTA	-	-	-	-	-	4	57	3	43	1.6		

As revealed in item 1 of table 12, 2(25%) principals, 3(25%) vice principals, 2(25%) supervisors, 12(12.7%) teachers and 1(1%) PTA chairperson responded agree whereas, 3(37.5%) principals, 3(25%) vice principals, 5(67.5%) supervisors, 60(63.8%) teachers and 4(68%) PTA chairpersons responded disagree. The mean values of the group of respondents are 3.1, 3.0, 2.4, 2.0 and 2.3, and the weighted mean value of the response of respondents obtained is 2.6 which correspond to average. This indicates that the majority of the respondents disagreed with the capacity building which were given by woreda education office. It is confirmed by 75(58.1%) of the respondents. Therefore, the capacity building which was given by WEO was not as required. In relation to this, UNESCO (2002) notes that school leaders and teachers need training in how to manage their autonomy and collaborative responsibilities.

As can be observed in table 12 item 2, the respondents were asked whether the school creates conducive environment for community participation, 4(50%) principals, 5(41.7%) vice principals, 2(25%) supervisors and 40(42.5%) teachers responded agree, whereas 1(12.5%) principal, 5(41.7%) vice principals, 6(75%) supervisors, 44(46.8%) teachers and 7(100%) PTA chair persons responded disagree. The mean values of the principals, vice principals, supervisors, teachers and PTA chairpersons are 3.6, 3.0, 2.5, 2.8 and 2.0 respectively. The weighted mean value of this item is 2.8 which are close to average. This illustrated that the majority of the respondents responded disagree. It is confirmed by 73(56.6%) of the respondents. Therefore, one can conclude that the schools didn't create conducive working environment to attract the community as expected. In relation to this, Swift Morgan (2006) notes that school staffs and education officials need to respect parents and community members and expand their roles in school governance.

An interview with woreda education office heads concerning the school create conducive working environment, the majority of the interviewees explained that lack of creating conducive working environment to the community and community representatives also hampered participation of community in school activities.

Table 12 item 3 requests whether the school creates clear roles to the community representatives (PTA and WETB), 4(50%) principals, 5(41.6%) vice principals, 3(37.5%) supervisors and 30(32%) teachers responded agree while 3(37.5%) principal relied

undecided. On the other hand, 6(50.6%) vice principals, 4(50%) supervisors, 42(44.6%) teachers and 6(87.5%) PTA chair persons responded disagree. Again, 1(8.4%) vice principal, 1(12.5%) supervisor, 20(21.4%) teachers and 1(14.3%) PTA chairperson responded strongly disagree. The mean values of the group of the respondents are 3.7, 2.8, 2.6, 2.4 and 1.9, and the weighted mean value of responses of the respondents is 2.7 which is close to average. This indicates that the majority of the respondents didn't agree with that the school creates clear roles to community representatives.

As can be observed from item 4 of table 12, 1(12.5%) principal and 3(25%) vice principals responded agree in which WEO gives orientation and training to community representatives. On the other hand 5(62.5%) principals, 5(41.6%) vice principals, 6(75%) supervisors, 58(62%) teachers and 4(57%) PTA chairpersons were disagreeing. In addition, 27(19.7%) of the respondents were strongly disagreed. The mean values of the principals, vice principals, supervisors, teachers and PTA chairpersons are 2.0, 2.3, 2.0, 2.0 and 1.6 respectively. In this item the weighted mean value of the responses obtained is 2.0 which are below average. This implies that the majority of the respondents were disagreed with the above item. So, training and orientation which was given by woreda education office to community representatives was not satisfactory. UNESCO, (2002) stated that: "it is essential to give orientation and giving training for the community to building their capacity which could enable them to understand their rights, play expected roles and discharge their responsibilities.

The response of most of WEO heads in the interviewees was found that, the provision of training to the communities based on their roles and responsibilities was not adequate. The office sometimes oriented the school principals, but there was no orientation and training which are given to teachers and community representatives. In addition, there were no documents which show work shop or orientation that was given to students' parent. This indicates that the orientation and training which was given by WEO was not satisfactory.

Table13. Issues related with strategies to be used to enhance community participation in improving quality of education

No	Items	Respondents	Responses										Mean	Weighted Mean
			Very .high		High		Medium		Low		V. Low			
			F	%	F	%	F	%	F	%	F	%		
5	The schools provides community service other than teaching and learning	Principals	-	-	3	37.5	-	-	5	62.5	-	-	2.8	2.3
		V. principals	-	-	1	8.4	2	17	8	66.7	1	8.4	2.3	
		Supervisors	-	-	1	12.5	1	12	6	50	-	-	2.4	
		Teachers	-	-	16	17	6	6.4	60	64	12	12.8	2.3	
		PTAs	-	-	--	-	-	-	5	71.4	2	28.4	1.7	
6	The school creates favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation	Principals	1	12.5	3	37.5	-	-	4	50	-	-	3.1	2.5
		V. principals	-	-	2	17	1	8.4	8	66.7	1	8.4	2.3	
		Supervisors	-	-	2	25	-	-	6	75	-	-	2.5	
		Teachers	-	-	18	19	-	-	52	55.3	24	25.5	2.1	
		PTAs	-	-	1	14	1	14	5	72	-	-	2.4	
7	The school has regular meeting with the community representatives (PTA and WETB)	Principals	-	-	4	50	-	-	3	37.5	1	12.5	2.9	2.7
		V. Principal	-	-	2	16.5	2	17	6	50	2	16.5	2.3	
		Supervisor	-	-	3	37.5	-	-	5	62.5	-	-	2.8	
		Teachers	-	-	34	36	-	-	46	49	14	14	2.8	
		PTAs	-	-	1	14.3	1	14.3	5	71.4	-	-	2.6	

As indicated in table 12 item 5, respondents were requested to the school provides community service other than teaching and learning. On this item, 3(37.5%) principals, 1(8.4%) vice principals, 1(12.5%) supervisors and 16(17%) teachers were agreed. On the contrary, 5(62.5%) principals, 8(66.7%) vice principals, 6(75%) supervisors, 60(64%) teachers and 5(71.4%) PTA chairpersons were disagreed. It is confirmed by 84(65.1%) of the respondents. The mean values of the group of respondents are from 1.7 to 2.8 and the weight mean value of the responses of the respondents is 2.3 which are below average. This indicates that the schools didn't provide community service other than teaching their children. Regarding this the literature indicated that the school has do design programs at providing needed service other than teaching and learning in order for it to secure the participation of the community service (Bagin, 2002).

The above idea is supported by the document analysis. The document analysis didn't show any evidence that the schools provide community service other than teaching their children.

As cab be observed from table 12 item 6, 3(37.5%) principals, 2(16.7%) vice principals, 2(25%) supervisors and 18(19%) teachers were agreed with the school creates favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation of educational program. On the other hand, 4(50%) principals, 8(66.7%) vice principals, 6(75%) supervisors, 52(55.3%) teachers and 5(72%) PTA

chairpersons responded disagree. The mean values of the group of respondents are 3.1, 2.3, 2.5, 2.1 and 2.4. The weighted mean value of the item is 2.5 which corresponds to average. This implies that communities' contribution to participate in management function was not as required. In relation to this, Bagin and Donald (2005) notes that there must be structured, systematic and active participation of the people of the community in the planning, policy making, implementing, monitoring and evaluation activities of the school improvement.

The interview response from the majority of Woreda education office heads was that, community participation in planning, implementing, managing, monitoring and evaluation was not as required, rather it was implemented by the school principals and the community representatives are only informed. Similarly, the document analysis didn't show any evidence about the above issues.

Regarding the school has regular meeting with the community representatives (PTA & WETB), 4(50%) principals, 2(16.7%) vice principals, 3(37.5%) supervisors, 34(36%) teachers and 1(14.2%) PTA chairpersons were agreed. On the other hand, 3(37.5%) principals, 6(50%) vice principals, 5(62.5%) supervisors, 46(49%) teachers and 5(71.6%) PTA chairpersons were disagreed. The mean values of the principals, vice principals, supervisors, teachers and PTA chair persons are 2.9, 2.3, 2.8, 2.8 and 2.6 respectively. The weighted mean value of the item is 2.7 which is closer to average. This indicates that the schools didn't have regular meeting with community representatives.

In relation to the above idea woreda education office interviewee stated that:

"The school usually invites the community in school opening and closing days by sending either oral or written message through students but most of the community members do not attend the meetings. Therefore, the school has always found difficulty to discuss the school problems with the community. Most of the school in the woredas do not have regular meeting with the community." The other interviewees also raised similar ideas.

Similarly, the document analysis didn't show any evidence that the school to have regular meeting with community representatives (PTA and WETB)

Finally, the data obtained through open ended questions and interview concerning the hindering factors of community participation in school, most of the interviewees and the respondents revealed that absence of training for principals, teachers, PTA and WETB members on how to discharge their roles and responsibilities could affect their contribution. This is confirmed by 104 (80.6%) of the respondents.

The data obtained through open ended questions regarding to the strategies to be used to enhance community participation to contribute quality education, the respondents

suggested that; creates clear roles and responsibilities of the community representatives, conducting the necessary skills training for the community representatives, making the school environment conducive for participation, strengthen the skill of school principals, teachers and PTA committee, working in collaboration with the community, the schools should give community services other than teaching and learning and participating the community representatives in planning, following plan implementation, managing the school and take part in decision making process.

Chapter Five

Summary, Conclusion and Recommendations

In this chapter the summary, conclusion and recommendations of the study are presented. At first, summary of the study and the major findings are made. Then, conclusion of the major findings is drawn. Finally, based on the conclusion of the study, some recommendations are made.

5.1 Summary

The main purpose of the study was to assess the extent of community participation in improving quality of education in the secondary schools of South West Shoa Zone. In order to achieve this purpose, the following basic questions were posed.

2. What are the current practices of community participation in improving quality education in South West Shoa Zone?
2. What are the challenges of community participation in improving quality education in South West shoa Zone?
3. What are the strategies that the schools and WEOs used to enhance community participation to contribute quality education in the secondary schools of South West Shoa Zones?
4. What are the possible solutions to alleviate the problems of community participation in improving quality education in the secondary schools of South West Shoa Zones?

Accordingly, descriptive survey study design was employed and the related literature was reviewed. Both qualitative and quantitative data were gathered through questionnaire, interview and document analysis. The subject of the study used to provide necessary information include 8 school principals, 12 vice principals, 8 secondary school supervisors, 99 teachers and 8 PTA chairpersons. Principals, vice principals, supervisors, PTA chairpersons and WEO heads were selected by using availability sampling technique and teachers were selected by using simple random sampling technique.

The data was collected from the respondents via gathering tools like questionnaires, interview and document sources. After collecting the data by the above mentioned instruments both qualitative and quantitative data were analyzed. In line with, descriptive statistics such as: frequency, percentage and mean scores were employed to arrive at the conclusion.

Based on the analysis and interpretation made, the following are the major findings obtained from the analysis.

1. Issues related to the current practices of community participation in improving quality of education

The findings of the study indicated that the current practices of community participation through voluntary labor, supervise the school while teaching and learning takes place, support the schools by fund and material resources was found to be low and it is confirmed by 49(38%) of the respondents. Again regarding whether the school management arranges school visit for the community, the community encourages the students to plan test result improvement and the community follow up school's daily activity, the responses of the respondents were unsatisfactory.

Concerning training which are given to the school principals, teachers and the community representatives (PTA and WETB), most of the respondents responded medium and it is confirmed by 82(63.5%) of the respondents. In addition, the participation of the community in managing the schools, the involvement of the community in discussing with school about their children's learning, the participation of the community in decision making process and to provides training for PTA on school related issue and students' achievement was found to be moderate.

In relation to decision making members of PTA and WETB did not participate in identifying problems and make decision to solve problems related to schools, taking the initiative to mobilize the community to enhance their contribution, participating actively in allocating and providing the school budget, controlling the school property and holding meeting with parents was found to be moderate as it was confirmed by 61 (47.3%) of the respondents

2. Issues related with the challenges in community participation in improving quality of education

The findings of the study indicated that the challenging factors that hinder the community participation in improving quality of education were lack of awareness about their roles and responsibilities, the majority agreements 77(59.6%) indicates that the community and the community representatives lack of awareness on their roles and responsibilities hampers to discharge their responsibilities. Concerning lack of time, the majority agreements 49(38%) confirmed their disagreement that lack of time was the hindering factors.

Another factor that hinders community participation in improving quality of education is inappropriate time arrangement of meeting for the community. In this regard, the majority of the respondents revealed their agreement. Similarly, community believes that education is the sole responsibility of the government. In this regard, 53(41%) of the respondents confirmed their agreement that the above mentioned issue was factor that hinder community participation in school affaires. Again, in regard with lack of commitment, 53(41%) of the respondents confirmed their agreement that lack of commitment hinders community contribution in improving quality of education.

With respect to factors that hinders the community participation in improving quality of education: lack of confidence of the community, the majority agreement 53(41%) indicate that community lack of confidence by the assumption that they are not professional hinders their participation. Concerning the community does not have trust on school and lack of community interest, the majority of the respondents responded disagree. It was confirmed by 62(48%) of the respondents. On the other hand, another factor that hinder community participation was communication barrier between the school and the community. The

majority of the respondents 71(55%) responded agree. In regard with negative attitudes of the school principals towards the community, most of the respondents' response was disagree.

3. Issues related to the strategies have been used to encourage community participation to contribute quality of education

The findings of the study indicates that concerning WEOs working on the capacity building of school principals and teachers in increasing community contribution to increase quality of education, the majority of the respondents 75(58%) confirmed that the school principals and teachers didn't get the necessary capacity building training. In relation to the school creates conducive working environment to attract the community, most of the respondents 75(58%) confirmed their agreement. Again, regarding whether the school creates clear roles to the community representatives (PTA and WETB members) in order to discharge their duties and responsibility, the majority of the respondents responded disagree.

In relation with WEOs give orientation and training to the community representatives in order to aware them and create sense of ownership, the majority of the respondents 79(61.2%) responded disagree. Regarding whether the school provides community services other than teaching and learning, the response of most of the respondents were disagree. This is confirmed by 83(65.1%) of the respondents. Similarly, concerning whether the school creates favorable condition for the community to participate in planning, plan implementation, managing, monitoring and evaluating of educational program, the majority of the respondents 78(60.4%) responded disagree, and the majority of the respondents 75(60.4%) confirmed their disagreement that the school has regular meeting with the community representatives(PTA and WETB)

4. Issues related to possible solutions to alleviate the problem of community participation

The data obtained through open ended questions concerning the possible solutions to be taken to increase community participation to contribute quality education, the respondents suggested that; creates clear roles and responsibilities of the community representatives, providing adequate training for the community representatives, making the school working environment conducive for participation, strengthen the skill of school principals, teachers and PTA members, working in collaboration with the community, giving community services other than teaching and learning and participating the community representatives in planning, following plan implementation, managing the school and take part in decision making process.

5.2. Conclusions

Based on the summary of the major findings, the following conclusions are drawn.

As can be understood from the findings, concerning issues related with the practices of community participation in improving quality of education, the contribution of community through labor, supervising the school while teaching-learning takes place, supporting the school by fund and material resources was low. In addition, the arrangement of school visit for the community by the school administrative bodies, the community encouragement of their children to plan test result improvement and the community follow up the schools daily activities was not as required.

In addition, training provision to the school principals, teachers and the community representatives in school related issues, participation of the community in managing the schools, involvement of the community in discussing with school about their children's learning, participation of the community in decision making process to enhance the students' learning achievement was not as required. Therefore, it can be concluded that the current practices of the community and community representative's participation in improving quality of education in the secondary schools of South West Shoa Zone was not going in line with education and training policy of the ministry of education 2002.

Regarding the factors that inhibit community participation in improving quality of education, the results of the study revealed that secondary schools were facing problems due to lack of awareness on their roles and responsibilities, lack of training which enabling them to discharge their roles and responsibilities, lack of follow up their children's academic progress, inappropriate time arrangement of meeting and communication barriers between the school and the communities. As a result, it can be concluded that attention was not given to the school principals, teachers and the community representatives in the secondary schools of South West Shoa Zone in providing awareness, orientation and training to maintain sense of ownership and develop their capacity.

In this regard, the practices of the strategies that have been used by the schools and woreda education offices such as providing the capacity building of school principals and teachers, to make the school working environment conducive for participation, to create clear roles and responsibilities to the community representatives which enable them to discharge their duties and responsibilities effectively, providing orientation and training to the community representatives, providing community service in addition to the teaching-learning. Similarly, the attempts of creating favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation of educational program and setting regular meeting schedule with the community representatives were inadequate. Therefore, it can be concluded that the schools and the education officials didn't give due attention to works on the community and community representatives towards schoolcommunity relations.

As a result, poor exercises of providing orientation and training, poor community participation in school planning, implementing, managing, monitoring and evaluation, low

participation of school decision making, poor students' academic achievement and poor learning environment could occur.

5.3 Recommendations

On the basis of the findings obtained through questionnaires, interview and document analysis, conclusion was made with respect to community participation in improving quality of education in the secondary schools of the south west shoa zone. Based on this conclusion the following recommendations were forwarded.

- **Allow the community to participate actively in school to improve quality of education**

As described in the education and training policy document MoE (2002) participation is

being encouraged in order to improve education quality through community representatives (PTA and WETB members). Different experiences and knowledge asserted that these community representatives can be a great input for school to achieve their objectives. Hence, school principals should involve PTA and WETB members in key functions. Participation is meaningful if these community representatives are involved in planning, decision making, implementing, managing, monitoring and evaluating. This has to be assured at the grass root level (schools) by the school principals, supervisors and WEOs. ➤

The community participating in management function

In regard to community participation in managerial functions, it is necessary to create a favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation of educational programs. Therefore, WEOs, supervisors and school principals are advised to encourage the community to participate in managerial functions.

- **Encourage the community representatives to participate actively in decision making process.**

The issues of community participation in decision making process in school development programs should be given due emphasis because of the fact that many communities are major stakeholders in education and very much concerned with the rationale behind the decision and their impact on their children. So that, the school principals are advised to involve the community representatives in decision making process.

- **Create conducive working environment to promote community participation**

School principals and teachers can promote the participation of the community representatives by creating a conducive working environment. To attract the community and

their representatives, the school principals, teachers, supervisors and woreda education office should create conducive working environment that invite the communities to participate in different school program.

➤ **Creates clear roles and provide training on their duties and responsibilities to the community representatives**

As described in education and training policy document MoE (2002) participation is being encouraged in the management of the school through community representatives. If member of the community in general and community representatives in particular are allowed to participate in school activities, they can develop a sense of ownership which serves as a driving force for them to discharge their duties and responsibility. Therefore, WEOs are advised to create clear roles and provide training on their duties and responsibilities.

➤ **Provide adequate training for the school principals and teachers**

The participation of the community or its representatives may be hindered if the school principals lack the skill to apply a participatory leadership style. Academic competence of educational qualification may not be guaranteed to make someone else effective leader. Therefore, woreda education offices, zonal education offices and regional education bureau should provide adequate training to school principals and teachers which enable them to discharge their duties and responsibilities effectively.

➤ **Providing community service in addition to teaching their children**

The contribution of schools to the development of the community should not limit to only teaching and learning in the class, rather they participate in various community affairs. Thus, the schools are advised to provide community service like preventing traffic hazards, wastage disposal and clearing streets in addition to teaching their children.

➤ **Arrange appropriate time of meeting on common interest**

Some of the problem that affects the participation of the community in contributing quality of education was inappropriate time arrangement for meeting to the community. If the meeting is sometimes decided without consulting those who are to be involved with personal interest may not be convenient for other and it may affect the participation of the community and the community representatives. To alleviate this problem and promote the participation of the community the school principals need to arrange appropriate meeting time on common interest with the majority of the participants.

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Appendices

Appendix-A

Addis Ababa University

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Questionnaires will be filled by school principals, vice principals supervisors, teachers and PTA chairpersons.

This questionnaire is prepared for supervisors, school principals and vice principals, teachers and PTA chairperson in the secondary schools of South West Shoa Zone. The purpose of this questionnaire is to collect primary data for the work of the master's thesis on the title "t contribution of community in improving quality of education in secondary schools of South West Shoa Zone, Oromia regional state. The research makes the use of the data collected from you to assess the contribution of the community in improving quality of education and to propose some helpful solutions which help to enhance community participation in the secondary schools of south West Shoa zone. Therefore, you are kindly requested to give your genuine and independent information. Your data will be kept confidential and the data will be read only by the researcher and serve for the academic purpose only

Thank you in advance for taking tone to complete this Questionnaire.

General Directions

A.No need of writing your name

B. Put (√) mark or sign in the box in front of the given alternatives

C. Please write short answers in the space provided for questions that require your options

Part I. General Information about the respondents

1. Name of School _____

2. Age: 20-30 31-40 41-50 51 and above

3. Sex: Male Female

4. Educational Qualification: Diploma BA/BSc/BEEdMA/MScs/Med

Other _____

5. Field of specialization: Major _____ Minor _____

6. Your position: Principal vice Principal Supervisor

7. Total years of experience: 1-5 6-10 11-20 21- 30

F) 31 and above

Part II. The statement listed below describes the current practices of community participation in improving quality of education. Hence, you are asked to express your feeling about each statement by indicating whether your response is very high, high, medium, low and very low and put tick (√) marks in the box provided.

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

No	Issue related with practices of community participation	Responses				
		5	4	3	2	1
1	Community participate through voluntary labor					
2	The community supervise schools while teaching and learning takes place					
3	The community support schools by fund raising					
4	The community support the school by giving material resources					
5	The community participate in managing the school					
6	The community discusses with school about their children's learning					
7	The community participate in decision making processes					

8	The school provide trainings for PTA on school related issues and students achievement					
9	Parents /communities are asked to give information about their children's goals, strengths and talents					
10	The school management arranges visit for parents to help them to understand the school.					
11	Information is provided for parents/ communities on how to monitor and discuss school work with their children at home					
12	The community encourages students to plan for test result improvement					
13	The community supervise and support teachers to effective teaching					
14	The communities follow up schools 'daily activities					

Part III. The statement listed below shows some of the challenges which inhibits community participation in improving quality of education. Hence, you are asked to express your feeling about each statement by indicating whether your response is strongly agree, agree, undecided, disagree and strongly disagree by putting a tick mark (✓) under the corresponding choice.

Note: 5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Issue related with challenges of community participation in improving quality education	5	4	3	2	1
1	Lack of awareness about their roles and responsibility					
2	Lack of time					
3	Poor economic back ground of the community					
4	Inappropriate time arrangement of meeting for the community					
5	The community believes that education is the sole responsibility of the government					
6	Lack of commitment regarding to the community					
7	The community expect incentive from school					
8	The communities do not have confidence in assuring quality education					
9	The community does not have trust on school					
10	Lack of community interest					
11	Communication barriers between the school and the community					
12	Negative attitude of school principals towards the community					

Part IV. The statement listed below shows some of the strategies n that the schools and WEOs used to enhance community participation in improving quality of education. Hence,

you are asked to express your feeling about each statement by indicating whether your response is strongly agree, agree, undecided, disagree and strongly disagree by putting a tick mark (✓) under the corresponding choice.

Note: 5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

No	Issues related with strategies to be used to encourage community participation to contribute quality of education	5	4	3	2	1
1	WEO builds the capacity of school principals and teachers which helps to bring community participation					
2	The school creates conducive school environment which attract the community					
3	The school creates clear roles and responsibilities to community representatives(PTA and WETB)					
4	WEO gives orientation and training to community representatives(PTA and WETB)					
5	The school provides community service in addition to teaching and learning					
6	The school creates favorable condition for the community to participate in planning, follow plan implementation, managing, monitoring and evaluation of educational program					
7	The school has regular meeting with community representatives(PTA and WETB)					

Part V. Suggested items

1. If there are any other challenges of community participation in improving quality education that you think list
2. Are there any remarkable roles played by the community that contributed to bring about quality of education? If your answer is “yes” please list down. _____

3. Korniyaa: Male Female

4. Sad. barumsaa: Diploma BA/BSc/BEEdMA/MScs/MEd

Kanbiroo _____

5. Gosabarnootaa: Guddaa _____ Xiqqaa _____

6. Gahehojii: WaliittiqabaaKoreeGamtaaMattiiBarsiisotaa

Kutaa 1

I.Kanneenarmaangadiihaalahirmaannaahawaasaamanabarumsakeessaniikangaafatuudha.

Kanaaf,

haalahirmaannaahawaasaamanabarumsakeessaniifilannooshanankaa'amankeessaafilachu unlakkoofsa 1-5 jalattimallattoo (√)kaa'aa.

5= Baay'eeolaanaa

4= Olaanaa

3=Giddugaleessa

2= Gad aanaa

1=Baay'ee gad aanaa

T. L	Haalahirmaannaanhawaasaamanabarumsaa	5	3	2	1
1	Hawwasnimanabarumsahumnaannigargaara				
2	Hawwasniadeemsabaruubarsiisuunihordofa				
3	Hawwasnideeggarsaqarshiitiinmanabarumsanigargaara				
4	Hawaasnimanabarumsaatiifdeeggarsameeshaataasisa				
5	Hawaasnimanabarumsaatiiftajajilaoggansaaniikenna				
6	Hawaasniwaa'eebaruubarsiisuumanabarumsaawaliinnimari'ata				
7	Hawasnimurteemanabarumsaakeessattikennamuirrattinihirmaata.				
8	Mannibarumsaakoreegamtaamaatiibarsiisotaatiifleenjiiumnaraaw wachiisummaaisaaniicimsunikenna				
9	Hawasniodeeffannoowaa'eeijoolleisaamanabarumsaairraafudhatee ijoolleisaagorsa/ hordofa				
10	Mannibarumsaakkahawasnigaramanabarumsaadhufeehirmaatuhaa lamijaa'aaniuma				
11	Mannibarumsaakkahawaasnimanaisaatiijoolleisaadhimmabarnoo taairrattideeggaruhubannoonikenna				
12	Hawansiakkaijoolleenisaaniiqabxiiolaanaagalmeessisandeeggarsani taasisaaf				
13	Hawaasnihirabarataabarsiisaa, dareebarataa fi kitaababarataahiri'isuirrattinihojjata				

14	Hawaasnihojii manabarumsa aguyya aguyya anihordofa					
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Kutaa III. Kanneen armaangadii wantootahirmaannaahawaasamanabarumsa sad.

2^{ffaa}: irrattigufuuta'aniidha

.Kanaafuu haalamanabarumsakeessanii yaadakeessagalchuunfilannoo
kennamankeessaattimallattoo (✓)kaa'aa.

1-5

5= Sirriittanitti waliigala 4= Ittan walii gala 3= Hinmurteessu 2= Itti waliihingalu

1= Sirriitti waliihingalu

T	Dhimmootahirmaannaahawaasa amanabarumsa irrattigufuuta'an	5	4	3	2	1
L						1
1	Hawwasnigaheehojii manabarumsa keessatti qabu irratti hubannoo hin qabu					
2	Hawaasni yeroo itti hojii manabarumsaatti hin qabu					
3	Hawaasni humna manabarumsa aitti indee ggaru hin qabu					
4	Yeroon hawaasni wal gahi manabarumsa irratti hirmaatu hin mijofne					
5	Hawaasni dhimmibarnootaakan mootummaa qofajedhee amana.					
4	Kutannoodhabuu hawaasaa					
7	Hawaasni bu' aabattala amanabarumsa airraa eega.					
8	Hawaasni qullqullin barnootaamir kaneessu keessatti ofitti amanamummaadha buu					
9	Hawaasni manabarumsa airraa amanta adhabuu					
10	Hawaasni manabarumsa agargaaru uffedhiidhabuu					
11	Rakkoo walitti dhufeen yamanabarumsaa fi hawaasaa					
12	Rakkoo ilaalcha ahogganaan manabarumsa ahawaasaaf qabu					

Kutaa IV.

Kanneen armaangadii tooftaaleehirmaannaahawaasaacimsuun qullqullin barnoota aittiin mir kanaa' uudha. Haala qabatama amanabarumsakeessanii yaadakeessagalchuunyaadamuuxann oomanabarumsakeessanii irratti qabdankanneen filannoo 1-5 jalakaa' amankeessaafilachuun lakkoofsichajalamallattoo (✓) kaa'aa.

5= Sirriittan walii gala 4= Waliin gala 3= Hinmurteessu 2= Waliihingalu

1= Baay' ewali ihingalu

T	Tooftaaleehirmaannaahawaasa amanabarumsa acimsuu	5	4	3	2	1
L						

1	Waajjirribarnootaa human raawwachiisummaahoggansamanabarumsaa fi barsiisotaacimsuuirrattihojjateejira						
2	Mannibarumsaahirmaannaanhawaasaaakkacimuhaalamijeese						
3	Waajjirribarnootaa fi mannibarumsaabakkabu'ootahawaasaatiifgaheehojiiifata'ewaa'eehir maannaamanabarumsaairrattibaaseebeeksiseejira.						
4	Waajjirribarnootaaleenjiibakkabu'ootahawaasaa (GMB fi BBLA)tiifkenneejira						
5	Mannibarumsaabaruu fi barsiisuuirradarbeetajaajila biro hawwaasanaannoofkenneejira						
6	Mannibarumsaahawaasniakkakarorsuu, hojjiirraoolchuu, ogganuu, hordofuu fi deeggaruuirrattihirmaatuhaalanimeessa.						
7	Mannibarumsaasa'aawalgaahiimijaa'aahawaasaa fi bakkabu'ootahawaasaatiifuumeejira						

Kutaa V. Gaaffiyyaadaandeebi'u

7. Rakkoowalittidhufeenyaamanabarumsaa fi hawaasanaannootijettaniiyaaddan tarreessaa _____

8. Hojiihawaasniqulqullinabarnootaaeegsisuukeessattihojjatee fi fakkeenyata'uudanda'uyoojiraatetarreessa _____

9. Tooftaaleenqulqullinabarnootaamirkaneessuufhawwasairrattihirmaachisuuf kana duraraawwattanyoojiraate tarereessaa _____

10. Hirmaannaahawaasaacimsuunqulqullinnibarnootaaakkamirkanaa'umaalmaaltugodha muuqabajettaniiyaadu? _____

APPEDIX -C

Interview questions set for Woreda educational office heads.

The purpose of this interview is to gather information for the study „assessment of community contributions in improving quality education in southwest shoa zone of Oromia regional state. So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & researcher would like to assure that your responses are strictly confidential

1. Are there any training and orientation given to PTA and WETB members on how to carry out their responsibilities in woreda’s secondary schools? If not why?
2. Do the community participate in your school through voluntary labor?
3. To what extent the community representatives participate in planning, implementing, managing, monitoring and evaluation ?
4. Do the community representatives (PTA and WETB) have regular meeting schedule? 5. Do the community participate in assisting their school by providing material resources? If yes what material?
6. Do the community representatives participate in decision process?
7. Do the community discusses with schools about their children’s learning?
8. Do the communities supervising and visiting the schools while teaching- learning takes place?
9. Do the schools in your woreda arrange school visit to the students’ parent?

9. In your opinion, what are factors hampering community participation?
10. What do you suggest that could help to promote community participation towards quality of education?

Appendix- D
Documents observation checklist

Time of observation: Date _____ Name of the school _____

Name of the observer _____

Type of the document observed

I. Minutes of meeting having the agendas of financial, materials, and labor contribution by the community		Yes	No	Frequency of minute making
1	Parent teacher association (PTA)			
2	Woreda education and training board (WETB)			
3	School management committee			
4	Other meeting concerning community contribution _____ _____ _____			

II. School records		Yes	No	Yes, but not satisfactory
1	There are records that show community contribution to school			
2	Types of community contribution to school:			
	Labor			
	Material resources			
	Financial resources (money)			
	Other _____			

3	The contribution of the school to the community:			
	Labor			
	Money			
	Other _____ _____ _____			
4	Documents that shows:			
	Participatory plan			
	Report of plan implementation			
	Organization of school committee			
	Training given to community representatives			
	Parents know their children's academic progress			