

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE CURRENT STATUS OF COMMUNITY PARTICIPATION
IN THE MANAGEMENT OF GOVERNMENT
SECONDARY SCHOOLS IN BENCH
MAJI ZONE, SNNPRS**

**BY
MELESE YIMER**



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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Educational Leadership and Management**

**BY
MELESE YIMER**

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**JUNE 2010
ADDIS ABABA**

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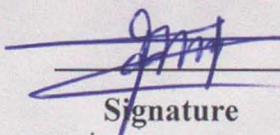
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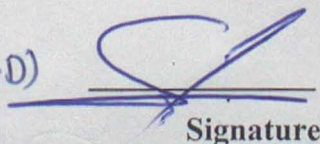
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Table of Contents

	Pages
Acknowledgement	i
Table of Contents.....	ii
List of Tables.....	iv
Abbreviations and Acronyms.....	v
Abstract	vi
CHAPTER ONE	1
THE PROBLEM AND ITS APPROACH	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	7
1.4. Significance of the Study.....	7
1.5. Delimitation of the Study	8
1.6. Limitation of the Study.....	8
1.7. Operational Definition of Terms	9
1.8. Organization of the Study	9
CHAPTER TWO.....	10
REVIEW OF THE RELATED LITERATURE.....	10
2.1. Community Participation in School Management.....	10
2.1.1 The Concept and Rationale of Community Participation in School Management	10
2.1.2. Levels of Community Participation in School Management	14
2.2. Educational Decentralization and Community Participation in School Management.....	18
2.3. Areas of Community Participation in School Management	20
2.3.1. Planning School Activities.....	21
2.3.2. Decision- Making.....	23
2.3.3. Management of student and staff discipline.....	25
2.3.4. Monitoring and Evaluation	27
2.4. Factors that Affect Effective Community Participation in School Management	29
2.4.1. Factors Related to School Principals and Teachers	30

2.4.2. Factors Related to Members of KETB and PTA	31
2.4.3. Factors Related to Parents.....	32
2.4.4. Factors Related to Community Members	32
2.5. Building Community Participation in School Management.....	33
2.5.1. Making the school environment conducive for participation.....	34
2.5.2. Giving Orientations and trainings for Community representatives (Members of KETB and PTA)	34
2.5.3. Creating Clear Roles to Community Members or their Representatives.....	35
2.5.4. Build the Capacity of School Principals and Teachers.....	35
CHAPTER THREE.....	36
RESEARCH DESIGN AND METHODOLOGY	36
3.1 Research Method	36
3.2. Data Sources	36
3.3. Sample size and sampling techniques	36
3.4. Data Collection Instruments and Procedures	37
3.4.1. Instruments of Data Collection.....	37
3.4.2. Procedures of Data Collection.....	38
3.5. Methods of Data Analysis	38
CHAPTER FOUR.....	39
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	39
CHAPTER FIVE.....	74
SUMMARY, CONCLUSION AND RECOMMENDATIONS	74
5.1. Summary of the Major Findings.....	74
5.2. Conclusion	77
5.3. Recommendations.....	77
Reference	
Appendices	

List of Tables

	Page
Table 1- Frequency and Percentage Distribution of Respondents by Sex, Age and Educational Background -----	43
Table 2- School- Community Relations-----	45
Table 3- Issues Related to the Training and Orientation of Community Representatives -----	47
Table 4- The Participation of Parents in Assisting their Children -----	49
Table 5- The Level of Community Participation by Contributing Money Material and Labor -----	54
Table 6- The Participation of the Community through PTA and KETB in Planning School Activities -----	56
Table 7- The Participation of the Community through PTA and KETB in Decision Making -----	58
Table 8- The Participation of the Community through PTA and KETB in Managing Discipline and in Monitoring and Evaluation -----	63
Table 9- The Expected Participation of KETB and PTA Members -----	67
Table 10- Problems Related to School Principals and Teachers that affect Members of KETB and PTA from Participating in school Management -----	68
Table 11. Major Problems that Affect the Participation of KETB and PTA Members from Participating in School Management -----	73

Abbreviations and Acronyms

AAU	- Addis Ababa University
BMZ	- Bench Maji Zone
CSA	- Central Statistics Agency
ECA	- Economic Commotion for Africa
EMPDA	- Education Materials Production and Distribution Agency
ESDP	- Education Sector Development Program
FGD	- Focus Group Discussion
KETB	- Kebele Education and Training Board
MOE	- Ministry of Education
PTA	- Parent Teacher Association
RBE	- Regional Bureau of Education
SBM	- School Based Management
SNNPRS	- Southern Nations, Nationalities and Peoples Regional State
TGE	- Transition Government of Ethiopia
UNESCO	- United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The main objective of this study was to assess the current status of community participation in the management of government secondary schools and thereby to identify the strengths and weaknesses; then to provide alternative solutions to the identified problems.. The research methodology employed in this study was descriptive survey method because, it was appropriate in describing what was going on and to gather a large variety of data. Primary as well as secondary sources of data were used. The primary sources of data were teachers, members of PTA and KETB, education experts and minutes of meeting. Secondary sources of data such as plans and reports were also consulted. Accordingly, questionnaires, interviews and focus group discussions were prepared and utilized for data collection. The questionnaires were pilot tested. The improved questionnaires were administered to a sample of 173 subjects composed of 49 teachers, 21 PTA members, 24 KETB members and 79 experts in the zone and woredas. A total of 166(95.95 percent) of the questionnaires were properly filled in and returned. The data gathered were analyzed using statistical techniques such as percentages and chi-square tests and then the findings were recorded. The following were the major findings: there were some mechanisms practiced for the community to participate actively. However with the exception of contributing money, material and labor, which were found to be average, the participation of the community in planning, decision making, managing discipline and monitoring and evaluation was very low. Decisions were made by school principals and teachers who were members of some kind of committee in the schools. It was found that principals and teachers undermine the contribution and capacity of KETB and PTA members. The major factors that hinder KETB and PTA members were found to be lack of commitment, lack of skill or training to run the education system, inappropriate time and place of meeting, lack of time, poor living standard, lack of confidence and perceiving that school principals and teachers were more knowledgeable, pre determined agendas and decisions made by principals and the belief that education is the responsibility of school principals and teachers. Hence from the result of this study, it is possible to conclude that the current status of community participation in managing government secondary schools was not at a desired level and it was found to be low in most cases. Due to this low status of participation, the achievements made were not encouraging in most areas of the management, and no significant efforts were exerted to strengthen the capacity of KETB and PTA members in promoting community participation. Therefore to alleviate the above problems recommendations were suggested. The suggested recommendations included allowing the community to participate in school management; providing adequate training to members of KETB and PTA, principals and teachers; creating a conducive environment and arranging time and place of meeting on common agreement.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitations of the study, operational definition of terms and organization of the study.

1.1. Background of the Study

Education is a major instrument for economic and social development. It is believed that education helps to reduce poverty and improve living standards through sustainable growth. Strengthening this idea the World Bank (1995:19) States:

Education contributes to poverty reduction by increasing the productivity of the Poor's labor, by reducing fertility and improving health, and by equipping people to participate fully in the economy and in society. In addition, education contributes to the strengthening of the institutions of civil society, to national capacity building, and to good governance....

This idea signifies that education is a means that enable citizens to contribute more for the all round development of a nation by changing the outlook of the community to required direction and by introducing them with new technology products and scientific discoveries which result in rapid economic, social and cultural development. Thus education is a major source of socio-economic development. It is also an instrument through which human beings transmit their knowledge, experience and findings from one generation to the other.

Education can promote social development by producing skilled force. This skilled work force can play different roles in economic activities in initiating, introducing or complementing change in society. Realizing this fact, the MOE has been trying to expand educational opportunities in the various levels of the education sector. Although priority has been given to primary education, it does not mean that secondary education has not been given any attention (MOE, 2002:86). Secondary education has to expand as much as its quality is also maintained and depending on the availability of resources.

A school is a place where children, teachers and parents gather with a shared sense of purpose which can be considered as a social development process. A school can not adapt itself to change or can not make the necessary improvements in its program with out active participation of the community in its different affairs. Adding emphasis to this Sumption and Engstrom in Gallagher D.R, Bagin, D., and Moore, E.H., (2005:12) pointed out that there must be a structured, systematic and active participation on the part of the people of the community in the educational planning, policy making, problem solving and evaluation of the school. Because it is through such participation that the community come to know schools, to raise questions, obtain information, express ideas, consider proposals and seek solutions to the problems which schools face. When schools widely open their doors to the community and when the community members are allowed to participate actively in different school activities, they become part of the decision-making process that keeps up with social change and brings about educational change.

If a school has to contribute to development it must integrate its mission with the interest of the community. To be successful education must of course meet some quite specific needs by reflecting the problems of the society and indicating the means to solve the problems and also it must prepare individuals for their economic roles. Supporting this idea, UNESCO (1998) stated that education is, in many important ways the pulse of the society, which reflects today's tensions and tomorrow's aspirations.

Being cognizant of its instrumentality to ensure access, equity and efficiency of the education system, a decentralized school management strategy has been introduced in the 2002 education and training policy. The policy stipulates that educational organization and management will be democratic, decentralized and Coordinated, MOE (2002:55).

In light of this policy statement a guide line of implementation subject to change by local context has been provided by MOE in 2002 and the responsibility of the different authorities starting from the MOE down to the school level is briefly stated. Thus, more attention and emphasis have been given to decentralize education management to woreda, kebele and school levels for better participatory decision making, implementation and monitoring (MoE, 2002:36). The same is true in Bench- Maji Zone. Bench- Maji zone is one of the thirteen zones in SNNPR which is located

565 kms away from the Capital, Addis Ababa to the South West. The zone has a total population of 659,046 people of which 326,622 are males and 332,424 are females. From the aforementioned total population, 76,848 are urban dwellers and 582,198 are living in rural areas (CSA, 2008).

The recent educational statistics indicateS that there are 269 primary, nine secondary and one preparatory schools in the zone. The preparatory school is located at the zone capital, Mizan-Aman. There were 1757 primary and 152 secondary school teachers, of which 129 were males and 23 were females.

According to the zone education department report, BMZ (2008:12-13), the Gross enrolment rate at the primary level (1-8) was 142.5%. Regarding the gross enrolment of the secondary level, only 20.4% of secondary school age students were enrolled. Gender disparity was more prevalent and even greater in the secondary schools than at the primary levels.

Based on the guideline, Nine KETBs and Nine PTAs have been established in Nine government secondary schools of Bench- Maji Zone. The boards and the PTAs were expected to promote and maximize their active participation in the management of their own schools. However, currently the participation of the community seems unsatisfactory and the KETBs and PTAs might not discharging their specific duties and responsibilities properly as they were envisaged. Therefore, this study focuses on the assessment of the current status of the community participation in school management in the government secondary schools of Bench- Maji zone.

1.2. Statement of the Problem

The purpose of education is to enable citizens to get quality education with the required knowledge and skill and to capacitate them to play a vital role in ensuring rapid economic, social and cultural development of a nation.

The extent to which this purpose of education is achieved is determined by the value given to education by the community

Supporting this fact, MOE (2002:46) confirms that:

The success of schooling depends to a large extent on the value that the community attaches to education. When education is highly valued and actively sought, the mission and goals of the schools are shared and supported by the community. Therefore, schools shall take the lead to involve the community through initiating activities that demonstrate the community's underlying interest in the role and functions of schools.

If educational programs at the school level are to be successful and sustainable, schools should get support from the community which of course results from actively and voluntarily involved community. This community interest emerges from a clear understanding of the community members about what school do to the individual child, to the community and to the national development at large.

To make the participation of the community in school management meaningful, to enable the community to have a positive outlook for the educational process, to allow them to play a leading role in school management with a sense of ownership for the success of their children they must participate beginning from financial and material contribution up to decision- making regarding all educational issues.

The responsibility of managing schools is not left for the school principals and for those parents who have children in schools alone. Those members of the community who do not have children in school also must give due attention to the management of schools. Because, if schools are properly managed, the youths in school will become successful. This results in improving the living standard of citizens. On the other hand if the children at school are unable to get appropriate knowledge and skill, they will not be effective and their chance of getting employment or creating job will be very low. This may initiate them to participate in some criminal activities which may deteriorate the peaceful life of the community. So monitoring of students' achievement and solving in school and out of school matters and problems that face students should be the responsibility of all members of the community. In relation to this, Dodd and Konzal (2002: 17) stated:

...Improving schools depends not only on parents and educators working together but must include every one else in the community... community members whose quality of life is enhanced, as when graduates become productive citizens and workers, or diminished, as when school dropouts are unemployable or engage in criminal activities. Thus, to educate children effectively, schools need to build strong connections with parents and community members.

For the effective performance of schools and their achievement of educational goals, the active participation of the community is very important. If the management of schools is participative, it would be possible to adapt changes easily that come from within or outside the schools.

In order to realize this, school leaders must pave the way that lead the community towards them and widely open their doors for the community to allow the community to participate actively in the school management.

School leaders must initiate the community members to visit schools. They must make known for the community what the schools want to do to make the children in school effective and successful and they must call for a support to community members to participate in planning, implementation, monitoring and evaluation of school activities.

Concerning development, though the contribution of secondary education is wide, the challenge now a days have become a mismatch between quality and quantity. With regard to Ethiopia, for example taking into account student section ratio of secondary education, in some regions including SNNPRS it remained higher than the national average MOE (2005:18). Regarding enrollment too, low enrollment is a problem at all levels. To elaborate this problem ESDP I of MOE (1999:2) revealed that at the secondary level, only one in ten school age youth is enrolled. This can serve as an indicator that low enrolment is a problem at the secondary level and points out that much effort is required on the part of the community to participate in the management of secondary schools to improve both level of participation or enrolment and quality of education.

By taking into account the significance and contribution of the community participation in school management the MOE has developed a guide line with specific roles and responsibilities for the community. The two school governing bodies which must participate in the school management at the school level are kebele education and training Board and parent Teacher Association (MOE. 2002:21-29). Based on the guide line, these school management bodies were established at each secondary school of Bench- Maji zone. However their participation in discharging their roles and responsibilities seems inadequate. The Bench- Maji zone education department report (2009:20) indicated that even if the participation of the community is known to be decisive, the

community was not participating at large and only limited number of community members were participating voluntarily. Besides it had been mentioned on the report that the financial material and labor contribution of the community could not be obtained at the required amount and at the time it was needed. This was one of the reasons that initiated the researcher to conduct this research. The other reason was that no study was conducted before with regard to community participation in school management in the secondary schools of Bench Maji zone and it seems due to the more emphasis and weight given to primary education the role of the community participation in the secondary schools was left behind.

The researcher's experience in the zone, that is being a worker in the education sector, realized that secondary schools have problem of participating the community in different school issues. Hence, it is based on this background that the researcher was initiated to under take this research.

Accordingly, this study is proposed and conducted to assess the current status of community participation in school management in the government secondary schools of Bench Maji Zone based on the responses to the following basic research questions:

1. What does the current status and practice of community participation in the management and organization of educational activities related to finance, material and labor resources look like?
2. What mechanisms do exist and to what extent are the implemented to promote the participation of the community in the management of secondary schools in Bench Maji Zone?
3. What are the key decision making areas that the community participates in the management of government secondary schools in Bench Maji Zone?
4. How do teachers and principals view the managerial contributions of KETB and PTA in promoting the teaching- learning process?
5. What are the major factors that hinder the KETB and PTA members from discharging their responsibility by participating actively in school management?

1.3. Objectives of the Study

The main requirement of the participation of the community is to enable the community to play a leading role in school management full- heartedly with a sense of ownership in giving a sustainable support for education development and better achievement of students.

Therefore, the major objective of this study is to assess the current status of community participation in the management of government secondary schools in Bench- Maji zone. Accordingly, the specific objectives that the study is aimed to attain are:

- a. To assess the mechanisms existed to promote the participation of the community in the management of secondary schools.
- b. To identify the key decision making areas that the community is allowed to participate.
- c. To document the view of teachers and school principals towards the contribution of KETBs and PTAs in promoting the teaching- learning process.
- d. To find out the major factors that hinder the members of KETB and PTA from discharging their responsibility by participating actively in school management and to suggest recommendations on how to promote the participation of the members of KETBs and PTAs in school management.

1.4. Significance of the Study

In a decentralized education management, to achieve the goals of the education system and to make schools effective, enhancing of the participation and the decision making role of the community in school management is crucial.

It is based on this fact that the MOE prepared a guide line MOE (2002:21-29) which describe the role and responsibilities of PTAs and KETBs to be involved in school management as representative of the community. Recognizing this, the study may have the following significance.

1. The study could bring the prevailing problems of community participation in school management on to surface that help the policy makers, and other concerned bodies to take corrective action which helps to improve the participation of the community at a maximum level.

2. It enable the KETBs and the PTAs to know what is actually expected of them in school management and to have true responsibility and power in making decisions at every stage. Such as problem identification, feasibility study, planning, implementation and evaluation of school affairs.
3. The study may serve as a foundation for those who want to conduct further study on the topic understudy.

1.5. Delimitation of the Study

The participation of the community in schools can be viewed from different perspectives. But to make the study more manageable, the scope of this study was delimited to focus on the participation of the community in school management mainly in planning, managing discipline, decision making and monitoring and evaluation of school activities.

It would be very substantial if the study covers the whole zones of the region. However, due to time and financial constraints, the study was delimited only to Bench Maji Zone. In this zone, there were nine government secondary (9-10) schools in one city administration and seven woredas and from this total, 6(66.6%) of the schools were included in the study as samples to represent the total number of schools in the administration zone. More over the study focused only on secondary (9-10) schools.

1.6. Limitations of the Study

It is clear that a research work may not be totally free from limitations. Due to this fact, the researcher faced lack of interest of some officials to appear for an interview as scheduled and reluctance of some experts in the zone education department and education offices of the woredas to fill in and return the questionnaire as a result it was difficult to collect all the questionnaire as it was intended. In addition to these, due to shortage of available reference materials which are written in the Ethiopian context on the issue under study, the researcher mainly depend on foreign sources.

1.7. Operational Definition of Terms

In this part, the following key terms are defined according to the context they stand for in the topic understudy.

Community Participation:- The involvement of the community in school management such as in planning, implementing the plan, managing discipline, monitoring and evaluation and in making real decision at each and every stage of school issues(contextual).

Community:- In this study, it means all the people including PTA and KETB members and also those people who have children in schools and those who do not have.

Kebele Education and Training Board: A management board which is a means of enabling the community to lead the education process with a sense of ownership through a decentralized management, whose members are drawn from the kebele administration office, school, the community and civil societies.

School Management: The performance of such managerial functions has planning, decision making, managing discipline, monitoring and evaluating school activities (contextual).

Secondary schools: schools established to deliver the general secondary education of grade nine to ten, to enable students to identify their ability and need for the next education and training (contextual).

Government Schools: schools that are established and owned by government and then teacher appointment, staff salary, and the cost of education materials are directly sponsored by government (contextual).

1.8. Organization of the Study

The study is organized into five chapters. The first chapter includes background of the study, statement of the problem, objectives and significance of the study, Delimitation of the study, limitation of the study and operational definition of terms. The second chapter presents the review of related literature. The third chapter deals with the research design and methodology. The fourth chapter contains the presentation and analysis of the data and finally, the fifth chapter encompasses the summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of the related literature in order to form a clear picture of community participation in the management of secondary schools. It examines concepts, definitions, rationales and levels of community participation. It also deals with educational decentralization and community participation, areas of community participation in school management, factors that hinder community participation and ways that help to build community participation in school management.

2.1. Community Participation in School Management

Community participation is a term that is often used in development vocabulary and is increasingly emphasized. In the field of education, many believe that community engagement in the delivery and management of schooling is crucial (Taye and Tegene, 2007:139).

2.1.1 The Concept and Rationale of Community Participation in School Management

Community participation can be defined differently in different context and within the field of emphasis. Before we proceed to explain the concept and definition of community participation, let us first see the definition and meaning of community and participation separately. As to the MOE (1998:43) community implies a group of people living together in a specific area and sharing similar economic, political, cultural and social experiences.

In the same way Bray (1987:11) also defines community as a group of people who share common social, economic, and cultural interests. Its members recognize social obligations to each other, hold at least some common values, and share an identity. They normally have some shared institutions also. For the purpose of this study the definition given by Lewy will be taken into consideration. In school context Lewy (1977: 225) defines community as a group of persons living in an area served by a particular school or by a network of schools.

The term 'participation' like that of 'community participation' is an ambiguous concept. According to Adams (1987:170) participation means actually having power to make decisions. For Owens (1987:284) participation is the mental and emotional involvement of a person in a

group situation that encourages the individual to contribute to group goals and to share responsibility for them. This personal involvement with a sense of ownership encourages people to accept a greater responsibility for the effectiveness of the organization. Such participation is genuine ego involvement, not merely being present and going through the motions but it is motivating to the participant to release his or her own energy, creativity and initiative.

According to ECA (1992:7) the point of participation is to ensure participation of the local population in decision making prior to the completion of the project document, its implementation, its monitoring and its evaluation. The concept of participation includes the idea of taking part in the decision of planning, implementing, monitoring and evaluating which are roles of management. Hence, from all definitions and explanations which are mentioned so far, it can be generalized that participation will be meaningful if the community members participate not only by contributing money, material and labor, but also if they take part in planning, decision- making, budgeting, controlling, monitoring and evaluation.

Diverse activities and practices can be labeled as “community participation”, but each is likely to require a different degree of involvement and provoke a distinct outcome. Therefore, community participation can be defined as the means and the end where by the community are able to identify their own problems, assess possible solutions to the problems, decide on the course of action to take, implement the chosen solutions, and monitor and evaluate the implemented solutions. These have to be taken in stages and are interlinked (Kaunda 2005:2).

Shaffer (1994:7) define community participation “as the real involvement of the community on their own political, cultural, economic and social issues. So, community participation in education can be seen as the involvement of community members in school functioning or it usually refers to increased involvement in the management and decision making on the part of parents, teachers and community members.

Thus, Bernard, in Shaffer (1994:17) indicates that:

People participate to the extent that they choose, cognitively, affectively, and physically, to engage in establishing, implementing, and evaluating both the overall direction of a programme and its operational details. Choice, in this context, implies not merely an agreement to follow but an active decision to assume responsibility in considering the rationale, implications and potential outcomes of the programme.

But, the study conducted in southern Ethiopia by Swift-Morgan (2006:339) point out that a large portion of what is characterized as community participation is perceived as monetary contribution rather than involvement in decision- making or teaching and learning.

Community participation in education provides a way of building up on greater equity and democracy, greater 'ownership' of and responsiveness toward the school and increasing recognition of the value of education. To facilitate this, community structures such as school management committee/ school committee, PTA need to be in place.

Giving due attention to the community participation, the education and training policy of 1994 and the education sector development programme implementation manual, MOE(1998:43), asserts community participation to be one of school development strategies. That is, Ethiopia has embraced community participation as an integral part of the education reform strategy. It is on the basis of this strategy, that community participation is being encouraged to take place in the management of schools through kebele education and Training Board and parent- Teacher Association.

As to the present education and training policy of Ethiopia schools should be strongly linked with the community, which will take responsibility in its well being and up keep. Schools will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community. The management of each school will be democratized and run with the part of community, the teachers, the students and the relevant government institutions (TGE, 1994:16-17).

The participation of the community in the management of schools, creates an opportunity for the community to understand the complexities of the teaching and learning process in schools.

Teachers and other educators can not solve all educational problems and they lack a mandate to settle all educational questions by themselves. Since education is the concern of the society, the people of the community have the right to participate in educational affairs. Supporting this idea, Beck and Earl (2000:88) stated that "parents and the community therefore have right to participate in educational decision making and teachers lack a mandate to settle all educational matters.

Reid (2000:3) also mentioned that community participation in the management of schools has a lot of benefits that include ownership of the schools by the communities, ability of the communities to support the schools financially and materially, and the schools becoming environments where democracy is practiced. That means it may serve as a practical training ground of a democratic process. In line with this Swift-Morgan (2006:341) pointed out that community participation can help not only to expand and improve schooling but also to democratize top-down, colonially imported education systems.

Reid contend that the reason for participating the community is to build a true community in the place you live and work. And, it is to make that community a better place for all who belong to it. When viewed this way, it is easier to see the importance of hearing all voices, of using all hands, of sharing the pain, of celebrating the gain. When you can do this in your community, you and your fellow participants can feel the deep sense of joy that comes from knowing you are a valuable part of something beautiful that is larger than all of you a living community (Reid, 2000:12).

The other reason for the participation of the community is the concern of the people for their children learning. Regarding this idea, Martin and Holt, (2000:8) stated that:

What is taught in our schools, how and what our children learn, and how the education they receive is organized and delivered, are of public concern- not only to the parents, but to all of us, and in particular to local communities and employers. The public needs to know, and has a right to know what is happening in our schools.

The concern of the people of the community for their children education comes from the understanding of the out come of learning. Because any success or failure in the education system will have either a positive or negative influence on the community.

The people of the community have different experience, social network, interest and knowledge. So, if they are allowed to participate actively schools will be benefited more. In relation to this, Goldring and Sullivan, (1996), in Cheng (2005: 173) stated:

In addition to parents, the local community and the business sector are also direct stakeholders in education. Their experiences, resources, social net works and knowledge are often very useful to the development and delivery of education. From a positive perspective, community involvement in education can benefit the educational institutions by providing more local resources, support and intellectual input, particularly when facing the increasing but diverse demands for quality education, the community resources and support become extremely important and necessary.

Allowing the community to participate in school management can develop a sense of ownership and due responsibility on the part of the community as a result of which schools can be successful and effective in attaining their goals. With regard to the advantage of participating the community, it can be stated that community participation promotes education in the following ways: increasing access to schooling, reducing the drop out rates, and minimizing the repetition rates. To increase access and to reduce drop out and repetition rates, parents and community leaders must share the management responsibilities. Adding emphasis, Goldring and Sullivan, (1996) in Cheng, (2005:173) also pointed out that parents and community leaders can share the management responsibilities, strengthen communications between families, the community and the schools, motivate teachers, monitor school operations, and even assist the school in combating negative influences inherent in local community.

2.1.2. Levels of Community Participation in School Management

According to Mbamba (1992:36), education is the process of interaction between the teacher and the learner on one hand, and the parents of pupils and society on the other. Educational management involves the creation of an environment which facilitates teaching learning activities. This writer went on saying that facilitation of teaching and learning requires the cooperation and involvement of teachers, pupils, parents and the larger society. Therefore, to

facilitate the teaching learning process schools need to have strong relation with the entire community.

Davis, Ellison and Bowring- Carr, (2005:20) also stated that in the twenty- first century, a school can not do all it wants or ought to do for its students on its own. This indicates the requirement of involving the community in school affairs.

If the relationship between schools and the community is developed to a greater extent, there will be mutual understanding, friendliness, and cooperation, which constitute the basis for smooth functioning of school activities which enable schools to achieve their educational objectives in promoting access, efficiency, and quality of education.

Chantavanich, Chantavanich and Fry, (1990) cited in Adane, (1993:74) suggested that the relationship between the school and the community can be considered as one of the measures of school efficiency.

Adane, (1993:74) also noted that the effort to minimize wastage (Repetition and dropout) as many researchers believe, requires partnership among pupils, teachers and the community at large.

School- community relations are the administrators vehicle for moving the school's vision out to the staff and the community (Poston, et al., 1992:17). These writers went on saying that the vision itself may be strong and exemplary, but, if the approach in communicating the vision is anemic, then all is in vain. If schools and community have strong and positive relationship, they will have a shared vision and helps to maximize their effort to see their vision to come into existence.

Members of KETB and PTA must serve as a bridge between the school and the community. They are the legitimate voice of the people of the local community in decision making that affects how schools are run and what they should be in the future. Teachers and school principals are not the only responsible persons to make students successful in their learning. The community in general

and the parents in particular must share the responsibility to make students successful and to help them achieve their best. Hence, schools and the community must work together. In line with this idea Redding, (1991) cited in Shaffer (1994:138) added that if the relation between schools and the community is strong enough to promote collaboration, it brings families and school personnel together for a central and noble purpose- to enhance the academic and professional development of the children they share. Successful parent involvement improves not only student behavior and attendance but also positively affects student achievement (Wamba, 2007:346).

Hence, schools are expected to carry out their operation in partnership with the community through its representatives which are considered as a school governing body- KETB and PTA; to attain their goals. Substantiating this, Martin and Holt; (2002:34) stated that the governing body is strategically placed as it combines members from within the school with those from the community outside. It can therefore bring the needs of the community into the school and take the school out into the community. Therefore, it can be said that the representatives of the community- KETBs and PTAs, which serve as a bridge between schools and the community, if they work in partnership with parents, teachers, and even with students, so that schools can do their best by every student.

Popular participation consists of restoring the power of local people to take the initiative and the decision of formulating and implementing activities and programmes concerning their own future (Kouassivi, 1991:24 cited in Shaffer, 1994:15).

Due to the unavailability of researches done on community participation in secondary schools, to make relevant the researcher referred recent studies conducted on primary schools.

According to the context of the education system of Ethiopia, concerning community participation, MOE (2005:21) forwarded that communities and PTAs are playing important roles in all aspects of education from generating resources to managing schools. However, Emanu (2007:72) in his research on community participation in Addis Ababa city administration has revealed that PTA members' participation in school management was found to be low in monitoring teaching- learning process and medium in planning annual program and activities of

school, identifying and solving school related problems. Resources are mobilized for purchasing basic equipment and materials, building classrooms and schools. PTAs are expected to be active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce drop out. PTAs are involved in school management, preparing annual plans and follow up disciplinary cases.

Supporting this idea, MOE (2005:21) pointed out that Education Training Boards and PTAs have become instrumental in lowering dropout and repetition rates and restoring good discipline in schools.

Concerning levels of community participation, Arnstein (1976) posits a 'ladder of participation', from non- participatory activities to increasingly participatory activities where participants are 'assigned but informed', then consulted and informed, then share decision- making activities initiated by others, and then decide on and direct activities initiated by themselves (Hart, 1992 in Shaffer, 1994: 16).

Shaffer (1994:16) has modified this ladder and listed the following seven degrees of participation as follows:

1. The mere use of a service (such as the act of enrolling children in school)
2. Involvement through the contribution of resources: material and labor
3. Involvement through attendance and the receipt of information (Example, participation at parents meeting)
4. Involvement through consultation (or feed back) on a particular issue
5. Participation in the delivery of a service, often as a partner with other actors,
6. Participation as implementers of delegated powers, and
7. Most completely, participation "in real decision- making at every stage- identification of problems, the study of feasibility, planning, implementation and evaluation."

Note that the first four rungs of this ladder use the word involvement and the last three items use instead the word participation, implying a much more active role.

According to the guideline, the community should participate in educational management, allocating budget, and implementation with full authority to control, monitor and evaluate

schools. Besides, the community is expected to participate in educational finance, carrying out school-based researches, ensuring the quality of education, curriculum development and text book preparation, promoting the enrollment of female students, strengthening the relation of the community and schools and supporting teachers and solving their problems (MOE, 2002:47).

Among the various forms of home-school collaboration, parental involvement in school education is often believed as the core to support students' learning and development. Parents have the primary responsibility to help their children to have whole person development and learning. Parental influence on the cognitive, affective, social developments of their children is often the major determining factor of children performance in school children (Cheng, 2005:476). It is expected that parents and the school have to share with each other the information of students' learning in school and at home. Parental participation in individual children education is the most common practice and is the starting point of involving parents in education. (Shen et al., 1994, cited in Chen, 2005:478).

Cheng (2005:477) in line with this idea, note that parents should make the learning programs and related learning activities according to the individual needs of students.

It is customary for parents to assist their children by providing with learning materials, helping them in doing their exercises, arranging time and space for study and giving advice to show good conduct. Besides, they must follow up the attendance and academic competence of their children in school and also they have to reduce the work load on the part of their children at home.

2.2. Educational Decentralization and Community Participation in School Management

Before describing the rationale for decentralizing education, it is necessary to define what decentralization is and explain its forms. According to Malpica (1995) and Ayalew (1995) cited in Jeilu (2001:14) decentralization refers to a transfer of authority away from the central state to autonomous bodies having their own legal entity, for taking political and administrative decisions and assuming responsibility for the delivery of education.

In line with this, Taye and Tegene, (2007:134) also defined decentralization as transferring authority and responsibility from the central government to field units or agencies, corporations, non- government and semi-autonomous public authorities, etc., to plan, manage, raise and allocate resources.

According to Hanson (1996:25) and MOE (2004:4) decentralization has three forms- deconcentration, delegation and devolution. Deconcentration involves the transfer of tasks and work load to sub units of the system with out giving responsibility to lower level administration; while delegation is the transfer of decision making authority from higher to lower hierarchical levels by which delegated authority must be exercised with in a policy framework established at or near the top. In this form of decentralization, local administrations have a freedom to prepare a plan but they need a permission to implement it. On the other hand, devolution is a form of decentralization involving the shifting of authority to an autonomous unit that can act independently. That means in devolution, local authoritative have the authority and responsibility to make a decision on their own affairs with out the interference of others.

One of the purposes of educational decentralization is to enhance the community to have a sense of ownership on schools. If the community leads schools, it can have its own contribution to promote and maintain the quality of education beyond sending children to schools because, the community knows the need of its children very well. Strengthening this idea Grauwe et al., (2005) cited in Dunne et al., (2007:16) pointed out that one of the purposes of decentralizing education services is to widen the participation of non- education professionals at local community level in the running and management of schools.

In Ethiopia educational decentralization existed to empower the woredas, the community and the schools to provide quality education for all children in school by making decision on educational issues, preparing strategic and action plan, coordinating and using resources. (MOE, 2004:2).

Currently the power to make decisions and functions of delivering services have greatly been devolved. This was also witnessed by a study that was conducted in two different woredas of Amhara and Oromia regions respectively (Taye and Tegene, 2007:132). It is believed that

education decentralization is used for strengthening management efficiency and accountability by locating critical decision making of education matters at the lower levels.

Community participation at the school and local level will help governments to secure the right to education, by clarifying the roles and responsibilities of all stakeholders, and by yielding further democratic governance, increased accountability, and empowered communities (UNESCO, 2007:2).

The rationale for decentralization includes the following. It allows tailored plans addressing the local and regional problems and needs, it helps to overcome delays and dysfunctions of a centralized bureaucracy, leads to more flexible, innovative and creative administration at the regional and district levels, bring government nearer to the people by facilitating both information exchange and accountability of authorities to citizens (Taye and Tegene, 2007:134). According to the policy paper and evaluation guidelines of UNESCO (2007:15), each country has its reasons for choosing to decentralize education; all of them are shaped by historical, socio-economic and political realities, among them education improvement is the one. This refers to the way in which teaching and learning is affected. This rational argues that decentralization improves the quality of teaching and learning relevant decisions close to the point where they are carried out.

2.3. Areas of Community Participation in School Management

The community is said to be participating if the community is able to make decisions in educational issues using its right to lead the education development programme by participating in planning, managing, monitoring and evaluation. Regarding the aim and outcome of education Levacic (1995:40) proposed that:

The aim of education refers to its broad purposes and usually include a productive labor force, transmission of knowledge and culture, socialization and enhanced ability to participate in democratic politics. The outcome of formal and institutionalized education are the broad effects that it actually achieves on the individuals who have participated in the process. For schools, such outcomes would be students' knowledge, ability to appreciate and enjoy cultural activities, behave with social responsibility, participate in democratic politics and be productive members of the labor force.

Hence, for a school, to be successful in achieving its aim of educational programs, effective management is necessary. Strengthening this idea Ayalew, (1991:1) noted that "If educational organizations are to meet student needs, parents and employee expectations etc and if they are also to be protected from the worst ravages of decline, effective management and organization is essential.

According to Brown and Moberg, cited in Ayalew, (1991:1) management is basically "... marshalling both human and material resources towards common organizational goal. Therefore, to make the management of educational institutions effective, the community must participate because the major functions carried out by the education system are derived from the need of the community.

Community participation ranges from familiar forms of support- such as an involvement in construction- to involvement in management, planning and learning (UNESCO, 2007:21). Regarding participation, sometimes, some members of the community may go further to participate in decision making than merely contributing money, material and labor. But large number of the people of the community imagine as if they are participating because they contribute resources. Due to this, community participation in school management has very often been confined to requests or even demands for contribution in kind, cash or labor (UNESCO 1985:95, Shaffer, 1994:44).

The representation of the community in school affair by school committee (school board) or PTA does not indicate participation of the community if it is confined itself in the collection of funds. To make participation meaning full and active it has to go the extent to participate in planning, decision- making, budgeting, monitoring and evaluation, student and staff discipline management (Shaffer, 1994:168).

2.3.1. Planning School Activities

Plans will be required for the activities designed to help achieve the objectives. It is also clear that planning really starts with the need to determine priorities. Plans should be derived from a base of thinking how the objectives can best be achieved (Levacic, 1995:70). Martin and Holt,

(2002:54) explained that, in order to plan where the school should go, the governing body needs to know where the school currently is in terms of school improvement.

The final result of the outcomes defined in the plan must be pupil progress and therefore the plan must be related to pupil performance targets. The selection of priorities should show a balance between what needs to be changed. They show incorporate local and national priorities and lead to a clear plan of action.

The level of involvement differs from place to place. The lowest level of involvement is that of informing the parents during the planning period and obtaining their support for the plan. Higher level of involvement can include actual participation in the planning (MOE, 2006:66).

Concerning the preparation of school plans, some plans may be prepared by principals, but teachers, students, parents and community representatives may be expected to follow their directives and to implement what is planned. In such conditions the plan may not be implemented as envisaged.

Sometimes, for the sake of diplomacy, some parents or the representatives of the local community may be called on while preparing the plan, but with no words to say or with no inputs to add. With regard to this, Shaffer (1994:51) noted that the representatives of the people of the community may be invited to be told about the pre-formulated plan. Therefore, it can be said that this approach may discourage those members of the community from participating actively in planning because nobody wants to be a mere listener instead of contributing some thing as an input.

In line with this a study conducted by Matebe (2006:71) on the status of community participation in the management of primary schools in Bahirdar zone found out that KETB and PTA members, participation in planning was medium, that means these community representatives were not participate actively to the desired level.

On the other hand, some plans may be made by participating the community through its representatives which encourages the community to participate in planning educational programs. Such an approach of making a plan by participating parents and community members will create

a sense of ownership on the part of these stake holders and the plan can also be implemented successfully.

The plan of an educational programme must focus on the children future chance. Hence, the plan of an educational programme must involve the immediate beneficiaries, those concerned stakeholders and the entire community. Bagin and Donald, (2001:98) suggest that the participation of the community in school planning enable them to feel a sense of belonging and be honored that they are invited to help improved the school. Their interest in working for the school will increase once they have a chance to be heard. As a result many new ideas generated ultimately help the instructional programme.

King, (1966:62) also added that their acceptance at the stage of implementation will be very high; they will do their best to make the plan successful; because they consider it as their own, exert much effort and fulfill the necessary requirements for the feasibility of the plan. Strengthening this idea, Kaufman (1995:23) stated that when educators, citizens, learners and parents do not feel they are part of planning, the results usually will be ignored or thwarted. And the planners grow frustrated seeing their product sit on shelves. So, parents, school board members, learners and citizens have to be a part of planning. Developing a plan without the input of the representatives of educational partners is a mistake (Kaufman, 1995:35). This writer went on saying “although a plan will be put together more quickly when done by a small group, the product is not likely to be, accepted by others who feel they have not contributed.”

Therefore, since the participation of the community from the very beginning enables educational institutions to get the necessary inputs (rich ideas and experience of the community members to develop the plan), it is essential to participate the local community in the planning of school activities.

2.3.2. Decision- Making

Gorton (1972:3) defined decision making as a process influenced by information and values, where by a perceived problem is explicitly defined, alternative solutions are posed and weighted, and a choice made that subsequently is implemented and evaluated. The rational view of decision making is that it is a process that begins with a problem or need which the decision makers then

logically address by engaging in a series of sequential steps that culminate in an effective solution or decision.

Strengthening this idea, Mbamba (1992:132) noted that decision making can be described as:

A behavior which is exhibited in selecting and implementing an alternative course of action. The process of decision-making usually begins with the definition of the problem and does not stop until the decision has been implemented. The process of decision making can therefore be described as a sequence of events by which organizations make and implement decision.

There is a general agreement that decision-making as a process of management is present in activities of management. Such activities include planning, organizing, directing or controlling. This is because every management activity involves a series of decisions which relate to the attainment of organizational objectives (Mbamba, 1992:131). One could, therefore, say that decision-making is central to all organizational activities. It can also be said that, the quality of a decision can enhance or wreck the future of an organization. Therefore, decision making is one of the areas that the community should participate.

The community wants to become involved and wants to know the rationale before school decisions are made. Parents and community members may become offended if the school arbitrarily makes decisions that directly affect them. Participation in decision making becomes more important when the implementing of the decision requires the cooperative effort of others (Mbamba 1992:136). In the context of school community partnerships, all decisions regarding planning and implementation must be mutually agreed on by both parties (Miller, P.M., and Hafner, M.M., 2008:71).

Therefore, for a smooth and sound implementation of a decision made on educational issues, school leaders have to create a conducive environment for the entire community in general and for the representatives of the community, that is for, KETBs and PTAs in particular to participate in decision making in school affairs which concern them.

However, a study conducted by Asres (2005:58) on factors affecting the roles and responsibilities of KETB in school management in Dawuro zone of SNNPR found out that many of the KETB and PTA members participation in decision making was poor.

2.3.3. Management of student and staff discipline

Good behavior is a necessary condition for effective teaching and learning to take place, and an important out come of education which society rightly expects (Charlton and David, 1993:5).

Student behavior is one of the most critical concerns in schools today. We are faced with misbehavior in our schools on a daily basis and need effective methods of preventing and responding to misbehavior. (Martella, Nelson and Marchand- Martella, 2003:25) states that discipline involves teaching others right from wrong.

According to Martella, et al., (2003:3) the following are common definitions of the word discipline found in most dictionaries: training to act in accordance with rules, instruction and exercise designed to train proper conduct or action, behavior in accordance with rules of conduct, and set or system of rules and regulations. As seen in these definitions, discipline is about teaching students how to behave appropriately in different situations. Discipline is not punishment, although punishment is one possible way toward discipline.

Adesina (1990:87) defined discipline as readiness or ability to respect authority and observe conventional or established laws of an organization. Therefore, in the school context, not only students but also staff members are expected to behave according to the rules and the regulations of the educational institution where they are learning and working in because schools can not be successful in achieving their goals when discipline is missing.

Discipline is, therefore, essential for the smooth running of school activities and for the maintenance of school peace that is the very foundation of schools prosperity. Success in school is, therefore, possible when there is discipline which leads to 'better learning than indiscipline (Stoops, 1981:95). On the other hand, indiscipline among students and even among staff in schools is becoming common (Musazzi, 1982:165-166). Martella, et al., (2003:3) proposed that

with the changing attitudes toward the use of punitive management procedures, schools have looked for alternative methods of student discipline. These approaches were and are aimed at developing and maintaining appropriate student behavior.

According to (Martella et al., 2003:5-6) the alternative behavior management approaches are:

1. Make a discipline plan that contains Good Rules and clear, effective consequences.
2. Teach the discipline plan to students
3. Teach students how to behave responsibly.

In the Ethiopian context, some schools prepare a school regulation in the form of a discipline plan, listing the requirements with respect to discipline and the consequences for those who do not respect the regulations, ask students to sign on commitment letters to show their agreement and apply them accordingly. In other schools, the same regulations and their consequences are publicized by reading on morning flag ceremony or on a notice board.

Maintaining discipline in schools must not be the responsibility of school principals and teachers only. It requires the cooperative effort of schools and the community. Therefore, parents, teachers, the community as a whole have to be involved in the area of school work to enable the school function properly and to make it successful by maintaining discipline. A number of studies have shown that students whose parents are more involved in their schooling earn higher grades, have better school attendance and have fewer discipline problems than do their peers whose parents are less involved (Chen, W. and Gregory A. 2010:53).

Strengthening this idea, (Davis, in Craig, 1987:180) stated out that community involvement has many advantages that range from contribute the various talents to the school to reducing wrong or misbehavior of students, teachers or other members. In line with this idea, Charlton and David (1993:187) also added that a sharing of educational responsibility towards behavior problems can result in a change in the total environment in which the child finds him or herself, there by leading to more desirable behaviors. Joint responses towards problem behaviors rely, however on high level of cooperation between parents and professionals, which is not likely to occur if they seek to blame each other for the behavior.

By providing important information for the school and also getting information from the school, parents can play a vital role in establishing behavior expectations. Therefore the community through its representatives, PTAs and KETBs should participate in the management of student and staff discipline. Emphasizing this idea (MOE, 2002:26-28) noted that by conducting timely follow up and taking appropriate measure upon indiscipline students as well as teaching staff to bring about smooth teaching- learning environment.

2.3.4. Monitoring and Evaluation

Before we see how the community participates in monitoring and evaluation, it is necessary to see the definition of monitoring and evaluation separately. English and Harris, (1992:5) defines the term monitoring in the context of education as the routine collection and organizing of factual data, for example, how the money was spent and number of students on courses.

Evaluation is for correcting and fixing, not blaming or condemning. We can and should learn from our experiences, and formative and summative evaluation provide those opportunities for continuous improvement (Kaufman, 1995:95).

As to them, evaluation involves determining the quality of something through systematic study, through collecting, analyzing, discussing and reporting evidence which allows judgments to be made in order to inform decision- making. According to these authors, evaluation focuses on the process of teaching and learning.

One major purpose of the monitoring system is to provide information about how the educational system as a whole is functioning, and usually to chart changes in the level of student achievement over time (Husen and Postlethwaite, 1994:3906).

Sanders, (1992:3) also defines evaluation as the process of systematically determining the quality of a school program and how the program can be improved. Regarding the use of evaluation sanders went on saying that evaluation gives direction to everything that we do when changing and improving school programs. He continued listing the use of evaluation (Sanders, 1992:3-4) explained that evaluation is the process used to:

- Identify needs

- Set priorities among needs and to translate needs in to program objectives or modifications of existing objectives.
- Identify and to select among different project approaches, organizations, staff assignments, materials and equipment, facilities, schedules and other structuring choices in order to build a program that has a high likelihood of success.
- Monitor and adjust programs as they are implemented.
- Determine whether a program is resulting in desired out comes, and why the outcomes are as they are.

It is the process used by outsiders to determine whether a program should be supported, changed or terminated. It is also the process used to judge requests for resources to support the program. In short, evaluation is an essential part of the involvement of school programs. Understanding the use of evaluation, may lead us to generalize that successful program development can not occur with out evaluation.

Martin and Holt, (2002:30) explained that monitoring and evaluation includes evaluating the school performance, against past performance, against other similar schools, and in the context of its operating environment. These authors went on saying that monitoring and evaluation also includes, monitoring progress against the approved budget plan and targets and reviewing and revising policies and plans.

In the Ethiopian context, when ever a strategic plan is developed at different levels, it is expected to include monitoring and evaluation. The annual work plan which is derived from the strategic plan must also have a monitoring and evaluation system to act accordingly. The participation of school management boards, PTAs and the civil society in monitoring and evaluation has more or less an affirmative response but with limitations. Only the PTAs directly take part in monitoring and evaluation activities. Reasons stated include lack of capacity and awareness on the part of stake holders in which a call was made for further investigation as it seems difficult to generalize that these important stakeholders are side lined with the pretext of 'low capacity' (MOE, 2008:147).

From what has been mentioned so far about monitoring and evaluation, we can see that, the evaluation of school programs frequently involves a much more rigorous process, because the

decisions being made can affect many others- perhaps even the well being of the next generation. So, it must be carried out with the participation of the education partners- especially it must involve parents and community members through their representatives along with the educators who are professionals to carry out monitoring and evaluation.

Supporting this idea Vincient, cited in Awash, (2001:36) noted that participation in monitoring and on going evaluation can be effective only when the members of the community are provided with the information they are entitled to, especially in respect to the use of resources and distribution of benefits. Participation in monitoring and on-going evaluation provides or counters balance to the dominance of the leadership who are held accountable for their actions through such a process.

2.4. Factors that Affect Effective Community Participation in School Management

Even if encouraging results have been achieved concerning the participation of the community, some problems have prevailed on to surface and because of these problems that are seen in some areas, the participation of the community is not fruitful as it was envisaged. The problems do not come into existence in one area or they are not limited in some activities. The problems are originated from different direction and have different causes.

According to MOE (2005:13), the following are believed to be factors that hinder community participation.

- Problem of considering education and other development issues as the responsibility of the government.
- Problem of managing the participation of the community in a coordinated manner.
- Due to their limited economical capacity, the community members are not able to discharge their responsibility.
- Preparation of a plan without participating the community.
- Because of different work load on the representatives of the community, they do not participate on school activities as required.
- Problem of time management
- Absence of system of accountability regarding the duties and responsibilities of community participation.

- Lack of awareness and skill on the part of members of KETB and PTA to motivate the community.
- Not setting priority for problems and trying to carry out activities with out a plan.
- Problem of sustainability of planned activities. Some activities may be planned with out considering their sustainability and also there is a problem of monitoring and evaluation whether the planned activities are implemented properly or not.
- The focus of the community only on contributing material and money; ignoring their participation in school management. The community is expected to participate in school management and other school activities, but due to some factors that are related to school principals, members of KETB and PTA, parents and community members, they can not participate actively. Therefore, it is necessary to see these factors separately and in detail.

2.4.1. Factors Related to School Principals and Teachers

The leadership style of school principals can affect or hinder the participation of the community in school management. Rietbergen (1996:3) noted that the leadership style adapted by school principals affect the level of community participation. According to these writers the democratic nature of school principals, their provision of encouragements, their human relation skill in convincing the people to stand for participating actively etc can affect the level of community participation.

On the other hand the view of school principals and teachers towards the ability of community members may also hinder the active participation of the community. Some school principals and teachers degrade the capacity and contribution of members of KETB and PTA in making decision and this will largely affect the community member's participation in school management. Strengthening this idea (UNESCO, 2002:18) stated that principals and teachers may perceive that school board and association members often have few decision making skills, and because of this perception, they degrade the capacities of the community representatives to participate in the management of schools.

2.4.2. Factors Related to Members of KETB and PTA

Some of the factors that hinder the participation of members of KETB and PTA from properly discharging their responsibility in school management are lack of interest on the part of school principals, pre-determined agendas and decisions, lack of confidence, skill and training on the part of community representatives.

- **Lack of Interest on the Part of Principals and teachers**

Regarding this, UNESCO (2002:17) noted that principals and teachers usually refuse to allow school board members to participate because they fear they would lose all control of pedagogical matters of which they had no competence.

- **Predetermined agendas and Decisions Made before Meetings**

Copper and Ulrich (1996:62) point out that the principals usually develop formal meeting agenda, which may be used simply to disseminate the formerly made decisions. In this case the committee members may only be supposed to listen with no inputs to add, and because of this trend, they may be reluctant to participate on the schools' managerial issues.

- **Lack of confidence on the part of members of KETB and PTA**

The representatives of the community, for they are not professionals, often perceive that the school teachers and principals are more knowledgeable and experienced on the issues under discussion, and hence, may develop the feeling of being dominated in their initiatives. Therefore, as a result of this feeling, the representatives of the community may restrain from actively participating on the issues related to school management (Scoot 2004:3).

- **Lack of Skill or training to run the education system**

The community representatives who participate in different school operations may lack skill or they may not get training to run the education system properly. This contributes to a greater extent for their inactive participation in school management (Gaynor, c. 1998:47; Copper and Ulrich, 1996:40).

2.4.3. Factors Related to Parents

Gaynor (1998:47-48) listed some of the factors that affect the active participation of parents. These are lack of skill and shortage of time, underestimation of their contribution on the part of school principals and teachers, inappropriate time and place of meetings, lack of training to build their capacity for meaningful participation and feeling of dominated. According to Scott (2004:3) parents often feel dominated by principals and teachers on the assumption that these educational practitioners are more knowledgeable and confident about schooling issues are better able to exert their influence.

2.4.4. Factors Related to Community Members

Bringing about change to actively participate from within the community, although it is more sustainable and eventually more socially integrated, generally is delayed due to behavioral rigidities within the community. According to, UNESCO (1990) cited in Yodit Beyene, et al., (2005:30) Reasons for behavioral rigidity and lack of community motivation for participation are lack of time, energy and a sense of 'efficacy' required for such involvement, lack of appreciation of the overall objectives of education, the belief that education is the task of the state, ignorance of the structure and functions of the school, the school's disinterest or resistance to community or parental involvement and underestimation of their own competence in educational issues.

Sometimes there may be willingness and self initiation on the part of community members to participate in school activities. However, their poor economic and living standard may prohibit them from participating actively. Substantiating this idea (Swift Morgan, 2006:348) by conducting a research in eight rural communities in SNNPR of Ethiopia on community participation, pointed out that poverty and poor relationship between schools and community members affect their participation.

UNESCO (2007:3) also noted that disparity in participation is wide with regard to socio-economic background as well as gender or other forms of traditional marginalization.

The other problems which are observed on the part of the community for not participating actively, according to (Rietbergen, 1996:54) are weak dissemination of information that means poor dissemination of information which results in weak understanding and internalization of the

objective and goal of a programme, undefined roles and responsibilities, and lack of training. These are obstacles which result in poor performance of the community to participate in school management and other school activities.

2.5. Building Community Participation in School Management

Communities that have chosen to follow the principle of participation find that not only do they derive more satisfaction from the joy that comes from open community involvement, but they also achieve more results, more rapidly, and with greater benefit to the community as a whole (Reid, 2000:5). So it is essential to build active community participation in school management.

The following are believed to be some of the ways which are used to build community Participation (MOE, 2005:8).

- All encouraging achievements and changes must be made known for the community.
- A forum for open discussion must be prepared regarding the 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 evaluating educational programs.
- It is essential to give detail information for the community about how schools are run, about the teaching- learning process and other school functions by establishing formal reporting mechanism.
- In the education sector, it is always necessary to begin with what the community knows and what the community needs.
- Schools must be able to participate in the community development activities.
- Schools must invite the community to come to school and visit school activities by arranging some programmes such as bazaar, parents' day, play, literature and sport festivals.
- A programme must be arranged for parents to come to school physically as a team or individually, to enable them to evaluate and give their suggestion about their children academical progress.

- Parents with outstanding contribution for the achievement of educational programs and those members of the community who actively participate in school affairs must be acknowledged or awarded a recognition that gives them a value in the society.

Generally, the following can be considered as measures which must be taken to promote the participation of the community.

2.5.1. Making the school environment conducive for participation

To promote the participation of the community to a high level, schools must create a favorable condition by welcoming the participation of the community members and appreciating their contribution.

After conducting a study, Swift- Morgan (2006:359) added that many parents contended that more appreciative attitudes would make community members more likely to become involved.

When members of the community or their representatives are welcomed and get respected in their participation, they can be better initiated for further efforts (Reid, 2000:8).

Substantiating this idea, Swift- Morgan (2006:363) noted 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 a meeting and other school activities. Because, if the time and place arranged by schools for a meeting are not favorable for community members, they will not come and participate. Therefore, the time and place for a meeting must be arranged with a common agreement with the community or its representatives. In line with this idea, Marsh (1988:99) stated that the meetings have to be publicized adequately in advance and need to be held at appropriate places and times.

2.5.2. Giving Orientations and trainings for Community representatives (Members of KETB and PTA)

Sometimes even though community members or their representatives are interested to participate in the management of schools, they will simply attend passively with out adding an input. Because they may hesitate in what they want to say or with what they want to do. So, they will be

obligated to approve the decisions which are already made by school principals. Therefore, it is essential to give orientation and training for building their capacity which enables them to understand their rights to play their roles and to discharge their responsibilities accordingly (UNESCO, 2007:30). It is believed that if they get training they will maximize their effort to participate actively. Therefore community participation can be facilitated if the members of school boards and PTA are adequately trained in budgeting, planning, implementation, monitoring and evaluation in a way which can enable them for proper functioning in the management of schools (World Bank, 1997:212, Sujatha, 2000:177).

2.5.3. Creating Clear Roles to Community Members or their Representatives

No body wants to be a mere listener. Therefore, it is necessary for schools to create clear and meaningful roles for community members to play in the management of school and in implementing education programs for the progress of the quality of education and for the achievement of educational goals. In line with this, Grady and Bryant (1995:58) noted that the education system has to involve the school board and PTA by specifying their meaningful roles and responsibilities in the management of educational programs.

2.5.4. Build the Capacity of School Principals and Teachers

The increasing numbers of students and teachers means that managing resources calls for new measures. Now that more decisions are made at school level, the managerial and administrative capacity of school directors, teachers and community representatives also merits attention. Decentralizing involves having to develop capacity in offices at provincial, regional, district, as well as in schools (UNESCO, 2002, Mouton, 2003 cited in UNESCO, 2007:29).

Building capacity is a continuous process that involves many stakeholders including school principals and teachers, whose roles, duties, rights and responsibilities are identified respectively. Therefore, it is essential to give a continuous training for school principals and teachers to ensure a participatory management style by involving the local people in planning, in decision making, in implementing the plan, in developing school based budget and in monitoring and evaluation. UNESCO (2007:30) also noted that school leaders and teachers need training in how to manage the autonomy and collaborative responsibilities entailed in their new roles.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This Chapter includes the research method, data sources, sample size and sampling techniques, data collection instruments and procedures and methods of data analysis.

3.1 Research Method

Since the aim of this study was to assess the current status of community participation in the management of government secondary schools of Bench Maji zone in SNNPRS, descriptive survey method of study was appropriate. A descriptive survey method was employed on the assumption that it is appropriate in describing what is going on currently and it would help to gather a large variety of data related to the problem under study.

3.2. Data Sources

Primary as well as secondary sources of data were used in the study. The primary sources of data were experts (officials) in the zone education department, officials (experts) in the education offices of the woredas where the secondary schools were found, experts of Mizan Aman city administration education office, members of kebele education and training board, members of parent teacher Association, Secondary School teachers of Bench- Maji zone and minutes of meetings. The selection of these subjects as sources of data was based on the expectation that they might have better experience and information regarding the current status of community participation in the management of secondary schools.

Besides, secondary sources of data such as plans, reports and other relevant documents of schools, woreda education offices and zone education departments were consulted in order to substantiate the data obtained through questionnaires.

3.3. Sample size and sampling techniques

There were 9 secondary schools in Bench- Maji zone with in 10 woredas and one city administration. From these total 6 (66.6%) of the schools were taken as study samples. In the sample schools there were 48 KETB members and 42 PTA members. From this total population of KETB and PTA, 24 (50%) of KETB members and 21 (50%) PTA members were selected by

simple random sampling technique and as a result of which each of the subjects got equal chance of being selected.

In the sample secondary schools, there were 98 teachers of which 78 were males and 20 were females. From these total number of teachers 49 (50%) were taken as a sample. These sample teachers, to keep respective proportions in terms of sex and number across the sample schools were selected by quota sampling technique. The principals in each sample schools, since they are leaders of that school, were included in the sample by purposive sampling to get sufficient information.

The experts (officials) of the zone education department and woreda education offices were selected through purposive sampling. This was done to meet those who have a day-to-day contact with the secondary schools and KETB and PTA members to get an in-depth information. There were 13 experts in the zone education department 66 experts in the sample woredas and in Mizan Aman city administration education office. So to get sufficient information all the 79 experts (100%) were included in the study, since their number is limited and no other better source of information could be found. Hence, the total sample size was 173 which included 49 secondary school teachers, 21 PTA members, 24 KETB members and 79 education experts in the woredas and zone education department.

3.4. Data Collection Instruments and Procedures

3.4.1. Instruments of Data Collection

In the process of gathering the necessary data for the study questionnaires, interviews focus group discussion and document analysis were used. To test the reliability of the close ended questionnaire items, pilot study was conducted in two secondary schools in the zone which were not included in the samples for the study. The questionnaires were pretested on randomly selected six teachers, eight PTA members, eight KETB members and six experts and the reliability of the questionnaire was found to be 85 percent. So necessary modifications were made to improve the quality of the tools. Based on the feed back which was obtained from the pilot testing, some statements which were viewed as vague were made clear and some questionnaires which were evaluated as unnecessary were rejected. On the other hand plans, reports, and

minutes of schools, PTAs and KETBs and official documents of the local government were consulted by preparing checklist.

3.4.2. Procedures of Data Collection

One set of questionnaire was employed for collecting data from teachers, and experts in woreda education offices and zone education departments. The other set of questionnaire which was translated into Amharic was employed to collect data from members of KETB and PTA. In order to get a better relevant data, the questionnaires included both close- ended and open ended items. To retrieve further information from school principals, heads of WEOs and ZED unstructured interview was used.

3.5. Methods of Data Analysis

The data which were obtained through the questionnaires were tallied, tabulated and the frequency counts were changed in to percentage for analysis. To determine the current status of community participation in the management of secondary schools, appropriate statistical tools such as percentage and chi- square test, were employed. Chi-square test was used to find out whether there was a significant difference among the opinion of the different groups of respondents as per the basic questions raised.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of the data obtained from four groups through questionnaires. The four groups were secondary school teachers, PTA members, KETB members and education experts of the woredas and the zone where the sample schools are found. Interview was also conducted with the principals of the sample secondary schools, with the heads of the woreda education offices and zone education department. Besides focus group discussion was conducted with teachers in two different secondary schools. Moreover, information was gathered through document analysis. The information gathered through interview, focus group discussion and document analysis was described qualitatively in words to give answer for the basic questions.

The study was conducted on a total sample of 173 subjects which included 49 secondary school teachers, 21 PTA members, 24 KETB members and 79 experts in the woreda education offices and zone education department. Generally, out of the total number of samples on which the study was conducted 166(95.95 percent) of the respondents participated actively in answering the questions.

Hence, on the basis of the responses obtained from the respondents, the analysis and interpretation of the data are presented below each table.

Table 1- Characteristics of Respondents by Sex, Age and Educational Background

No	Item	Category	Respondents							
			Teachers		PTA		KETB		Experts	
			No	%	No	%	No	%	No	%
1	Sex	A. male	39	79.59	17	80.95	18	75.00	60	83.33
		B. Female	10	20.41	4	19.05	6	25.00	12	16.67
		Total	49	100	21	100	24	100	72	100
2	Age	A. 20-29	25	51.02	2	9.52	3	12.50	13	18.06
		B. 30-39	19	38.78	7	33.33	7	29.17	23	31.94
		C. 40-49	5	10.20	10	47.63	12	50.00	33	45.83
		D. 50 and above	-	-	2	9.52	2	8.33	3	4.17
		Total	49	100	21	100	24	100	72	100
3	Educational background	A. Illiterate	-	-	-	-	-	-	-	-
		B. Grade 1-4	-	-	2	9.52	2	8.33		
		C. Grade 5-8	-	-	6	28.57	9	37.50		
		D. Grade 9-12	-	-	5	23.81	7	29.17		
		E. Certificate/ TTI	-	-	-	-	-	-		
		F. Diploma	21	42.86	8	38.10	5	20.83	48	66.67
		G. BA/BSC/ BED	28	57.14	-	-	1	4.17	23	31.94
		H. MA/MSC/MED	-	-	-	-	-	-	1	1.39
		Total	49	100	21	100	24	100	72	100

As can be seen from item 1 of table 1, 39(79.59 percent) of teachers, 17(80.95 percent) of PTA members, 18(75.00 percent) of KETB members and 60 (83.39 percent) of experts were males. It was only 10(20.41 percent) of teachers, 4(19.05 percent) of PTA members, 6(25.00 percent) of KETB members and 12(16.67 percent) of experts were females respectively.

The above data shows that the participation of females in the management of government secondary schools as compared to their male counterparts is very low. Therefore it requires a due consideration and maximum effort on the part of education officials, women associations and government to empower and bring females to such managerial positions.

As can be seen from item 2 of table 1, regarding respondents age 25(51.02 percent) of teachers, 2(9.52 percent) of PTA members, 3(12.50 percent) of KETB members and 13(18.06 percent) of

experts were in the twenties where as 19(38.78 percent) of teachers, 7(33.33 percent) of PTA members 7(29.17 percent) of KETB members and 23(31.94 percent) of experts were in the thirties, while (10.20 percent) of teachers, (50.00 percent) of experts and the majority of PTA and KETB members (57.14percent and 58.33percent) respectively were in the forties and above.

Item 3 of table 1 shows that 8(38.10 percent) of PTA members and 11(45.83 percent) of KETB members were in the primary grade levels (grade 1-8) where as 5(23.81 percent) of PTA members and 7(29.17 percent) of KETB members were in the secondary grade levels of 9-12 while 8(38.10 percent) of PTA members and 5(20.83 percent) of KETB members were diploma holders. It was only 1(4.17 percent) of KETB members was a BA degree holder. From this data it can be understood that 13(61.90 percent) of PTA members and 18(75.00 percent) of KETB members have low educational background that might have affected them to understand their duties and responsibilities properly and it might have contributed for their low participation in managing secondary schools.

Regarding the educational background of experts in the woredas and zone education department, the table shows that the majority of experts 48(66.67 percent) were diploma holders who were semi-professionals. On the other hand 23(31.94 percent) of the experts were BA degree holders where as only 1(1.39 percent) was an MA degree holder. The above data indicates that the woredas and the zone lack trained professional manpower to organize and coordinate the community to participate actively in the management of secondary schools.

Table 2- School Community Relations

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	How often do members of the community participate in parent teacher conferences and other school meetings?	Always	1	2.04	2	9.52	3	12.50	2	2.78	17.21
		Most of the time	3	6.12	3	14.29	5	20.83	8	11.11	
		Sometimes	24	48.98	13	61.90	13	54.17	37	51.39	
		Very rarely	18	36.73	2	9.52	2	8.33	19	26.39	
		Not at all	3	6.12	1	4.76	1	4.17	6	8.33	
		Total	49	100	21	100	24	100	72	100	
2	How often do parents visit schools to consult teachers about their children learning?	Always	2	4.08	1	4.76	2	8.33	3	4.17	5.06
		Most of the time	3	6.12	2	9.52	3	12.50	5	6.94	
		Sometimes	7	14.29	4	19.05	5	20.83	13	18.06	
		Very rarely	32	65.31	13	61.90	12	50.00	40	55.56	
		Not at all	5	10.20	1	4.76	2	8.33	11	15.27	
		Total	49	100	21	100	24	100	72	100	

Regarding school community relations item 1 of table 2 depicts that 48.98, 61.90, 54.17 and 51.39 percent of teachers, PTA members, KETB members and experts respectively replied that the community sometimes participates in parent teacher conferences and other school meetings while 36.73, 9.52, 8.33 and 26.39 percent of teachers, PTA members, KETB members and experts respectively mentioned that the community participates very rarely. The numbers of respondents who confirmed that the community participates sometimes and very rarely sums up 128(77.11 percent) of the four group respondents. On the contrary 16.27 percent of the total respondents acknowledged that the community participates always or most of the time.

Furthermore from the interview with school principals and heads of education offices and also from the focus group discussion with teachers, it was found that the community participates in parent- teacher conferences and other school meetings sometimes or very rarely. Hence it can be

understood that the community was not participating actively in parent teacher conferences and other school meetings.

This implies that members of the community were not involving through attendance and the receipt of information which was not even considered as an active role (Shaffer, 1994:16). Due to this weakness, it is clear that there will not be mutual understanding, friendliness and cooperation which may affect smooth functioning of school activities to achieve their educational objectives in promoting access, efficiency, and quality of education. Moreover, unless members of the community participate in conferences and other school meetings, they may not be in a position to understand what is actually going on in schools so that they will not be ready to support schools. Hence, educational programs at the school level may not be successful and sustainable.

The chi-square test result shows that there is no statistically significant difference among the opinion of respondents since the observed value 17.21 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Item 2 of table 2 shows that, 14.29, 19.05, 20.83 and 18.06 percent of teachers, PTA members, KETB members and experts respectively indicated that it was sometimes that parents visit schools to consult teachers about their children learning while 65.31, 61.90, 50.00 and 55.56 percent of teachers, PTA members, KETB members and experts respectively responded that it was very rarely that parents visit schools. On the other hand, 12.65 percent of respondents confirmed that parents visit schools to consult teachers about their children learning always or most of the time. The total number of respondents who responded some times, very rarely or not at all account a sum of 145(87.35 percent) of the four groups.

From the above data, it can be understood that parents are not doing their best with respect to visiting schools and consulting teachers to get information about the academic performance of their children. This implies that, they do not know the strength and weakness of their children. So students may not be successful in their school life unless they get joint support from their parents and teachers.

This shows that the relation of the school with parents was not strong enough to promote collaboration between both parties. Unless their relation is strong it may fail to bring families or parents and school personnel together for a central and noble purpose of enhancing the academic and professional development of children Redding (1991) cited in (Shaffer, 1994:138).

The chi-square test result also shows that there is no statistically significant difference among the view of respondents since the calculated value 5.06 is less than the critical value 21.06 at $\alpha=0.05$ and $df=12$.

Table 3- Issues Related to the Training and Orientation of Community Representatives

No	Item	Category	Respondents				X ²
			PTA		KETB		
			No	%	No	%	
1	Have you ever been given orientation or training about how to discharge your responsibility?	Yes	5	23.81	7	29.17	0.15
		No	16	76.19	17	70.83	
		Total	21	100	24	100	
2	If your answer for the above question is "yes" do you think that is enough?	Yes	1	20.00	1	14.29	0.07
		No	4	80.00	6	85.71	
		Total	5	100	7	100	

As can be observed from item 1 of table 3 respondents who are members of PTA and KETB were requested to point out their opinion whether they were given orientation or training about how to discharge their responsibility. Accordingly, 5(23.81 percent) of PTA members and 7(29.17 percent) of KETB members responded positively that they had been given orientation and training. On the contrary, 16(76.19 percent) of PTA members and 17(70.83 percent) of KETB members confirmed negatively that they didn't get any training or orientation. The respondents who didn't get training or who had not been oriented how to discharge their responsibility account a sum of 33 (73.33 percent) of the total respondents of the two groups.

This implies that most members of KETB and PTA had not been given any orientation or training and this may be one of the causes for the low participation of these community representatives.

Lack of training contributes to a greater extent for the inactive participation of community representatives (Gaynor, C, 1998:47). A chi-square test of significance was done to see if there was significant difference in the perception of the respondents regarding training and orientation. Since the calculated value 0.15 is less than the critical value 3.84 at $\alpha = 0.05$ and $df=1$, it is possible to say there is no significant difference.

In item 2 of the same table those members who admitted of receiving orientation and training were asked to express their view whether the orientation and training they received was enough or not. As can be seen from the table, only 1 (20.00 percent) of PTA members and 1(14.29 percent) of KETB members confirmed that it was enough. On the contrary 4(80.00 percent) of PTA members and 6(85.71 percent) of KETB members which sum up 10(83.33 percent) of the total number of respondents who claimed of getting training responded that the orientation and training given to them was not enough.

From the focus group discussion with two different groups of teachers and from the interview with principals, it was found that the training was given for one day or for two days which was inadequate to help members of KETB and PTA to discharge their responsibility.

This shows that the training given for them was not sufficient enough to carry out their duty which imply inefficient performance. The chi- square test result also indicates that there is no significant difference between the two groups of respondents since the calculated value 0.69 is less than the critical value 3.84 at $\alpha=0.05$ and $df=1$.

Table 4- The Participation of Parents in Assisting their Children

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	Parents provide their children with learning materials required	SD	7	14.29	2	9.52	2	8.33	5	6.94	5.06
		D	15	30.61	2	9.52	8	33.33	27	37.50	
		UD	3	6.12	1	4.76	2	8.33	3	4.17	
		A	16	32.65	15	71.44	8	33.33	22	30.56	
		SA	8	16.33	1	4.76	4	16.67	15	20.83	
		Total	49	100	21	100	24	100	72	100	
2	Parents help children in doing their exercises	SD	12	24.49	7	33.33	7	29.17	15	20.83	10.12
		D	26	53.06	5	23.81	9	37.50	28	38.89	
		UD	3	6.12	2	9.52	2	8.33	4	5.56	
		A	6	12.25	5	23.81	3	12.50	15	20.83	
		SA	2	4.08	2	9.52	3	12.50	10	13.83	
		Total	49	100	21	100	24	100	72	100	
3	Parents arrange time and space for study	SD	16	32.65	2	9.52	8	33.33	18	25.00	7.33
		D	16	32.65	11	52.38	6	25.00	27	37.50	
		UD	4	8.16	1	4.76	2	8.33	5	6.94	
		A	7	14.29	3	14.29	5	20.83	12	16.67	
		SA	6	12.25	4	19.05	3	12.50	10	13.89	
		Total	49	100	21	100	24	100	72	100	
4	Parents give advice to their children to show good conduct	SD	9	18.37	2	9.52	4	16.67	16	22.22	6.11
		D	16	32.65	5	23.81	7	29.17	18	25.00	
		UD	6	12.25	2	9.52	2	8.33	8	11.11	
		A	14	28.57	7	33.33	6	25.00	18	25.00	
		SA	4	8.16	5	23.81	5	20.83	12	16.67	
		Total	49	100	21	100	24	100	72	100	
5	Parents appreciate and encourage when their children achieve good result	SD	4	8.16	1	4.76	3	12.50	14	19.44	11.06
		D	15	30.61	3	14.29	4	16.66	16	22.22	
		UD	4	8.16	3	14.29	3	12.50	6	8.33	
		A	17	34.69	8	38.09	7	29.17	26	36.11	
		SA	9	18.37	6	28.57	7	29.17	10	13.89	
		Total	49	100	21	100	24	100	72	100	
6	Parents follow up the attendance and academic competence of their children	SD	27	55.10	8	38.10	10	41.67	16	22.22	16.53
		D	15	30.62	8	38.10	8	33.33	36	50.00	
		UD	2	4.08	2	9.52	3	12.50	6	8.33	
		A	3	6.12	2	9.52	2	8.33	6	8.33	
		SA	2	4.08	1	4.76	1	4.17	8	11.11	
		Total	49	100	21	100	24	100	72	100	
7	Parents reduce their work load at home	SD	18	36.74	6	28.57	7	29.17	16	22.22	6.34
		D	18	36.74	6	28.57	9	37.50	26	36.11	
		UD	5	10.20	2	9.52	3	12.50	7	9.72	
		A	6	12.24	5	23.81	4	16.67	16	22.22	
		SA	2	4.08	2	9.52	1	4.16	7	9.72	
		Total	49	100	21	100	24	100	72	100	

Note- SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

Concerning the participation of parents in assisting their children learning, the respondents were asked to forward their view. As can be observed from item 1 of table 4, 14.29, 9.52, 8.33 and 6.94 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 30.61, 9.52, 33.33 and 37.50 percent of teachers, PTA, KETB and experts respectively responded disagree. Thus, a considerable proportion 68(40.96 percent) of the total respondents responded that parents didn't provide their children with the learning materials required. On the contrary, 32.65, 71.43, 33.33 and 30.56 percent of teachers, PTA, KETB and experts respectively responded agree, and also 16.33, 4.76, 16.67 and 20.83 percent of teachers, PTA, KETB and experts respectively responded strongly agree. Generally, 89(53.61 percent) of the total respondents acknowledged that parents did their best to provide their children with the learning materials required. This is in line with what Chen, W., and Gregory, A. (2010:53) noted that parental involvement in schools has been explored as possible means through which students can be provided with additional support. The chi-square test result also shows that statistically there is no significance difference among view of the four group respondents since the calculated value 5.06 is less than the critical value 21.03 at $\alpha=0.05$ and $df= 12$.

As can be seen from item 2 of table 4, respondents pointed out their opinion regarding the participation of parents in helping their children in doing their exercises. Accordingly, 22.49, 33.33, 29.17, and 20.83 percent of teachers, PTA, KETB and experts respectively responded strongly disagree while 53.06, 23.81, 37.50 and 38.89 percent of teachers, PTA members, KETB members and experts respectively responded disagree. The disagreement of the respondents account to a sum of 109(65.66 percent) which is above half of the total respondents. The above result shows that parents did not help well their children in doing their exercises. This is against what, Danielsen et al., (2009:365) pointed out that parents can provide a structured home environment, help assistance with school work and studies, daily care and observations of their children.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents. Because the calculated value 10.12 is less than the critical value 21.026 at $\alpha= 0.05$ $df= 12$.

With respect to item 3 of table 4, respondents were asked to express their view about the participation of parents in assisting their children by arranging time and space for study. Accordingly, 32.65, 9.52, 33.33 and 25.00 percent of teachers, PTA, KETB and experts responded strongly disagree while 32.65, 52.38, 25.00 and 37.50 percent of teachers, PTA, KETB and experts responded disagree. The disagreement of the respondents from the four groups accounts a sum of 104(62.65 percent). However, a total of 50(30.12 percent) of respondents indicated their agreement by responding agree or strongly agree. The disagreement of the majority implies that the participation of parents to help their children by arranging time and space for study was low. The chi-square test result also shows that statistically there is no significance difference among the view of respondents since the calculated value 7.33 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$

As can be observed from item 4 of the same table respondents were asked to point out their opinion with regard to the participation of parents in assisting their children by giving advice to show good conduct. As indicated in the table 18.37, 9.52, 16.67 and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 32.65, 23.81, 29.17 and 25.00 percent of teachers, PTA, KETB and experts respectively responded disagree. The disagreement of the respondents accounts a sum of 77(46.39 percent). On the other hand, 36.73, 57.14, 45.83 and 41.67 percent of teachers, PTA members, KETB members and experts respectively acknowledged that parents give advice to their children to show good conduct and this account a sum of 71(42.77 percent). This shows that the participation of parents in giving advice for their children to show good conduct was not satisfactory. The chi-square test result shows that statistically there is no significant difference among the opinion of respondents since the calculated value 6.11 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$

With respect to item 5 of table 4 respondents were requested to express their view whether parents appreciate and encourage their children when they achieve good result or not. The result shows that 38.78, 19.05, 29.17 and 41.67 percent of teaches, PTA members, KETB members and experts respectively indicated their disagreement. However 53.06, 66.67, 58.33 and 50.00 percent of teachers, PTA, KETB and experts respectively responded that parents appreciate and

encourage when their children achieve good result. This accounts a sum of 90(54.22 percent) of the total number of respondents. This shows that the participation of parents in appreciating and encouraging their children when they achieve good result was good.

The chi-square test result indicates that statistically there is no significance difference among the view of respondents. Because the calculated value 11.06 is less than the critical value 21.026 at $\alpha= 0.05$ and $df=12$. In item 6 of table 4, respondents were asked to indicate their views on the extent to which parents follow up the attendance and academic competence of their children. Accordingly, 55.10, 38.10, 41.67 and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 30.62, 38.10, 33.33 and 50.00 percent of teachers, PTA, KETB and experts respectively responded disagree. This sums up 128 (77.11 percent) of the total respondents. On the contrary, 25(15.06 percent) of respondents from the four groups indicated their agreement. Whereas a sum of 13(7.83 percent) of the total respondents didn't indicate their view.

Furthermore from the interview with school principals and heads of education offices in the woredas and zone education department and from the focus group discussion with two groups of teachers it was found that parents didn't follow up the attendance and academic competence of their children. The chi-square test result also shows that statistically there is no significance difference among the opinion of the four group respondents since the calculated value, 16.53 is less than the critical value 21.026 at $\alpha= 0.05$ and $df= 12$.

With regard to item 7 of the same table respondents were requested to point out their opinion whether parents reduce the work load of their children at home or not. Accordingly, 36.74, 28.57, 29.17 and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 36.74, 28.57, 37.50 and 36.11 percent of teachers, PTA members, KETB members and experts respectively responded disagree. The data depicts that the disagreement of the respondents accounts a sum of 106(63.86 percent).

The disagreement of the majority indicates that parents' participation in assisting their children by reducing work load at home was not satisfactory. The chi-square test result also shows that

there is no significant difference among the view of respondents since the calculated value 6.34 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

As can be seen from the data in table 4 concerning the participation of parents in assisting their children, from the interview with school principals and heads of the education offices and also from the focus group discussion which was conducted with two groups of teachers, it was found that except providing their children with the learning materials required and appreciating and encouraging their children when they achieve good result, the participation of parents in assisting their children was not satisfactory.

Table 5- The Level of Community Participation by Contributing Money Material and Labor

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	The participation of the community by contributing money	Very low	2	4.08	1	4.76	2	8.33	3	4.17	4.81
		Low	8	16.33	4	19.05	5	20.83	10	13.89	
		Moderate	24	48.98	10	47.62	10	41.67	39	54.17	
		High	8	16.33	5	23.81	5	20.83	15	20.83	
		Very high	7	14.29	1	4.76	2	8.33	5	6.94	
		Total	49	100	21	100	24	100	72	100	
2	The participation of the community through material contribution	Very low	7	14.28	2	9.52	2	8.33	5	6.94	6.15
		Low	8	16.33	3	14.29	2	8.33	14	19.44	
		Moderate	21	42.86	10	47.62	13	54.17	36	50.00	
		High	8	16.33	4	19.05	4	16.67	14	19.50	
		Very high	5	10.20	2	9.52	3	12.50	3	4.17	
		Total	49	100	21	100	24	100	72	100	
3	The participation of the community by contributing labor	Very low	8	16.33	2	9.52	3	12.50	2	2.78	11.51
		Low	11	22.45	5	23.81	3	12.50	12	16.67	
		Moderate	20	40.82	8	38.10	12	50.00	34	47.22	
		High	7	14.28	4	19.05	3	12.50	18	25.00	
		Very high	3	6.12	2	9.52	3	12.50	6	8.33	
		Total	49	100	21	100	24	100	72	100	

Item 1 of table 5 reveals the responses from respondents regarding the level of community participation by contributing money. Accordingly 48.98, 47.62, 41.67 and 54.17 percent of teachers PTA members, KETB members and experts respectively confirmed that the level of contribution of money was moderate. The majority of the respondents account a sum of 83(50.00 percent). From this, it is possible to understand that the participation of the community by contributing money was moderate. To run schools effectively the participation of the community

in financing either in money, kind or labor is quite important. Covering all cost of education is beyond the government capacity (UNESCO, 1985:24). But from the above information, from the interview with school principals and from the focus group discussion it was found that the participation of the community in this regard was not satisfactory. It is possible to understand that the community was not contributing money at the required level which could have hindered schools from smooth functioning of their activities. The chi-square test result also shows that statistically there is no significant difference among respondents since the calculated value 4.81 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Item 2 of table 5 depicts the rating of the respondents regarding the participation of the community through material contribution. As can be observed from the table, 21(42.86 percent) of teachers, 10(47.62 percent) of PTA members, 13(54.17 percent) of KETB members and 36(50 percent) of experts which account a sum of 80(48.19 percent) of the total number of respondents confirmed that it was average. From the above data it is safe to say that the community was not participating actively through material contribution.

The chi-square result shows that there is no significant difference among the view of respondents. Because the calculated value 6.15 is less than the critical value 21.026 at $\alpha= 0.05$ and $df=12$.

With respect to the participation of the community by contributing labor, item 3 of table 5 shows that majority of the respondents, that means 20(40.82 percent) of teachers, 8(38.10 percent) of PTA members, 12(50.00 percent) of KETB members and 34(47.22 percent) of experts which sum up 74(44.58 percent) of the four group respondents revealed that it was moderate.

Generally, from the focus group discussion with two groups of teachers and from the interview with the school principals, with the heads of the woreda education offices and zone education department it was found that the level of community participation by contributing money, material and labor was moderate. Hence, it is possible to say that the participation of the community by contributing money, material and labor was not as it was envisaged. But the community is expected to cover 65 percent of the cost of construction and furniture from which 35 percent should be contributed in cash (MOE, 2002:74).

The chi-square test result shows that there is no significant difference among the view of the respondents. Because the calculated value 11.51 is less than the critical value 21.026 at $\alpha= 0.05$ and $df=12$.

Table 6- The Participation of the Community through PTA and KETB in Planning School Activities

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	The community participates in planning the strategic plan of the school	SD	13	26.53	3	14.29	5	20.83	19	26.39	6.40
		D	15	30.62	7	33.33	9	37.50	23	31.94	
		UD	4	8.16	3	14.29	3	12.50	11	15.28	
		A	13	26.53	5	23.80	3	12.50	13	18.06	
		SA	4	8.16	3	14.29	4	16.67	6	8.33	
		Total	49	100	21	100	24	100	72	100	
2	The community participates actively in planning the annual work plan of the school	SD	11	22.45	4	19.05	5	20.83	16	22.22	7.71
		D	18	36.73	7	33.33	11	45.83	24	33.33	
		UD	5	10.20	2	9.52	2	8.33	8	11.11	
		A	13	26.53	6	28.57	4	16.67	12	16.67	
		SA	2	4.08	2	9.52	2	8.33	12	16.67	
		Total	49	100	21	100	24	100	72	100	

Note: SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

Respondents were asked to put forward their views regarding the participation of the community in planning. As can be observed from item 1 of table 6, 26.53, 14.29, 20.83 and 26.39 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 30.62, 33.33, 37.50 and 31.94 percent of teachers, PTA members, KETB members and experts respectively responded disagree. The disagreement of the respondents accounts a sum of 94(56.63 percent) of the four groups which is above half.

From the interview with school principals and through document analysis it was found that members of KETB and PTA were not participating in planning the strategic plan of schools. This implies that the acceptance of the strategic plan at the stage of implementation will be very low (King, 1966:62).

The chi- square test result shows that there is no significant difference among the opinion of respondents since the calculated value 6.40 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$

Regarding the participation of the community in planning the annual work plan of the school, item 2 of table 6 depicts that 22.45, 19.05, 20.83 and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 36.73, 33.33, 45.83 and 33.33 percent of teachers, PTA members, KETB members and experts respectively responded disagree. The disagreement of respondents accounts a sum of 96(57.83 percent) of the four groups. Generally above half of the respondents indicated their disagreement.

Furthermore, from the interview with the principals of the sample secondary schools and heads of the woreda education offices and the zone education department, it was found that the community through PTA and KETB members, didn't participate actively in the planning of the annual work plan of schools. Plans were developed by principals with department heads and teachers and PTA members were called on for a meeting to approve the plans which were prepared without the participation of them. The documents which were consulted shows this sort of plan preparation. From this it is possible to understand that, the community through PTA and KETB members were not actively participating in the planning of the strategic plan and the annual work plan of the school. Due to this low participation of the community in planning, the schools might have faced problems when they tried to implement the plans which were prepared merely by school staff members without the participation of community representatives. Moreover it may reduce a sense of ownership and belongingness on the part of the community because they feel they have not contributed something important which can be considered as an input (Kaufman, 1995:35).

The chi- square test result also shows that statistically there is no significant difference among the view of respondents. Because the calculated value 7.71 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Table 7- The Participation of the Community through PTA and KETB in Decision Making

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	Members of KETB and PTA identify problems and make decision to solve problems which are related to the school	SD	10	20.41	3	14.29	5	20.83	16	22.22	7.33
		D	17	34.69	8	38.09	9	37.50	28	38.89	
		UD	3	6.12	3	14.29	2	8.33	5	6.94	
		A	10	20.41	6	28.57	7	29.17	13	18.06	
		SA	9	18.36	1	4.76	1	4.17	10	13.89	
		Total	49	100	21	100	24	100	72	100	
2	Members of KETB and PTA take the initiative to mobilize the community to make financial, material and labor contribution	SD	18	36.73	6	28.57	5	20.83	17	23.61	7.42
		D	17	34.70	8	38.10	7	29.17	25	34.72	
		UD	6	12.24	2	9.52	3	12.50	7	9.72	
		A	6	12.24	3	14.29	6	25.00	13	18.06	
		SA	2	4.08	2	9.52	3	12.50	10	13.80	
		Total	49	100	21	100	24	100	72	100	
3	Members of KETB and PTA participate actively in allocating and approving the school budget	SD	14	28.57	5	23.80	5	20.83	18	25.00	9.30
		D	18	36.73	7	33.33	7	29.17	26	36.11	
		UD	4	8.16	1	4.76	2	8.33	11	15.28	
		A	6	12.24	4	19.05	5	20.83	13	18.06	
		SA	7	14.29	4	19.05	5	20.83	4	5.55	
		Total	49	100	21	100	24	100	72	100	
4	KETB and PTA members participate actively in deciding how the school budget should be spent	SD	9	18.36	3	14.29	5	20.83	18	25.00	9.94
		D	21	42.86	8	38.10	11	45.83	26	36.11	
		UD	7	14.29	2	9.52	1	4.17	5	6.94	
		A	10	20.41	6	28.57	3	12.50	12	16.67	
		SA	2	4.08	2	9.52	4	16.67	11	15.28	
		Total	49	100	21	100	24	100	72	100	
5	KETB and PTA members participate actively in controlling school property	SD	13	26.53	1	4.76	3	12.50	18	25.00	14.65
		D	14	28.57	5	23.81	7	29.17	26	36.11	
		UD	5	10.20	4	19.05	5	20.83	6	8.33	
		A	14	28.57	6	28.57	6	25.00	16	22.22	
		SA	3	6.12	5	23.80	3	12.50	6	8.33	
		Total	49	100	21	100	24	100	72	100	
6	Members of KETB and PTA hold discussion with parents and community members on students' poor achievement or success	SD	18	36.73	5	23.81	4	16.67	14	19.44	15.43
		D	18	36.73	6	28.57	7	29.17	30	41.67	
		UD	6	12.24	2	9.52	3	12.50	8	11.11	
		A	5	10.20	5	23.81	5	20.83	16	22.22	
		SA	2	4.08	3	14.28	5	20.83	4	5.56	
		Total	49	100	21	100	24	100	72	100	

Note: SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

With regard to the participation of the community through members of PTA and KETB in decision making, respondents were requested to point out their views whether the members of PTA and KETB identify problems and make decisions to solve problems which are related to the school. Accordingly, 20.41, 14.29, 20.83 and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 34.69, 38.09, 37.50 and 38.89 percent of teachers, PTA members, KETB members and experts respectively responded

disagree. The disagreement of respondents sums up 96(57.83 percent) of the total population. On the other hand 34.34 percent of the respondents from all groups revealed their agreement where as 7.83 percent of respondents didn't specify their view positively or negatively.

The disagreement of the majority shows that members of PTA and KETB didn't identify problems and make decisions by themselves to solve problems which are related to the school. However, to say the community is participating, the community representatives should be able to identify problems, decide on the course of action to take and implement the chosen solutions (Kaunda, 2005:2)

The chi-square test result also shows that there is no statistically significant difference in the view of respondents. Because the calculated value 7.33 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

From item 2 of table 7 respondents were asked to express their opinion whether members of KETB and PTA take the initiative to mobilize the community to make financial, material and labor contribution. The result shows that 36.73, 28.57, 20.83 and 23.61 percent of teachers, PTA, KETB and experts responded strongly disagree while 34.70, 38.10, 29.17 and 34.72 percent of teachers, PTA, KETB and experts responded disagree. The disagreement of the respondents sums up 103 (62.05 percent). On the contrary, 45(27.11 percent) of the total respondents acknowledged their agreement while 18(10.84 percent) of the respondents indicated undecided.

The disagreement of the majority implies that members of KETB and PTA didn't take the initiative to mobilize the community to make financial, material and labor contribution. This is against what has been forwarded in MOE (2005:21) that PTAs are playing important role in generating resource. Because from the focus group discussion and from interviews it was found that PTA and KETB members didn't take the initiative to mobilize the community but how much money and what material to contribute was usually decided by school principals.

The chi-square test also indicates that statistically there is no significant difference among the view of respondents since the calculated value 7.42 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

In item 3 of table 7, respondents were requested to forward their view regarding the participation of members of KETB members and PTA members in allocating and approving school budget. The result shows that 28.57, 23.80, 20.83 and 25.00 percent of teachers, PTA members, KETB members and experts responded strongly disagree while 36.73, 33.33, 29.17 and 36.11 percent of teachers, PTA members, KETB members and experts responded disagree. The majority 100(60.24 percent) of respondents revealed their disagreement. However, 48(28.92 percent) of the respondents confirmed their agreement. Where as 18(10.84 percent) of the respondents didn't specify their opinion positively or negatively. The disagreement of the majority indicates that KETB and PTA members didn't participate actively in allocating and approving school budget.

Members of KETB and PTA can not limit themselves to mobilize the community to get money, labor or assistance in kind to schools. Rather they are also expected to go beyond that and assume key role in allocating and approving school budgets and determine how resources spent (Shaffer, 1994:70). But from the interview with school principals and heads of education offices, from focus group discussion and from document analysis it was found that in many schools the school budget was allocated usually by the principals with department heads but PTA members were called on for a meeting finally to approve the budget. This may result in poor participation of community members by reducing a sense of ownership.

The chi-square test result shows that there is no significant difference among the view of the respondents. Because the calculated value 9.30 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Item 4 of table 7 shows that 18.36, 14.29, 20.83 and 25.00 percent of teachers, PTA members, KETB members and experts respectively responded strongly disagree while 42.86, 38.10, 45.83 and 36.11 percent of teachers, PTA members, KETB members and experts respectively responded disagree. The disagreement of the respondents accounts a sum of 101(60.84 percent)

of the four groups. 50(30.12 percent) of the respondents acknowledged their agreement while 15(9.04percent) of the total respondents indicated undecided.

From the above data, it is possible to understand that members of KETB and PTA didn't participate actively in deciding how the school budget should be spent. The chi-square test result also shows that respondents perceived this item in the same way since the calculated value 9.94 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

In item 5 of table 7, respondents were asked to forward their opinion concerning the participation of members of KETB and PTA in controlling school property. As indicated in the table, 55.10, 28.57, 41.67 and 61.11 percent of teachers, PTA members, KETB members and experts responded strongly disagree or disagree while 59(35.54 percent) of the respondents acknowledged their agreement. The majority 87(52.41 percent) of the respondents commonly agreed that members of KETB and PTA didn't participate actively with a sense of ownership in controlling school property even though they were expected to control the property of the school (MOE, 2002:22).

The chi- square test result also shows that there is no significant difference in the opinion of respondents since the calculated value 14.65 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

With respect to item 6 of the same table, 18 (36.73 percent) of teachers, 5(23.81 percent) of PTA members, 4(16.67 percent) of KETB members and 14 (19.44 percent) of experts rated strongly disagree while 18(36.73 percent) of teachers, 6(28.57 percent) of PTA members, 7(29.17 percent) of KETB members and 30(41.67 percent) of experts rated disagree for the item which asked them to specify their opinion whether members of KETB and PTA hold discussion with parents and community members on students' poor achievements or success. The disagreement of the majority which sum up 102(61.45 percent) of the total respondents indicated that members of KETB and PTA didn't hold discussion with parents and community members on students' poor achievements or success. Therefore it can be understood that parents lack the information about students' poor achievement to help them.

Furthermore, from the interview with school principals and heads of woreda education offices or from consulting documents, such as minutes of schools and PTA regarding the participation of the community in decision making, it was found that in many school issues, decisions were made by the principals and department heads who are members of different committees in the school such as school curriculum committee, discipline committee etc.

From this it is possible to understand that the participation of the community through members of KETB and PTA in decision making was very low. So, it may be very difficult to call there was active participation and the participation was limited only to involvement through attendance and the receipt of information implying passive acceptance of decisions made by others (Shaffer, 1994:16).

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since calculated value 15.43 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Table 8- The Participation of the Community through PTA and KETB in Managing Discipline and in Monitoring and Evaluation

No	Item	Category	Respondents								X ²
			Teachers		PTA		KETB		Experts		
			No	%	No	%	No	%	No	%	
1	KETB and PTA members participate actively in solving school disciplinary problems among teachers	SD	10	20.41	2	9.52	4	16.67	8	11.11	9.18
		D	23	46.94	7	33.33	8	33.33	28	38.89	
		UD	4	8.16	3	14.29	2	8.33	6	8.33	
		A	4	8.16	6	28.57	5	20.83	17	23.61	
		SA	8	16.33	3	14.29	5	20.83	13	18.06	
		Total	49	100	21	100	24	100	72	100	
2	KETB and PTA members participate actively in solving school disciplinary problems among students	SD	8	16.33	3	14.29	6	25.00	12	16.67	10.66
		D	28	57.14	10	47.62	10	41.67	29	40.28	
		UD	1	2.04	3	14.29	3	12.50	5	6.94	
		A	10	20.41	3	14.29	4	16.67	18	25.00	
		SA	2	4.08	2	9.52	1	4.17	8	11.11	
		Total	49	100	21	100	24	100	72	100	
3	Members of KETB and PTA hold discussion with parents and other community members to make the school safe for female students	SD	10	20.41	6	28.57	6	25.00	20	27.78	2.78
		D	18	36.73	6	28.57	8	33.33	22	30.56	
		UD	3	6.12	2	9.52	1	4.17	4	5.56	
		A	11	22.45	5	23.81	6	25.00	14	19.44	
		SA	7	14.28	2	9.52	3	12.50	12	16.67	
		Total	49	100	21	100	24	100	72	100	
4	Members of KETB and PTA actively monitor the implementation of the school plan	SD	14	28.57	4	19.04	6	25.00	18	25.00	6.59
		D	21	42.86	8	38.09	6	25.00	30	41.67	
		UD	4	8.16	3	14.29	2	8.33	5	6.94	
		A	6	12.24	3	14.29	5	20.83	12	16.67	
		SA	4	8.16	3	14.29	5	20.83	7	9.72	
		Total	49	100	21	100	24	100	72	100	
5	Members of KETB and PTA participate actively in monitoring and evaluating the teaching learning process	SD	9	18.37	6	28.57	4	16.67	20	27.78	5.93
		D	25	51.02	8	38.09	10	41.67	31	43.06	
		UD	5	10.20	1	4.76	3	12.50	6	8.33	
		A	7	14.29	3	14.29	4	16.66	11	15.28	
		SA	3	6.12	3	14.29	3	12.50	4	5.56	
		Total	49	100	21	100	24	100	72	100	
6	KETB and PTA members evaluate the impact of community participation in students achievements	SD	10	20.41	6	28.57	8	33.33	16	22.22	5.87
		D	21	42.86	10	47.61	9	37.50	35	48.61	
		UD	6	12.24	1	4.76	2	8.33	7	9.72	
		A	8	16.33	3	14.29	2	8.33	6	8.33	
		SA	4	8.16	1	4.76	3	12.50	8	11.11	
		Total	49	100	21	100	24	100	72	100	

Note: SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

A brief look at the data in item 1 of table 8 depicts the results obtained from respondents which they were asked to suggest their view whether members of KETB and PTA participate actively in solving school disciplinary problems among teachers. Accordingly 10(20.41 percent) of teachers, 2(9.52 percent) of PTA members 4(16.67 percent) of KETB members and 8(11.11 percent) of experts responded strongly disagree while 23(46.94 percent) of teachers, 7(33.33 percent) of PTA members, 8(33.33 percent) of KETB members and 28 (38.89 percent) of experts responded disagree. These account a sum of 90(54.22 percent).

The disagreement of the majority of the respondents shows that members of KETB and PTA didn't participate actively in solving school disciplinary problems among teachers.

This creates not only delay to take timely measures but also over burdened teachers, and poor support from parents for decisions passed (MoE, 2002:35). A chi-square test of significant was done to see if there was significant difference in the perception of the respondents. The test result shows that there is no significant difference since the calculated value 9.18 is less than the critical value at $\alpha=0.05$ and $df=12$.

In item 2 of table 8 respondents were asked to specify their view whether KETB and PTA members actively participate in solving school disciplinary problems among students. As indicated in the table, 8(16.33 percent) of teachers, 3(14.29 percent) of PTA members, 6(25.00 percent) of KETB members and 12(16.67 percent) of experts responded strongly disagree and 28(57.14 percent) of teachers, 10(47.62 percent) of PTA members, 10(41.67 percent) of KETB members and 29(40.28 percent) of experts responded disagree. This shows 106 (63.86 percent) of the total respondents indicated their disagreement which means the aforementioned community representatives didn't discharge their responsibility properly and actively.

The chi-square test result also shows that statistically there is no significant difference among the opinion of respondents since the calculated value 10.66 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

Respondents were asked to point out their opinion whether members of KETB and PTA hold discussion with parents and other community members to make the school safe for female students and item 3 of the same table depicts that 10(20.41 percent) of teachers, 6(28.57 percent) of PTA members, 6(25.00 percent) of KETB members, and 20(27.78 percent) of experts responded strongly disagree while 18(36.73 percent) of teachers, 6(28.57 percent) of PTA members, 8(33.33 percent) of KETB members and 22(30.56 percent) of experts responded disagree. These account a sum of 96(57.83 percent) of the total respondents. However, 18(36.73 percent) of teaches, 7(33.33 percent) of PTA members, 9(37.50 percent) of KETB members and

26(36.11 percent) of experts specified their agreement. Whereas 10(6.02 percent) of the total respondents from all groups didn't express their opinion.

The disagreement of the majority indicates that these community representatives didn't hold discussion with parents and other community members to make the school safe for female students.

Generally the participation of the community through PTA and KETB in managing discipline was low. Besides, from the interview with the school principals and from consulting documents such as minutes of PTA and the school, it was found that most of the time disciplinary issues were seen by teachers themselves who are members of the school discipline committee. That means, even though it was the responsibility of KETB and PTA members to see disciplinary cases, they didn't discharge their responsibility as it was intended (MOE, 2002:23-27). The chi-square test result shows that there is no significant difference among the view of respondents. Because the calculated value 2.78 is less than the critical value 21.026 at $\alpha=0.05$ and $df=12$.

In item 4 of table 8 respondents were asked to point out their view whether members of KETB and PTA actively monitor the implementation of the school plan. Accordingly, 14(28.57 percent) of teachers, 4(19.04 percent) of PTA members, 6(25.00 percent) of KETB members and 18(25.00 percent) of experts responded strongly disagree while 21(42.86 percent) of teachers, 8(38.09 percent) of PTA members, 6(25.00 percent) of KETB members and 30(41.67 percent) of experts responded disagree. These account a sum of 107(64.46 percent) of the total population of respondents from the four groups.

The disagreement of the majority of respondents indicates that members of PTA and KETB didn't participate actively in monitoring the implementation of the school plan.

This means, members of PTA and KETB were unable to provide feedback while the school plan was being implemented and also they didn't help to improve the operational plans and to take timely measures in case of shortfalls and constraints. In reality these community representatives

are expected to be better informed about what is actually occurring in schools more than supervisors who visit schools once or twice in a year (UNESCO, 1985:32).

The chi-square test result also shows that statistically there is no significant difference among the opinion of respondents since the calculated value 6.59 is less than the critical value 21.026 at $\alpha = 0.05$ and $df=12$.

Respondents were also asked to rate the participation of PTA and KETB members in monitoring and evaluation of the teaching learning process. As can be observed in item 5 of table 8, 18.37, 28.57, 16.67 and 27.78 percent of teachers, PTA members, KETB members and experts respectively replied strongly disagree while 51.02, 38.09, 41.67 and 43.06 percent of teachers, PTA members, KETB members and experts respectively replied disagree. The disagreement sums up a total of 113(68.07 percent). As can be seen from the table, majority of the respondents expressed their disagreement. This shows that members of KETB and PTA didn't participate actively in monitoring and evaluation of the teaching learning process.

Furthermore from the interview with school principals and heads of woreda education offices, the participation of members of KETB and PTA in monitoring and evaluation of the different school activities was low. This may be caused by a lack of clear understanding about their role and responsibility to monitor and evaluate school performance. However monitoring and evaluation of the implementation of the plan in general and the teaching learning process in particular was one of the main roles of members of KETB and PTA (MOE, 2002:22-27). From the above information it can be understood that the participation of KETB and PTA members in monitoring and evaluation was low.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 5.93 is less than the critical value 21.026 at $\alpha = 0.05$ and $df=12$.

In item 6 of the same table, respondents were asked whether KETB and PTA members evaluate the impact of community participation in students achievement. Accordingly, 20.41, 28.57, 33.33

and 22.22 percent of teachers, PTA members, KETB members and experts respectively responded strongly agree while 42.86, 47.61, 37.50 and 48.61 percent of teachers, PTA members, KETB members and experts respectively responded disagree. These account a sum of 115(69.28 percent) which is more than half. The result shows that KETB and PTA members didn't evaluate the impact of community participation in students achievements. This means when something which is related with educational programme goes wrong, this community representatives failed to evaluate and take corrective action (Kaufman, 1995:95).

The chi- square test result also shows that there is no significant difference between the view of respondents. Because the calculated value 5.87, is less than the critical value 21.026 at $\alpha= 0.05$ and $df=12$

Table 9- The Expected Participation of KETB and PTA Members

No	Item	Category	Respondents				X2
			PTA		KETB		
			No	%	No	%	
1	Do you think that you are participating in different school affairs to the level you are expected to participate?	Yes	5	23.81	2	8.33	2.04
		No	16	76.19	22	91.67	
		Total	21	100	24	100	

In item 1 of table 9 members of PTA and KETB were requested to reveal their view whether they think that they are participating to the extent they were expected to participate or not. As can be seen from the table, 5(23.81 percent) of PTA members and 2(8.33 percent) of KETB members responded yes. But the vast majority, about 16(76.19 percent) of PTA members and 22(91.67 percent) of KETB members replied no. from this, it is possible to conclude that members of KETB and PTA didn't participate actively in different school affairs to the extent they were expected to participate as it was envisaged.

This means even though they were expected to strengthen the development and delivery of education by providing local resources, they failed to contribute the necessary support for schools (Goldring and Sullivan (1996) in Cheng, 2005:173). This might have resulted in poor management of schools which could have affected the proper functioning of schools.

The chi-square test result also shows that there is no significant difference among the view of respondents since the calculated value 2.04 is less than the critical value.

Table 10- Problems Related to School Principals and Teachers that affect Members of KETB and PTA from Participating in School Management

No	Item	Category	Respondents				X2
			PTA		KETB		
			No	%	No	%	
1	Lack of awareness and managerial skill on the part of principals and teachers affects the participation of community in school management	SD	1	4.76	2	8.33	0.42
		D	3	14.29	4	16.67	
		UD	3	14.29	4	16.67	
		A	9	42.86	9	37.50	
		SA	5	23.80	5	20.83	
		Total	21	100	24	100	
2	Non participatory leadership style of the school principal	SD	1	4.76	3	12.50	2.94
		D	5	23.81	4	16.67	
		UD	2	9.52	3	12.50	
		A	6	28.57	10	41.66	
		SA	7	33.33	4	16.67	
		Total	21	100	24	100	
3	Failure to inform the members of PTA and KETB the meeting program and agenda prior to the meeting date	SD	2	9.52	2	8.33	0.14
		D	6	28.57	8	33.33	
		UD	2	9.52	2	8.33	
		A	8	38.10	9	37.50	
		SA	3	14.29	3	12.50	
		Total	21	100	24	100	
4	Degrading the capacity of members of KETB and PTA and their contribution	SD	2	9.52	2	8.33	0.69
		D	3	14.29	4	16.67	
		UD	3	14.29	2	8.33	
		A	10	47.61	11	45.83	
		SA	2	14.29	5	20.83	
		Total	21	100	24	100	
5	Negative attitude of the principals towards members of PTA and KETB	SD	5	23.81	4	16.67	2.25
		D	10	47.62	10	41.67	
		UD	1	4.76	3	12.50	
		A	3	14.29	6	25.00	
		SA	2	9.52	1	4.16	
		Total	21	100	24	100	

Note: SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

Table 10 presents problems which are supposed to be caused by the view of teachers and principals towards the contribution of members of PTA and KETB. As shown in the table, the respondents were asked to indicate their opinions on the extent to which lack of awareness and managerial skill, on the part of the principals and teachers affects the participation of the community in school management. Accordingly, 5(23.80 percent) of PTA members and 5(20.83 percent) of KETB members responded 'strongly agree' while 9(42.86 percent) of PTA members and 9(37.50 percent) of KETB members confirmed their agreement. This sums up 28(62.22 percent) of the total respondents of the two groups. This means majority of the respondents

agreed that lack of awareness on the part of school principals and teachers how to involve the community was one of the problems that affect community participation in school management. From the interview with school principals and heads of education offices, it was found that all the principals in the sample secondary schools were assigned by their respected woredas based on either their service year or their academic qualification with no administrative training. So, it is possible to generalize that these principals lack the awareness and managerial skill. As a result it might have its own contribution for the poor participation of the community or its representatives in school management.

However, in order to apply the participatory approach, it is necessary to have professional profile. Therefore, to add to the pre-service and in-service training programme of administrators. As a result they may learn the qualities and abilities required for community participation (UNESCO, 1985:45).

The chi-square test of significance was done to see if there was significant difference among the perception of the respondents regarding the issue raised above. Since the calculated value 0.42 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$, we can conclude that there was no statistically significant difference.

With regard to item 2 of table 10, the respondents were asked to indicate their views whether non-participatory leadership style of school principals affect members of KETB and PTA from participating in school management or not. The result depicts that 6(28.57 percent) of PTA members and 10(41.67 percent) of KETB members replied agree while 7(33.33 percent) of PTA members and 4(16.67 percent) of KETB members replied strongly agree. This shows that 27(60 percent) of the respondents acknowledge their agreement. From this it can be understood that the leadership style of principals was not participatory and the principals were not democratic. So, it might have its own contribution for the poor participation of members of KETB and PTA in school management. The more democrat the school principal is the better the participation of the community will be (Sarthory, 1974:18). The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 2.94 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$.

As can be seen from item 3 of table 10 respondents were asked to point out their opinion whether failure to inform the members of KETB and PTA the meeting program and agenda prior to the meeting date affects their participation or not. Accordingly, 8(39.10 percent) of PTA members and 9(37.50 percent) of KETB members responded agree while 3(14.29 percent) of PTA members and 5 (20.83 percent) of KETB members responded strongly agree. This accounts a sum of 23(51.11 percent) of the total respondents of the two groups. On the contrary, 8(38.10 percent) of PTA members and 10(41.67 percent) of KETB members conformed there disagreement. Where as 4(8.89 percent) of the respondents from the two groups responded undecided. The agreement of the majority shows that failure to inform members of KETB and PTA in advance, about the meeting program, its agenda and time was one of the problems on the part of principals which contributes for the low participation of community representatives. From the interview with school principals, it was found that it is not customary for school principals to inform the meeting agendas before the meeting takes place.

It is the responsibility of principals to select appropriate time and place of meeting including the agenda to motivate these community representatives. Such information leads to an awareness that education is not restricted to professionals but rather is of concern to the entire community (UNESCO, 1985:45).

The chi-square test result indicates that there is no statistically significant difference among the view of respondents. Because the calculated value 0.14 is less than the critical value 9.49 at $\alpha=0.05$ and $df= 4$.

From the presentation of the above data, it is possible to conclude that failure to inform members of KETB and PTA about the meeting program and its agenda prior to the meeting day contributes for low participation of these community representatives in school management.

With respect to item 4 of table 10, respondents of the two groups were asked to point out their view whether principals and teachers degrade the capacity and contribution of members of PTA and KETB or not. Accordingly 10(47.61 percent) of PTA members and 11(45.83 percent) of KETB members responded agree while 3(14.29 percent) of PTA members and 5(20.83 percent)

of KETB members replied strongly agree. But 5(11.11 percent) of respondents from the two groups didn't specify their opinion.

The majority of the respondents 29(64.44 percent) confirmed their agreement that school principals degrade their capacity and contribution which affects them from participating actively in school management. From the above data it is possible to conclude that school principals degrade the capacity and contribution of PTA and KETB members. This may be due to the intention that they have low educational background as it was indicated in table 1.

Degrading the capacity and contribution of these community representatives does not bring a positive result. So, it is better to let them participate and make mistakes. Because a time will come for them to learn from their mistakes. This will be meaningful when it is supported with appropriate skill training (Marsh, 1988:85).

The chi-square test result also shows that there is no statistically significant difference since the calculated value 0.69 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$.

As can be observed from item 5 of the same table respondents were asked whether negative attitude of the principals hinder their participation and the result shows that 5(23.81 percent) of PTA members and 4(16.67 percent) of KETB members responded strongly disagree while 10(47.62 percent) of PTA members and 10(41.67 percent) of KETB members responded disagree. These account a sum of 29(64.44 percent) of the total two groups respondents. The disagreement of the majority of the respondents indicates that principals do not have negative attitude towards the representatives of the community to be considered as a cause for affecting the participation of KETB and PTA members in school management. More appreciative attitudes would make community members more likely to become involved in school management (Swift-Morgan, 2006:359).

The chi-square test result also shows that there is no statistically significant difference among the perception of respondents since the calculated value 2.25 is less than the critical value 9.49 at $\alpha=0.05$ and at $df=4$.

Table 11. Major Problems that Affect the Participation of KETB and PTA Members from Participating in School Management

No	Item	Category	Respondents				X ²
			PTA		KETB		
			No	%	No	%	
1	Predetermined agendas and decisions made by principals before a meeting without consulting members of KETB and PTA	SD	1	4.76	2	8.33	1.7
		D	5	23.81	7	29.17	
		UD	2	9.52	3	12.50	
		A	5	23.81	7	29.17	
		SA	80	38.10	5	20.83	
		Total	21	100	24	100	
2	Lack of confidence on the part of members of KETB and PTA and perceiving that school principals and teachers are more knowledgeable and professionals	SD	2	9.52	3	12.50	1.25
		D	4	19.05	4	16.67	
		UD	3	14.29	4	16.67	
		A	8	38.10	6	25.00	
		SA	4	19.04	7	29.17	
		Total	21	100	24	100	
3	Lack of skill or training to run the education system	SD	2	9.52	3	12.50	1.59
		D	2	9.52	2	8.33	
		UD	3	14.29	2	8.34	
		A	4	19.04	8	33.33	
		SA	10	47.62	9	37.50	
		Total	21	100	24	100	
4	Lack of time, and poor economic and living standard of KETB and PTA members	SD	3	14.29	2	8.33	2.86
		D	6	28.57	4	16.67	
		UD	1	4.76	2	8.33	
		A	6	28.57	12	50.00	
		SA	5	23.81	4	16.67	
		Total	21	100	24	100	
5	In appropriate time and place of meeting	SD	3	14.29	3	12.50	1.00
		D	2	9.52	1	4.17	
		UD	2	9.52	4	16.67	
		A	9	42.86	11	45.83	
		SA	6	23.81	5	20.83	
		Total	21	100	24	100	
6	Lack of appreciation of the overall objectives of education	SD	2	9.52	6	25.00	2.66
		D	11	52.83	9	37.50	
		UD	4	19.05	5	20.83	
		A	3	14.29	2	8.33	
		SA	1	4.76	2	8.33	
		Total	21	100	24	100	
7	The belief that education is the duty of school principals and teachers	SD	1	4.76	3	12.50	3.38
		D	8	38.10	4	16.67	
		UD	2	9.52	2	8.33	
		A	5	23.81	9	37.50	
		SA	5	23.81	6	25.00	
		Total	21	100	24	100	
8	Lack of commitment	SD	2	9.52	3	12.50	2.30
		D	4	19.50	3	12.50	
		UD	1	4.76	1	4.17	
		A	4	19.04	9	37.50	
		SA	10	47.62	8	33.33	
		Total	21	100	24	100	

Note: SD= Strongly Disagree, D= Disagree, UD= Undecided, A= Agree

SA= Strongly Agree

Community participation in school management may be hampered by some obstacles that are originated from the representatives of the community themselves. The following discussion is therefore based on some problems which negatively affect the members of KETB and PTA from participating actively.

As can be seen from item 1 of table 11, PTA and KETB members were asked to reveal their view whether predetermined agendas and decisions made by principals before a meeting without consulting them affect their participation or not. Accordingly, 5(23.81 percent) of PTA members and 7(29.17 percent) of KETB members replied agree while 8(38.10 percent) of PTA members and 5(20.83 percent) of KETB members replied strongly agree. These sum up a total of 25(55.56 percent) of the two groups of respondents. The agreement made by the majority of the respondents indicates that predetermined agendas and decisions made by principals affected them from participating actively in school management (Copper and Ulrich, 1966:62).

From this information it is possible to generalize that predetermined agendas and decisions made by principals before a meeting without consulting these community representatives may hinder them from participating actively in school management.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 1.7 is less than the critical value 9.49 at $\alpha = 0.05$ and $df=4$.

Regarding item 2 of table 11, 6(28.57 percent) of PTA members and 7(29.17 percent) of KETB members indicated their disagreement. Where as 7(15.56 percent) of respondents didn't indicate their opinion. However, 8(38.10 percent) of PTA members and 6(25.00 percent) of KETB members responded agree while 4(19.04 percent) of PTA members and 7(29.17 percent) of KETB members responded strongly agree. The agreement of the majority accounts a sum of 25(55.56 percent) of the two groups. This means lack confidence on the part of community representatives and the way they perceive school principals and teachers as if they were more knowledgeable and professionals affect them from participating actively in school management.

The chi-square test result also shows that statistically there is no significant difference among the opinion of respondents since calculated value 1.25 is less than the critical value 9.49 at $\alpha = 0.05$ and $df=4$

With respect to item 3 of table 11, 4(19.05 percent) of PTA members and 8(33.33 percent) of KETB members responded agree while 10(47.62 percent) of PTA members and 9(37.50 percent) of KETB members responded strongly agree. This means 31(68.89 percent) of the respondents agreed that lack of skill or training to run the education system affects them from participating actively in school management (Gaynor, C. 1998:47).

The majority of respondents indicates that lack of skill or training is one of the problems that affects the participation of community representatives. The chi-square test also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 1.59 is less than the critical value 9.49 at $\alpha = 0.05$ and $df=4$

As can be observed from item 4 of the same table, respondents were asked whether lack of time and poor economic and living standard affects their participation or not. The result shows that 3(14.29 percent) of PTA members and 2(8.33 percent) of KETB members responded strongly disagree while 6(28.57 percent) of PTA members and 4(16.67 percent) of KETB members revealed their disagreement. However, 6(28.57 percent) of PTA members and 12(50.00 percent) of KETB members responded agree while 5(23.81 percent) of PTA members and 4(16.67 percent) of KETB members responded strongly agree. This accounts a sum of 27(60.00 percent) of the total respondents in the two groups. But 3(6.67 percent) of respondents didn't express their view. The agreement of the majority indicates that lack of time and poor economic and living standard of members of KETB and PTA affects them from participating actively in school management. This is similar with the research finding which was conducted in SNNPR (Swift-Morgan, 2006:348).

From the interview with school principals and heads of woreda education offices it was found that members of KETB were not available most of the time. Because as it was mentioned in the organizational structure, the chairman of the KETB is the chief administrator of the kebele.

Besides this, the other members of the KETB, representatives of female and youth association are also members of KETB. However these individuals were extremely busy and they didn't have time to carry out their responsibility as it was intended.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since calculated value 2.86 is less than the critical value 9.49 at $\alpha = 0.05$ and $df=4$.

In item 5 of table 11, about 5(23.81 percent) of PTA members and 4(16.67 percent) of KETB members indicated their disagreement while 6(13.33 percent) of respondents from the two groups responded undecided on the other hand, 5(23.81 percent) of PTA members and 5(20.83 percent) of KETB members confirmed strongly agree and 9(42.86 percent) of PTA members and 11(45.83 percent) of KETB members acknowledged agree. But 2(9.52 percent) of PTA members and 4(16.67 percent) of KETB members didn't specify their view positively or negatively. The agreement of the majority accounts a sum of 30(66.67 percent) of the two group respondents. This means above half of the respondents agreed that inappropriate time and place of meeting affected members of KETB and PTA from participating actively in school management. In an interview with school principals it was found that for those members of KETB and PTA, who are supposed to walk long distance from home to school, participating in school management regularly may be difficult. In addition to this it was found that meetings were usually take place during working hours which may be inconvenient for the representatives of the community to participate actively.

Therefore it is possible to conclude that for community members attending meetings in places where they are long distance to residence and inappropriate time of meeting are problems which affect them from participating actively in school management (Bagin and Donald 2005:136).

The chi-square test also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 1.00 is less than the critical value 9.49 at $\alpha = 0.05$ and $df=4$.

In item 6 of table 11 respondents were asked whether lack of appreciation of the overall objectives of education hinders their active participation in school management or not. Accordingly, 2(9.52 percent) of PTA members and 6(25.00 percent) of KETB members responded strongly disagree while 11(52.38 percent) of PTA members and 9(37.50 percent) of KETB members responded disagree. The disagreement of respondents sums up a total of 28(62.22 percent). The disagreement of the majority of respondents indicates that they have a deep know how about the objectives and benefits of education. Hence, it is possible to say that irrespective of sex, age, educational background etc, members of the community have the know how of the merits of education. This implies that lack of appreciation of the overall objectives of education is not a problem to be a cause for low participation of KETB and PTA members.

The chi-square test also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 2.66 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$

In item 7 of table 11 respondents were asked to point out their opinion whether the belief that education is the duty of school principals and teachers, negatively affects their participation in school management or not. Accordingly, 9(42.86 percent) of PTA members and 7(29.17 percent) of KETB members responded negatively. While 4(8.89 percent) of the respondents from the two groups responded undecided.

On the other hand 5, (23.81 percent) of PTA members and 9(37.50 percent) of KETB members responded agree while 5(23.81 percent) of PTA members and 9(37.50 percent) of KETB members responded strongly agree. This means 25(55.56 percent) of the respondents expressed their agreement. The agreement of the majority indicates that they believe that education is the duty of school principals and teachers. Therefore, it is possible to conclude that the belief that education is the duty of school principals and teachers influenced members of KETB and PTA negatively from participating actively in school management.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 3.38 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$.

In item 8 of the same table, the respondents were asked to point out their view whether lack of commitment affects their participation or not. The result shows that 4(19.04 percent) of PTA members and 9(37.50 percent) of KETB members responded agree while 10(47.62 percent) of PTA members and 8(33.33 percent) of KETB members acknowledged strongly agree. Where as 2(4.44 percent) of respondents indicated undecided. The agreement accounts to a sum of 31 (68.89 percent) of the total respondents of the two groups. The agreement of the majority indicates that members of KETB and PTA lack the commitment to participate actively in school management.

From the interview with school principals, it was found that most KETB members are reluctant to participate, in school management. It was also found out that, even most PTA members usually ask schools to pay them a per diem and unless they earn a per diem, they will not attend when they are called on for a meeting by the school.

From this information and based on the above data, it is possible to conclude that members of KETB and PTA lack the commitment to participate actively in school management.

The chi-square test also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 2.30 is less than the critical value 9.49 at $\alpha=0.05$ and $df=4$

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The major objective of this study was to assess the current status of community participation in the management of government secondary schools of Bench- Maji zone in SNNPRS. In order to achieve this objective, the study attempted to answer the following basic research questions:

1. What does the current status and practice of community participation in the management and organization of educational activities related to finance, material and labor resources look like?
2. What mechanisms do exist and to what extent are the implemented to promote the participation of the community in the management of secondary schools in Bench Maji Zone?
3. What are the key decision making areas that the community participates in the management of government secondary schools in Bench Maji Zone?
4. How do teachers and principals view the managerial contributions of KETB and PTA in promoting the teaching- learning process?
5. What are the major factors that hinder the KETB and PTA members from discharging their responsibility by participating actively in school management?

The study was carried out in six woredas of Bench Maji Zone- Sheibench, Sheko, Guraferda, South Bench, Menit Goldiya and Mizan Aman City administration which were selected using random sampling technique.

The necessary information were collected from teachers, members of PTA, members of KETB and education experts in the woredas and zone education department using questionnaires.

In addition to this, interview was conducted with school principals and heads of woreda education offices and zone education department. Moreover, focus group discussion was conducted with two different groups of teachers.

The data obtained through tools were analyzed using appropriate statistical tools such as percentage and chi-square test.

The following are the major findings drawn from the analysis:

1. Financial, Material and Labor Contribution

In relation to the participation of the community by contributing money, material and labor, 50.00 percent, 48.19 percent and 44.58 percent of the respondents responded that the participation of the community by contributing money, material and labor respectively was moderate.

2. Community Participation in Managing Schools

With respect to the participation of the community through PTA and KETB, in planning school activities 56.63 percent and 57.83 percent of the respondents confirmed that the community didn't participate actively in planning the strategic plan and the annual work plan of schools.

In relation to decision making, 57.83 percent of the respondents indicated that members of KETB and PTA didn't participate actively in identifying problems and make decisions by themselves to solve problems which are related to schools; 62.05 percent of respondents confirmed that members of KETB and PTA didn't take the initiative to mobilize the community to make financial, material and labor contribution; 60.24 percent of the respondents reported that members of KETB and PTA didn't participate actively in allocating and approving the school budget; 60.84 percent of the respondents indicated that members of KETB and PTA didn't participate actively in deciding how the school budget should be spent; 52.41 percent of the respondents confirmed that KETB and PTA members didn't participate actively in controlling school property and 61.45 percent of respondents responded that KETB and PTA members didn't hold discussion with parents and community members on students' poor achievements or success.

In relation to managing discipline, 54.22 percent of the respondents responded that KETB and PTA members didn't participate actively in solving school disciplinary problems that occur among teachers; 63.86 percent of the respondents confirmed that KETB and PTA members didn't

participate actively in solving school disciplinary problems among students and 57.83 percent of respondents indicated that KETB and PTA members didn't hold discussion with parents and other community members to make the school safe for female students.

With respect to monitoring and evaluation, 64.46 percent of the respondents responded that members of KETB and PTA didn't participate actively in monitoring the implementation of the school plan; 68.07 percent of the respondents confirmed that members of KETB and PTA didn't participate actively in monitoring and evaluation of the teaching learning process and 69.28 percent of the respondents indicated that member of KETB and PTA didn't evaluate the impact of community participation in students' achievements.

3. School Principals and Teachers' Perception towards the Contribution of Community Representatives

The majority of the respondents responded that major problems related to school principals and teachers which affect KETB and PTA members from participating in school management were undermining the capacity of members of KETB and PTA, lack of awareness and managerial skill on the part of principals and teachers, non-participatory leadership style of the school principal and failure to inform members of KETB and PTA the meeting program and agenda prior to the meeting date.

4. Major Factors that Affect the Participation of KETB and PTA Members

With respect to factors that affect the participation of KETB and PTA members from participating actively in school management the majority of the respondents indicated that lack of commitment, lack of skill or training to run the education system, in appropriate time and place of meeting, lack of time, energy, poor economic and living standard of KETB and PTA members, lack of confidence on the part of members of KETB and PTA and perceiving that the school principals and teachers are more knowledgeable and professionals, predetermined agendas and decisions made by principals before a meeting without consulting members of KETB and PTA and the belief that education is the task of school principals and teachers were the major ones.

5.2. Conclusion

From the results of the study it can be concluded that with the exception of contributing money, material and labor, which were found to be average, the participation of the community in planning, decision making, managing discipline, monitoring and evaluation was not up to the expected level and this implies that community participation in the management of government secondary schools in Bench Maji zone was found to be low. This in turn could result in poor school management functioning, poor school resource capacity, low school attendance and severe indiscipline of students, and also poor students' achievement.

5.3. Recommendations

On the basis of the findings obtained through questionnaires, interview, document analysis and focus group discussion, and the conclusions made with respect to the current status of community participation in the management of government secondary schools, the following recommendations are forwarded.

1. Allow the community to participate in school management through members of KETB and PTA

As described in the education and training policy document and in the education sector development programme implementation manual, community participation is being encouraged to take place in the management of schools through KETB and PTA. The different experience, and knowledge that these community representatives have can be a great input for schools to achieve their objectives. If the members of the community in general and members of KETB and PTA in particular, are allowed to participate in school management they can develop a sense of ownership which serves as a driving force for them to discharge their responsibility. Hence school principals should involve members of KETB and PTA in planning, decision making, implementing the plan, managing discipline and in monitoring and evaluation. Participation is meaningful if these community representatives are involved in the managerial functions described and if they have a real decision making power.

2. Provide adequate training to school principals and teachers

The participation of the community or its representatives (members of KETB and PTA) may be hindered if school principals lack the skill to apply a participatory leadership style. Academic competence and educational qualification alone may not be guaranteed to make some one else effective leader. Some times school principals may refuse to allow community representatives to participate in decision making because they fear they would lose control of pedagogical matters and this intern affects these representatives of the community from participating actively in school management. Therefore adequate training must be provided to school principals and teachers about how to lead, communicate, adapt participatory leadership style etc by woreda education offices, zone education department and regional bureau of education.

3. Provide orientation and adequate training to members of KETB and PTA

Since the community representatives come from different walks of life they might even have a problem of understanding how to play their role and how to discharge their responsibility in school management. Hence, adequate training must be given to KETB and PTA members about how to plan school activities, how to mobilize the community to make some kind of contribution, how to identify problems and make decision beyond the contribution of money, material and labor, how to monitor the implementation of the school plan, how to set priority in allocating school budget, how to manage discipline in school and how to monitor and evaluate the teaching learning process by school principals, woreda education offices, zone education department or RBE. If they get training on these major issues and if they apply these practically, they will be free from the belief that education is the task of school principals and teachers.

4. Create conducive environment by encouraging members of KETB and PTA

Schools principals and teachers can promote the participation of these community representatives by creating conducive work environment. To do this, in addition to welcoming the participation of community members, principals are expected to assist and give morals for them. Besides this, as described in the guideline, the woreda education offices should monitor whether these community representatives are properly functioning or not and they must give recognition for those members who have great contribution for the teaching learning process and it must be publicized to the larger community.

The very important thing which schools should know is that without the active participation of the community, they can not achieve their educational objectives or even though schools are successful in achieving a result that will not be sustainable unless the community participates. Therefore to ensure the participation of the community, they must create a favorable condition for the representatives of the community by welcoming their participation and showing respect for them.

5. Arrange time and place of meeting on common agreement

Some of the problems that affect the participation of community representatives from participating actively in school management were in appropriate time and place of meeting. If a meeting time is decided without consulting those who are to be involved, that time which was decided on the personal interest of the school principal may not be convenient for others and therefore, they will be absent. The same is also true concerning meeting place. In reality secondary schools are usually established in or near towns. However some members of KETB and PTA may be represented from a distant place and they may be expected to walk a long distance. This in turn may also affect the participation of those people. To alleviate these problems and to promote the participation of these community representatives, school principals need to adjust meeting time and place on a common agreement with the majority of the participants of the meeting.

With regard to meeting, school principals must let the members of KETB and PTA know the agendas before the meeting day and must stop informing the participants what they have decided separately. Because these community representatives would imagine that the school principals may not require and use their idea as an input. This will hinder their active participation in school management.

Generally if the problems indicated in the findings are alleviated and if the points recommended above are implemented, they will have their own contribution to promote the participation of the community through KETB and PTA.

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2.2. If your answer for the above question number 2.1 is “rarely or Not at all” what do you think are the main reasons for them not to participate in the meetings? (Please give three main reasons)

2.3. How often do parents visit schools to consult teachers about their children learning?

- A/ Always B/ most of the time C/ sometimes
 D/ very rarely E/ not at all

2.4. If your answer for the above question number 2.3 is “very rarely or not at all” what do you think are the main reasons for parents not to visit schools to consult teachers about their children learning? (Please suggest three main reasons)

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

3.1. For the following major activities which parents or families are supposed to assist their children, indicate the level of their involvement by putting a “✓” mark in the box under the level given to show your rating as defined below.

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

No	Items	Level of agreement				
		1	2	3	4	5
1	Parents provide their children with learning materials required their children					
2	Parents help children in doing their exercises					
3	Parents arrange time and space for study					
4	Parents give advice to their children to show good conduct					
5	Parents appreciate and encourage when their children achieve good result.					
6	Parents follow up the attendance and academic competence of their children					
7	Parents reduce their work load at home					
8	Others (if any)					

3.2. If your rating is strongly disagree or disagree regarding the participation of parents to encourage and help their children, please give three main reasons?

IV. Issues related to the forms of community participation in the management of secondary schools

4.1. For the following activities which the community is supposed to contribute, indicate the level of participation of the community by putting at “✓” mark in the box under the level given to show your rating as defined below.

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

No	Items	Level of agreement				
		1	2	3	4	5
1	The participation of community by contributing money.					
2	The participation of the community through material contribution					
3	The participation of the community by contributing labor					
4	Others (if any)					

4.2. If the level of participation of the community is “low and very low”, or “high and very high” what do you think are the main reasons? (Please write three most important reasons)

A. Reasons for “low or very low” participation of the community

B. Reasons for “high or very high” participation of the community

4.3. For the following major activities which members of PTA and KETB are supposed to participate in managing secondary schools, indicate the level of their participation by putting a “✓” mark in the box under the level given to show your rating as defined below:

1 = strongly disagree 2= Disagree 3= Undecided

4= Agree 5 = Strongly agree

4.3.1. Issues related to planning

No	Items	Level of agreement				
		1	2	3	4	5
1	The community participates actively in planning the strategic plan of the school					
2	The community participates actively in planning the annual work plan of the school					

4.3.2. Issues related to decision making

No	Items	Level of agreement				
		1	2	3	4	5
1	Members of KETB and PTA identify problems and make decisions to solve problems which are related to the school					
2	Members of KETB and PTA take the initiative to mobilize the community to make financial, material and labor contribution					
3	Members of KETB and PTA participate in allocating and approving the school budget					
4	KETB and PTA members participate in deciding how the school budget should be spent					
5	KETB and PTA members participate in controlling school property					
6	Members of KETB and PTA hold discussion with parents and community members on students' poor achievement or success					

4.3.3. Issues related to managing discipline

No	Items	Level of agreement				
		1	2	3	4	5
1	KETB and PTA members participate in solving school disciplinary problems among teachers					
2	KETB and PTA members participate in solving school disciplinary problems among students					
3	Members of KETB and PTA hold discussion with parents and other community members to make the school safe for female students					

4.3.4. Issues related to monitoring and evaluation

No	Items	Level of agreement				
		1	2	3	4	5
1	Members of KETB and PTA monitor the implementation of the school plan					
2	Members of KETB and PTA participate in monitoring and evaluating the teaching learning process					
3	KETB and PTA members evaluate the impact of community participation in students' achievements					

4.4. If your rating is "strongly disagree or disagree" regarding the participation of KETB and PTA members in the management of secondary school, please give three most important reasons.

5. If you have any comment regarding the participation of the community in the management of secondary schools, please provide your comment.

Thank You

Appendix B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRE TO BE FILLED BY COMMUNITY MEMBERS

Purpose of the Questionnaire

This questionnaire is developed to gather information on the current status of community participation in the management of government secondary schools in Bench Maji zone, SNNPRS. The accomplishment of this study largely depends on your cooperation and genuine responses to the questions. Therefore you are kindly requested to read each of the items carefully and respond to the questions honestly and frankly.

General direction

1. No need to write your name
2. For multiple choice items encircle your choice
3. For question items that require your opinion or comment, please give short answers in the space provided

I. General Information

- 1.1. Zone _____ Woreda _____ School _____
- 1.2. Sex: Male Female
- 1.3. Status: Parent No-parent community members
- 1.4. Your age group
A. 20-29 B. 30-39
C. 40-49 D. 50 and above
- 1.5. Educational background:
A. Illiterate B. grade 1-4 C. Grade 5-8
D. grade 9-12 E. Certificate F. Diploma
G. BA/BSC/BED H. MA/MSC/MED
- 1.6. Do you have children attending in this school? A. Yes B. No
- 1.7. In which organization of the school you participate?
A. PTA B. KETB

II. Issues related to school-community relations

- 2.1. How often do you participate in PTA, or KETB or other school meetings?
- A. Always B. Most of the time C. Sometimes
D. Very rarely E. Not at all

2.2. If your answer for the above questions number 2.1 is “very rarely or not at all”, what are the reasons you suggest for not participating on the meetings? (Please give three main reasons)

2.3. How often do you visit schools to consult teachers about your child/children learning?

- A. Always B. Most of the time C. Sometimes
D. Very rarely E. Not at all

2.4. If your answer for the above question number 2.3 is “very rarely or not at all” What are the reasons you suggest for not visiting schools or consulting teachers regarding your child/children learning? (Please give three main reasons)

2.5. Have you ever been given orientation or training about how to discharge your responsibility properly? A. Yes B. No

2.6. If your answer for the above question No. 2.5 is “Yes” do you think that is enough?

- A. Yes B. No

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

3.1. For the following major activities which parents or families are supposed to assist their children, indicate the level of your involvement by putting a “✓” mark in the box under the level given to show your rating as defined below.

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

No	Items	Level of agreement				
		1	2	3	4	5
1	Parents provide their children with learning materials required their children					
2	Parents help children in doing their exercises					
3	Parents arrange time and space for study					
4	Parents give advice to their children to show good conduct					
5	Parents appreciate and encourage when their children achieve good result.					
6	Parents follow up the attendance and academic competence of their children					
7	Parents reduce their work load at home					
8	Others (if any)					

3.2. If your answer for the items in No. 3.1. is “strongly disagree or disagree” please give three most important reasons.

IV. Issues related to the forms of community participation

4.1. For the following activities which members of the community are supposed to contribute, indicate the level of the participation of the community by putting a “✓” mark in the box under the level given to show your rating as defined below:

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

No	Items	Level of participation				
		1	2	3	4	5
1	The participation of community by contributing money					
2	The participation of the community through material contribution					
3	The participation of the community by contributing labor					
4	Others (if any)					

4.2. If the level of participation of the community is “low or very low”, please (give three main reasons)

4.3. For the following major activities which members of PTA or KETB are supposed to participate in managing government secondary schools, indicate the level of your participation by putting a “✓” mark in the box under the level given to show your rating as defined below.

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

4.3.1. Issues related to planning

No	Items	Level of agreement				
		1	2	3	4	5
1	The community participates actively in planning the strategic plan of the school					
2	The community participates actively in planning the annual work plan of the school					

4.3.2. Issues related to decision making

No	Items	Level of agreement				
		1	2	3	4	5
1	Members of KETB and PTA identify problems and make decision to solve problems which are related to the school					
2	Members of KETB and PTA take initiative to mobilize the community to make financial, material and labor contribution					
3	Members of KETB and PTA participate in allocating and approving the school budget					
4	KETB and PTA members participate in deciding how the school budget should be spent					
5	KETB and PTA members participate in controlling school property					
6	Members of KETB and PTA hold discussion with parents and community members on students' poor achievement or success					

4.3.3. Issues related to managing discipline

No	Items	Level of agreement				
		1	2	3	4	5
1	KETB and PTA members participate in solving school disciplinary problems among teachers					
2	KETB and PTA members participate in solving school disciplinary problems among students					
3	Members of KETB and PTA hold discussion with parents and other community members to make the school safe for female students					

4.3.4. Issues related to monitoring and evaluation

No	Items	Level of agreement				
		1	2	3	4	5
1	Members of KETB and PTA monitor the implementation of the school plan					
2	Members of KETB and PTA participate in monitoring and evaluating the teaching learning process					
	KETB and PTA members evaluate the impact of community participation in students' achievements					

4.4. If you answer "strongly disagree or disagree" in No. 4.3. above please suggest three main reasons.

4.5. Do you think that you are participating in different school affairs to the level you are expected to participate?

A. Yes

B. No

4.6. If your answer is "No" please give three main reasons that hinder your active participation.

V. Issues related to the view of teachers and principals towards the contribution of PTA and KETB

5.1. For the following problems which are supposed to be caused by the view of teachers and principals towards the contribution of members of PTA and KETB, indicate the level of your agreement by putting a “✓” mark in the box under the level given to show your rating as defined below:

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

No	Items	Level of agreement				
		1	2	3	4	5
1	Lack of awareness on the part of the principals and teachers affects the participation of community in school management					
2	Non-participatory leadership style of the school principal					
3	Failure to inform the members of PTA and KETB the meeting program and agenda prior to the meeting date					
4	Degrading the capacity of members of KETB and PTA and their contribution					
5	Negative attitude of the principals towards members of PTA and KETB					
6	Others (if any)					

VI. Issues related to major problems that affect the participation of KETB and PTA members from participating in school management

6.1. Listed below are problems which are supposed to negatively affect the members of KETB and PTA from participating actively. Please, show the seriousness of these problems in your school by putting a "✓" mark under the option that closely matches your perception as defined below:

1 = Not a problem 2= Minor problem 3= Undecided 4= Moderate problem
5 = Serious problem

No	Items	Degree of the problem				
		1	2	3	4	5
1	Predetermined agendas and decisions made by principals before a meeting without consulting members of KETB and PTA					
2	Lack of confidence on the part of members of KETB and PTA and perceiving that the school principals and teachers are more knowledgeable and professionals					
3	Lack of skill or training to run the education system					
4	Lack of time, poor economic and living standard of KETB and PTA members					
5	Inappropriate time and place of meeting					
6	Lack of appreciation of the overall objectives of education					
7	The belief that education is the task of the school principals and teachers					
8	Lack of commitment					
9	Others (if any)					

VII. If you have any comment regarding the participation of the community in the management of secondary schools, please provide your comment.

Thank you

Appendix C

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የትምህርት ዕቅድና ሥራ አመራር ትምህርት ክፍል
በወመህና ቀትስቦ አባላት የሚሞላ መጠይቅ

የመጠይቁ ዓላማ

ይህ መጠይቅ የተዘጋጀው በደቡብ ብ/ብ/ሕ/ክ/መ/ በቤንች ማጂ ዞን የመንግስት 2ኛ ደረጃ ት/ቤቶችን ሥራ በመምራት ሂደት የህብረተሰቡ ተሳትፎ ያለበትን ደረጃ ለማወቅ የሚያስችል መረጃ ለመሰብሰብ ነው። ይህንን ጥናት ለማጠናቀቅ የእርስዎ ትብብር እና ለጥያቄዎቹ የሚሰጡት ምላሽ ወሳኝ ነው። ስለዚህ እያንዳንዱን ጥያቄ በጥንቃቄ እንዲያነቡና ለጥያቄዎቹ በታማኝነት በግልጽነት ትክክለኛ መልስ እንዲሰጡ በትህትና ይጠየቃሉ።

አጠቃላይ መመሪያ

1. ስምዎን መጻፍ አያስፈልግም
2. ለምርጫ ጥያቄዎች የመረጡትን ቁጥር ይክበቡ።
3. የእርስዎን ሃሳብና አስተያየት እንዲሰጡ ለሚፈልጉ ጥያቄዎች በተሰጠው ክፍል ቦታ አጭር መልሶችን ይስጡ።

1. አጠቃላይ መረጃዎች

- 1.1 ዞን _____ ወረዳ _____ ት/ቤት _____
- 1.2 ያታ ወንድ ሴት
- 1.3 በህብረተሰቡ ውስጥ ያሉበት ሁኔታ ወላጅ ወላጅ ያልሆኑ የህረተሰቡ አባል
- 1.4 ዕድሜ ሀ. 20-29 ለ. 30-39 ሐ. 40-49 መ/ 50 እና ከ50 በላይ
- 1.5 የትምህርት ደረጃ
 ሀ/ ማንበብ መጻፍ የማይችል ለ/ ከ1ኛ-4ኛ ክፍል መ/ ከ5ኛ-8ኛ ክፍል
 ሠ/ ከ9ኛ-12ኛ ክፍል ረ/ ሰርተፍኬት ሰ/ ዲፕሎማ
 ሸ/ የመጀመሪያ ዲግሪ እና በላይ

- 1.6. በት/ቤት በመማር ላይ ያሉ ልጆች አሉዎት?
 ሀ/ አሉ ለ/ የሉም
- 1.7 የሚሳተፉበት ማህበር /ድርጅት/ ሀ/ ወመህ ለ/ ቀትስቦ

2. የትምህርት ቤትና የህብረተሰቡን ግንኙነት በተመለከተ

- 2.1 በወመህ በቀትስቦ ወይም በሌሎች ት/ቤቱ በሚጠራቸው ስብሰባዎች ላይ ያለዎትን ተሳትፎ መጠን እንዴት ይገልፁታል?
 ሀ/ ሁልጊዜ ለ/ ብዙጊዜ ሐ/ አንዳንድ ጊዜ መ/ በጣም አልፎ አልፎ ሠ/ ምንም

3.2. በተራ ቁጥር 3.1 ለተዘረዘሩት ጉዳዮች የሰጡት መልስ «በጣም አልስማማም ወይም አልስማማም» ከሆነ እባክዎ ሶስት ዋና ዋና ምክንያቶችን ይግለፁ።

4. ህብረተሰቡ የሚሳተፍባቸውን መንገዶች በተመለከተ

4.1 ለሚከተሉት የህብረተሰቡ አባላት አስተዋጽኦ ያደርግባቸዋል ተብሎ ለሚታሰቡ ተግባራት የእርስዎ የተሳተፎ ደረጃ ከዚህ በታች በተገለፀው የደረጃ ድልድል መሠረት የ«✓» ምልክት በሳጥኑ ውስጥ በማድረግ ያመልክቱ።

1= በጣም አልስማማም 2= አልስማማም 3= አልወሰንኩም 4= እስማማለሁ 5= በጣም እስማማለሁ

ተ.ቁ	ተግባራት	1	2	3	4	5
1	ህብረተሰቡ ገንዘብ በማዋጣት ይሳተፋል					
2	ህብረተሰቡ የቁሳቁስ ድጋፍ በማድረግ ይሳተፋል					
3	ህብረተሰቡ የጉልበት አስተዋጽኦ በማድረግ ይሳተፋል					
4	ሌላ ካለ ይግለፁ					

4.2 ከላይ በተራ ቁጥር 4.1 ላይ ለተጠቀሱት ተግባራት የህብረተሰቡ አስተዋጽኦ ዝቅተኛ ወይም በጣም ዝቅተኛ ሆኖ መልስዎ «በጣም አልስማማም ወይም አልስማማም» ከሆነ እባክዎ ሶስት ዋና ዋና ምክንያቶችን ይስጡ።

4.3. ለማከተሉት የወመህ ወይም የቀትስቦ አባላት የመንግስት 2ኛ ደረጃ ት/ቤቶችን ሥራ በመምራት ይሳተፋቸዋል ተብለው ለሚታሰቡ ዋና ተግባራት የእርስዎን የተሳተፎ ደረጃ ከዚህ በታች በተገለፀው የደረጃ ድልድል መሠረት የ«✓» ምልክት በማድረግ ያመልክቱ።

1= በጣም አልስማማም 2= አልስማማም 3= አልወሰንኩም
4= እስማማለሁ 5= በጣም እስማማለሁ

4.3.1. ዕቅድን በተመለከተ

ተ.ቁ	ተግባራት	የስምምነት ደረጃ				
		1	2	3	4	5
1	ህብረተሰቡ የት/ቤት ስትራቴጂክ ዕቅድ በማቀድ ሂደት ይሳተፋል።					
2	ህብረተሰቡ የት/ቤቱን ዓመታዊ የስራ ዕቅድ በማቀዱ ሂደት ይሳተፋል።					

4.3.2 የውሳኔን አሰጣጥ በተመለከተ

ተ.ቁ	ተግባራት	የስምምነት ደረጃ				
		1	2	3	4	5
1	የቀትስቦና የወመህ አባላት ከት/ቤት ጋር የተያያዙ ችግሮችን ለይቶ በማውጣትና ችግሮችን ለመፍታት የሚረዱ ውሳኔዎች ይወስናሉ					
2	የቀትስቦና የወመህ አባላት ህብረሰቡ የገንዘብ የቁሳቁስና የጉልበት አስተዋጽኦ እንዲያደርግ የማነሳሳት እና የመቀስቀስ ሚና ይጫወታሉ					
3	የቀትስቦና የወመህ አባላት የት/ቤቱን በጀት በመመደብ እና በማጽደቅ ሂደት ይሳተፋሉ					
4	የቀትስቦና የወመህ አባላት የት/ቤቱን የበጀት አጠቃቀም በተመለከተ ገንዘብ እንዴት መውጣት እንዳለበት በሚወሰን ውሳኔ ላይ ይሳተፋሉ					
5	የቀትስቦና የወመህ አባላት የት/ቤቱን ንብረት ቁጥጥር በማድረግ ሂደት ይሳተፋሉ					
6	የቀትስቦና የወመህ አባላት የተማሪዎችን የትምህርት ድክመት ወይም ስኬት አስመልክቶ ከወላጆችና ከህብረተሰቡ አባላት ጋር ውይይት ያደርጋሉ					

4.3.3. የዲስፕሊን ሥራን መምራት በተመለከተ

ተ.ቁ	ተግባራት	የስምምነት ደረጃ				
		1	2	3	4	5
1	የቀትስቦና የወመህ አባላት በመምህራን መካከል የሚከሰቱ የዲስፕሊን ችግሮችን በመፍታት ሂደት ይሳተፋሉ					
2	የቀትስቦና የወመህ አባላት በተማሪዎች መካከል የሚፈጠሩ የዲስፕሊን ችግሮችን በመፍታት ሂደት ይሳተፋሉ					
3	የቀትስቦና የወመህ አባላት ት/ቤቱን ለሴቶች ተማሪዎች ደህና እና አስተማማኝ ለማድረግ ከወላጆችና ከህብረተሰቡ ጋር ውይይት ያደርጋሉ					

4.3.4. ክትትልና ግምገማን በተመለከተ

ተ.ቁ	ተግባራት	የስምምነት ደረጃ				
		1	2	3	4	5
1	የቀትስቦና የወመህ አባላት የት/ቤቱን ዕቅድ አተገባበር ክትትል ያደርጋሉ					
2	የቀትስቦና የወመህ አባላት የመማር ማስተማር ሥራ ሂደት በተመለከተ ክትትልና ግምገማ በማድረግ ሂደት ይሳተፋሉ					
3	የቀትስቦና የወመህ አባላት የህብረተሰቡ ተሳትፎ በተማሪዎች ስኬት ላይ ያመጣውን ፋይዳ ይገመግማሉ					

4.4. በተራ ቁጥር 4.1 ላይ ለተቀመጡት ተግባራት መልስዎ በጣም አልስማማም ወይም አልስማማም ከሆነ እባክዎ ሶስት ዋና ዋና ምክንያቶችን ይግለጹ።

6. የቀትስቦ እና የወመህ አባላት በትምህርት ቤት ስራ አመራር እንዳይሳተፉ ከሚያደርጉ ዋና ችግሮች ጋር የሚያያዙ ጉዳዮች

6.1. ከዚህ በታች የቀትስቦ እና የወመህ አባላት ንቁ ተሳትፎ እንዳያደርጉ አሉታዊ ተፅእኖ አላቸው ተብለው የሚገመቱ ችግሮች ተዘርዝረዋል። እባክዎ የነዚህን ችግሮች የክብደት ደረጃ ከዚህ በታች በተገለፀው የድልድል ደረጃ መሠረት የ«✓» ምልክት በማድረግ ያመልክቱ።

- 1= በጣም አልስማማም 2= አልስማማም 3= አልወሰንኩም
4= እስማማለሁ 5= በጣም እስማማለሁ

ተ.ቁ	የቀትስቦ እና የወመህ አባላት ንቁ ተሳትፎ እንዳያደርጉ ተጽዕኖ የሚፈጥሩ ችግሮች	የችግሩ ደረጃ				
		1	2	3	4	5
1	ር/መ/ራን የቀትስቦንና የወመህ አባላትን ሳያማክሩ ስብሰባ ከመደረጉ በፊት በሚቀርጷቸው አጀንዳዎችና ቀድመው የሚወስኗቸው ውሳኔዎች					
2	በቀትስቦ እና በወመህ አባላት ላይ የሚታዩ በራስ ያለመተማመንና ር/መመህራንን እና መምህራንን ሁሉን ነገር አዋቂ አድርጎ የማየት ችግር					
3	የትምህርት ሥርዓቱን ለመምራት የክህሎት እና የስልጠና እጥረት					
4	የቀትስቦ እና የወመህ አባላት የጊዜ እና የአቅም ችግር እንዲሁም ዝቅተኛ የኢኮኖሚና የኑሮ ደረጃ					
5	ምቹ ያልሆነ የስብሰባ ጊዜና ቦታ					
6	ለትምህርት ሥርዓቱ ዓላማዎች የሚሰጥ ግምትና አድናቆት ማነስ					
7	ትምህርትን የርዕስ መምህራንና የመምህራን ብቻ ተግባር አድርጎ ማሰብ					
8	የቁርጠኝነት ችግር					
9	ሌላ ካለ ይግለፁ					

7. የ2ኛ ደረጃ ት/ቤቱን ሥራ በመምራት ሂደት የህብረተሰቡን ተሳትፎ አስመልክቶ የሚሰጡት አስተያየት ካለ እባክዎ ከዚህ በታች ያለውን ክፍት ቦታ ይጠቀሙ።

አመሰግናለሁ።

Appendix D

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Interview questions set for school principals

1. What are the areas that KETB and PTA members most participate in school management?
2. To what extent KETB and PTA members contribute for reducing dropout of students and improving enrollment? (in your school context)
3. To what extent you support members of KETB and PTA to carryout their responsibilities?
4. Do training and orientation given to them? On what topics? Who gave them the training? How frequent? Do you think it is enough?
5. How do you express the relationship between school and community created by KETB and PTA members?
6. How are parents introduced to and welcomed into, the work of the school?
7. Are parents introduced to and encouraged to become active in, the life of the school before problem behaviors have been experienced?
8. Is there a consistency of response at home and school?
9. What do you think the major problems encountered by KETB and PTA members to carry out their responsibilities?
10. What measures do you propose to be taken to build their participation?

Thank you

Appendix E

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Interview questions set for Heads of the Zone and Woreda Education offices

1. How do you describe the relationship of the school and the community?
2. What are the current ways or mechanisms by which the community is participating in the management of secondary schools?
3. What do you think are the major factors that hinder community participation in school management?
4. How do you evaluate the contribution of PTA and KETB in:
 - Reducing drop out rate?
 - Reducing repetition rate?
 - Monitoring and evaluation of the school plan?
 - Increasing access?
 - Solving disciplinary problems?
 - Managing the school finance?
5. What do you suggest which is used to promote the participation of the community in school management?
6. How often the zone \woreda assesses the problems and take timely measure to improve their performance?

Thank you

Appendix F

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management
Questions for focus Group Discussion

1. What are the mechanisms that the community is participating currently in the secondary school management?
2. What are the key decision making areas that the community (through its representatives) participates in the management of the secondary school (In your school context)?
3. How do you evaluate or see the contribution of members of KETB and PTA in the management of this secondary school?
4. What do you think are the main reasons that hinder participation of the community in school management through its representatives?
5. What do you suggest which is used to promote the participation of the community (through KETB and PTA members) in the management of the school?