

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRAGUATE STUDIES

PARENT- TEACHER ASSOCIATION'S INVOLVEMENT IN SCHOOLS  
IN TIGRAY REGION: THECASE OF KINDAYA PRIMARY SCHOOL

A THESIS SUMITTED TO THE SCHOOL OF GRAGUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

BY  
G/MICHAEL BERIHU

JUNE, 2006

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**BY**

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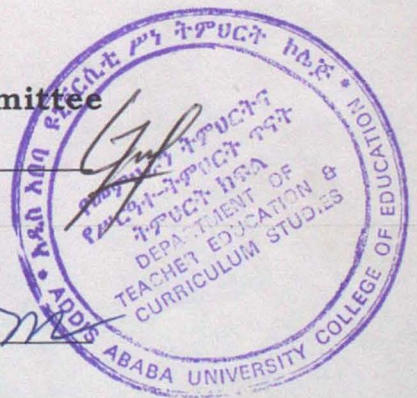
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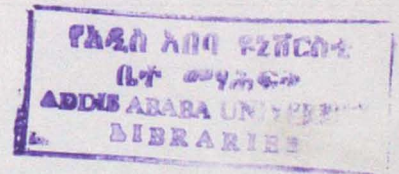
First and for most my gratitude goes to Cherkos kifleketema Education Department which gave me sponsorship to continue my education.

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## ABSTRACT

*The purpose of this study was to examine the extent to which parent involvement in schools and the contribution of parent participation to the overall school affairs and how parent-teacher association shoulders school responsibility in the school.*

*The research method that employed in the study was qualitative method. The research design was identified as case study. The data provide in-depth and detail through direct and careful description of situations, events and interaction.*

*The subjects of the study were thirteen, three teachers, three parents, three students out of 1622, two parent teacher association and two directors identified from one purposefully selected primary school. The technique utilized in the study was purposive sampling. Therefore, this has chosen in order to purposely select and purposely leave some members.*

*The data was collected using interview, participant observations and document analysis. The data drawn from interview, observation and document analysis were studied carefully and repeatedly. Referring to the notebook and the Tape recorder cassettes did this. The researcher was categorized the collected data in line with their similarities.*

*The study was conducted in the context of parent involvement in the school administration to enable democratic system of administration for facilitating engagement of learners, parents and community for sustained dialogue, decision-making around nationally oriented goals for basic learning.*

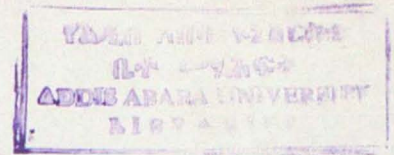
*Parent-teacher association involvement in school administration was focused on their responsibilities devolved by the Ministry of Education. Their responsibilities were leadership, encouraging parents to send their child, labor, control, planning, evaluation, involvement, parent teacher*

relation, construction and maintenance, finance, discipline and parent encouragement.

The discussion of this study concentrated in examining the above mentioned responsibilities .The results show that the parent- teachers association's involvement in fund raising, in planning, in controlling finance, and in encouraging parents to be involved in the school affairs and in exercising democratic leadership was high. But its participation in maintaining school discipline, in supervision, controlling and sustenance of teaching materials was inadequate

Parent-teacher association has made an effort in enhancing school finance. But the collected money was utilized for constructing buildings. Therefore, the school finance was in adequate to fulfill the school needs. Due to this the school has been in short of resources, which in turn hindered the teaching learning process.

Thus, to solve the problem of the school, parent teacher association members have to strengthen relation with NGO's and enterprises found in that area and to the community at large. Moreover, the parent teacher association should do the best to carry its responsibility in the school.



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## ACRONYMS

PTA - Parent Teacher Association

MOE - Ministry of Education

ESDPIM - Education Sector Development Program Implementation

EFA - Education for All



# 1. INTRODUCTION

## 1.1 Background of the Study

Parent's participation is crucial for children's education in the school.

Participatory is a description of people's involvement which individual's or in-group activities that are generally non-competitive and encourage individuals to participate for health, social and or personal benefits, as opposed to winning or losing.

(<http://www.sbed.gov.calsportBranch/Glossary.htm>)

Parent's participation benefits local school administration and management. McFarlane (2001) based on different scholars perspectives justified the benefits of parent participation. Pragmatic arguments about the benefits of participation in local administration noted that participatory processes are valuable because they contribute to utilitarian goals of better and more efficient local school governance. The local administration use citizen participation schemes for its value to local school administration, not of a commitment to any intrinsic benefit to citizens.

Democratic arguments about participation based on the concept all people are equal in their decision-making ability and should have the right to participate in decision making on matters or issues that directly or indirectly concern them or have an effect on their lives. Participation often serves as a learning process that educates citizens with the skills and needs to sustain democracy. Also through the process of negotiation and compromise, participation can foster certain beneficial psychological attitudes by making a person aware of human interdependence and the needs of others (McFarlane, 2001).

The empowerment argument clarifies that community participation inevitably leads to power shift. Actually including non-elites, the non-power and the non-educated involvements, in an elite and expert driven process like development and structuring decision making such that their views taken into account, means a significant redistribution of power (McFarlane, 2001).

As to Gamage (1993), decentralization and community participation in the governance of the school system at district level are concepts that were born in the USA. He further explained that decentralization of education to the local levels and governance by local education authorities developed in England and Wales. Besides, since 1970's decentralization of education at regional levels the devolution of power and authority at school level and community participation in school governance has been emerging as a new culture due to the influence of Britain and America

Government policies are recommending school based education reforms as strategy for decentralization. These are driven by the need to create a political and social space to enable democratic governance systems to engage learners, civic society, parents and communities in sustained dialogue, decision-making, and innovation around nationally oriented goals (EFA, Framework for Action, 2000). Therefore, schools as systems supported by public, in turn serve the public.

According to Goldring (1991), parent participation in the educational operation systems in many countries is mainly through fund raising. But its participation is not that much recognized as well as not developed.

In this regard, Preston (1991) explains that governments are devolving responsibility for the support of school systems in terms of financial, material, manpower, direction and feedback or information resources through public participation. This necessitates the schools to get the due amplitude of openness to the public and more public influence on their educational operation in various dimensions of participation.

As a result, the public being the source of the necessary resources, school systems have to be accountable to it. And the public in turn should be responsible for the educational operation of the schools (Ranson, 1998).

Masha (1988), notes that this makes school system under appropriate administration by the public committee and decentralization has given to school systems more public participation.

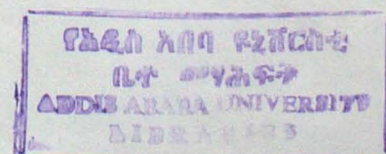
School based management as a strategy of decentralization encourages community participation in structures of governance at school levels that involve local stakeholder at the school level, such as parents, teachers, and community members in making decisions to improve school effectiveness (Pricket cited in Griffith, 1988).

According to Orlosky, et al, (1984) educational administration behavior is concerned with the development of the whole man through coordinating education activities. It also satisfies the needs and demands of the community through planning, managing and controlling the financial, human and other resources effectively and efficiently.

In developed countries, like the USA, parent participation in school governance had the responsibility of advocacy, leadership; controlling, fundraising and communication positively influence the lives of children (PTA, 1999).

In addition, the PTA (1999) explains that parents' participation in the local school administration is to build strong working relationships among parents, teachers and schools. They provide powerful mediating functions, providing a neutral forum for resolving conflict and involve in decision-making process and student discipline issues to bring quality education.

According to Preston (1991) in developing countries like Guinea, communities are participating in school governance. They design guidelines to be responsive for the overall management and maintenance of their local schools. They have responsibility for finance, land, building provision, building and ground maintenance, student enrolment, and school policy formulation and student discipline.



The Ethiopian Education and Training Policy gives place to schools to administer under boards of parental representative (MOE, 2002).

The expansion of the modern education system in Ethiopia, as expressed by the increasing number of students, teachers, and schools with scarce resources makes the government increasingly unable to support the educational system without active participation of parents in school governance. Parents increasing participation in educational administration means encouraging parents in participation in overall school condition through their representatives (MOE, 2002).

According to ESDP implementation manual (1998) there are many roles that parents could play in the development of education in its environment. This can involve school construction, beautification control of discipline, managing educational finance; evaluating teachers, and maintenance of school buildings and the site. It can also play key roles in encouraging parents to send their children to schools particularly girls. It can also involve the management of schools, including teachers' attendance and regular activity.

This clearly shows that in Ethiopia educational activities need parents' support in all conditions to maintain the quality of education.

## **1.2 Statement of the Problem**

Parent participation in administration of schools enhances school facilities, brings about good teaching learning process and keeps the quality of education (Gamage, 1993).

Dykes (1965) noted that the quality of the educational progress greatly influenced by the board's ability to discharge its responsibilities. The growing student population creates insufficient space as a result influence the instructional process, which has a great impact on the educational program, which has to be checked by the board on time.

In order to run the school effectively money is necessary, without which construction of building and purchase of equipment and other teaching materials is inconceivable. Moreover, this is impossible without the supporting of the public.

A number of factors can affect child education. Among these the adequacy of the school's physical facility, the educational status and style of administration mentioned. However, the absence of sharing equal responsibility of the school and parents is vital to attain the desired goals.

Parents play an important role in school administration, which necessitates their assistance in maintaining the quality of education in the school. However, the lack of parents' active participation in the school will result in low interaction and development. As the government alone cannot supply all the inputs, which schools need, the participation of parents in school administration is essential.

Nielson and Cummings (1997) state that governments provide education, which lead to greater expansion of formal education opportunities that the world has ever known and its limitations are becoming increasingly apparent. Most obviously, financial constraints have made it difficult for governments to provide metropolitan mode of education to all who aspire to schooling.

Government makes effort to expand education, but its economy does not allow fulfilling both the quality and quantity demands simultaneously (Cummings and Dall, 1995).

Parent's involvement persisted in various forms in the administration of the school in Ethiopia. So, with the existence of different political systems in the country, the representatives of the community also had varied responsibilities.

The Federal Government's New Education and Training Policy document indicated that powers of the educational administration devolved to the

community by providing guidelines to the schools. The responsibilities of parent's activities are in educational planning, decision-making, controlling the school condition, maintaining disciplines, fundraising, and managing the overall school activities (MOE, 2002).

### **1.2.1 Objective of the Study**

The study aims at exploring of performance problem of Parent Teacher Association in the school.

**General objective:** The general objective of the study is to examine the degree of parent involvement in the school and the contribution of parent is to the over all school activities.

**Specific objectives:** The specific objectives of the study were to:

- identify the scope of Parent Teacher Association participation
- investigate the extent to which parent teacher association discharge its responsibilities.
- examine the nature of parent involvement in school administration.

### **1.2.2 Basic questions**

The study in meeting its objectives attempted to answer the following questions

- How does parent involvement practiced in Kindaya Primary school administration?
- How far does Parent Teacher Association took a responsibility, which given by MOE?
- What were the areas of priority that Parent -Teacher Association members give attention to the school administration?
- In which area does parent – teacher association encourages parents to involve in school affairs? why?

### **1.3 Significance of the Study**

The study tries to suggest ways for the improvement of Parent Teacher Association's performance and its relation with the school in the administration and the development of their children. The research result is thought to be a help to school directors, parent -teacher association members and parents to realize the problems of the school in their participation in the educational administration.

The research result also could serve as initial reference to conduct further study on the participation of parents in school administration.

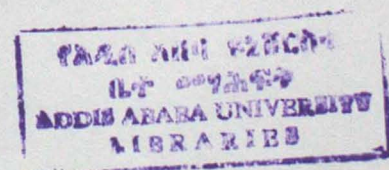
### **1.4 Delimitation of the Study**

As it has been indicated in parts, the research work focused on the study of the parent-teacher association involvement in primary school one primary school to process in the study. The name of the school was kindaya primary school.

Currently, the need of parents' involvement in the school administration for school development is increasing so that clear and concise study on the topic became focus of attention.

### **1.5 Limitations of the Study**

In conducting this study, the researcher had encountered some constraints. These were time constrains and financial inadequate which the major feature that influence approaching this study more intensively in deeply and exhaustively. And there was a shortage of recent related reference materials.



## 1.6 Definition of terms

**Parent-teacher association** ---is a voluntary organization that brings together parents and teachers of pupils in a particular way, usually for fundraising and other activities relating to the welfare of the school and child education ([http://en.wikipedia.org/wiki/parent\\_teacher\\_association](http://en.wikipedia.org/wiki/parent_teacher_association))

**School administration**-- all those techniques and producers employed in operating the educational organization in accordance with established policies (Good, 1973:13).

**Parent involvement** -parent involvement entails parents, educators and the community working together toward the common goal of optimal education and development of the student with shared responsibility for student outcomes (Cristenson, 1996).

**Primary school** -In the context primary school includes Grade 1-8.

**Planning** - It is simply the arrangement of school program for doing something considering in advance.

**Leadership**- The act of influencing the activities of organized groups into efforts to lead the school by directors and PTA members.

**Control** - To exercise authoritative influence over the school resources.

**Supervision** - The function of control which evaluates current action while in progress and assure the exercise taking place in accordance with plans and instruction in the school (Good 1973.)

## 2. REVIEW OF RELATED LITERATURE

### 2.1 The Concept of Parental Involvement in Schools

Based on the various types scholars present parent involvement in different ways.

Schwartz (1979) notes that parental involvement encompasses ideological demands; that is, it refers to an attempt to influence learning structures and classroom curricula in light of parents' personal values and perspectives on life. Goldring (1988) also reports that parents whose principal motivation was ideological founded an alternative educational system providing stronger emphasis on Judaic studies. In this regard, there is a high correlation between the level of parental involvement in the development and activities of alternative school programs, and the intensity of parents' ideological tendencies.

According to Fehrmann et al. (1987), parental involvement includes parents' expectations of school performance, verbal encouragement or interactions regarding schoolwork, direct reinforcement of improved academic guidance and support.

Donna and Wikeland (1996:460), wrote, " Parental involvement in school brings about democratic education. It is a guarantee to all members of the community, offers the right to share and determine the purpose and policies of education".

Parents' involvement in school administration need to create political and social space to enable democratic governance systems to engage learners, parents and communities in sustained dialogue, decision making around nationally oriented goals for basic learning (EFA Framework for Action, 2000).

26  
201  
19

The concept of parent participation in the school administration to the operation of the school increases public understanding of the problems arose in the school (Raymoned, 1961). Moreover the role of parental involvement according to World Bank (1998) is to promote human rights and democratic governance approaches in local school development by building partnerships among local authorities, parents, community members, teachers, students, local NGO and community based media.

In addition, Gallagher (2001) explained the concept of parental involvement in terms of s promoting partnership between families and teachers. This includes the exchange of information between parents and teachers in parents' involvement in the school affairs. Exchange of information on its part enables teachers to acquire knowledge of their pupils. Therefore, teachers can gain an understanding of the difficulties experienced by parents and children, and the influences that determine their behavior.

Parental involvement arises public character of the school so that the educational enterprise becomes one of shared ownership. As a result, citizens in the community hold the status of ownership in the schools. On the other hand, it is essential to that those who are charged with the responsibility of directing its affairs, to understand the role of public attitude in a democracy and its effect on the education of children (Gallagher 2001).

Custody (in Gallagher, 1997), another role of parental involvement is to make schools more responsive through increasing participation of people in decision making in order to improve student attendance, engagement and performance.

Parents' involvement in schools plays an important role in developing effective control of schools to the benefit of all students' confidence.

It indicates ways to improves parents' attitude towards the school and improve self- concepts, which characteristically result when they become involved in their children's education (Cotton and Wikeland, 2001).

Texas Parent Teacher Association (1997) elaborates that parental involvement in turn improves student morale, attitudes and academic achievement across all subject areas. Thus, by getting involved, parents reduce children's risk of academic failure and dropping out before graduation.

- ✓ Similarly, Flaxman and Inger (1992) have identified that parents become involved in their children's schooling; through direct involvement in the school management and by being present in schools: through participation in special parenting training programs and through family resource and support programs.
- ✓ Besides, Moore (1991) has identified three approaches to parental involvement in the school: parents as policy makers, parents as volunteers, and parents as facilitators of children's development.
- ✓ In addition, Epstein (1995) has pointed out six types of parental involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with community.

It indicated that parents' involvement promotes a healthy and consistent learning environment by establishing mutual goals between parents and educators and developing activities that bridge home and school (Edward and Weiss (1992).

They further discussed that parental involvement creates collaboration among the family and the school. In a cooperative process of planning that brings together the school staff, parents, children and community members to maximize resources for child achievement and development.

## **2.2 Meaning of Parent-Teacher Association**

Parent- Teacher Association is defined as a" voluntary organization which brings together parents and teachers of pupils in a particular way, usually for fundraising and other activities relating to the welfare of the school rather to the progress of individual pupil

(<http://en.wikipedia.org/wiki/parentteacherassociation>).

The school board was an American invention, which has grown out of desire to keep the government close to people. It represents an expression of the faith of the American people in both education and democracy (Garber cited in Dykes, 1965)

According to Good (1973), Parent Teacher Association is the local board or committee on which the statues of the state place the responsibility for conducting the local public education system; whether appointed or elected it may be responsible in varying degrees to the local government authorities.

✕ In the Ethiopian context school administration committees legally formed and empowered with the responsibilities to manage, administer and control the school in accordance with the regulation or directives of issued to it by the Ministry of Education (proclamation No 260 of 1984).

## **2.3 The Purpose of Parent Teacher Association**

Parent Teacher Association, which has later changed to local school board in the U.S.A. is purely an American invention. It was know as "school governance" in Great Britain (Dykes, 1965).

To understand the purpose of PTA it is important to look at the attitude of some educators in general and educational administrations in particular to analyze the reasons in favor or against of the purpose of Parent Teacher Associations (Dykes, 1965)

Dykes (1965) emphasizes that Parent -Teacher Association involvement in the school system is important to the total educational program in improving public education as practical discharge to their responsibility.

Parent Teacher Association brings into closer relation the home and the school; it makes parents and teachers cooperate intelligently in the education of children and youth. Besides, as it developed between educators and the general public it will secure for all children and youth, the highest advantages in physical, mental, social and spiritual education (Anna, 2005).

On the need of community controlled schools, Levin (1970) comments:

*The top policy makers those who design education and give institutions for its dissemination and implementation are out of contact with the grass root people – parents, children and community based school personnel. They have forced what they believe to be good and sound educational program upon a school population – that may initially be receptive but is inadequately prepared to carry them out... community control means community growth and development, and the school is the hub of this growth...*

The community forced to make decision as to whom it will entrust with this facet of development, what degree of control it must have over the process and which controls it is willing to relinquish or share.

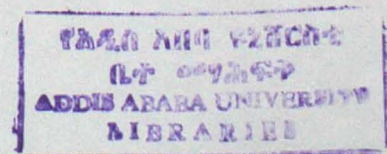
Therefore, it must establish and then explicitly articulate its needs, desires, goals and expectations.

Community support determined mainly the school success. The community shows more interest in the schools and educational matters when they have a direct election of the school boards (Hansford 1961).

#### **2.4 Functions and Responsibilities of Parent Teacher Association**

The functions and responsibilities of Parent- Teacher Association vary from state to state, from country to country and from district to district.

Legally, some of their activities are mandatory whereas some are permissive at the discretion of the school committee and still others implied in the general legal provisions for the maintenance of public schools (Reeves, 1954).



## **2.41 Function of Parent Teacher Association**

The development of the function of School Boards in the USA summarized by Dykes (1965:8) as follows:

*The responsibilities of early school committees were not limited to legislative affairs but included administrative and supervisory responsibilities. All the details of operating the schools were theirs. Little by little, however, they relinquished to the headmaster and later to the superintendents minor administrative functions. Again, the growing complexity of public education hastened the process. The first half of the present century marked a movement towards the concept of the school board as a policymaking, legislative body, with the superintendents as the executive officer of the school system.*

According to the Audit Commission for Local Authorities in England and Wales (1986), school governors should be delegated maximum authority in order to obtain the widest possible discretion to manage the schools. The power, which include that regular assessment of teachers in relation to a broad base construct of services points toward the allocation of school resources in line with local education authorities curriculum policy and decision on local arrangement for supply cover for absence.

Besides, Maclure (1988: 32) states that, "Their responsibility is to follow the national curriculum, in light of the local authorities policy, as modified by the governing bodies".

## **2.4.2 Responsibilities of Parent-Teacher Association**

Responsibility can be defined as the degree of autonomy in carrying out job assignments; the extent of vested authority over others; and accountability for task accomplishment (Silver, 1993).

Fillery and House (1969:231) stated as follows:

*The three concepts of responsibility, authority and accountability are major variables. The classical theory of delegation... which provides a) an equitable balance between the tasks to be performed by an individual. b) the power and resources he is given to perform the tasks and c) the implicit or explicit contract (accountability) whereby the accepts the obligation to perform according to the design of the formal organization.*

Parent teacher association has certain basic areas of responsibility. According to Dykes (1965: 11-31) some of the responsibilities are:

1. **Instructional programs:** This is the chief concern of the school board and has three major responsibilities. These are, school board should: 1) know the characteristics of a good educational program 2) know what is going on in the local schools and in the best school systems in other parts of the country, and 3) constantly evaluate and improve the work of the schools.
2. **Personnel:** the boards' ability influences the quality of educational progress to discharge its personnel responsibilities. This is mainly due to the understanding that there is no school or school system that is better than its personnel are.
3. **Physical plant:** since the student population is creating insufficient space as and buildings influence instruction, this responsibility has great impact on the educational program.
4. **School community relation:** it said that there are good public relations if the people in general have sympathetic, cooperative and helpful attitude towards the schools and its objectives. Such relationship enables the people not only to understand the success of the schools but also to eliminate the sense of impediments that stand in the way of their improvement. The School Board, to function effectively, must be conscious of the value of school community. In this regard, the Board's main concern should be supplying information to the community about the schools. Failure to do so does not mean the

public has no information, rather it means that the public is relying on numerous grape vines, which may be distorted.

5. **Business management:** this include activities such as budget allocating, procuring and handling of funds, purchasing, cost analysis, maintaining property, insurance programming and operation of cafeterias, transportation systems.

## **2.5 School – Community Relations**

The School and community relationships emphasize the importance of designing programs around the needs and problems of the school and its special publics. Dealing constructively and effectively with these needs and problems will increase the chances of parents and other community residents to take a positive interest in the school. Well-designed programs can affect a sense of readiness and good will toward staffs, provide adequate financial support for the schools and develop a sense of responsibility for the steady improvement of education (Gallagher, 1997).

The school and the public or community relations as a "function on all levels of the school system, establish a program to improve and maintain optional levels of student achievement and public support" (Holiday, 1988: 23).

The function that consists of communication with the involvement of internal and external publics in the school system is designed to promote a positive and challenging school climate in which student achievement and staff productivity are fostered. It encourages maximum involvement of parents at home and in school, in their children's educational development, involves citizens in cooperative learning practices, partnership and other means to make full use of human and other learning resources in the community. It also builds public knowledge of the purposes, success and needs of the school system, leading to public understanding and support (Holiday, 1988).

Edward and Weiss (1992) stated that family school collaboration is a cooperative process of planning that brings together the school staff, parents, children and community members to maximize resources of child achievement and development.

Although connections between parent involvement and school violence have rarely been done, increased parent involvement can result in home environments that are more conducive to learning and improve communication and consistency between home and school. These changes can lead to safer, more responsible schools.

According to Smith (1994), notes some programs have been directed at parents of students with challenging behavior. Parents of students at risk for expulsion and families of students exhibiting aggressive or disruptive behavior attend regular meetings to develop a solution regarding their children's behavior. The collaborative team approach used in such meetings rated as highly successful by both parents and teachers. Parent management training, teaching parents' effective methods of behavior management decrease their children's aggressive behavior.

Ames (1995) found that parents in overall evaluation of the teacher, their sense of comfort with the school, and their reported involvement in school activities were higher when parents receive frequent and effective continual communication with teachers. They found that teachers covered both classroom content and individual information about their own children and this in turn led to take part in suggested activities.

Therefore, teacher-parent collaboration depends on a belief in shared responsibilities for educational outcomes (Christenson, 1995) Changes made within the educational process should focus not only on the role of the school, but also on the influence of parents, which contribute to their children's academic success (Marti, 2000). Therefore, that student achievement increases to higher levels when the relationship between

families and schools is more collaborative and comprehensive (Sheridan, et al.1997).

Working together, parents and educators will accomplish more positive results than working alone, with efforts focused on the student, and not differences that may exist between parents and educators, in order a successful cooperation to occur. It has grown increasingly apparent that the more families and schools are able to interact, the more likely benefits noticed for not only students, but also their families and schools.

Teachers who practice in sharing information with parents regarding their children's educational and developmental progress, and who are willing to involve parents in the process to resolve concerns related to a child's school performance are more likely to establish a successful collaboration with parents.

Jenson, et al. (1994) suggested that parent- teacher interaction deals with very specific student problems, but it has also to be effective for on going tasks such as home works.

Home works provide a discernible link between home and school and offers parents an opportunity to exert influence and offer help to the school (Jayanthi, et al. 2002). For families with issues of time and availability, homework is often the primary way in which they can connect with the child's school experience.

Therefore, effective communication is essential in creating successful homework activities (Urban.2001).

## **2.6 The effect of Socio-economic Status to Parents Participation**

- | The socio-economic status of parents in different countries varies greatly. It affects the involvement of parents in their children education. Low-income parents are less likely to become involved in their children's education (Lareu, 1996).

According to Ascher (1988), some school staff believes that the economic difficulties with which poor parents contend make it difficult to engage these parents in involving in their children's education.

On the other hand, Davies (1989) states that teachers may have a deficit view of families from low socio-economic groups, believes that low income families do not value education, and assume these parents do not have much to offer to the education of their children.

Concerning this argument is that school staff may treat low-income parents as if they lack the knowledge to contribute to their child's education (Bloom, 2001). Consequently, Parents might feel as if the school as one reason considers their economic situation for students' low performance in school (Bloom, et al. 2001)

## **2.7 Parents Participation in the Administration of Schools**

The community is made to play an active role in the administration of one of its most important institutions, the school, where the future destiny of its children is shaped. The home and the school have come nearer to work out solutions to educational problems that could hinder progress. Therefore, the child is now no more on his own under close watch and care of both home and the school.(Hailu,1993)

MOE (2002) explains that the organization of education has an authority to be professional, efficient and democratic in its internal administration.

Article 3.8.4.of the New Education Policy states that educational institutions are autonomous in their internal administration and in the designing and implementing of education and training programs, with a coordination and democratic leadership by boards or committees, consisting of members from the community.

In accordance with the provisions of the policy, the administration of primary and secondary schools as well as junior colleges are the responsibility of the regions. This in itself highly contributes to the democratization of education.

Thus, people through their elected administrators can direct the educational process. The policy enables parents or their representatives to play a prominent role in the administration of the schools (MOE, 2002).]

The school as an organization depends much on its environment. It gets most of its resources from the surrounding community and has the obligation to serve the people of the area effectively.

Mid Winter (cited in Hailu, 1993) suggests that parents need to inform of what the school is aiming for, so that they can lend support in the process. Parents should be involved in the general management of the school. They are more likely to have high expectation about the school and will do what ever needed for the betterment of the intellectual as well as manual training and development of their children. He further notifies that there is no area of schoolwork, which does not need the participation of the community. To function properly and achieve its intended outcomes, the school needs to involve the community in its management.

Participation of parents in the administration of schools is necessary because of the increasing number of children, which the school cannot accommodate and the shortage of resources. Schools need the participation of parents in its administration to provide their active moral and financial support.

## **2.8 Parent- Teacher Associations in the Ethiopian Context**

Parents' involvement has existed in various forms in the administration of schools in Ethiopia. Their representatives in the school administration have exercised parents' participation in different forms. In different political systems in the country, parents' representative called as parents committee, school administrative committee and parent teacher association. Their responsibilities were also different in each period.

### **2.8.1 The Imperial Period**

Before 1974, the people had no share of responsibility in administering schools. At that time, high centralization authority had characterized the system of government and administration in Ethiopia. Confirming this, Pankhrust (1962) stated that the Ministry of Education and Fine Arts given responsibility of centrally administering, supervising and controlling all government schools.

The administration of a school depends on the sole responsibility of the school director ( Bekuretsion, 1989).

The school directors hold key places in the completely organizational structure because they operate at the grassroot levels. They ensure that the Ministry's policies and regulations followed, the standards maintained and that discipline observed. They also prepared school budgets and submit plans for improvement. They serve as professional advisors to their staff. The effectiveness of the entire administrative structure depends on the devotion and competence of school directors (Bekuretion, 1989).

In witnessing the condition of the time, with regard to what the administration of schools looked like, another source observed the following:

*... in the early 1940's and 1950's when student enrolment in elementary and secondary schools remained relatively low, schools were provided with whatever they needed by the Ministry of Education .Consequently, schools had hardly any need to create contact with the community. Thus, the school virtually remained an island into itself and a kind of foreign body to their community (Seyoum, 1988)*

In addition, Teshome(1998) state".... administration was highly centralized, and local community participation was inhibited in curriculum planning, personnel and budgetary allocation and control."

Maaza (1984: 170) pointed out that in the second five years development plan, 1963-67 "... the local community had to participate in meeting education expenditure, particularly for buildings and equipment of the primary schools".

MOE (1973) in Article 9, states the responsibilities of parents' committee as follows:

- To assist disciplinary measures solutions find in offenses beyond the jurisdiction of the school.
- To assist general good advancement and progress of the school, by cooperating giving advice on the fixing of school fees and regulations cooperate.
- It assists by donating money, by collecting from benefactors and fixing expenditures.

### **2.8.2 The Derg Period**

After the downfall of the feudal system in Ethiopia in 1974, proclamations issued and directives given to form school parents' committee to involve the community in school programs. The committee had direct control over the schools and did an overall supervision in their administration. The operations of all educational institutions and programs had to involve the daily cooperation and participation of the community (MOE, 1984).

Proclamation No 103 of 1976, which established the school committee vested the people the power of controlling the school. But school administrators who used to exercise independent control over their schools did not enthusiastically welcome the school committee. There had been occasions of misunderstandings and conflicts between the school administration and the school committee. It was in view of this fact that the government "issued order No 260/1984 that amended and strengthened the previous proclamation" by which the school director was made the vice-chairman of

the committee and his powers and responsibilities were duly specified (Seyuoum, 1988).

The school committee responsibilities duly specified by order No. 260/1984. As legal body to make an overall supervision of the school, to consult and assist the school, to supervise subsidy and budget, to coordinate the school and the community, to see that the property of the school is well maintained etc. in accordance with the regulations or directives issued to it by the Ministry.

The school director also given the power to direct, administer and control teachers and other school personnel, to coordinate and implement the technical programs of the school in accordance with the regulations or directives issued by the Ministry.

The proclamation vested the school administrative committee both the following responsibilities to run the school matters and related affairs (MOE, 1984).

- To make an overall supervision in order to ensure that the school orderly, properly managed and administered in accordance with the regulations or directives issued to it by the Ministry.
- To consult and assist the school in accordance with the program issued by the head master so as to reflect the progressive culture of the broad masses in extra-curricular program of the school.
- To supervise and follow up the proper utilization of subsidiary or budget allocations to the school by the Ministry in accordance with the regulations or directives issued to it from higher authorities.
- To encourage and coordinate the efforts made to develop the internal income of the school and make an overall supervision in accordance with the regulations or directives of the Ministry in

order to ensure that its income expanded for the benefit of the school.

- To make an overall supervision over administration of the property of the school, in order to ensure that its use is limited to educational purposes.

### **2.8.3 The Federal Government period**

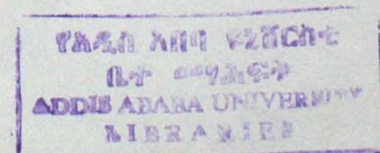
Educational organization and administration restructured in accordance with the devolution of power from the central government to the school level that implemented in after 1994.

According to the strategy of the Ministry of education, schools strongly linked with the community, which will take responsibility in its well-being and upkeep. They made to be responsive to the local needs and requirements and act as centers for all educational activities of the community (MOE, 2002).

The Federal Democratic Republic of Ethiopia Educational Policy puts clear ✓ guidelines that state the rights and responsibilities of all involved in education, ensures participatory and proper professional relations in their activities and educational institutions. They are autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community. The policy enables parents or their representatives to play a prominent role in the administration of the schools.

At this time, the representative committee in local school that is known as parent-teacher association has the following responsibilities to administer and lead the school (MOE, 2002).

- ✓ . Give advice to those teachers who did not accomplish their duty. In addition, submit decisions to the director to penalize those who didn't go along the line after advised.



- Give advice to directors, those who did not accomplish their duties and makes decisions and present it to kebele education and training board for penalty.
  - Give advice to students, those who have discipline problems, make final decision, and present it to the school director for its implementation.
  - To expand school finance, in collaboration with the school directors and kebele education and training board the parent teacher association has to find ways to participate parents.
  - Evaluate teacher's efficiency on their part.
  - In collaboration with school directors gives rewards in terms of cash or materials to teachers and workers those who have good performance.
  - In collaboration with the directors, parents, kebele Education, and Training Board invite parents in different meetings or conferences to strengthen parent-school relations and to find out solutions about school problems.
  - Motivates students not to dropout, and discuss to find out solutions with dropout students' parents.
  - Gives suggestions about directives, rules and supervises the application methods of annual plans.
- . Initiate parents to send their child to the school.

### **3 METHOD OF THE STUDY**

#### **3.1 Methodological Approach**

Quantitative and qualitative approaches are often used in educational research (Wieresma, 1995).

Research methodological approaches are drawn from psychological theories. The quantitative approach has got its root from behavioral psychologists, which mainly consider humans as passive organisms that can be governed by the external environment stimuli. On the other hand, the qualitative approach has emanated from the theory of cognitive psychologists and interactive organisms that can be highly influenced by their past experiences and contemporary situations (Wamahiu and Karugu, 1995).

My investigation utilized the qualitative way of researching on the study area. Qualitative research was to understand the context of various issues of parents' involvement in school administration that was tested in relation to qualitative studies.

The researcher has accepted the cognitive psychologists theory because humans are an interactive organisms influenced by their past experiences and contemporary situation.

Besides, the reason the researcher has chosen the qualitative research approach, because it is mainly concerned with the properties, state, and character, nature of phenomena. This implies an emphasis on processes and meanings that are rigorously examined, but not measured in terms of quantity, amount or frequency. And it typically produces a wealth of detailed data about a much smaller number of people and cases (Wamahiu and Karugu, 1995).

The data provide in- depth and detail description through direct and careful observation of situations, events, interactions and behavior.

And in this method, the researcher can learn most about a situation by participating in it. It also focuses too closely, on individual results and fails to make connections to larger situations or possible causes of the results.

### **3.2 The Research Design**

The research design is identified as experimental, case study and survey (Hanmesely, 2000) or the five qualitative design traditions are biography; phenomenology, grounded theory, ethnography and case study (Carewell cited in Gallagher, 2001).

As Reader (1949) states in educational research, cases are most commonly individual persons, communities and institutions. The case study method had been frequently employed in education studying problem cases, maladjusted pupils and scholarship difficulties. It is obviously an important source of educational ideas.

In addition to use of the case method for investigation of particular or individual instances of phenomena, it may be employed in studying the general characteristics of phenomena of any given class (Reader, 1949).

In case study, a researcher makes a detailed exploration about a single case rather than making a general exploration about a population. In line with this, Wiersma (1995) noted that qualitative case study focused to research on a few cases and many variables. Merriam (1988) also stated that case study could be utilized to get an intensive and holistic description for a single instance, phenomena or a social institution.

Adelman et al (cited in Cohen, Marion and Marrison ,2003) stated that case study is the study of an instance in action single or abounded system. For example, a child, a clique, a class, a school, a community can be taken as a case for investigation. It provides a unique example of real people in real situation. Moreover, it enable leader to understand ideas more clearly then simply by presenting them with abstract theories or principles. Indeed a case study can enable readers to understand how ideas and abstract principles can fit together through inductive reasoning. The researcher has applied case study design in the study. Case study is a preferred strategy when 'how' or 'why' question are being posted, when the investigator has minimum control over evens and the focus was on contemporary phenomena.

Since the present study investigated on the focus of PTA performance in primary school, a qualitative case study design can be appropriate to this study. To this end, one school was selected among many primary schools in Tigray region.

### **3.3 Background of the Research Setting and the Informants**

In this sub-section, some characteristics of the research setting and the informants, which have relevance to the present investigation, will be discussed. The researcher has recognized the nature of the research setting and the informants may give clue about the justification that they are to be a target for the present study.

### **3.3.1 Research Setting**

The data collection process was carried out in one purposefully selected site within a period of one month (20 January – 21 February, 2006). The site is Kindaya Primary School found in Axum town. This is found at the border or near to the countryside within Kebele 05 Wereda 2. The school was established in 1989 E.C. by the local government. This school has 4 Blocks within each block has four classes, the total classes is 16 also there are 6 tentative classes made by plastic tents that are serving for teaching learning process and one block used to office working.

This school has one pedagogical center, one tea room, one store room two latrines one for teachers and other staff members, the other for students. The school compound is bounded by wire fence there is also vegetable garden field.

There are 42 members of the school communities, 34 teachers, 2 directors, 4 secretary and financial workers 2 are guards.

Within this school there are 1622 students learn from grade 1 to grade 8.

### **3.3.2 Selection of Research Site**

The selection of data site was purposive. The research site was one of the primary schools across the central region. Why I chose this was that it has a high participation of the community in the school and the activity of parent teacher association was good in terms of fund raising. So, due to this they were given rewards/certificate from the wereda education bureau in 1997 E.C.

This research site was built after the fall of the Derg regime. This school has a shortage of resources materials.

### **3.3.3 Selection of Informants**

Teshome's (1978) explains the term selection as to locate information rich sources of data rather than to seek a representative portion those possess the qualities of the whole works well for the purpose of study.

Therefore, selecting any appropriate school and information rich persons have been accomplished through purposive sample techniques.

Due to this the informants were selected in their direct relation and position with the objectives of the study.

### **3.4 Instruments of Data Collection**

The relevant information for the study was obtained through interviews, observation and document analysis.

Open-ended questions used to collect data from the subjects. The respondents conducted the interview in Amharic to facilitate understanding and the necessary data were collected.

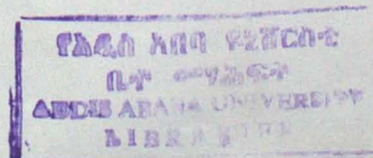
#### **3.4.1 Interviews**

In qualitative case studies, interviewing is a major source of data needed for understanding the phenomenon under study (Merriam, 1988: 86).

In order to get detail information, the informants about the overall school affairs in-depth interviews have got great attention by the study. The process of interviewing was recorded by a tape recording. This helped to minimize lose of information by the interviewer during the interview process.

#### **3.4.2 Observation**

As indicated by Merriam (1988: 102), participant observation is a major means of collecting data in case study research. It gives a first hand



account of the situation under and when combined with interviewing and document analysis, which allows for a holistic interpretation of the phenomena being investigated. Observation, which is more appropriate in qualitative study, demands the researchers' sense organs are the key instrument to collect data (Wamahiu and Karugu, 1995). With this in mind, in the present study, the researcher has conducted observation.

According to Bailey (as cited in Cohen, Marrion and Morriuosn, 2003: 18), observation studies are superior to experimental and survey studies to collect non-artificial (natural) data including from the non-verbal behavior of the informants. The researcher stayed in the school for 30 days to collect data. During the observation, notes were taken.

### **3.4.3 Documentary Analysis**

Documentary sources are one of the data collection instruments of the qualitative case studies (Merriam, 1998).

To collect information about the child enrolment and distribution of book from record, stored and official offices, etc are analyzed in this study.

#### **Sampling technique:**

The investigation was conducted using sampling in qualitative research. In this study the researcher has used purposive sampling and it is a process seeking to see high-informed persons and those, who had, direct relations. Therefore, this sampling was chosen in order to select and leave members.

The researcher had interviewed three teachers out of 34, three parents out of 1622, all directors, three students out of 1622 and two parent-teacher association members out of seven. The total numbers of respondents were 13.

### 3.5 Procedure of Data Collection

After the first phase, the review of related literature and the proposal of the study, was done, the researcher went to the school, Tigray, with letter of cooperation from A.A.U., So, that through selecting interviewee, including principals, parents, students, school committees and teachers and observation was identified during the second phase of the study.

During the second phase, the researcher conducted an interview with 42 interview items. The interview items were related to 1) Parent encouragement 2) Finance 3) Enrolment 4) Evaluation 5) discipline 6) culture 7) labor 8) planning 9) leadership 10) control 11) parent- teacher relation

Moreover, the researcher planned to use interview, participant observation as data collection approaches of the study.

However, the discussion and observation during the preliminary stage, took place in phase two of the study.

In relation to the data collection procedures, after the general assessment conducted, the researcher was convinced to add documentary sources as third data collection techniques for the study. Therefore, the data collection can be done through interview, participant observation and documentary analysis.

Document analysis was made from school documents. School documents show the students' enrolment and distribution of books to the students.

In the third phase of the investigation, analysis and interpretation of data were done. Then, the data obtained from interview, observation and documents analysis were organized, categorized, summarized, interpreted and reported.

All the informants who participated in the interview were not interested in the mentioning their names in the discussion of the study. As a result a coding system of naming was used throughout the discussion, in the text.

Data collection was done through interview, observation and document analysis about the performance of parent- teacher association.

### **Validity and Reliability**

It is obvious that no single methods can understand the subtle differences in on going human experience. As a result, this study deploys different interconnected methods as all of the data collected techniques described above have strengths and weaknesses.

One-way to emphasis the strength and minimize the weakness is to use more than one method in a study (Solomon cited in hailu, 1993)). By selecting complimentary methods researcher can cover the weakness of one method with the strength of another. Therefore, good research will often include multiple method of data collection technique known as triangulation. Triangulation of data permits the verification of qualitative data.

### **Ethics of the Researcher**

At the time of data collection in any research area politeness is very important, any researcher must follow ethics how he collects information, so they can collect adequate and precise information from informants.

So, the researcher used language that reasonably understandable to the informants in obtaining the appropriate informed consent. The researcher informed the interviewees of the nature of the research informing them that they were to participate or to decline to participate or withdraw from the research.

Within this the informants were told and agreed that information relating to their participation would remain confidential. Within this frame work the research also took care to protect informants from adverse consequence of declining or withdrawing from participation. Therefore, all the informants agreed to give the necessary information. the researcher has also informed them of significant factors of their willingness to participate.

### **3.6 Data Analysis Strategy**

Qualitative data analysis is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, and between description and interpretation (Merriam, 1988).

The 1<sup>st</sup> step in analyzing qualitative research involves organizing the data. For this purpose this essentially means analysis using of the following as data, words derived from interviews, narratives, notes of description notes from observation, interview and documents. The methods of organizing these data will different depending upon the research strategy or data collection technique.

The interview data, for instance, was organized by grouping answer together across respondents. Similarly observation was considered individually type of occurrences together while looking or difference among individual settings or time under study.

Usually qualitative researchers advocates, especially that emphasis care studied, analyzed field data at to level, at the size and inter-site levels. They start with analyzing data for each site (case) separately and make and inter-case analysis at alter stage. However, this method was unnecessary bear repletion that reduces the quality of the research. In addition it makes the report bulky. For this reason, the researcher has

avoided presenting separate analysis for each case. The Site (case) analytical paradigm was found to be more appropriate to my purpose.

The data from interview and observation and documents consists of direct quotation from informants about the performance of PTA.

Interpretation involves explaining the findings answering 'why' questions this of the reading the result can understand and draw their own interpretations. IN this stage there will be categorization direct interpretations and developing generalization. Finally, summary and conclusions were given based on the peculiarity of the data findings.

## CHAPTER FOUR

### Data Analysis and Interpretation

This section devoted itself to the analysis and discussion of the data collected from the sample respondents through participant's observation using field notes, document analysis, and interviews.

The collected information about the parent-teacher association performances in the school administration under investigation revealed that there are three broad categories. These categories are PTA and school administration, PTA and school finance and PTA and parents relation have been given due attention in the discussion of this chapter.

The results obtained and analyzed followed by the discussions in response to these basic questions.

#### **4.1 Demographic characteristics the informants**

This section presents the profile of the respondents. Teachers' participants as data sources include one female and two males.

Teachers with age of 30-42 cover 25 % of the total participants, 75% of the informants were between 43 -50 years old. All the informant teachers are married and their academic status ranged from TTI to diploma programs. In terms of their service years in their profession, they vary from 12 to 30 years. These are coded as T1, T2 and T3 at the discussion.

The director and deputy director who were used as source of information. They were already qualified as teachers of second cycle primary school. The directors additionally had taken director courses for 6 months in 1996 E.C. All were married; they are more than 40 years old. Their services in the profession ranged from 17-21 years. At the discussion in they are coded as D1 and D2.

The number of parents' informant was three. The educational background of parents was Grade 12 a TTI certificate. One parent informant was a teacher who had served in another school. One from parent informant was a

merchant and the other one was working in Woreda Finance Office. They are all male in terms of their sex and their age above 41 years. They represented as par1; par2 and par3 during the discussion. Informants' parent -teacher association members were two and their educational background ranged from Grade 9 to a TTI certificate. All were married and their age was over 39 years. These are represented as PTA1 and PTA2.

The numbers of students were three, out of them one was female and the other two were males. At their Grade levels, one student was Grade seven and two were Grade 8. They are coded as st1, st2 and st3 at the discussion.

## **4.2 Responses Concerning PTA's Efforts and Outcomes in School Administration**

### **4.2.1 Planning**

Planning in education is the fundamental activity of educational administration in all its different aspects and all levels of operation (Brook Bank and Ackistinc, 1984).

To begin with, school operation; parent-teacher association is directly involved in the planning process. To fulfill their social responsibilities effectively, both the school and PTA members should plan cooperatively (Hailu, 1997).

Based on the view of these writers and the nature of the information gathered from the informants, the researcher presented the discussion on planning of school educational programs.

Informants, D<sub>1</sub> and D<sub>2</sub>, replied that they cooperatively prepared school educational plan with the school Parent- Teacher Association.

Furthermore, all the informants of PTA said that they collaboratively prepared common operational plan with school directors.

Moreover, the informants, D<sub>1</sub> and D<sub>2</sub> and PTA<sub>1</sub> and PTA<sub>2</sub> explained that they effectively applied their school activity gradually and help for the

improvement of the quality of education and leading the school in their coordinated work.

Besides, they mentioned that they work closely to improve the teaching learning process by encouraging parents to participate in fund raising.

Regarding the school plan D1 and D2 said that they strengthen the efficiency of the students, decide the number of students to register at Grade one, design mechanisms to minimize the number of dropouts, and evaluating the instructional process.

Besides, PTA informants reported that they plan the source of finance and make relations with merchants, in order to obtain it..

The duration of the school educational plan had its own period. Directors and PTA members said that they plan at the end of the fiscal year and revise it in the first week of September to acquire the desired goal regarding the school conditions.

This indicates that according to directives of the Ministry of Education both PTA and directors cooperatively planned the school program for functioning the school.

#### **4.2.2 Leadership**

Leadership is an aggregate of individuals to function as a group. There must be an interaction in relation to group strength, accepting the common goals and values of school affairs (Harrison, 1968).

Regarding leadership informants, D<sub>1</sub> and D<sub>2</sub> replied that they were working cooperatively with Parent-Teacher Association members of the school on problems of mutual concern. Furthermore, they encourage open discussion on meeting i.e. all members to feel free to contribute their ideas so that their viewpoints as possible could be expressed and discussed.

Other informants, PTA<sub>1</sub> and PTA<sub>2</sub> said that concerning the school, they strengthen the interaction between the school directors and PTA. Besides; they form a strong bond to keep function properly to accomplish the

objectives of schooling.

With regard to the kind of leadership practiced in the school, the directors said, " we have stressed on a participative decision making in many issues of the school"

In addition to this, PTA informants asserted that" we share ideas in any group discussion and working together. That is widely described as a democratic leadership."

PTA informants said that they encourage parents to spend money to their children's education. Therefore, one block of four classrooms was built.

The director explained: "In collaboration with PTA members we try to get-rid of the shortage of classrooms by constructing buildings and providing certain teaching materials to facilitate the teaching learning process."

All the informants remarked that they tried to solve problems with the concerned bodies through discussion.

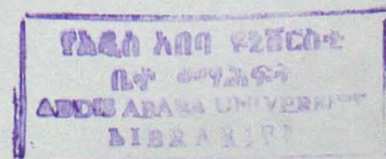
There are different attitudes and opinion concerning parents' participation in the school administration.

Informant, D<sub>1</sub>, commented: "I often had seen parents' involvement in the school administration in a positive way"(3/2/2006).

On the other hand, D<sub>2</sub>, explained the involvement of parents in the school administration, "I do not agree with too much parental interference, which might result in loss of professional control. Because they lack the necessary training in controlling and administering the teaching profession"(3/2/2006).

On the contrary, other informants, T<sub>1</sub> and T<sub>2</sub>, replied that parent involvement in school affair should increase. However, parents should not be involved in activities that require responsibilities.

Furthermore, T<sub>3</sub> asserted that parents should be involved in many typical activities such as attending Parent-Teacher Conference, supervising students and fundraising but not in the evaluation of teachers. He added that there



are different views concerning lack of parents' continuous contact with teachers in the school.

The informant, D<sub>2</sub> and all teachers replied, "Parents' who lack training and have inadequate knowledge relating to education are obstacles in leading the school".

Concerning the frequency of PTA visiting the school, informant directors and teachers said that they some times observed and supervised the school.

Regarding to parents involvement in school administration, par1, said that parents participate in a democratic way in leading the school cooperatively with directors. They tackle the problems of the school in decision-making through discussion and majority vote (5/2/2006).

On the other hand as it is shown above, teachers and directors disagreed with the participation of parents in school leadership.

#### **4.2.3 Discipline**

Parent-teacher association in the school participates in controlling discipline of the school community. In the school system, there exists rules and regulations guide the students' activities as to what they should and should not do. There are different factors that create disciplinary problems in schools. These are internal and external causes (Craig, 1987).

All the informants who participated in the study have agreed on the presence of disciplinary problems in the school. Regarding the causes of disciplinary problems, informant students said that external circumstances like lack of job opportunity were the cause of disciplinary problem in the school.

They further explained that students who have completed Grade 10 have no job opportunities, which affect the students' confidence to continue education beyond Grade 8. These students have lost interest in learning properly, which leads to destruction and disruption of the teaching learning process. Others boycott classes and simply go out of the school compound by jumping through the fence.

Informant teachers said that students' disciplinary problems caused by

internal factors were related to problems of school facilities, mainly the absence of a walled fence of the school compound. Furthermore, they reported that students are restless, truant and breaking general regulations of the school. On the other hand, all directors argued that disciplinary problems might be the problem of classroom management, which creates a negative attitude to the teacher, and to become undisciplined.

Informant, D<sub>1</sub> further said that teachers have the responsibility of managing the class properly but they are afraid of the students' evaluation. This is because some students used evaluation as an instrument of intimidation. Therefore, they threaten teachers in harming in evaluation. This could directly affect the effort of teachers in controlling disciplinary problems in the classroom as well as in the compound (05/06/2006).

All parent informants responded differently "The disciplinary problem in the school might be caused by the lack of advice on the part of PTA and the school communities in general."

Concerning the advices of parent teacher association, informant students responded that they did not know most of PTA members let alone giving them advice.

Other informants, T<sub>1</sub> and T<sub>2</sub> said that they have not heard of progressive advices given to the students in the school compound.

Informant, D<sub>1</sub>, said that sometimes the member of parent-teacher association coming to the school and discusses the issue of disciplinary problems.

Informants also discussed disciplinary measures taken to tackle the problem by parent teacher association in the school compound.

Informant PTA1 said that they have tried to solve the problem, which was created by students. However, it became beyond the capacity of the school community.

In addition to this, PTA2 asserted that they suspended 6 students for one year, which was decided in the parent -teacher conference that convened in 2005-2006 academic year. Parents did not actively control students disciplinary problems neither did teachers.

On the other hand, concerning the disciplinary problems of teachers all PTA informants replied, "Few teachers had ethical problem and two teachers lost 1200 birr at the time of collection which was contributed from individual students for the purpose of construction."

Other informant, D1 replied "two teachers drank Tella and other liquor daily and go straight to the classroom to teach .Due to this the teaching learning process was disrupted. Similarly, D2 said that due to ineffective application of teaching learning process, students were shouting at the drunker teachers express their opposition.

Informant, St<sub>1</sub> asserted that the situation as this: "at the progress of the instructional process one teacher always drinks and has a bad smell and sometimes smokes in the classroom, and we informed the school directors."

On the other hand, informants, all PTA members and directors replied that they penalized two teachers a one and half month's salary and we warned them seriously.

This shows the prevalence of disciplinary problem among students and teachers as well. In addition, punishment is the measure the school took to correct the teachers was quite necessary to solve the problem.

#### **4.2.4 Control**

A parent-teacher association of a school has the responsibility of supervising and controlling the overall educational system.

In connection to this informant, PTA<sub>1</sub> said that they had given emphasis to the inspection of financial, and to some extent to the supervision of material resources.

Informant, PTA<sub>2</sub>, said " Due to its time constraints, it is impossible to control all school activities. So we focus on monitoring school finance" (8/2/2006,).

Further more, PTA<sub>2</sub> said that they control budgetary or subsidiary finance obtained from the government or various other resources with the objectives. Concerning this, informants, D<sub>1</sub> and D<sub>2</sub>, asserted, "All school expenditure cannot be made without the decision of PTA". They further explained that

they inspected the money collected from individual students.

Informant teachers reported that PTA members were coming rarely into the school to supervise the teaching learning process and the teaching materials in the pedagogical center.

Furthermore, PTA<sub>1</sub> said "we occasionally inspected the construction and materials used in the process" (9/2/2006).

The parent teacher association of the school emphasized the inspecting of the school finance and rarely supervised teaching materials in the classrooms and in the pedagogical Centers.

#### **4.2.5 Evaluation**

As it explained previously, the teachers had different views on parents' evaluation.

The parent-teacher association of the school evaluates teachers' efficiency on their part. PTA members responded that they evaluate 25% of the total percent of the teachers' efficiency.

In respect of parent's evaluation regarding teachers' efficiency informant PTA<sub>1</sub> said: We evaluated teachers efficiency based on the criteria of MOE which is directly, related to effective performance, effort of interaction within the school community and the ability to involve with community affairs and hand students properly (8/2/2006).

Parent's evaluation is crucial for promoting teachers in the career structure.

PTA<sub>1</sub> informant responded: "six among 34 teachers were promoted in the career structure in our school" (7/2/2006).

In addition to this, informant T<sub>1</sub> replied that they promoted few teachers in the career structure, so the majorities of teachers were not satisfied on parent's evaluation.

On recent parent evaluation practices in their share of the entire evaluation schemes of teachers, informants PTA<sub>2</sub> replied, "the breakdown seems to be fair" (8/2/2006).

Other informants, T<sub>1</sub>, T<sub>2</sub> and T<sub>3</sub>, on the other hand, they felt that the share of

parent evaluation is high so that it needs some correction. The tendency of teachers in this regard is similar.

D<sub>1</sub> and D<sub>2</sub>, on their part, said that they had reported the case that teachers have negative attitude towards the practice of parent evaluation, because they felt that the evaluation largely influenced by what students and school administration informed them.

Accordingly, informant PTA1 said: "concerning the evaluation of teachers we got information from students and school directors" (8/2/2006)

Other informants, T<sub>1</sub>, T<sub>2</sub> and T<sub>3</sub>, argued that students and directors are the routes through which they can obtain information. What appears to be missed is that information has to be obtained through direct contact and observation of teachers in various activities.

They further reported that parents are not in a position to know teachers and therefore they cannot evaluate them adequately and fairly.

Most PTA members argued against this opinion, claiming that they were in a better position to know and evaluate teachers. Information they obtained from students and the school administration would be adequate to carryout the task of evaluation as required.

Informant teachers on the other hand, they did not agree with this opinion. The implementation of parent evaluation they argued is impractical, because teachers do not live close to the school compound in which they teach. So that it is difficult for parents to evaluate teachers whom they do not know. Parents evaluate only the reflection of the teaching learning process, not the teacher's activity.

In addition to this, T<sub>2</sub> said parents are not well familiar with the evaluation criteria. Therefore, parents need to understand the criteria in order to make a reliable evaluation of teachers by conducting orientation and maintaining a strong and permanent relationship between the school and parents (7/1/2006).

From the data, it could be concluded that teachers and Parent-Teacher Association for the reasons explained above view the implementation of parents' evaluation differently. Therefore, parent evaluation did not satisfy teachers.

### **4.3 Responses Concerning PTA, its Efforts and Outcomes in School Finance**

Parent-Teacher Association in a school is desirable for increasing school finance and material resources by motivating parents to participate in school affairs.

#### **4.3.1 Finance**

Financial resources are highly desirable to run the school effectively. Thus, PTA plays a great role in fundraising.

Concerning this, informants PTA<sub>1</sub> and PTA<sub>2</sub>, replied that the school finance contributed from the individual student was accordance with the fulfillment of the school's programs.

Furthermore, informant directors reported that they obtained school finance from different sources. Therefore, the school has been finance by individual merchants and NGO supported the school financially in response to its demand of resources.

Concerning the school finance, PTA<sub>1</sub> and PTA<sub>2</sub> said that sources of school, the community based on its decision in public meetings to give a specified sum contributed to the school finance so did NGO's. Besides, D<sub>1</sub> and D<sub>2</sub> asserted that the source of finance for schoolwork is the government's budget and the contribution of parents.

The contribution of individual student was decided at the public meeting to pay a certain amount of money per year. Concerning this, par<sub>2</sub> informant reported that they provided an alternative proposal on the contribution of money at the public meeting and after discussing issues, it was decided 30

birr for those who had one and two children and 60 birr for those who had three and more children.

Other informant, par<sub>1</sub> said: "I have one child learning in this school. So, I paid 30 birr every year for the construction of buildings and for the furnishing of equipment" (3/1/2006).

In addition par<sub>2</sub>, explained, "I have three children in the school. So I paid 60 birr for the construction of new buildings" (3/1/2006).

The school finance used to build classrooms, to buy equipment and teaching materials. In this regard, PTA<sub>1</sub> and PTA<sub>2</sub> responded that they collected money from individual student, which utilized for constructing new buildings.

They further said that they bought 50 desks in 2005 from Walta handcraft shop and they maintained 20 old desks on September 2005.

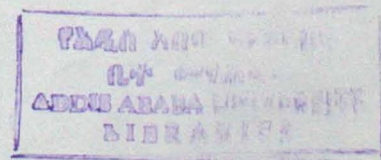
On the other hand, another informant, D<sub>1</sub>, explained that a new building was constructed through the contribution of the community and government budget. As a result, one block was built in 2004-2005 Academic year and one block is under construction (04/02/2006). The informant agreed that due to the limited finance the purchase of equipment and teaching materials was inadequate.

Concerning the NGO financial contribution, PTA<sub>1</sub> said that Code Ethiopia had constructed one library with the expense of 50000birr.

Besides, he reported that Code Ethiopia had contributed 2000 books with the expense of 20000 birr to the school.

In order to solve the large class size in the school priority was give to the construction of new classrooms. Therefore, the purchase of teaching materials and other equipments was beyond the capacity of the school.

The above information indicates that parent teacher association in the school plays a great role in fund raising, even though there is still a need for the purchase of materials. The sources of finance are individual parents, enterprises and NGO. The collected money utilized for the construction of new



classrooms and purchased teaching materials. Then, it was not adequate to fulfill instructional materials.

Parents who are involved in the schoolwork need serious attention in managing finance. For the implementation of educational goals and objectives, money is one of the valuable resources. As a result, the full participation of the community in a continual support of the school's budget is necessary.

In line with this, PTA<sub>1</sub> responded that they participated in covering the expense of the school. In their meetings, they made decisions in groups coordinated by the school directors on purchasing construction materials.

Another informant, PTA<sub>2</sub>, explained: "there is our colleague who is working with the school finance officers in auditing school accounts" (2/2/2006).

Informant, D<sub>1</sub>, on the other hand said that they usually call PTA members for discussion to decide on the purchase of construction materials and other expense.

This shows that parents were involved not only in providing finance to the school but also to its management and allocation. This implies that there is an effective use and management of finance through the involvement of PTA in school affairs.

Parents may increase the school's resources through their financial contribution. Concerning the community's contribution, PTA<sub>1</sub> and PTA<sub>2</sub>, replied that they collected 30,000 birr in 2004 and 40,000 birr in 2005 from individual students for the purpose of construction of classrooms and for the purchase of instructing materials.

D<sub>1</sub> and D<sub>2</sub>, said that the community share of the school finance for the year 2005-2006 was one third of the school's total budget.

The reason for parents' involvement in school finance was that informants PTA<sub>1</sub> and PTA<sub>2</sub> asserted that parents involved in the school finance to have the school resources.

With regard to the distribution of books in the school, all informant teachers

they reported that some books was shared, where the ratio is that one book to two or three students.

The distribution of books in the school does not match with the number of students. The scarce books were Amharic, Tigrigna, Maths shared one book for two students in Grade 8. In Grade7 Maths, Chemistry, and physics distributed one book for three students. Moreover, Social science, Maths and English distributed. Besides, in Grade 5 English and Tigrigna shared one book for three students. In self-contained classes Amharic, Maths distributed one book for two students. However, in all classes other books distributed one book to one student (office document).

This shows that parents' financial contribution utilized for construction buildings.

#### **4.3.2 Construction, Maintenance and Facilities**

Parents actively participated in various activities of the school, such as: renovating old school buildings and other facilities; because school plants like any other physical facilities require constant maintenance and operation (ESDPIM, 1998).

The community cooperates in the building of additional classrooms and carryout some of the preliminary works relating to construction like leveling the ground and making drainage.

Based on the nature of information gathered from the informants this part of the study focuses on the school construction.

Informants, PTA<sub>1</sub> and PTA<sub>2</sub>, replied that they constructed one block in 1997 E.C. and two blocks are under construction in 1998 E.C. In addition to this, they explained that they paved the school roads with gravels from the gate to each class in the compound.

Other informants, D<sub>1</sub> and D<sub>2</sub>, replied that the government and parents did the construction and maintenance of blocks. So, they budgeted 120,000 birr for constructing new classrooms in 1998 fiscal year.

With regard to this, informant, PTA<sub>1</sub> responded "the student population

demands for a new space. And instruction is influenced by buildings to which both respondents agree as it has great impact on the educational program" (8/2/2006).

Other informant, D<sub>1</sub> replied that there are six classes quasi-open air made of plastic coverings used as classrooms (8/2/2006).

Informant, T<sub>1</sub>, explained: "students in each class are very crowded. Four students use one classroom desk, and in most classes, the number of students is more than 75. This makes the instructional process difficult" (9/2/2006).

From the observation, the researcher observed the following:

There was one new building of four classrooms currently in use. Moreover, one building of four classrooms each was under construction. Students were also learning in six quasi-open air made of plastic classrooms. There was also a paved road with gravels from the school gate to each classroom; there was one library room and small pedagogical center. The number of students in each section was high. The fence of the school compound was barbed with wire. This indicates that there is a shortage of classrooms in the school (7/1/2006, field note).

From the data, it clearly seen that the number of students has been increasing. This affected the instructional process in the school. Due to this, parents highly participated in constructing new classrooms in collaborate with the government.

#### **4.3.3 Labour**

Parent-teacher association encourages parents in offering their labor in the construction of the school.

Community participation to fulfill school facilities had been realized in different ways. This kind of assistance largely used in the construction work. The informant, PTA<sub>1</sub> said "parents who have low economic status offer their contribution in the form of free labor for a consecutive 6 days" (9/2/2006).

Furthermore, PTA<sub>2</sub>, agreed: "those members of the community who had skills were interested in giving services in the form of labor" (9/2/2006).

Regarding this, another informant, par<sub>1</sub>, responded, "some parents were happy in sending their children to school which increasing the enrollment of children in the school" (9/2/2006).

Besides, Par<sub>2</sub> also mentioned that few parents agreed to participate in the school construction for a consecutive 6 days that had skill and ability of carpentry and building.

Concerning this, all the informants reported that about 20 parents who had skills and 50 parents who had no skills were participated in labor in the construction of the school, which was in accordance with the decisions made in the parent teacher conferences.

This indicates that parents' participation in the school construction was due to the encouragement of the parent-teacher association of the school. The use of this resource was very essential in brining the desired quality of education since the limited finance cannot bring that change. This by itself increases the number of students who would enroll in the school.

#### **4.3.4 Enrolment**

Parents and the school community have expressed the tremendous expansion of enrolment form 2002 onwards.

D<sub>1</sub> has reported that enrollment had been increasing since 2002 due to the initiating of parents to send their children to school. "We were prepared to enroll beginners in four sections. We realized that many children were coming to school" (1/2/2006).

Another informant, D<sub>2</sub>, explained that:

*The number of students is increasing recently. Last year we had 1208 students. But this year there are about 1622 students. This is a big change. So we have a capacity problem to accommodate these students. What we are doing now is ordering students to bring their own benches from their home (06/2/2006).*

Other informants, T<sub>1</sub>, T<sub>2</sub> and T<sub>3</sub>, also reported that the rise in enrolment is one of the major improvements. They have more children coming to school now. This increase is the effort of the parent teacher association that encourages parents to send their children.”

PTA<sub>1</sub> reported about the increasing enrollment: "Since the last 3 years the number of students increases from year to year due to consecutive motivation of parents to send their children to school. We initiate them in meeting during each quarter year" (4/1/2006).

Another informant, PTA<sub>2</sub>, also explained, "We built one block it had four classrooms. It contributed to the increasing number of students" (5/1/2006,).

Many students had enrolled in Kindaya School in all grade levels. The classrooms were crowded with students and the six quasi-open air classrooms were used until construction is completed. In some crowded classrooms, especially grade 5, 6, 7 and 8 a shift system has been used to respond to the high educational demand that has far surpassed the available space and facility (field notes, 04/02/2006).

In this school there were 3 blocks and six quasi-open-air classrooms used for the teaching learning process. The records of the school show that 1622 students enrolled in 2005-2006. Among these the number of grade 8,7,6 and 5 is 204, 180, 186, and 264 consequently and from grade 1 to 4 there were a total of 798 students (Document of the school).

This data shows that child enrolment in this school increases form year to year. This is the result of the great effort of PTA, its encouragement of parents to send their children. Besides, the construction of new classrooms in the year 2004-2005 also contributes in increasing the number of students in enrollment at the school.

## 4.4 Responses towards PTA and Parents Relation

### 4.4.1 Encouraging Parents

Parent-teacher association is a representative of community, which is of high importance for both the school, and the community in encouraging parents to involve in school affairs.

Midwinter (cited in Hailu, 1993) notifies that encouragement helps parents to perceive the pattern, the intellectual, social and emotional development of their children. Besides, it also helps to develop the interest of parents in school activities and to be aware of the use of any educational materials used by school children at home.

Parent participation described in numerous ways. One of these is in terms of finance. That it increases the interest of parents towards financing schools, with regard to this, all informant parents replied on the amount of money contributed, of its source, on how and why it is spent, and on the capacity of the parents to finance schools.

PTA1 said, "We motivated parents to contribute money for constructing buildings and purchasing educational materials." (2/2/2006)

There is an indication of the increase of parents' interest in financing the school. PTA2 said:

*Parents involve in the school finance for the creation of conducive educational environment, for the enhancement of the teaching learning process through financial support and resources which bridges the school and the community, avoids misunderstanding, so that it is important in achieving the intended outcome (2/2/2006).*

Bendanov (cited in Hailu, 1993), the outcome of encouraging parents to the school was to contribute money and to obtain materials and labor for building schools. It also helps to answer other important questions concerning the pupil's education.

In support to this, informant, par<sub>1</sub>, explained the reason as this "in the meetings of parent-teacher association, they motivate us to contribute

money, materials and labor to build new classrooms, in order to solve the problem of the school" (8/2/2006).

He further said that they initiated us to participate in all school affairs to be the school resourceful and facilitating teaching learning process.

Another informant, par<sub>2</sub>, noted that parent-teacher association initiated parents to observe the overall condition of the school and they were requested to cooperate with the school community.

Concerning this PTA<sub>1</sub> informant replied:

*We encouraged parents not only to contribute money and other resources but also to help parents to know about the rules and regulations of the school which are not properly understood by them to visit their children in school and to follow and to check their children's homework (8/2/2006).*

In respect to encouraging parents, PTA<sub>2</sub> further explained that they initiated to fulfill teaching materials, which are necessary resources to the school to facilitate the teaching learning process. He also said that they encourage the collaboration of parents with teachers.

Par<sub>3</sub> further replied that they initiated them to coordinate with homeroom teachers and to visit their children's classroom during the day, in order to observe the learning environment.

PTA<sub>1</sub> replied that they encourage parents to send their child to school during the beginning years of schooling and to support schools in the disciplining of their children.

With regard to this, all informant parents responded that they motivated them in the meeting of teacher-parent conference to send their children to school.

Other informant, par<sub>1</sub>, further explained that they initiated to go to school as the students had disciplinary problem.

This indicates that parent-teacher association encourages parents to contribute finance, materials and labor for constructing buildings. Besides, they initiated to cooperate with teachers, to visit their children's classroom, and encourage to support their children homework and to solve disciplinary problems.

#### 4.4.2 Culture

Parent-teacher association encourages parents to send their children to school, especially girls. With a target of universal primary education to be achieved in 2015, the plans in increasing the number of female students in balancing with their male colleagues especially in the lower level of primary education. Without this it is inconceivable to attain the desired goal, following the new legal framework of early marriage (Amare, 2000).

Concerning this, PTA<sub>1</sub>, said:

*We initiate parents to send girls to school; we also made clear to them the importance of girl's education and to refrain them from early marriage. We teach parents at parent-teacher conference to protect the rest of girls if one is already married (2/2/2006).*

All parent informants responded in agreement " they encouraged us to send female child to school and gave us advice not to marry them at early age "(8/2/2006)

Regarding to the increase, D2 said that the numbers of female students in each classroom in the lower primary (1-4) exceeded that of male counterparts. The number of female students progressively declined with increased grade levels (7/2/2006).

In light of the rate of this increase, Par1, replied: "The increased number of girls at lower grades is due to the contribution of PTA in constructing additional buildings and encouraging of parents to send their children to school" (1/2/2006).

Other informant, T<sub>3</sub>, also explained, "The rate of girls' population in the school is high, especially at the self contained classes because of PTA's effort" (2/2/2006).

With regard to this informant, D<sub>1</sub>, replied that "the number of females exceed the number of males especially in self contained classes, but this number declined as the grade level increased, especially in grades 7 and 8" (3/2/2006).

At the study area, the number of enrolled girls exceeded the number of boys, especially in self-contained classes and in other Grades, the number of females declined because of early marriage.

In grade one there were 120 female and 90 male students, in grade two 100 female and 86 male students, in grade three 105 female and 94 male students and grade four 104 female and 99 male students. On the other hand, in the upper grade level the reverse was true. In grade five, 160 male and 104 female; in grade six, 96 male and 92 female; in grade seven 100 male and 80 female and in grade eight, 120 male and 84 female were registered (Document of the school, 2006).

As a participant, the researcher observed that the number of females especially in grade one was high. In all the 4 grades a high ratio of females was attending (Field notes, 6/2/2006).

However, the question why the number of girls decline in the upper Grades needs an answer. As explained by one of the reasons was religion. According to all informants, Moslems who according to their religion were encouraged to marry at early age. Therefore, female students forced to get married before they completed their primary education and abandon schooling. From this time on wards, they will be engaged to the care of their children and household tasks. The effort of PTA to minimize the number of female dropout is crucial by convincing parents.

In connection with to this all the informants, PTA members and teachers said that they make an effort to minimize dropout girls by teaching parents to be aware of the consequences of early marriage. In addition, they said that we visit to dropout female's student house to convince parents to send their married daughters back to school.

Nevertheless, for their faith the majority of the parents were not willing to send back their children to school.

This indicates that the effort of PTA in trying to convince parents to send their married daughters to school was high. However, in spite of all efforts, old practice has been continuing in the name of faith, limiting girl's education to the lower level of primary education. In this regard what PTA has done was not successful.

#### **4.4.3 Parent and Teacher Relationship**

Parent-teacher association has a responsibility to strengthen the relation of parents and teachers. Therefore, it encourages parents to collaborate with their children's teachers to share information regarding their children's education.

With respect to these informants, PTA<sub>1</sub>, and PTA<sub>2</sub>, asserted that they encouraged parents to make strong relations with teachers at the parent-teacher conferences frequently.

All parent informants responded that they initiated the formulation of a strong bond with teachers to solve disciplinary problems and to help the children do their homework.

Informant teachers reported that they attempt to motivate parents to exchange information with them about children's education at the parent-teacher conference.

In connection to a successful collaboration of parents and teachers, T1, responded: "a number of parents visited their children's classrooms to solve their problems regarding that discipline or academic performance" (2/2/2006).

Other informants' par<sub>1</sub> and par<sub>2</sub> said that they have gone to school at the parent teacher meetings and they visit the school, whenever students had disciplinary problems prevail.

Par<sub>3</sub> further said: "I go most of the time to visit the school to discuss the academic progress of my children with the home room teachers". Contrary to

this, the majority of parents did not visit the school.

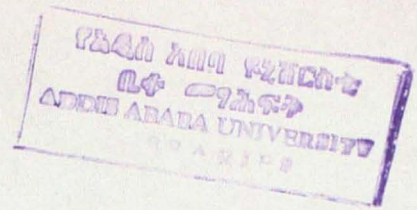
Informant Par1, explained: "The limited parental education, makes it difficult to assist our children in school work. We are uncertain to involve in our children's schooling, because of our apprehension and lack of time" (3/2/2006).

Lack of parents to involvement in helping children in doing their homework further explained by par<sub>1</sub> who said, "in order to develop awareness I don't have the necessary communication with teachers to support my child" (3/2/2006).

Other informants' par<sub>2</sub> and par<sub>3</sub> further asserted that they did not help their children because they did not have time to read and help the children in doing the homework.

Informant T2, said: "we inform the students to show homework to their parents and to mark on the exercise books when they help them in doing but most parents did not sign on their children's exercise books" (2/2/2006)

From this, it can be conclude that parent-teacher association encourages parents to strengthen relations with the teachers. However, parents were not successful in collaborating with teachers and parents' support of their children in doing their homework was low.



## Chapter Five

### SUMMARY AND CONCLUSION

#### 5.1 Summary

##### Issues of the Study

In order to run the school effectively money is necessary, without which the Smooth teaching learning process is inconceivable. And it is one of the ways in which the overall educational process is based upon. The shortage of money is a barrier for constructing school buildings, for purchasing equipment and other teaching materials. So that, the support of the public is essential. The education of the child can be affected by the school's physical facility, educational status and style of administration. As a result the quality of education and the teaching learning process in the school becomes low. The school needs the participation of parents in the school administration for sharing the challenges of schooling.

##### Purpose of the study

The purpose of the study was to examine the extent to which parent involvement is significant in schools and the contribution of parents in their participation in the overall school affairs and how parent-teacher association shoulders school responsibilities.

##### Context

The study was conducted in the context of parents' involvement in the school administration to enable a democratic system of administration to facilitate the engagement of learners, parents, and the community for a sustained dialogue, decision making around nationally oriented goals of basic learning (EFA Framework for Action, 2000).

The concept of Parent participation in the school administration in the operation of the school increases public understanding of the problems arose in the school (Raymond, 1961).

Custody (cited in Hailu, 1991) explains that the role of parental involvement is to make schools more responsive through increasing participation of parents in decision making in order to improve student attendance, engagement and performance.

Besides, parental involvement creates collaboration among the family and the school in a cooperative process of planning that brings together the school staff, parents, children and community members to maximize resources for children achievement and development (Edward, and Weiss, 1992).

### **Method of the study**

In the study qualitative research method was employed. The data provided in-depth and detail information through direct and careful description of situations.

Case study, which makes a detailed exploration about a single case, was the design of this research. Interview, document analysis and observation were used for data collection. Interview had been made on thirteen informants to obtain appropriate information and the center of study was selected using purposive sampling

### **Parent -teacher association's efforts and outcomes in School administration**

Parent teacher association and directors of the school cooperatively prepared their school educational plan before the beginning of each academic year. They had, open discussion in their meetings, which enable them to express their idea freely. In addition, they made efforts to the construction of

buildings and to the provision of teaching materials to facilitate the teaching learning process.

Teachers and directors disagree with the interference of parents in the school leadership. They accepted the involvement of parents in the school affairs, but not in the activities that require responsibility. Because PTA obtained information's indirectly from directors and students the majority of teachers complained on parent evaluation. This implies the dissatisfaction of teachers with regard to parent evaluation.

Parents are involved in providing finance to the school, its management and allocation as well. As it their property, parents effectively use and manage finance in its expenditure in the school affairs. And also parent-teacher association of the school audits the school finance.

The prevalence of disciplinary problem in the study area was high. And the effort of PTA in alleviating this problem was low. Therefore, students were continued in breaking periods and truancy in the school.

In addition to this PTA members did not adequately supervise and control the construction and teaching materials of the school. It shows that PTA's visiting time in the school was inadequate.

### **Parent -teacher association's efforts and outcomes in school finance**

Parent -teacher association of the school made an effort in encouraging parents to contribute to the school finance. So, parents were involved in providing finance to the school accordingly. This finance was utilized for the construction of school buildings and of purchasing teaching materials. And those who could not contributed financially; they helped in construction of classrooms with their labor. Therefore, using the finance they constructed one block of 4 classrooms and purchased 40 desks. As a result of this student's enrollment has increased.

## **Parent -teacher association's efforts and outcomes in relation to parents**

Parent teacher association encourages parents to participate in the school affairs, in terms of financial, and material and labor contributions. And they initiated to send their female child to school. But the number of female students progressively decreases in Grade 7 and 8 than self- contained classes. The declining number of females in the upper grade was due to religious influence in the area, which encourages an early marriage. So that the dropout number before completing the primary education was high.

Efforts made by Parent Teacher Association's to bring the dropout students to continue their education become fruitless because of the influence of religious culture.

Although PTA encourages parents to make close contact with their children's teachers, the relation of parents in this respect was ineffective. This implies that parents are not aware of the academic affairs of their children, which were forced to leave the responsibility solely to the teachers.

PTA initiated parents to visit classrooms regularly, to guide their children in doing their homework and to solve disciplinary problems of their children, but the response of parents was low.

## 5.2 Conclusion

In light of the major findings, the following conclusions were drawn.

As revealed by the findings, it can be concluded that directors and PTA members cooperate planned the school program together. This shows that the participation of PTA in planning the school program was high. Also they have a good way of communication, which is expressed in open discussion and decision-making. This indicates that they exercise a good leadership in the school.

Teachers and directors disagree on the issue of parent involvement in school leadership. Teachers need to carry out their day-to-day activities without any interference from parents. This implies that teachers have not welcomed PTA involvement in the leadership of the school.

Parent- teacher association of the school has emphasized in auditing the school finance. This shows that their financial control of finance was high. Therefore, they utilized the school finance properly for constructing buildings.

As the finding, parent-teacher association of the school supervised less the school materials. This indicates that their supervision of the school was low. As a result, a loophole for the loss of construction materials was opened.

Parent-teacher association of the school initiated parents to send their children to school. This implies that the effort of PTA on encouraging parents was high. Therefore, the number of children increases from year to year.

PTA encourages parents to participate in contributing school finance. Therefore parents participated in the contributing for the school in terms of finance and labor. As a result, they built a block of four classrooms.

Despite all the construction, there is still a need of additional classrooms.

The findings show that the contributed finance was utilized for constructing buildings and for the purchase 40 desks. This indicates that the school finance was inadequate. Therefore, there was a shortage of materials in the school, which affects the teaching -learning process.

The finding also indicated the prevalence of a high degree of disciplinary problem among students and teachers as well. This explains PTA's weakness to tackle the problem effectively.

The majority of teachers had not accepted the involvement of parent- teacher association in evaluating teachers. Many teachers complained that parent-teacher association evaluates teachers on second hand information rather than assessing the performance directly and objectively.

The participation of parents in the school construction was due to the encouragement of PTA. This was expressed in terms of finance, skilled and unskilled labor. The use of this resource is very essential in bringing the desired change in the school, even though the limited finance could not fully bring that change. Even at this stage, the number of students in the school increased by four hundred that again was the result of PTA's motivation of parents, which is highly desired. The number of students that has been increasing in each class, on the other hand affected the instructional process in the school.

Although PTA encouraged parents to strengthen relations with teachers, parents were not cooperative enough, so were not teachers in line with the expectation. Except their participation in the construction of school buildings, parents neither visit the school to observe the teaching learning process, nor meet with teachers to inquire about the progress of their children.

Parent teacher association and teachers made an effort to attract dropout married female students back to school. But due to religious influence this effort was not successful.

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**ADDIS ABABA UNIVERSITY**  
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**CURRICULUM AND INSTRUCTION DEPARTMENT**

***Objective of the Interview***

The main objective of this interview questionnaire is to collect data for a research work. The study conducted to generate data on performance of parent-teacher association. Your genuine response for each interview question item is important. All information you give is confidential.

Thank you for your cooperation.

***Interview questions to parents teacher association***

1. How do PTA and school directors plan the school educational program?
2. Why the school educational programs planning cooperate by concerned bodies?
3. What are the issues incorporating in the school plan?
4. In which month school annual plan take places?
5. How do PTA and school director leading the school?
6. How PTA leading the school effectively?
7. What kind of leading exercising in the school?
8. To what extent does PTA involved in school leadership?
9. How does PTA trying to solve the problems of a school?
10. How does PTA manage school resources?
11. How PTA does used a mechanism to control school finance?
12. How could PTA raise school finance?
13. For what purpose does the school finance utilized?
14. What are the sources of school finance?
15. How much money is decided to contribute in the public meeting for each individual student's parent in each year for construction purchasing resources?
16. Why parents involved in school finance?
17. What is the cause for PTA involvement in school construction?
18. How many finance budgeted for school construction

19. What is the cause for the shortage of resources in the school?
20. How many peoples contributed their free labor in the school construction? Why?
- 21. What seems the effort of PTA to enhance child enrollment in the study area?
22. What is the cause of female dropout in the school?
23. How PTA members tried to do decline the dropout females in the school?
24. How does PTA make increase the number of females in the school?
25. Is there disciplinary problem in the study area? How?
26. How does PTA tried to solve the disciplinary problem in the school?
27. What are the causes of disciplinary problem in the school?
- 28. In what ways PTA initiates parents to involve in school?
29. What to require PTA encourage parents' involvement in the school?
- 30. Does the school is resourceful due to parents' contribution? Why?
31. Is it matching the distribution of books in each children of the school?
- 32. How does PTA strength the relationship among teachers and parents?
- 33. Why parents are less likely to help with their children's homework?
- 34. Do parents involved in their children's homework? How?
- 35. What seems the frequency of communication between parents and teachers?
- 36. What kinds of relationship do parents have with their children's teachers?
- 37. Why PTA encourages parents to involve in the study area?
38. What seems PTA's motivating in forming interaction between teachers and parents effectively?
39. How PTA evaluate teachers' efficiency?
40. Does teachers in the study area satisfied parents evaluation? Why?
41. How many teachers had got career structure due to parents' evaluation?
- 42. What is the view of teachers on parents' evaluation?

### ***Interview Questions to Directors***

1. How do PTA and the school directors plan the school educational program?
2. Why the school educational programs planning corporately by concerned bodies?
3. What are the issues incorporating in the school plan?
4. How do PTA and school director leading the school?
5. What seems the attitude of directors on the involvement of PTA in the school leadership?
6. How does PTA raise school finance?
7. For what purpose does the school finance utilized?
8. How PTA does used a mechanism to control school finance?
9. What is the cause for PTA involvement in school construction?
10. How many finance budgeted for school construction?
11. What is the cause for shortage of resources in the school?
12. How does PTA played to increase child enrollment in the school?
13. What seems the effort of PTA to enhance child enrollment in the study area?
14. How PTA does make increase the number of females in the school?
15. What are the causes of disciplinary problem in the school?

### ***Interview Questions to Teachers***

1. What seems the attitude of teachers on the involvement of PTA in the school leadership?
2. What is the cause for shortage of resources in the school?
3. What seems the effort of PTA to enhance child enrollment in the study area?
4. Is there disciplinary problem in the school? How?
5. What are the disciplinary problems in the school?
6. How does PTA tried to solve the disciplinary problem in the school?
7. How does PTA strength the kinship among teachers and parents?

8. Do parents involved in their children's homework? How?
9. What seems the frequency of communication between parents and teachers?
10. What kinds of kinship do parents have to involve in the study area?
11. Why PTA encourages parents to involve in the study area?
12. What seems PTA's motivating in forming interaction between teachers and parents effectively?
13. How PTA evaluate teachers' efficiency?
14. Does teachers in the study area satisfied parents evaluation? Why?
15. How many teachers had got career structure due to parents' evaluation?
16. What is the view of teachers on parents' evaluation?

### ***Interview Questions to Parents***

1. How many peoples contributed their free labor in the school construction?
2. Why parents do contributed labor force in school construction?
3. What seems the effort of PTA to enhance child enrollment in the study area?
4. In what ways PTA initiates parents to involve in the school?
5. What to require PTA encourage parents' involvement in the school?
6. How does PTA strength the relationship among teachers and parents?
7. Do parents involved in their children's homework? How?
8. What seems the frequency of communication between parents and teachers?
9. What kinds of relationship do parents to involve in the study area?
10. Why PTA encourages parents to involve in the study area?

### ***Interview Questions to Student***

1. Is there disciplinary problem in the school? How?
2. How does PTA tried to solve the disciplinary problem in the school?

3. What are the causes of disciplinary problem in the school?

በአዲስ አበባ ዩኒቨርሲቲ  
የትምህርት ፋኩልቲ

የመምህራን ትምህርትና ስርዓተ ትምህርት ጥናት ክፍል ለወላጅ መምህር ሀብረት የቀረበ ቃለመጠይቅ

የቃለመጠይቁ ዓላማ

የዚህ መጠይቅ ዋና ዓላማ ለጥናታዊ ጽሑፍ የሚሆን መሬቷ መስብሰብ ሲሆን ጥናቱ የሚከናወን የወመሀ የስጅንቅስቃሴ መረጃ ለማግኘት ነው እየንዳንዱ ቃለመጠይቅ የእርስዎ ትክክለኛ መልስ ጠቃሚ ነው።

ስለዚህ ለሚሰጡኝ ትክክለኛ መልስና ቀና አስተያየት በቅድሚያ አመሰግናለሁ።

የቃለመጠይቁ ይዘት

1. ጾታ -----
2. እድሜ -----
3. የትምህርት ደረጃ -----
4. ሥራ -----
5. ወመሀና የት/ቤቱ ዳይሬክተር ዓመታዊ የት/ርት የሰራ እንቅስቃሴ እንዴት ያቅዳሉ?
6. የት/ቤቱ የትምህርት ፕሮግራም የሚመለከታቸው አካላት በጋራ ለምን ያቅዳሉ?
7. በትምህርት ቤቱ እቅድ ውስጥ የሚከተቱ ጉዳዮች ምንና ምን ናቸው?
8. የት/ቤቱ የሰራ እቅድ በየትኛው ወር ይከናወናል?
9. ወመሀና የት/ቤቱ ዳይሬክተር ት/ቤቱ እንዴት ይመሩታል?
10. ወመሀና ት/ቤቱን በጥሩ ሁኔታ እንዴት ይመራዋል?
11. በት/ቤቱ ያለው የአመራር ሂደት ምን ይመስላል?
12. በት/ቤቱ አመራር የወመሀ ተሳትፎ ምን ያህል ነው?
13. የት/ቤቱ ችግሮች ወመሀ እንዴት ሊፈታው ይሞክራሉ?
14. ወመሀ የት/ቤቱ ሀብት እንዴት ይቆጣጠራሉ?
15. ወመሀ የት/ቤት ገንዘብ በምን ዘዴ እንዴት ይቆጣጠራል?
16. መወሀ እንዴት የት/ቤቱ የገንዘብ አቅም ያስድጋሉ?
17. ለምን ጉዳይ የት/ቤቱ ገንዘብ ጥቅም ላይ ይውላል?
18. የት/ቤት የገንዘብ ምንጭ ምንና ምን ናቸው?
19. እያንዳንዱ የተማሪ ወላጅ ለግንባታና ለሌላ ማቴሪያሎች ግዥ/የሚሆን በስብሰባ ጊዜ የተወሰነው ገንዘብ ምን ያህል እንዲያዋጡ ነው?

20. የወመህ በግንባታ መሳተፍ መንስኤው ምንድነው?
21. ስት/ቤቱ ግንባታ የዋለው የገንዘብ በጀት ምን ያህል ነው?
22. የት/ቤቱ የማቴሪያል እጥረት መንስኤ ምንድነው?
23. በት/ቤቱ ግንባታ ምን ያህል ወላጆች በጉልበት ስራ አስተዋፅኦ አደረጉ? ለምን?
24. ወመህ በት/ቤቱ የተማሪ ቁጥር እንዲጨምር ያደረገው ጠረት ምን ይመስላል?
25. በት/ቤቱ የሚያቋርጡ ሴት ተማሪዎች መንስኤ ምንድነው?
26. መወህ የሚያቋርጡ ሴት ተማሪዎች ለመቀነስ የሚያደርገው ጥረት እንዴት ነው?
27. በት/ቤቱ የዲስፕሊን ችግሮች አሉ? እንዴት?
28. መወህ በት/ቤቱ ያለው የዲስፕሊን ችግሮች እንዴት ሊፈቱ ይሞክራሉ?
29. በት/ቤቱ የዲስፕሊን መንስኤዎች ምንና ምን ናቸው?
30. ወመህ ወላጆች በት/ቤት እንዲሳተፉ በምን ዘዴ ይቀሰቅሳሉ?
31. ወመህ በት/ቤት ወላጆች እንዲሳተፉ የሚቀሰቅሰው ምን ለማግኘት ነው?
32. ወላጆችን ባደረጉት አስተዋፅኦ ት/ቤቱ በማቴሪያል የተሟላ ነው? ለምን?
33. ወመህ የወላጅና የመምህሩ ግንኙነት እንዴት ያጠናክራሉ?
34. ወላጆች በልጆቻቸው የቤት ስራ እገዛ ለምን አነስተኛ ሆነ?
35. ወላጆች በልጆቻቸው የቤት ስራ ተሳታፊ ናቸው? እንዴት?
36. ወላጆችና መምህሩን ግንኙነት ምን ይመስላል?
37. የወላጅና የመምህሩን ያላቸው ግንኙነት በምን መልኩ ነው?
38. ወመህ በት/ቤቱ ወላጆች እንዲሳተፉ ለምን ይቀሰቅሳሉ?
39. በወላጆችና በመምህሩን ግንኙነት እንዲፈጥሩ የወመህ ቅስቀሳ ምን ይመስላል?
40. የመምህሩን ብቃት ወመህ እንዴት ይገመግማሉ?
41. በወመህ ግምገማ መምህሩን ይረካሉ?
42. በወመህ ግምገማ ምን ያህል መምህሩን እድገት አገኙ?
43. በወመህ ግምገማ የመምህሩን አመለካከት ምንና ምን ናቸው?

ስት/ቤቱ መምህሩን የቀረበ ቃለመጠይቅ

1. ወመህ በት/ቤቱ አመራር መሳተፍ የመምህሩን አመለካከት ምን ይመስላል?
2. በት/ቤቱ የማቴሪያል እጥረት መንስኤ ምንድነው?
3. ወመህ በት/ቤቱ የተማሪ ቁጥር ለመጨመር የሚያደርገው ጥረት ምን ይመስላል?
4. በት/ቤቱ የዲስፕሊን ችግሮች አሉ? እንዴት?
5. በት/ቤቱ የዲስፕሊን ችግሮች ምንና ምን ናቸው?
6. ወመህ በት/ቤቱ የዲስፕሊን ችግሮች እንዴት ሊፈቱ ይሞክራሉ?
7. መወህ የመምህሩንና በወላጆች መካከል እንዴት እንዲጠነከር ያደርጋሉ?
8. ወላጆች በልጆቻቸው የቤት ስራ ተሳትፎ ያደርጋሉ? እንዴት?

9. የወላጅና የመምህራን ግንኙነት ምን ይመስላል?
10. የወላጆችና በት/ቤቱ ተሳትፎ ምን አይነት ግንኙነት አላቸው?
11. ወመህ በት/ቤቱ ወላጆች እንዲሳተፍ ለምን ይቀሰቅሳሉ?
12. የወላጅና በመምህራን ግንኙነት ለመፍጠር የወመህ ቅስቀሳ ምን ይመስላል?
13. ወመህ የመምህራን ብቃት እንዴት ይገመገማል?
14. በት/ቤቱ መምህራን በወመህ ግምገማ ይረካሉ? ለምን?
15. በመወህ ግምገማ ምን ያህል መምህራን እድገት አገኙ?
16. በወመህ ግምገማ የመምህራን አመለካከት ምንድነው?

ለወላጆች የቀረበ ቃለመጠይቅ

1. ወመህ በት/ቤት ለምን ወላጆች እንዲሳተፉ ይቀሰቅሳል?
2. የወላጅ ተሳትፎ በት/ቤት ምን አይነት ግንኙነት አለ?
3. የወላጅና የመምህራን ግንኙነት ምን ይመስላል?
4. ወመህ የመምህራን በወላጅ መሀከል ያለው ግንኙነት እንዴት ያነክረዋል?
5. ወላጆች በልጆቻቸው የቤት ስራ ይሳተፋሉ? እንዴት?
6. ወመህ ወላጆችን በት/ቤት እንዲሳተፉ የሚገፋፋው ምን ለማግኘት ነው?
7. ወመህ በምን መንገድ ወላጆችና በት/ቤት እንዲሳተፍ ይቀሰቅሳል?
8. ወመህ የተመዘጋቢ የተማሪ ቁጥር ለመጨመር ጥረቱ ምን ይመስላል?
9. ወላጆች በትምህርት ቤት የጉልበት አስተዋጽኦ ለምን ያደርጋሉ?
10. በት/ቤት ግንባታ የወላጅ የጉልበት አስተዋጽኦ የሚያደርጉ ምን ያህል ናቸው?

ለትምህርት ቤቱ ርዕስ መምህር የቀረበ ቃለመጠይቅ

1. ወመህና የት/ቤቱ ዳይሬክተር ዓቃቦት የትምህርት ስራ እንቅስቃሴ እጁን ይቅዳሉ?
2. የት/ቤቱ የትምህርት ፕሮግራም የሚመለከታቸው አካላት በጋራ ለምን ያቅዳሉ?
3. በት/ቤቱ እቅድ ውስጥ የሚካተቱ ጉዳዮች ምንና ምን ናቸው?
4. የት/ቤቱ የስራ እቅድ በየትኛው ወር ይከናወናል?
5. ወመህና የት/ቤቱ ዳይሬክተር ት/ቤት እንዴት ይመሩታል?
6. በት/ቤቱ የለው አመራረ ምን ይመስላል?
7. ወመህ በት/ቤቱ አመራር መሳተፍ የዳይሬክተሩ አመለካከት ምን ይመስላል?
8. በት/ቤት አመራር የወመህ ተሳትፎ ምን ያህል ነው?
9. የት/ቤቱ የገንዘብ እቅድ ወመህ እንዴት እንዲጨምር ያደርጋል?
10. የት/ቤቱ ገንዘብ ለምን ጥቅም ይውላል?
11. ወመህ የት/ቤቱ ገንዘብ ለመቆጣጠር የሚጠቀመው ዘዴ እንዴት ነው?

12. ለት/ቤቱ ግንባታ የሚውለው የገንዘብ በጀት ምን ያህል ነው?
13. በት/ቤቱ የማቴሪያል እጥረት መንስኤ ምንድነው?
14. ወመህ በት/ቤቱ የተማሪዎቹ ቁጥር እንዲጨምር እንዴት ይጫወታል?
15. በት/ቤቱ የተማሪ ቁጥር እንዲጨምር የወመህ ጥረት ምን ይመስላል?
16. ወመህ በት/ቤቱ የሴት ተማሪዎቹ ቁጥር እንዴት እንዲጨምር ያደርጋል?
17. በት/ቤቱ የዲስፕሊን ችግሮች መነስኤዎች ምንና ምን ናቸው?

ለተማሪዎች የቀረበ ቃመጠይቅ

1. በት/ቤታችሁ የዲስፕሊን ችግሮች አሉ? እንዴት?
2. ወመህ የዲስፕሊን ችግሮች እንዴት መፍትሔ ለመስጠት ይሞክራል?
3. በት/ቤት የዲስፕሊን መንስኤዎች ምንና ምን ናቸው?