



**COMMUNITY PARTICIPATION IN THE
IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAM IN GOVERNMENT SECONDARY AND
PREPARATORY SCHOOLS A CASE STUDY OF ADEA
BERGA WOREDA**

ROBI WAMI

**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION
OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT FOR THE DEGREE OF MASTERS OF ART
IN SCHOOL LEADERSHIP**

**ADDIS ABABA UNIVERSITY
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Declaration

The undersigned declare that this thesis is my original work has not been presented for a degree requirement by any other individual, and that all source materials used for the thesis have been duly acknowledged

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This is to certify that the thesis prepared by Robi Wami, entitled: Community Participation in The Implementation of School Improvement Program in Government Secondary and Preparatory Schools a case study of Adea Berga Woreda and submitted in partial fulfillment of the requirements for a degree of masters of Arts (in School Leadership) complies with the regulations of the university and meets to accepted standards with respect to originality and quality.

Signed by the examining committee:

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Acronyms

Acronyms

Meanings

ACT	Australian Capital Territory
ESDP	Education Sector Development Program
FGD	Focus Group Discussions
GEQIP	General Education Quality Improvement Package
IQEA	Improvement of Quality Education for All
KETB	Kebele Education Training Board
MA/MSc/MED	Master of Arts/Master of Science/Master of Education
MOE	Ministry of Education
PTSA	Parent Teacher and Students Association
SBM	School Based Management
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
TGE	Transitional Government of Ethiopia
WM	Weighted Mean

ABSTRACT

The purpose of this study was to examine community participation in the implementation of SIP in the government secondary and preparatory schools in Adea Berga Woreda. For this purpose, descriptive survey design was used. Both qualitative and quantitative techniques were employed. Purposive sampling was used for schools, KETB, PTSA, SIC, Principals, Supervisor, and GEQIP expertise, random sampling for teachers and convenience sampling was used for students in focused-group discussion. Data were collected by using questionnaires, semi-structured interviews, focused group discussion and document analysis. These data were analyzed and interpreted using both qualitative and quantitative techniques. The major finding of the study indicates that low familiarity of community with SIP, lack of awareness creation training and empowerment programs, poor school-community chain (network), lack of regular communication with community and insignificant roles of school community. Thus, to alleviate the problems collaboration work of Woreda Education Office and schools in giving training, GEQIP expertise and school supervisor support for school in developing different strategies to overcome challenges, principals' active participation in differentiating problem and inviting community including teachers, KETB, and PTSA to participate in SIP were recommended.

CHAPTER ONE

Introduction

This chapter deals with the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

School improvement helps to create a learning environment that welcomes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching learning approaches. School Improvement; moreover, is essential to enhance the involvement of parents and the community in school activities and to improve the effectiveness of the school management.

1.1. Background to the Study

Education has a vital role to play in the life of an individual as well as the society. It is considered to have the potential to effect change in the system of social structure. Educated people can have the power of controlling the skills necessary for sustainable economic growth and for a better and quality life. Anderson (1992: 6-7) says, “a child who has gained quality education will have a better chance of leading a healthy and secured life”. It is not only the child who benefits from being educated but also the nation, because education and economic performance go together.

Shaffer (1994) in (World Bank, 1999) claims that education on a program that takes place at school level is most likely to be more relevant, more supported, successful and sustainable to the extent that it involves the communities in planning, implementation and evaluation.

The high cost of education requires that funds be utilized in the best possible way and thus intellectual development of the child calls for parent-teacher Corporation. In agreement with the views of Shaffer (1994), Gallagher and Donald (2005) point out that there must be a structured systematic and active participation of the people of a community in the planning, policy making, problem solving and evaluation activities of the SIP. Therefore, to improve the quality of education and student’s achievements, community participation is a vital component.

After the demise(downfall) of military regime in 1991, Ethiopia has embarked on a new education and training policy which was issued by the transitional government of Ethiopia (TGE) (MOE,2008). However, at the early time before 1994, the majority of Ethiopia society had no access to education. According to Ethiopian Education and Training Policy of 1994, the gross participation rate of secondary education in 1994 was below 22%, ETP (1994). After promulgation of the policy, the provision of education to the larger society has increased in the country. With regard to this, ESDP-V summarize as the last twenty years secondary school enrolment has expanded rapidly, roughly fivefold, from an enrolled population of 371,000 in 1994/95 to almost 2 million in 2013/14.

Even though participation rate of secondary school is growing from time to time, providing quality education is the main problem of our country and it is also concerned with nations in the world as a whole. It is a response of this issue that, Ethiopia has at present, state the school improvement programs (SIP) to provide quality education.

In its attempt to ensure the quality of education in the country, the government of Ethiopia has been engaged in formulating and implementing different policies and programs. School improvement program is designed by focusing on quality provision of education in the classroom and improving the achievement of students' by identifying the domains that have an impact on learning outcomes of the pupils MOE (1999:1). In the year 1999 E.C, Ministry of Education has identified four domains of school improvement program by assuming high performing schools supporting students' learning through best Practices across a range of elements within the four domains of school improvement program. The four domains are teaching and learning; safe, conducive climate and healthy school environment; leadership and management; and community participation. These four domains are the pillars and future can be broken-down in to elements consisting of twelve essential points.

When we generalize school improvement program in Ethiopian context, the Ministry of Education has been engaged in formulation and implementation of different policies and programs, one of the land marks to this effect is putting the 1994 Education and Training Policy along with the Education Sector Strategy and Education Sector Development Program (ESDP I - III) in place. Another program recently developed and currently under implementation is the general education improvement package (GEQIP) which has six important pillars. Those are the following: teachers development program (TDP), School

improvement program (SIP), civic and ethical education (CEE), information and communication technology (ICT), and curriculum improvement program (CIP) and management and leadership.

Although an attempt to provide basic education for all and the educational coverage has shown a remarkable progress, the quality of education provided in the country has a serious problem among the evidence that indicate the problem of quality in education, the result of national learning assessment MOE (2005) in ESDP III, the national primary and secondary leaving examination results researches on the implementation of curriculum, MOE (2006) are a few to mention.

Due to poor quality of education, student's achievement for most subjects is below average. This is the main reason for the promulgation of GEQIP in Ethiopia. In relation to this, MOE (2008) respond to the deep-rooted problems related to secondary and higher educational by introducing General Education Quality Improvement Package (GEQIP). It is suggested that putting in to practice to design a General Educational Quality Improving Package (GEQIP) that contains six main programs such as; Teachers Development Program (TDP), School Improvement Program (SIP), Information Communication Technology Program (ICTP), Education Leadership and Management Improvement Program (ELMP), Civic and Ethical Education Program and Curriculum Improvement Program began all over the country. In line with this, in Ethiopia as indicated in MOE (2007), SIP addresses four major domains to improve schools. The domains are: Teaching and learning, learning environment, community participation and leadership and management.

Beginning from 2006/2007, MOE and Regional Educational Bureaus have given schools written materials like blue print, framework, handbooks and other guidelines and checklist through Woreda education office for the implemented school improvement Program effectively.

The main objective of school improvement program in community participation is to enhance students' achievement. According to ESDP-V, in both grade ten and twelve National Learning Assessments (NLAs) the mean score of all subject conducted in 2014, the targets set in ESDP IV, namely that 70% of students reach 50% and that 25% reach 75%, are a long way from being met, despite some improvement. At grade ten, 23% of students achieved

50% and above and 3% achieved 75% and above. At grade twelve, these figures were 34% even (down from 35% in 2010) and 4%, respectively.

Thus, while the issues of NLAs mentioned above considered the general that Ministry of Education put the problems at a general level. The existence and cause of the problem of community participation has largely remained an unstudied area when it comes to secondary and preparatory school of Adea Berga Woreda. According to the summary made by woreda education office based on grade 10 and 12 national exam result in the year 2007 E.C. (2014), only 39% and 5% of grade 10 students scored 50% and above as well as 75% in mean score of all subject respectively. At grade twelve, 43% and 8% score achievement was recorded with correspondence to those targets respectively. The result seems better than outcome summarized at national level, but it was still far from the targets set in ESDP IV.

Thus, this research attempts to assess community participation in the implementation of SIP and factors that hindering community participation of Adea Berga Woreda. In other words, Community Participation in the implementation of School Improvement Programs in government secondary and preparatory schools of Adea Berga Woreda is the center of the interest of my study.

Adea Berga district is located in Oromia Regional State, West Showa Zone which is about 70 km from the capital, Addis Ababa. The total area of the Woreda is 798.35 square kilometers (79835 hectare). The district is bordered with Meta Robi district on west, Ejere district on south and Semen Shewa Zone on east and north direction. According to the Central Statistical Agency, 2007, the district has an estimated total population of 137,971.00. Average family size of per household is five/5/ as per this census report. The dominant ethnic group of the woreda is Oromo. Afan Oromo is the dominant language spoken by almost all of the district population.

Essentially, Adea Berga Woreda is selected for two reasons. First, the fact that the researcher has been working in the Woreda for over 10 years and can reduce the difficulties that could have been faced in getting access to the required information. Second, document review of WEO indicates the investment expansions on the area that students give more attention to temporary business earning activities rather than succeed in secondary school education and their parents' follow up and communication with school seems poor. In relation to this

ESDP-IV state that community support to education is slowing down for a risk that education is not able to fulfill promises because the labor market may not be in a position to absorb flows of qualified graduates from education.

The support of parents and the community is usually contributing resources for schools without part in local decisions and control over Education. Especially, parental participation seems limited to financial, material and labor contribution. In such conditions, other more substantial involvement in terms of consultation, management or control is limited. The development and implementation of school policies, the design of educational contents, or the delivery or evaluation of such content is usually seriously constrained. For this matter, it might have been an active local community participation in the promotion of educational facilities and services in Adea Berga Woreda, this can be improved through active Community participation which has a great role in the implementation of school improvement program.

The school community and parents should support schools in various aspects. They support schools by providing their knowledge, skill and resources. The community has to participate in school development programs and has to make financial and material support. Thus, this research is intended to assess the existing community participation in the implementation of SIP in Government secondary and preparatory schools of Adea Berga Woreda.

1.2. Statement of the Problem

For attainment of high quality education, the capacity of schools has to be developed. As ESDP IV, it is necessary to shift attention to quality concerns in general and to those inputs which facilitate and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships). By strengthening the internal conditions of the schools, what Ethiopia so far has undertaken to provide quality education is promising. But the activities undertaken to improve the quality of education are not in a position to enable students to achieve high learning outcomes with its dimensions. Based on the Education and Training Policy Promulgated in 1994, the education management system was decentralized to the grass root level. The guideline prepared by Ministry of Education in 1994 E.C

indicates, the duties and responsibilities of KETB, PTSA and SIC to help them actively participate in school activities and facilitate school community relationship (MOE, 2010).

Improving school and students' success is not achievable unless government efforts are supported by community. Furthermore, the Ministry of Education (2005) notes that although community participation in the contribution of finance and educational materials is increasing from time to time, further effort is needed to improve school community relationship.

In case of identifying research knowledge gap the researcher reviewed related works done by other researcher like Abera (2015), Dereje (2012) and Habtamu (2014) MA thesis paper and found gaps in participating all stakeholders specially students which are main beneficiaries of SIP and those researchers work is sensitive to overgeneralization to large population cover wide area with less in-depth investigation of issues under study.

Finally, the researcher made preliminary investigation based on Woreda education office report the situation identified researchable problem of low level of community participation of mentioned schools of Adea Berga Woreda.

Accordingly, the study intended to answer the following basic questions;

1. What are the practices of community participation in the implementation of SIP in Government secondary and preparatory schools of Adea Berga Woreda?
2. What opportunities are available in SIP implemented in the district in terms of community Participations?
3. What major challenges affect community participation in the implementation of SIP in government secondary and preparatory schools of Adea Berga Woreda?

1.3. Objective of the study

1.3.1. General objective

The main objective of this study was to assess the practices and challenges of community participation in the implementation of School improvement programs in secondary and preparatory schools of Adea Berga Woreda.

1.3.2. Specific objectives

The specific objectives of this study were to:

- describe the existing practices of community participation in the implementation of SIP in Government Secondary Schools of Adea Berga Woreda;
- identify challenges that affect community participation in the implementation of SIP in Adea Berga Woreda secondary and preparatory schools;
- suggests measure to be taken for the challenges that hinder community participation in the implementation of SIP in Adea Berga Woreda secondary and preparatory schools.

1.4. Significance of the study

The study might help Woreda Education office, principals, PTSAs, KETBs and SICs members to filling in the knowledge gap related to developing strategies for improving community participation for SIP. The consumption of policy makers, at national or local levels and for PR actioners to correct their weakness suggest possible options for the improvement of community participation in the implementation of SIP in the Government secondary and preparatory school of Adea Berga Woreda. Share experience about existing practice of community participation in the implementation of SIP in the government schools with other government schools of the Woreda if the WEO willingly accept it and support researcher in doing so. Provide further information for those who may conduct further study on this area. Provide valuable contribution to enhance community participation in SIP. Finally, the copy of this study document is available at Adea Berga Woreda Education Office (WEO).

1.5. Delimitation of the study

The study was designed to assess existing practices and challenges of community participation in the implementation of SIP in Government secondary and preparatory school of Adea Berga Woreda. This Woreda has three secondary and one preparatory schools and all were selected to investigating issues such as community participation practice and challenges in the implementation of SIP in Adea Berga secondary and preparatory schools. The study was delimited to Adea Berga Woreda because of the researcher familiarity with

the problem for more than ten years while serving as principal in different schools. To make the case study manageable the researcher was focused on community participation alone from the SIP domains.

1.6. Limitation of the study

The researcher faced some limitation while doing the research: some respondents (teachers, principals, supervisors, PTSA, KETB, and SIC) were reluctant to fill in and return the questionnaire by the time table set at the beginning and there was a less return rate of questionnaires. So that, the researcher reputedly treated them and collect majority of the filled questionnaire papers. Written documents which deals with study were not adequately available. For this matter, some documents from website and other MA Thesis work used us alternative sources. Therefore, the result of the study might be considered with those limitations.

1.7. Definition of key terms

Definition of key terms are given more of by the meanings they own in this study and some of them are operationalized.

School: - an institution for educating children

Improvement: - Is the action of providing better than previous situation.

Program: - Is a schedule or planned serious of events related to the activities in long term aim.

School Improvement Program (SIP);-It is an approach or a program that bringing change in a school by enhance quality of student learning and achievement. It is aim used to making school better place for learning and to enhance student out comes as well as school capacity to managing change. Abera (2015).

Communities; - can be defined the people who live in a particular area the characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. Some communities are homogeneous while others are heterogeous. The school community represents students, parents and other community members who contribute resources to the operations of the school. (World Bank, 1999).

Participation; - Participation is a process through which stakeholder's influence and share control over development initiative and the decisions and resources which affect them and other activities.

Community participation; - is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping in their children learning. In this study community participation and involvement was used interchangeably.

Kebele Education and Training Board (KETB): - a school management body that is having members from the civic society. The committee members are Kebele Administrator's, principal, teachers and parents

Parent-Teacher Association (PTSA): - a school management body that is having members from parents, teachers and students. They were set up to strengthen the school community relationship and create conducive learning environment in the school. (MOE, 2010)

School Improvement Committee (SIC): - it is a committee set up from the school community (Teachers, students, parents and other concerning bodies) to facilitate the implementation of SIP. The main objective of the committee improves student achievement by creating positive learning environment. (MOE, 2010)

Stakeholders: - are principals, teachers, PTA, KETB, SIC members and school management communities in secondary schools of Adea Berga Woreda.

1.8. Organization of the Paper

This study was organized in to five chapters. The first chapter dealt with the problem and its approach. The second is concerned with the review of related literature while the third chapter provided the readers with the research designs and methodology of the study. The fourth chapter contained presentation, analysis and interpretation of data while the fifth chapter covered with the summary of the major findings, conclusion and recommendations.

CHAPTER TWO

Review of Related Literature

This chapter presents an overview of the major concepts of school improvement program and community participation. It covers the concept, historical development, experiences and domains of SIP briefly as well as community participation concept, experiences, reasons for participation, problems associated with it, empowerment mechanism and stakeholder's responsibility. The purpose of the review was to identify what has been done by different scholars (identify the gap) in the case of community participation and in so doing appreciate the experiences, challenges and lessons that can be learned from the implementation of SIP in variety of contexts.

2.1. The Concept of School Improvement

School improvement program means making schools better places for learning. This relies on changes at both school level and within classrooms, which in turn depends on schools being committed to fulfill the expectations of children and that of their parents. In other words, school improvement is a distinct approach to educational change that intends to enhance student learning and strengthen the school's capacity to manage change. It is a systematic process which usually aims at altering schools by spiraling the major domains of school improvement programs - teaching and learning process, leadership and management, school environment and community participation in an attempt to improve the quality of education.

In case of SIP definitions, a number of scholars defined SIP in different ways at different time. School improvement program is an important process and becomes the dominant approach to educational change which helps to enhance quality of students learning and strengthen schools capacity for change (Hopkins, 2002). In the same manner, Chaltu (2015) conceptualize the phrase school improvement as a dynamic, planned rational change process with structural and cultural aspect. In line with this, MOE (2007) stated that school improvement as a concept that focuses on increasing the academic performance of students by conducting self-evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process.

What is essential is improving school capacity to manage change by engaging participation of stakeholders. In relation to this, definition given by MOE (2007) cited above was more appropriate to the study conducted by researcher.

2.2. Historical development of School improvement

In the 1980s school improvement program was dominated by curriculum development and a belief that “good ideas would travel on their own” Earl (2003:11). Researchers at the time were suggesting that schools were the key unit of change and had identified a range of characteristics of effective schools (e.g., professional leadership, shared vision and goals, focus on student learning, parental involvement, professional development). The focus in school improvement program was on helping individual schools change themselves. Nevertheless, after a decade of school improvement activities the overall result was disappointing. Neither government policies nor initiatives within schools had produced widespread or sustainable change. Revisiting the RAND Change Agent Study of the 1970s, McLaughlin (1990) in Earl (2003:11) states that, "the net return to the general investment was the adoption of many innovations, the successful implementation of a few, and the long-run continuation of still fewer"

Putting ideas into practice was proving to be more complex than had been imagined. Successful implementation was sporadic. Change was fragile. Innovations and changes that actually appeared in classrooms and schools faded or disappeared when key individuals left, leadership changed, or a new idea captured the imagination.

The late 1990s and the dawning years of the new century brought a time of large scale reform efforts. Governments everywhere moved education into center stage and used policy levers to signal their intentions to improve education by fundamentally changing classroom practice in all schools, not just a few. Large-scale reforms are typically national/state/provincial reform initiatives, school district reforms and/or whole school reform models.

National or province/state level reforms in the 1990s typically focused on legislated changes in such things as governance, curriculum, and accountability. Many involved increased responsibilities for individual schools; a reduction of power for district school boards or local education authorities; more power and responsibility to parents; changes to and centralization of curriculum; the introduction of standards or expectations for student learning and

centralized assessment schemes. Other efforts to improve educational outcomes at a national level (especially in federal systems) include provision of funding to be used for designated and restricted purposes. The American federal government, for instance, has long provided large amounts of funding to states for the education of disadvantaged children, defined in terms of poverty or minority status.

In whole-school reform models, individual schools adopt design models that have been developed externally. This approach is increasingly common in the United States, where federal funding is available for implementing proven whole-school reform models. In these models, organizations or agencies external to the school or district not only develop the models or designs, but also provide training and ongoing support. The approach is included in this report because of lessons that might be learned about the role of third party agencies (i.e., not government or district/division) in provision of support and professional development to schools. These approaches are appropriately seen as examples of large-scale reform because of the large numbers of schools involved. Earl (2003).

2.3. Countries Experience in School Improvement Program Implementation

This part dealt with some experiences over the world which exercised SIP. Accordingly, an attempt has been made to assess of their research findings and literatures on the issue of SIP on the ground long history on the development of the program and experience. These countries were selected due to their acquired long exercising in SIP (United Kingdom), similarity with Ethiopia in decentralizing of SIP implementation at local level (Canada and South Africa).

2.3.1. Canada

In Canada the Manitoba school improvement program (MSIP) was under taken by charitable organization since 1991, and since emphasis on enhancing schools' capacity for development by involving staff, students and the community at large. It also gave due attention to teacher development and professional growth (Harries, 2000) in Habtamu (2014). Established initially with a very definite urban focus, the program has in recent years expanded to include some of the provinces rural and northern schools within its network.

Just as internal and external evaluation processes are a key element of each MSIP schools program; it has been as central part of the whole MSIP endeavor, each MSIP School is

assessed on a common set of criteria, and projects have to be school based and teacher initiated should focused on the needs of the adolescent students; have to address fundamental issues of educational improvement and students learning for at risk students; have to the potential for long term impact on the school and should be designed or developed to incorporate a collaborative and participatory approach with in the school and include an appropriate evolution component (Earl and Lee.1998) in Habtamu (2014).

2.3.2. South Africa

Attempts to improve schools in South Africa had various forms. For instance, decentralization of educational activities and strengthening districts was among the strategy used to empower the local level actors and communities. Specifically, however, the national effort to improve South Africa's schooling system was started since 1994 with an initiative having two parallel moves: a reform agenda led by government and a school improvement agenda, implemented by non-state agencies and funded by the private sector and civil society (Chinsamy,2002). This implies the possibility of mobilizing non-government actors in support of school improvement initiatives in their own in a systematic and packaged approach. Overall, documents show that several actors have attempted to improve South African schools by focusing on teachers 'subject knowledge and teaching skills, school management and governance as key component of change (Chinsamy,2002) again. Evidently, one can also learn the substance of paying attention to teachers' and school governance related issues enhanced change.

2.3.3. United Kingdom

United Kingdom is one of the countries that have a long history by exercising school improvement program to enhance the provision of quality education. According to Hopkins (1987:8) in Chaltu (2015), school improvement in the UK which provided a context for more detailed discussion of the four major themes that emanated from International SIP: namely school-based review for school improvement, the role of external support, the role of the head-teacher and internal change agents in school improvement and the development and implementation of school improvement policies by education authorities. Improvement of quality education for all (IQEA) is the result of international school improvement program which focuses on the improvement of teaching-learning by improving the main agents of the

school. Supporting this idea Hopkins (2002:71) has discussed that IQEA project is fundamentally based up on central premises that without an equal focus on the development of capacity, or internal conditions of the school and classroom development, innovative work quickly becomes marginalized. This implies that development focusing to improve some area or partial improvement is not guarantee the school improvement; rather, the entire system needs the emphasis to be treated well to bring quality education and to realize school improvement.

2.4. Domains of School Improvement Program

School improvement domains are key areas of concern for improvement activities in which its main focus is enhancing students learning outcome. It serves as a frame of reference coordinating activities, planning, monitoring and evaluation of school tasks. The domains of SIP vary from country to country based on their priorities. For instance, MOE (2006) and ACT (2009) in Dereje (2012) divided school domains into four categories.

According to ACT (2009) cited in Dereje (2012) the four domains of the school; includes; learning and teaching, leading and managing, conductive environment and community involvement. The domains represent the four key areas in which school improvement takes place. They describe the essential characteristics of an effective school the form a structure with which school can review question and analyze their systems and process ACT (2009).

2.4.1. The Teaching - Learning Process

The teaching learning domain deals with the context under which the curriculum is delivered. This domain is mostly based on the decision made by teachers on what is to be taught, how it is to be taught plus how the progress of students evaluated. To this end, teachers are expected to possess advanced professional knowledge, the capacity to set expectations, to plan for success, and to assess learning outcomes by setting high standards for learning ACT (2009). Overall, the teaching -learning process has become indispensable aspect of school improvement programs. In supporting this, Hopkins (2001) in Chaltu (2015) cited wrote there should powerful learning and teaching which goes beyond setting targets for results that subsumes a range of cognitive and affective processes and outcomes, which lead the creation of students and teachers own capacity and confidence. Akin to the above, the teaching learning domain of the school improvement program of Ethiopia focuses on three major

elements: teaching practice, learning and assessment plus curriculum. What is important is however, most of the school improvement initiatives advocate the teaching - learning domain as key real change because it focuses on students learning. Concerns like commitment to child learning are strategic and central. Often domain advert questions like how children learn and produce knowledge or focus on efforts to improve the quality of children learning experience.

2.4.2. School Leadership

The leading and managing domain is considered with communicating a clear vision for a school and establishing effective management structures. Leaders set directions guide the school community alignment of its purpose and practice. Effective leader ship with in the school is collegial student centered and teachers focus promoting a collective responsibility for improvement. Harris and Linda Lambert (2003) described the concept of leader ship by explaining the leader ship is an enacted variable depend up on interactions between leader follower and Context.

One characteristics that marks out successful leaders of school to their ability to understand the contexts in which they operate. Leader ship is a shared function and only expresses itself with and through others. But it cannot delegate. The expansions of leader ship are empowering others to lead and improve schools. School leadership plays a great role in implementing school improvement programs. To implement school improvement programs effectively and sustainably school leader ship capacity has to be enhanced. Harries (2003:122) point out school capacity is the collective competency of the school to bring about effective change in four components namely, knowledge, skills and dispositions of individual staff; a professional learning community in which staff work collaboratively; program coherence, and technical resource. School principals empower others to lead and the serves as catalysts for changes Harris and Linda Lambert (2003:38-39).

It is imperative to draw attentions on staff development as a whole (with focus on teachers) and there by create an atmosphere of distributive leadership to realize school improvement initiatives for actual changes.

2.4.3. School Environment

School environment is among the key domains of school improvement. It includes three major elements: student focus, empowerment and support. The environment in which students learn should be attractive, safe, supportive and secured. Physical facilities should also be there for students and the school community in general. School should be child environment should be child friendly. According to, UNICEF (2010) child friendly school environments attract students, improve attendance rates, improve retention and completion rates and above all improve learning achievement. It also provides inclusive, welcoming environments. On top of this, such school will have the capacity to build sense of community within the school, involve parents and the community and cultivate harmony between the school and its community. To this effect, students should be at the center of school improvement, empowered and get support from their teachers, school principals and the entire community.

2.4.4. Community Participation

Policy makers, educators and others involved in education are seeking ways to utilize limited resources effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality. By developing deep and mutual relationship with people and organizations with their local communities, schools can gain not only information, knowledge and support but also wisdom of moral purpose (World Bank, 1999).

It becomes abundantly clear that one of the keys for successful educational change is the step up of relationships. This implies that the conventional support seeking practices accustomed by schools without demonstrating specific improvements in organization, functioning, and governance would take schools nowhere as real improvement requires genuine cooperation and meaningful participation of children, communities, teachers and school directors. This means community participation should bring about inputs that will result in meaningful improvements in general and the learning of children in particular.

2.4.4.1. The Concept of Community Participation

For development of human resources, investment in education is essential to empower people with appropriate knowledge, skills, values and attitudes, to enhance their quality of life, to improve their productivity and to enable them to participate more fully in the development process. Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As (Shaeffer,1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive.

Zenter (1964) World Bank (1999) points out three aspects of communities. First, community is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility.

As Bray (1996) cited in World Bank (1999) presents three different types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as a village or district. The second type is ethnic, racial, and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parent's associations and similar bodies that are based on families' shared concern for the welfare of students.

The term "participation" can be interpreted in various ways, depending on the context. (Shaeffer,1994) in World Bank (1999) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including: -

Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility);

Involvement through the contribution (or extraction) of money, materials, and labor;

Involvement through 'attendance' (e.g. at parents' meetings at school), implying passive acceptance of decisions made by others;

Involvement through consultation on a particular issue;

Participation in the delivery of a service, often as a partner with other actors;

Participation as implementers of delegated powers; and
Participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Shaeffer stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role.

Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

- collecting and analyzing information;
- defining priorities and setting goals;
- assessing available resources;
- deciding on and planning programs;
- designing strategies to implement these programs and dividing responsibilities among participants;
- managing programs;
- monitoring progress of the programs; and
- evaluating results and impacts.

Like that of “community” and “participation”, community participation can be viewed differently by different authors. As Olsen (1963) cited in Abera (2015), community participation in an education system is the partnership of home, school and community members to support a child’s education process. He also states that community participation is the constructive involvement of people other than adults involved as students and part time employees in school policy program planning and evaluation.

In the context of Ethiopia, community participation is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping children in their learning TGE (1994). Community participation is meaningful when the community is actively involved in all activities including planning, management, implementation and evaluation. It is based on the contribution of community participation that the MOE designed community school partnership as one of its strategies to be employed to improve schools and to quality of education MOE (2007). On the whole, although community participation has been viewed in different ways by different writers, it may be taken as the diversity of forms in which a community gets involved to influence the outcomes of schools such as

contribution of finance, materials, labor, management through their representatives, maintenance of schools, construction of new school buildings etc.

2.4.4.2 Community Participation in Education

Education takes place not only in schools but also within families, communities, and society. Despite the various degree of responsibilities taken by each group, none can be the sole agent to take 100 % responsibility for educating children. Communities and society must support parents and families in the upbringing, socializing, and educating of their children. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions World Bank (1999). Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education.

Williams (1994) in World Bank (1999) argues that there are three models of Education and Community. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. The second model is government-provided education, in which governments have assumed responsibility for providing and regulating education.

The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. Williams further presents a model that shows the relations between the role of community and local demand.

Table 1. Local Demand and the Role of the Community

	High Local Demand	Low Local Demand
Initial Community Attitude Toward Education	Positive	Indifferent/Resistant
Role of Community	Potential support to supplement & reinforce government action; Can support schools in ways government cannot	Can block/underline educational efforts
Key Variables Determining Community Role	Community lacks ways to provide support	Match between content/delivery of schooling & local values, needs, economic constrains
Goal of Government Intervention	Provide useful ways community can support schools	Adapt content/delivery of schooling to local context; Provide education useful to community

Source: Williams, James H. (1994) "The Role of the Community in Education."

2.4.4.3. Existing Practices of Community Participation in SIP

From the practices of World Bank in the education sector, the Bank started making extensive efforts to learn about how participation could contribute to improving Bank's education projects. This started in late 1980s, around the time when participation started receiving attention in development field. The Bank has since been aiming to involve different stakeholders and is continuously working with various actors that play important roles in the education sector. According to the World Bank (1999) community participation is a process that facilitates the realization of improving educational quality and the promotion of democracy within society. Through its projects, the World Bank aims at involving communities in various stages; preparation, implementation, and evaluation. Communities are also expected to develop and strengthen these capacities so that they can take over the work the Bank has initiated and continue to carry on. In this sense, the Bank's job is to

facilitate the process, providing communities with the necessary knowledge and skills, and making sure communication takes place effectively among different stakeholders, including parents, community members, teachers, and government officials. As the recognition of community participation increases, careful examination of its exercises becomes more important, World Bank (1999).

According to Prew (2009) in Dekker (2010) when one focuses on sub-Saharan Africa, formal schooling is a relatively new concept, let alone school development. Western concepts of school development, which have generally been set within a capitalist, consumerist, individual frame of reference, cannot be lifted wholesale and planted in the developing world. Not only the way of thinking about schooling can differ in developing countries, the role of the community in the school can also differ. The apparent involvement and inclusivity of a wide range of stakeholders in the process of drawing up the plan and its implementation, implies greater and deeper community involvement in sub Saharan Africa in the school and its development process.

In addition to the experiences with community participation in school development in sub-Saharan Africa as a concept, there are also experiences with the same subject in a project and research setting. These are experiences within projects, that show us what elements are important for a project to succeed.

Dekker (2010) cited Jimu (2008) and Pryor (2005) study in Malawian views of community participation as “community involvement in various projects, including education projects, in rural Malawi in the last 40 years do not signify a breakthrough in the problem of rural development. Not only the development agents are important players in the field of community involvement in development, the state also plays a significant role. Community participation for improvement of rural schooling in Ghana is desirable in itself, school development is an important factor to create a community around the school. For this concept to work, the state should be active in trying to create community participation, rather than looking to the community to develop the school.” In other words, (Pryor,2005) argues: ‘if you want to build a community round the school, start with the school, not with the community’

Another major factor influencing the successful outcome of a project with community participation, is the existence of a culture of governance that includes all role players from central policy-makers and officials to learners, educators, parents and other members of the community. All actors need to acknowledge that there is a power imbalance between educators and families. Particularly when teachers represent one culture and class background and families have lower incomes and are from different cultures. Prew (2009) in Dekker (2010) posited a paradigm for school development in the context of a developing country. Within this paradigm, the norm of a school-parent engagement over pedagogical issues as in the West is replaced by imperatives based on full community involvement in the school on the local communities' own terms. The key elements in this paradigm are that the community should be involved in determining the development priorities in the school, supplying voluntary and paid services to the school, helping the school raise and manage funds, and sitting on and running some school committees. Also, it involves linking the school, community and the local economy in a creative, productive relationship.

Kendall (2007) in Anderson and Mundy (2014) states that the quality of community involvement has affected the quality of schools in a number of ways. These include: providing an oversight of school budgeting and teacher attendance and performance; managing student attendance and homework; providing resources for school building, teacher hiring and other school infrastructure and services; and advocating at local and national levels for changes that may improve educational access, retention, and completion. As already mentioned, many of the programs and policies designed to increase community participation have focused on creating formal structures (such as School Committees or Parent-Teacher Associations) through which parents can play a regularized and active role in the school.

Again Kendall (2007) argues that decentralization policies may be implemented to transfer power over school personnel, school budgets, and school planning to parents or local governments. Infrastructure construction support may be predicated on the community providing some percent of the cost of construction, often in labor, before the state or international funds are released. These policies and programs are often large-scale (national or multi-district) and relatively top-down in their design and implementation. School quality has improved as a result of these programs and policies. Less programs have used the

technique to empower parents. The programs that have, tried to create local definitions of quality and then implement locally-planned efforts to improve quality. These programs were effective in improving educational quality, which was measured by the individual communities involved in the programming. These working elements show us that community participation can be useful in school development projects in Africa.

According to Abera (2015), in a decentralized education system, the community participates in decision making, planning, monitoring and evaluating the activities of the school improvement program. It has been conclusively stated that community participation in the SIP has a lot of benefits that include ownership of the school by communities, and ability of the communities to support the school financially and materially, and the school becoming environment where democracy is practiced.

These reasons and many more made the government to devise that national strategy for community participation in SIP through committees or associations, such as “Kebele” Education and Training Board (KETB), school improvement Committee (SIC), and Parent-Teacher Association (PTA) MOE (2002). In relation to school management, the communities or their representatives can participate in planning process, decision making process, monitoring and evaluation as well as creating conducive school environment in the activities of school improvement program.

2.5. Reasons for Community Participation in School Improvement Program

Education is a goal-oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children’s everyday lives. To this effect, they need to know their families Tasmania (2002) in Abera (2015).

Concerning rationale for community involvement, Abera (2015) cited Townsend (1994) arguments. According to Townsend arguments the rationales for increasing community involvement in schools are: -

Providing more resources for the school.

Increasing relevance of the school in terms of culture; curriculum for the child and for the community;

Reducing the work burden of teachers and principals;

Increasing feeling of ownership and responsiveness of community toward school;

Increasing the recognition of the value of education

Improving students' performance and achievements

Therefore, increasing the involvement of parents and other community members and their respective responsibility running the school will increase the effectiveness of the school in responding to the needs of local community.

2.5.1. Resource Mobilization

When government makes effort to expand access, and promoted the quality of education, its economy may not allow fulfilling both the quantity and quality demands without community participation. According to Townsend (1994) in Abera (2015), community participation in funding schools implies that the government and educational system in many parts of the world are encouraging local communities to be more responsible for the SIP, both financially and in terms of the education program. An additional resource from the community is essential to SIP and to fulfill infrastructure, which enable the school to achieve its goals. In addition, expanding community finance may encourage participation to value education more highly, and greater parental involvement can promote the effectiveness of the school system.

Local communities and parents are increasingly playing a role in educational finance especially with regard to sharing the cost of buildings, maintenance and fulfilling for the success of SIP. In Ethiopian education system, to run SIP effectively, financial, material and human resources are very important. Therefore, the PTA or SIC members can play roles in generating resources. The committees can mobilize the community to contribute money, labor, and so on to build classrooms and schools. In agreement with this idea, the MOE (2002) stated that communities should contribute money, materials and labor for new school building, purchasing basic equipment and materials, building class rooms and teachers' houses particularly in rural areas. This is mainly because improving schools and providing quality education is possible when the community is mobilized to contribute resources. In addition, the community can be involved in the construction of new buildings, supervision of

construction, maintenance of class rooms, and beautification of the school compound are the main roles in succeeding of SIP.

2.5.2. Parents/Community Participation in their Children's Education

The major objective of school improvement program is to improve student's achievement. Therefore, parents and other community members are expected to participate in student's learning at school and at home. When parents and other community members involved in children's learning process, it is more likely that they succeed in school attending regularly earning higher grades, passing their class, graduating and going on to post-secondary education. When parents are involved in schools, children's education at home, they do better in school. In addition, when parents are involved in school, children go farther in school and the schools they go to are better (Henderson and Berla,1994) in Abera (2015).

According to Epstein and Salinas (2004) parental involvement in a comprehensive SIP, family, and community partnership has six forms. These include:

Parenting. Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

Communicating. Communicate with families about school programs and student progress. Create two-way communication channels between school and home.

Volunteering. Improve recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

Learning at Home. Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Encourage teachers to design homework that enables students to share and discuss interesting tasks.

Decision Making. Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

Collaborating with the Community. Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

Furthermore, parental involvement into the school physically, such as attending school programs, extracurricular activities, and teacher conference makes a real difference in student's achievements. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss on to help his or her children at home. In Ethiopian education system parents and other community members are expected to involve in different school activities such as school management, contribution of resources helping children's learning at school and home and in general to improve the relevance access and quality of the education system. Therefore, school improvement program has a great role to design to improve student's achievement in collaboration with school-community and the school community is expected to initiate and encourage the involvement of parents and other community members to involve in different school activities.

2.6. Problems for implementation of school improvement program (SIP)

The school improvement program is complex process which can be challenged by different factors during its implementation. In this respect, Fullan (2001) has noted that when a new imitative is introduced undoable it will create difficult to both individuals and institution. Thus, for success of the program it need to consider challenging factors prior to the implementation of the program and in due process rendering quality and relevant education to citizen has been the most challenging concern to almost all countries.

Although many of the SIP initiatives were related to teaching and assessment practices, we heard little to suggest that classroom practices were being transformed in ways that would lead to improve students learning Earl (2003).

Anderson (1992) states that other reluctant to change can happen due to lack of awareness on the purpose of intended change, lack of knowledge and skills needed to make the change happen, and the belief that the changes will not make any difference to them/their students.

In our case; too, school improvement program seemed as it was challenged by lack of necessary inputs, lack of commitment, low level of motivation and poor leadership practices

in the schools. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long. Plan Sudan (2006).

While community participation is important for implementing School Improvement Program in the Secondary and preparatory school, there are challenges and resistances that hinder its realization. As Ayalew (1991) stated, people working in an organization established social relationship and when a change disrupts their relationship, they resist either overtly or covertly to maintain the existing situation.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes MOE (2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy in to practice is so difficult to achieve. According to the school improvement program manual MOE (2007) the obstacles of SIP implementation include lack of commitment to depart from traditional practice, absence of responsible organized effort at all levels which could direct and monitor the program implementation, shortage of training, lack of initiative and good look on the part of some teachers and school leaders, absence of awareness creation among stakeholders and absence of clearly stated role about the participation level of each stakeholders. That is why, the implementing of school improvement program is challenging.

2.7. Community Participation Empowerment in Implementation of SIP

As Anderson and Mundy (2014), the international literature on parent and community involvement in education at the school and the system level is structured around three broad themes: (1) parent and community participation in school governance and management; (2) parent involvement in teaching and learning; and (3) parent and community engagement at the system level (governance and accountability).

The World Bank and other international donors have promoted considerable investment in policies and structures to involve parents and community members as key stakeholders and participants in School Based Management (SBM) structures associated with decentralization measures in developing world countries, such as School Management Committees.

Unfortunately, optimism about the positive effects of interventions to increase parental and community participation in school governance in developing country contexts is not well supported by research. Formal opportunities for parental involvement and community participation are neither always implemented nor necessarily translated into influence.

According to Dunne (2007) in Anderson and Mundy (2014), decentralization policy and practice in six sub-Saharan African countries and conclude that core education decisions are hardly ever decentralized in a way that encourages genuine local community participation in decision-making. Lack of teacher and school leadership support in promoting parental and community engagement in school decision-making are also cited as significant barriers to effective participation. A focus on strengthening parental involvement without adequate attention to the other supports yields little improvement.

Anderson and Mundy (2014), stated that, Research in developed countries reveals that parental participation in school councils and other forms of school decision-making has lower impact on student learning than forms of parental engagement that focus on helping parents to better understand and support their own children's learning. A small body of evidence in developing countries affirms that interventions that provide ways for parents and community members to support their children's learning can be promising and valuable. These include:

- community programs that support parenting and parental involvement in early literacy and school transition;
- use of parent/community volunteers to enhance learning and school readiness; and
- community education campaigns to encourage school entry by children from vulnerable groups; and
- greater engagement of parents and children hesitant to enter school because of social stigma and exclusion.

Parental involvement in student learning may also positively affect teachers, as research shows that people who have close contact with schools – such as parents who assist in classrooms– often have much more positive attitudes towards teachers than people with little direct contact. Building stronger links between the schools and the community can help to enhance the status of teaching and, indirectly, teacher motivation and commitment.

2.8. Stakeholder Responsibilities in Supporting Community Participation in SIP

Schools need participation of all stakeholders in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision are not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholders MOE (2007).

School improvement is work that requires collaborative efforts of stakeholders, from plan preparation through implementation and evaluation. To begin with school improvement, the first step should be establishing school improvement committee/team. Barnes (2004) and Dereje (2012) suggest that the way to start school improvement is to create a school improvement team and the team is a group of people who work together to develop and coordinate the school improvement process. Accordingly, he pointed out the characteristics of effective school improvement to be small size representative group, coordinate effort and commitment task. According to the same author the responsibility of school improvement team/committee includes: meet with each other members of the school community to inform them of self-study and its objectives and process: obtain the input of faculty and staff and incorporate in to self-study process, collect data, meet regularly to discuss progress, make preliminary conclusions and reflect on what data shows, as well as on the process itself; assist with documentation and evaluation of self-study; and assign and negotiate collection tasks within school community.

The committee members are comprised of teachers, management personnel, students, parents and community and the principal of each school works as the committee chairman MOE (2006). The responsibilities of school improvement committee in the document includes; they prepare school improvement plan, they outline strategies through which the school community contribute substantially to the school improvement; they organize a system which a school community participates in the school improvement program starting from self-evaluation to implementation and assessment; and they implement such systems closely supervise school improvement plan provide the necessary assistance and support; and at the end academic year present a report to the school community on the improvement activities carried out by the school. Based on the evaluation report they inform the schools' status to the local community (MOE, 2006).

The school improvement team/committee conducts school self-evaluation that is the starting point to draft school improvement plan it gives direction to what issues should be addressed first and what follows based on the priority given by school leaders, students and parents. School can plan and implement their school improvement programs only when they are aware of their current status in respect to the four domains based on reliable and accurate information and when they design and perform their improvement plan (MOE, 2006).

The partners that contribute for the school improvement described by Stoll and Dean Fink (1996) in Dereje (2012) include parents, community pupils and school district and the others. If schools create a strong sense partnership with parents, they contribute a lot to pupil's success. They support schools by providing their knowledge, skills and resources. The school surrounding community should support schools in various aspects.

The community has to participate in school development programs and has to make financial and material support. Pupils have to be involved in decision making of school development programs and they have to be encouraged to take responsibility in day to day routine work in class room level. School districts support schools in providing equitable and purpose full distribution of resources not only monetary but also human material and psychological support.

CHAPTER THREE

Research Design and Methodology

This chapter deals with the research design, source of data, sample and sampling techniques, instrument for data collection, procedures of data collection and methods of data analysis.

3.1. Research Design

The objective of the study was to assess the existing practices and challenges of community participation in the implementation of SIP. For this study, Descriptive survey design was employed. Both quantitative and qualitative approaches were used. In Gay, Mills and Peter (2012), Mixed methods research designs combine quantitative and qualitative approaches by including both quantitative and qualitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone. Using mixed research method can neutralize the biases of any simple method; the more dominant approach used in the research called quantitative. But the qualitative data obtained from interviews, document review and focused group discussion are applicable to support Quantitative data. One common type of descriptive survey research involves assessing the preferences, attitudes, practices, concerns, or interests of a group of people (Gay, Mills and Peter 2012).

Descriptive survey method involves acquiring information about one or more groups of people perhaps about their characteristics, opinions, attitudes or previous experiences. Similarly, Best and Kahan (2003) note that descriptive research design (It can be quantitative and/or qualitative) helps to describe and interpret the current conditions. Descriptive survey method is used to gather adequate and relevant data on the actual practice, existing challenges & opportunities of school improvement in community participation.

3.2. Source of Data

The data were gathered from primary and secondary sources to accomplish the study, to get reliable and valid information. The sources of primary data were school principal, teachers, parents, students and community representatives of PTSA, KETB, SIC members, and high school supervisors, education officer of the sample Woreda. The secondary sources of data are SIP related documents such as, SIP guidelines, SIP Framework, and Manuals from MOE

(2006/2007) School Community participation plans, different records of SIC in community participations with their achievements and challenges, Journals, other Legal Documents and Books which found in the sample schools.

3.3. Samples and Sampling Techniques

The target populations of this study were teachers, students, principals, community representatives (PTSA, KETB and SIC members) as well as, high school supervisors of purposely selected three secondary & one preparatory schools of Adea Berga Woreda. The selection procedures are indicated as follows: -

3.3.1. School

The study area was government secondary and preparatory schools of Adea Berga Woreda since the woreda was selected for case study. The total number of schools (population of schools) are four. Since the Woreda is selected for case study all secondary and preparatory schools in the Woreda can be target for the study purposely.

3.3.2. Teachers

In the sample schools under study, there are 102 teachers. From these secondary and preparatory schools 46 (45%) of teachers were selected using random techniques of each department from the total population. Because in descriptive research, case studies emphasize on limited number of sample size to manage it for deep investigation. In relation to this, Abiy (2009:30-32) realize that, as descriptive research methods involve a variety of research methods including case studies to achieve its goal. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

3.3.3. Parents or Community Representatives (PTSA, KETB & SIC members)

The total numbers of community representatives of the sample schools are 28 PTSA, 32 KETB and 28 SIC members. A sample of 16 (57%) of PTSA, 20 (63%) of KETB and 16 (57%) of SIC members were selected through purposive sampling technique for the same reason under teachers sampling, because of their position, it is expected that they are partners either actual implementer or facilitators or evaluators of SIP in secondary and preparatory schools.

3.3.4. Principals and Educational Officers

Regarding principals and officers of the sample schools, Woreda has one principal each, one GEQIP expert and one high school supervisor and total number of four principals. In this research, total population taken as sample population are taken purposively because the researcher assumed that they can provide more information on the issue under investigation since they are more familiar with it.

3.3.5. Students

As far as students are concerned and the main beneficiary of SIP, 120 of the students were selected from the total population of 3482 students in four schools by convenience sampling method depend on student's activities in SIP and student's representative in the class in order to conduct focused group discussion with them in the classes.

According to Gay (2012), the main objective of convenience sampling is to collect information from participants who are easily accessible to the researcher like recruiting providers attending a staff meeting for study participation and associated with members of the target population are homogeneous.

From this point of view, the researcher used convenience sampling method to collecting students' participant in focused group discussion due to their proximity, availability and accessibility and familiarity in SIP including their representativeness in classes.

In general, 4 principals, 16 PTSA, 20 KETB, 16 SIC members, 46 of teachers, 1 GEQIP experts and 1 of high school supervisor from a total of 104 respondents and 120 of students from total of 3482 students were selected to participate in the subject of the study.

Table 2: Summary of total population and participants taken from each school for the study

Name of sample school	Respondents	Population of the study			
		Total population	Sample size		Sampling techniques
			Number(N)	Percent (%)	
OLEKOM ADEA SECONDAR SCHOOL	Students	236	18	8	Convenience
	Teachers	12	5	42	Random
	PTSA	7	4	57	Purposive
	KETB	8	5	63	
	SIC	7	4	57	
	Principal	1	1	100	
ENCHIN PREPARATO RY SCHOOL	Students	464	32	7	
	Teachers	22	10	45	
	PTSA	7	4	57	
	KETB	8	5	63	
	SIC	7	4	57	
	Principal	1	1	100	
REJI SECONDAR Y SCHOOL	Students	1266	40	3	
	Teachers	30	14	47	
	PTSA	7	4	57	
	KETB	8	5	63	
	SIC	7	4	57	
	Principal	1	1	100	
ENCHIN SECONDAR Y SCHOOL	Students	1516	30	2	
	Teachers	38	17	45	
	PTSA	7	4	57	
	KETB	8	5	63	
	SIC	7	4	57	
	Principal	1	1	100	
	Supervisor	1	1	100	Purposive
	GEQIP expert	1	1	100	
		Total	3678	224	

3.4. Instruments of Data Collection

The study employed both quantitative and qualitative data collection instruments. Both types of data were gathered by using appropriate data collecting tools in order to obtain information from respondents and school environment. Thus, questionnaires were the major data collecting tool used in this study. Interview, document analysis, and focused group discussion were the other data gathering tools employed enrichment & triangulation of the data obtained from questionnaires and provide in-depth information on the issue under investigation.

3.4.1. Questionnaire

The same questionnaire was designed as both close ended and open-ended items, distributed to all samples of teachers, community representatives PTSA, KETB and SIC members. The Questionnaires were developed based on objective and purpose of the study using review of related literature. Most of the questionnaires were adopted from SIP guideline MOE (2010) as well as Abera (2015) MA thesis work questionnaires because of tested instruments are expected more effective than untested ones. It was commented by the advisor, two postgraduate students and one language teacher for its relevance, completeness and clarity. It is translated into Afan Oromo language by language teacher in the study area. The five points of rating scale was employed to obtain close ended data from respondents and Open-ended questionnaire are used to gather data from teachers, KETB, PTSA & SIC members of sample schools.

3.4.2. Interview

Leedy and Ormrod (2005) describe that interview is a major tool in which a qualitative evaluator seeks to understand the perceptions, feeling and knowledge of people in program through in-depth, intensive interviewing. Semi structured questions were used to guide the interview in the study, because to manage the response relatively the researcher used semi structured questions. After explaining the purpose of the interview, for the interviewees (educational officers, supervisor and school principals) and getting their willingness, the researcher has conducted the interview. The interview questions constructed in English are later translated to Afan Oromo language similar to the Questionnaire.

3.4.3. Document Analysis

The purpose of document analysis in this study was to assess the involvement of community in SIP during need assessment, planning, implementation, evaluation, fundraising, training etc. The secondary sources of data were SIP related documents such as, SIP guidelines, SIP frameworks, manuals, school community participation plans, different records of SIC in community participations with their achievements, challenges, Journals, other legal documents and books. The tool was used to validate and check the consistency of the primary source.

3.4.4. Focused group discussion

Focused group discussion was held with students to know their understanding as well as their feeling about SIP and community participation in implementing it. The issue of discussion was about the practices, problems and opportunities that were existed but which the schools did not use when implementing the school improvement program. In order to conduct focused group discussion 14 team of students which consists of 8-9 students were formed in respective to their schools and a one-hour discussion time was performed with researcher having the script which consists participants idea and their names.

3.5. Data Collecting Procedure

In order to collect data, first permission was sought from the University. Then, permission was also sought from the Adea Berga Woreda Education Office for a voluntary, data collection from government secondary schools' educators in their administration and the same way was followed to get permissions of principal for their respective schools.

The researcher and his one assistant data collector from each school distributed the questionnaires to 46 teachers, 16 PTSA, 20 KETB and 16 SIC members. The questionnaire distributed after brief orientation about the purpose of the study and follow up was made. The questionnaires distributed to teachers were collected after two days by the researcher and his one assistant from each school. The questionnaires given to PTSA, KETB and SIC members were collected by the assistants after a week.

The study was conducted in government schools including all three secondary and one preparatory schools found in Adea Berga Woreda. From, 98 (100%) questionnaire distributed, majority of the respondents 44 (95.65%) teachers, 18 (88.89%) KETB, 14 (87.5%) PTSA, 14 (87.5%) SIC and in total 90 (91.84%) were filled and returned back and the rest 8.16% covers the unreturned paper due to reluctance in filling it. Beside to this, interview of 4 principal, 1 school supervisor and 1 GEQIP and 120 students from 3482 were participated in focused group discussions.

3.6. Method of Data Analysis and Interpretation

The purpose of this study was to assess the existing practice of community participation in the implementation of SIP in Adea Berga Woreda secondary and preparatory schools. In

order to achieve the objectives, data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative data were used and analyzed accordingly.

In this study data collected from respondents (teachers, PTSA, KETB and SIC) were tabulated and systematically organized using the methods of descriptive statistics (table) summarized by (mean and weighted means). Inferential statistics (one-way ANOVA) also used to examine the response of different groups in the study. Beside to this Percentage and frequency distribution were employed to analyze various characteristics of sample population like sex, age, work experience, education level and the like.

Qualitative data collected through interview (principals, supervisor and educational officers) open ended questions, focused group discussion of students and document review were analyzed in narration under each category in the table with relevance to the issue.

CHAPTER FOUR

Presentations, Analysis and Interpretation of Data

This chapter deals with data presentation, analysis and interpretation of data obtained from questionnaire, interview, and documents to answer the leading questions raised in chapter one. The present chapter has two major parts. The first part presents characteristics of the participants and the second part deals with the analysis and interpretation of the role of community participation in school improvement program in government secondary and preparatory schools of Adea Berga Woreda. It covers the existing practice and the opportunities available for community participation in the SIP implementation, the challenges encountered during the implementation process.

4.1. Characteristics of the Respondents.

Under this section the description of the characteristics of the respondents in terms of gender, age, level of educational qualification, specialization, work experience (service year) and responsibility in school they have been included. The following tables contains about the general characteristics of respondents involved in the study.

Table 3: General background of the respondents in terms of gender, age and educational level

Variables	Levels	Teachers		KETB		PTSA		SIC		Principal		Supervisor		GEQIP Expertise		Students	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender	Male	35	79.5	18	100	13	92.8	10	71.4	4	100	1	100	1	100	76	63.3
	Female	9	20.5	--	--	1	7.1	4	28.6	-	-	-	-	-	-	44	36.7
	Total	44	100	18	100	14	99.9	14	100	4	100	1	100	1	100	120	100
Age	15-19									-						100	83.3
	20-24	2	4.5	1	5.5	1	7.1	4	28.6	-						20	16.7
	25-29	17	38.6	2	11.1	5	35.9	4	28.6	-							
	30-34	10	22.7	3	16.7	4	28.5	2	14.2	2	50						
	35 & above	15	34.1	12	66.7	4	28.5	4	28.6	2	50	1	100	1	100		
	Total	44	99.9	18	100	14	100	14	100	4	100		100	1	100		
Educational level	BSc/BA/BED	3	86.4	7	38.9	1	71.0	7	50	2	50			1	100		
	MSc/MA/MED	6	13.6	--	--	1	7.1	2	14.3	2	50	1	100				
	Diploma	--	--	5	27.8	2	14.3	3	21.4	-	-						
	Other	--	--	6	33.3	1	7.1	2	14.3	-	-					120	100
	Total	44	100	18	100	14	99.9		100	4	100	1	100	1	100	120	100

Table -3 shows respondents gender, age and educational level. Concerning gender 79.5% of the teachers, 100% of KETB, 92.8% of PTSA, 71.4% of SIC, 100% of (principal, Supervisor, GEQIP), and 63.3% of students were males respectively. The rest 20.5% teachers, 7.1% PTSA, 28.6% SIC and 36.7% students were females. Analysis concerning gender show low participation of women in each category due to their less number in each category except students.

In case of respondents age majority of students (83.3%) found in age group 15-19 years. The other 16.7% students, 4.5% teachers, 5.5% KETB, 7.1% PTSA and 28.6% SIC were found with age group 20-24 years. The next age group 25-29 included 38.6% teachers, 11.1% KETB, 35.9% PTSA and 28.6% SIC. Furthermore 22.7% teacher, 16.7% KETB, 28.5% PTSA, 28.6% SIC, and 50% principals grouped in age range of 30-34 years. Lastly, 34.1% teachers, 66.7% KETB, 28.5% PTSA, 28.6% SIC, 50% principal, 100% (supervisor, GEQIP

expertise) found in age group 35 and above. From this one can conclude that majority of respondents (31.1% and 41.1%) other than students are found with age group 25-29 and 35 and above years. From this it is possible to conclude that majority of the respondents are matured enough to give valuable information for the study.

With regard to educational level majority of respondents 86.4% teachers, 38.9% KETB, 71.4% PTSA, 50% (SIC, Principals), 100% GEQIP expert were BA/BSc/BED degree holders. Furthermore 13.6% teacher, 7.1% PTSA, 14.3% SIC, 50% Principals and 100% Supervisor were MA/MSC/MED degree holders as well as 27.8% KETB, 14.3% PTSA, and 21.4% SIC were diploma holders and lastly 33.3% KETB, 7.1% PTSA, 14.3% SIC and 100% students were included under other level which means secondary and primary level in this research context. Since the majority of respondent's educational level is on the desired stage it has potential efforts to contribute their knowledge about the issues under investigation.

Table: 4 Area of specialization, service year and additional responsibilities of Teachers, KETB, PTSA and SIC

Variables	Levels	Teachers (44)		KETB (18)		PTSA (14)		SIC (14)	
		N	%	N	%	N	%	N	%
Responsibility	Unit leader	4	9.1						
	Department head	5	11.4						
	Member of (KETB, PTSA, SIC)	3	6.8						
	Clubs	14	31.8						
	Other	--							
	Total	26	59.1						
Specialty	Natural Science	17	38.6	4	22.2	5	35.7	6	42.9
	Social	15	34.1	3	16.7	5	35.7	4	28.6
	Language	12	27.3	5	27.8	3	21.4	2	14.3
	Other	--		6	33.3	1	7.14	2	14.3
	Total	44	100	18	100	14	99.9	14	100.1
Service year	1-5	13	29.5						
	6-10	10	22.7						
	11-15	13	29.5						
	16-20	1	2.3						
	21 and above	7	15.9						
	Total	44	99.9						

Table: 4 shows responsibility, specialty, and service years of respondents. In case of teachers having responsibility other than teaching 9.1% were Unit leaders, 11.4% department head, 6.8% committee members and 31.8% were clubs' member. So those respondents may have additional contribution in answering open ended questions since they are working closely with school principals.

With regard to specialty (area of work) 38.6% teachers, 22.2% KTEB, 35.7% PTSA, 42.9% SIC were categorized under natural science. Social Science included 34.1% teacher, 16.7% KETB, 35.7% PTSA, 28.6% SIC. 27.3% teachers, 27.8% KETB, 21.4% PTSA and 14.3% SIC were specialized from language.

As indicated in the table 29.5% of teachers had work experiences 1-5 years, majority of teachers (52.2%) had work experiences 6-15 years including 6-10 and 11-15 years having 29.5% and 22.7% respectively. Lastly 16-20 years holds 18.2% experiences. The data implies that the majority of the participants would produce information from long year service. In case of Principals, Supervisor GEQIP expert the analysis was not included for the matter that the interview format didn't include those point, but the researcher believe that it is equally necessary for the study.

4.2. Presentation, Analysis and Interpretation of Data

This part deals with the analysis and interpretation of data collected from different sources through questionnaire, interview, focus group discussion and document analysis. With specific reference to the analysis of the data gathered through questionnaire a five-scale extending from very low (1) to very high (5) with Likert scale, the results gained in the form of mean and weighted mean values were used to summarize the results. Moreover, WM was preferred in analysis, because it adequately represents the distribution of values than average or mean where the frequency of values is different. In case of interpretation, all the $WM \leq 1.5$ were taken as very low, $1.5 < WM \leq 2.5$ were treated as low, $2.5 < WM \leq 3.5$ were interpreted as medium, $3.5 < WM \leq 4.5$ values were high while the weighted mean values above 4.5 were interpreted as very high. As a whole $WM < 3$ below average and $WM > 3$ above average. One-way ANOVA was used to examine the response of groups by comparing the amount of variation between groups and within groups if probability of finding error was to be estimated at 5% ($p < 0.05$).

Table 5: The extent of participation of community, KETB, PTSA and SIC in the activities of SIP

Table five consists of 19 questions related to the extent of community participation as well as KETB, PTSA, and SIC contribution in SIP implementation including the mean response of each category of respondents and WM for these questions as indicated below in table and the interpretation follow it.

No	Items	T N=44	K N=18	P N=14	S N=14	WM
		M	M	M	M	WM
1	In case of problem identification for school-based need assessment of SIP	2.82	2.83	2.79	2.86	2.82
2	Participation by implementation of SIP	3.07	2.83	3.57	3	3.09
3	Parents have been providing both financial and material supports to the School	3.13	2.89	2.86	2.57	2.96
4	Parents have started to express their opinions regarding their children's Achievement and discipline	2.86	2.72	1.86	3.14	2.72
5	Participation in creating conducive school environment	2.43	1.83	3.57	3.29	2.62
6	The school has clear plan to make use of community-based opportunities	3.14	2.5	2.57	3.43	2.97
7	Contribution of community-based school structure (PTSA, KETB, SIC) to mobilize community to involve in school activities and SIP	3.23	1.72	2.79	3.21	2.86
8	The school has been transparent to the local community in different school meeting and media	3.09	3.11	3.07	3.29	3.12
9	Participation of community in monitoring and evaluation of SIP	2.43	2	2.43	2.64	2.38
10	Participation in decision making process of community in SIP	2.95	2.56	2.29	3.21	2.81
11	The community has developed sense of ownership and belongingness	3.57	2.72	4.07	2.93	3.38
12	Level of community participation to attain equity and access	3.18	3.39	2.93	3.5	3.57
13	Community participation in contribution for the development of the school polices	2.43	2.17	2.5	3	2.48
14	Participation in school supervision committee	2.39	1.89	2.57	2.50	2.33
15	Consultation with teachers about the progress and weakness of their children	3.02	1.89	2.64	2.93	2.72
16	Duties and responsibility of community about SIP has been given	2.91	3	2.21	3.57	2.92
17	Participation by planning of School improvement program	2.41	1.89	3.21	2.85	2.5
18	The school has regular school community meeting program in SIP	2.91	2.94	2.07	3.14	2.82
19	The extent of community participation in different school meetings	3.09	2.22	2.36	2.79	2.76
	Average mean	2.89	2.48	2.76	3.04	2.83

Key T= teacher, P=PTSA, K= KETB, S=SIC, N= number, WM =weighted mean & m=mean

As it can be seen from Table 5 the existing practice of community participation in terms of item (9, 13, 14, and 17) which include Participation of community in monitoring and evaluation of SIP, community participation in contribution for the development of school polices, participation in school supervision committee, and participation by planning of school improvement program. rated as low with weighted mean value (WM= 2.38, 2.48, 2.33, 2.5) respectively. From 19 items in Table 5 fourteen (14) items were rated as medium by scoring WM values ranging from 2.62 - 3.38. Even though, many items were in the range of medium most of these items including (1, 3, 4, 5, 6, 7, 10, 11, 16, 18, and 19) which mean above than half items scored below average. On the other hand, item 12 which indicate about level of community participation to attain equity and access only rated as high with WM= 3.57 and none of items were rated neither very low nor very high concerning the existing practices of community participation in the implementation of SIP. This analysis shows the negative influences it can put on SIP intern as it can affect quality of education and student's achievements.

Concerning the result of Table – 5 Reji secondary school principal interviewee stated that: -

even though there are different community participation areas, currently they were participating in financial contribution and we address them mostly at different public meetings rather than regular meeting in school. Besides to these parents were internalize coming school at opening and mostly at the end of the academic year to collect the results of their student. (6/6/2018).

Responses of the students in focused group discussion similarly indicated that either students themselves or their parents were not main participants in planning, implementation, and evaluating of SIP. PTSA also have less participation in SIP and community mobilization to school-based activities. One of the members of focused group discussion in Enchni secondary school said that: -

our parents were communicated by the school management bodies for financial contribution and were not participating in different activities of the school.

Literature have shown that as there are different areas of community participation for SIP implementation. According to Epstein and Salinas (2004) parental involvement in SIP,

family and community partnership has six forms including parenting, communicating, volunteering, learning at home decision making, and collaborating with the community.

Table 6: ANOVA table on existing practices of community participation

Since the questionnaire were administered to four groups of respondents, it was obviously need to check as there was group variation or not. For this purpose, one-way ANOVA was carried out and summarized as follows in table with its explanation next to that.

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	3.998	3	1.333	3.009	.035
<i>Within Groups</i>	38.094	86	.443		
<i>Total</i>	42.092	89			

Averagely, the mean values of items under existing practice of community participation for teacher, KETB, PTSA, and SIC were 2.89, 2.48, 2.76 and 3.04 respectively ranging from low to high. This shows the dissatisfaction of respondents on the extent of community participation and the average of WM for all group in total was 2.83 below average point 3. Whether there is a significance difference among the four groups of respondents with regard to items under existing practices of community participation in implementation of SIP, the one-way analysis of variance was employed. The F ratio of 3.009 is significant because “p=.035,” that is, p(F) is smaller than $\alpha = 0.05$. This p-values, p(F) tell us the means of the four groups were significantly different. This indicates as there are different views between respondents on each item.

Table 7: Opportunities available for SIP in community Participation

In table 7, (10) ten questions were designed to assess opportunity available for community participation. It was also contained responses of the four categories of respondents separately mean and WM in total of all participants of each question.

No	Items	T N=44	K N=18	P N=14	S N=14	WM
		M	M	M	M	WM
1	Parents has PTSA, KETB, and SIC member actively participate in the school improvement management	2.97	2.33	3.14	3.07	2.89
2	Community commitment and responsibility towards SIP is increasing	2.43	2.28	2.85	2.64	2.50
3	Community involved in decision making on their children issues and SIP	2.41	2.22	2.00	2.86	2.38
4	Work burden of teachers and principals reduced by SIP	3.64	2.11	3.36	2.93	3.18
5	Community involved in decision making process about their children's education	3.09	3.11	2.43	3.36	3.03
6	The school develop a good trend develop to strategic plan and community mobilization for implementation of SIP	2.79	2.39	2.86	3.21	2.79
7	Community attitude towards recognition of education increased by SIP	3.11	2.72	3.43	2.86	3.04
8	Attractive and save school environment	3.5	2.33	2.71	2.93	3.06
9	Behavioral change of students due to participation of community in implementation of SIP	2.84	2.72	1.86	3.21	2.72
10	The school decrease dropout and repetition rate working with the community participation	2.48	2.5	3.50	2.64	2.67
	Average mean	2.93	2.47	2.81	2.97	2.82

Key T= teacher, P=PTSA, K= KETB, S=SIC, N= number, WM =weighted mean & m=mean

Table-7 shows available ways (opportunities) for community participation in SIP implementation. Clearly results from the table shows item 2 and 3 rated as low. These includes increasing community participation and responsibility towards SIP, and community involved in decision making on their children's issues including SIP. The rest items 1,4,5,6,7,8,9 and 10 rated as medium with WM ranging from 2.67 – 3.18. Moreover, from the items in table-7 only item 4,5,7,8 with score value of (WM = 3.18, 3.03, 3.04 and 3.06) respectively were above an average weighted mean which is 3. Lastly there were no respondents rated under very low, high and very high. From this point of view, it is possible

to say that there was no available ways (opportunities) proposed to participate community in SIP.

In addition to the information gathered through the questionnaire of (teachers, KETB, PTSA, and SIC) interview of (principal, supervisor and GEQI expertise) and focused group discussion of students were also conducted. In this regard, one principal from Enchni preparator secondary school said: -

mostly it is the end of academic year schools inform parents strength and weakness as work reports and to some extent we try to reach community by structure from parents like PTSA and KETB.

The other respondents like school supervisor and GEQI expertise have almost shared idea as they more emphasize on empowering principals of school by giving training rather than focuses to all stakeholder. In supporting these students in focused group discussion said that our family equipped us with school material and try to participate at the end of year on our success and further we didn't see when family come to school collectively for discussion or school activities. There should be structured and institutionalized ways to participate family and community at school level in programed and time bounded for selected school activities including SIP.

As Anderson and Mundy (2014), the international literature on parent and community involvement in education at the school and the system level is structured around three broad themes: (1) parent and community participation in school governance and management; (2) parent involvement in teaching and learning; and (3) parent and community engagement at the system level (governance and accountability).

Table 8: ANOVA table summary on the opportunities available for community participation in the implementation of SIP

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	3.002	3	1.001	2.136	0.102
<i>Within Groups</i>	40.289	86	.468		
<i>Total</i>	43.291	89			

In case of identifying whether there is a significance mean difference among the four groups of respondents with regard to opportunities available for community participation in implementation of SIP, the one-way analysis of variance was employed. Concerning this, the data clearly show that the opportunities available for community participation in SIP is below average. But F-ratio of 2.136 indicated that there is no statically significant difference through the group in relation to their outlooks on community participation due to $p= 0.102$, so that, $p(F)$ larger than $\alpha=0.05$ which revealed that as there was insignificant mean difference between the teachers, KETB, PTSA and SIC groups of respondents.

Table 9: Challenges that hindering the implementation of school improvement program in community participation

As it can be seen in table below 17 questions were administered to identify challenges of community participation based on the mean and WM result related to these questions and the interpretation follow it used to summarize the result.

No	Items	T N=44	K N=18	P N=14	S N=14	WM
		M	M	M	M	WM
1	Degree of participation of community in SIP planning process	2.36	2.39	2.07	1.86	2.24
2	Level of community participation in implementation of SIP	1.61	1.78	2.21	1.86	1.78
3	Degree of community participation in monitoring and evaluation of SIP	3.02	2.78	3.21	2.86	2.98
4	Level of understanding on part of the community about the value of education	3.00	2.39	3.21	3.07	2.92
5	Participation in terms of different school meetings	2.23	2.17	1.79	1.79	2.08
6	Community interest to participate in SIP	3.36	2.56	3.29	3.29	3.18
7	Degree of community's lack of confidence in school activities	3.41	2.94	2.36	3.07	3.10
8	The extent of financial and material support from community	2.91	1.89	2.93	3.29	2.77
9	Work burden on school principal to coordinate school and community-based activities properly	3.29	3.00	3.21	2.86	3.16
10	Participation in terms of parents support to enhance students' performance	2.23	1.83	2.07	2.21	2.12
11	Level of communication between parents and school	2.82	2.78	2.14	2.93	2.72
12	The extent of good governance in school	2.86	2.33	3.50	2.57	2.81
13	Participation of different school-based team (PTSA, KETB, SIC) to mobilize the community	3.34	2.83	2.79	3.07	3.11
14	Level of teachers' commitment to empower community (parents)	3.66	2.83	2.29	2.57	3.11
15	Effects of far distance between school and community residence on participation	3.14	2.67	2.71	2.86	2.93
16	The extent of improvements made by school directors and teachers in working with community	2.56	2.06	1.71	1.64	2.20
17	Level of giving training about SIP for community concerning their duties and responsibilities	1.66	2.22	1.57	1.71	1.77
	Average mean	2.79	2.44	2.53	2.56	2.65

Key T= teacher, P=PTSA, K= KETB, S=SIC, N= number, WM =weighted mean & m=mean

As it can be seen from Table – 9 item 2, and 17 rated (WM = 1.78, 1.77) respectively and the values showed almost the low-level ranges from the other. These includes the level of community participation in implementation of SIP as well as training given for community concerning their duties and responsibilities. This indicate as there are critical challenges hinder participation and lack of training also affect participation negatively. Beside to this, the low rated weighted mean value 2.24, 2.08, 2.12, and 2.20 of item 1, 5, 10, and 16 shows degree of community participation in SIP planning, attending school meeting, parents support to enhance students’ academic performance and extent of improvement made by school directors and teachers in working with community.

All the other items, degree of community participation in monitoring and evaluation of SIP, material and financial support, communication between parents and school, active participation of different school-based team, including extent of good governance, teachers’ commitment to empower community in school activities were rated medium with a WM score ranging from 2.72 to 3.18. Since no item rated under high and very high WM score by considering the average score 3 only below one third of items which include (6, 7, 9, 13, and 14) had scored weighted mean (WM = 3.18, 3.10, 3.16, 3.11, 3.11) greater than average point respectively. So, this indicate as there are obstacles to be resolved to increase community participation in SIP implementation.

Additionally, open ended questionnaire response of most respondent indicated WEO gap in supporting schools. For instance, one of the Olekome sec. school teacher responded to open ended questionnaire wrote: -

“WEO and GEQIP including school supervisor mostly emphasize on sending written material concerning SIP and prefers to communicate with school principal rather than deals with practical work which empower community participation in solving problems related to SIP activities”.

Similarly, the interview with principals, school supervisor, GEQIP expert and document analysis was found that support given from woreda education office to school and participation of stakeholders (Teacher, KETB, PTSA, SIC) activities done in mobilizing community for SIP implementation and active participation from these group was inadequate.

A team of students' representatives in FGD also questioned Teacher, KETB, PTSA, SIC, school supervisor and GEQIP expert in participating community to SIP implementation. Even school principal has no clear outline strategies of community participation in SIP.

In supporting this, MOE (2007) stated "Schools needs participation of all stakeholder in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals." Therefore, the school mission and vision are not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholder.

Table 10: ANOVA table summary on the Challenges that hindering community participation in the implementation of SIP

<i>Source of variation</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Between Groups</i>	2.028	3	.676	4.616	.005
<i>Within Groups</i>	12.595	86	.146		
<i>Total</i>	14.623	89			

Overall, whether there is a significance opinion difference among the four groups of respondents on the extent of community participation in the implementation of school improvement program, the one-way analysis of variance was employed. The F ratio of 4.616 is significant because $p = 0.005$, that is, $p(F)$ is smaller than $\alpha = 0.05$. This $p(F)$ tells us that existence of significant mean difference between groups on items related to Challenges that hindering community participation in the implementation of SIP. Even though there is mean difference the mean values of the respondent's participation in resolving problems to achieve SIP are below average and it should be activated. It is based on the contribution of community participation that the MOE designed community school partnership as one of its strategies to be employed to improve schools and to quality of education MOE (2007).

CHAPTER FIVE

Summary, Conclusion and Recommendations

The chapter deals summary of the main points, conclusion drawn and recommendations suggested

5.1. Summary

Accordingly, the study was intended to answer the research guiding questions concerning community participation in the implementation of SIP in government secondary and preparatory schools the case study of Adea Berga Woreda. Both quantitative and qualitative data analysis were used. The information gathered through interview, focused group discussion and document review were analyzed in narration under each category of questionnaires in Tables. They were organized to provide answers to the following question.

1. What are the practices of community participation in the implementation of SIP in Government secondary and preparatory schools of Adea Berga Woreda?
2. What opportunities are available in SIP implemented in the district in terms of community Participations?
3. What major challenges affect community participation in the implementation of SIP in government secondary and preparatory schools of Adea Berga Woreda?

To answer the above basic research questions questionnaires, semi-structured interviews, document reviews and focused group discussions were employed to gather data from selected samples, descriptive survey methods was used. To analyze data both descriptive statistics (mean and weighted mean) and inferential statistics (ANOVA) were applied. Based on the above analysis made, the following were major findings of the study:

5.1.1. Existing practice of community participation in the implementation of SIP

1. Concerning SIP problem identification, planning, implementation, monitoring and evaluation the level of community participation ranges from 2.38 to 3.09 weighted mean in which planning as well as monitoring and evaluation was low leveled score.

2. Community participation in consultation with teachers, participation in different school meetings, financial and material supports for school accounts weighted mean values 2.72, 2.76, and 2.96 respectively which indicate medium level and below average.
3. In relation to community participation in contribution for the development of school policies and taking parts in school supervision committee has low value with weighted mean 2.48 and 2.33. Therefore, they are expected to participate for further success of SIP and student's achievements.
4. With regard to school activities in facilitating community participation towards SIP implementation: community-based structure work to mobilize community, regular school community meeting program, degree of school transparency to community and school plan to use community-based opportunities were medium level with WM 2.86, 2.82, 3.12 and 2.97 in their respective written order.

5.1.2. Main Challenges that Hinder Existing Community Participation in the Implementation of SIP

1. The level of giving training about SIP for community concerning their duties and responsibilities was very low with weighted mean value 1.77. This indicated that there are high challenges for community participation in SIP.
2. The weighted mean value of community participation in implementation of school improvement program was rated as very low with 1.78 score. Therefore, the status of community participation in implementing SIP was insignificant.
3. Community participation in terms of parents support to enhance student's performance and attending different school meetings to discuss SIP including school activities were low with weighted mean values 2.12 and 2.08. These mean values show the existence of high degree challenges.
4. The extent of improvements made by school directors as well as teachers in working with community was low scored weighted mean 2.20. The weighted mean values revealed that there is challenges for community participation in SIP.

5.2. Conclusions

Even though community participation is one of the domain of SIP, the study indicates community participation is not on the desired stage. This is because of some of the challenges related to community, school, and stakeholders. The school's administrators, PTSA, KETB & SIC members and educational officials have responsibilities to provide the community with complete and accurate information regarding school improvement goals, program, and community duties and responsibilities on SIP. Every stakeholder has responsibilities to know what the school does in relation to SIP, its problems and opportunities, to solve the problems. The school principals and teachers have the responsibilities to furnish parents and the whole community with clear and accurate information regarding the objective of education, school goals. It is found out that community contribution in SIP problem identification, planning, implementation, monitoring and evaluation was low. From this it is possible to conclude that community has no clear vision expected out comes from SIP due to their less participation in school activities.

On the other hand, the schools lack proper discussion time with definite regular schedule of community and school, empowerment given for community through training their duties and responsibilities including the existing school status was insignificant.

Moreover, the stakeholders themselves teachers, KETB, PTSA, and SIC were not made to participate fully in SIP implementation and there was reluctance on their side also to take parts in mobilize and coordinate community towards the desired goals of SIP in generally and student's success particularly. This seemed resulted from the low consideration given to the importance of School improvement program.

5.3. Recommendation

Depending on the findings and the conclusion made, the following recommendations are forwarded:

1. The Woreda Education Office (WEO) in collaboration work with schools increase the awareness of community and parents including basic stakeholders (teachers, KETB, PTSA). It is better to discuss SIP issues and give training before planning process as initiation point to retrieve pre-knowledge about SIP. They have to informed on the overall goal desired to be achieved currently through community participation.
2. GEQIP expert and school supervisor advised to encourage school community by providing them with professional support related to SIP and school in developing different strategies to overcome challenges that might hinder community participation. They should help schools to share best practices.
3. It is advisable that school Principals: -
 - Practice democratic participatory leadership style
 - Explain to community their roles and responsibility in SIP
 - Prepare participatory calendar for all SIP activities and give for stakeholder.
 - Involve community in decision making
 - Evaluate the ongoing process of SIP and take corrective measures with all participants
 - Develop network with regular communication to reach community
4. Teachers and school-based structures (KETB, and PTSA) actively participate by themselves, mobilize and empower community in general parents in particular continuously. They should enable community to work with school in maximize student's achievement by implementing SIP accordingly. This can be done when teachers give information on students learning for parents as well as collect parents feedback for further plan and set up improvement ways. On the side of KETB and PTSA they have to know current status of school including existing gap to develop collaborative work between school and community.

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Appendices

Appendix A

Addis Ababa University College of Education

Department of Educational Planning and Management

Questionnaire for secondary and preparatory school teachers

Dear respondent

The purpose of this questionnaire is to collect data on the role of community participation in Adea Berga Woreda secondary and preparatory school. Your co-operation in providing relevant data frankly and timely will be of a great help of the study. I would like to assure you that your response will be used only for the purpose of the study only. Therefore, you are kindly requested to respond to each of the items carefully.

Note that: - It is not necessary to write your name on the questionnaire paper.

Thank you in advance

Part one: - Personal Information

Write the required Information or encircle the letter of your response.

1. Name of School.....
2. Gender male female.....
3. Age.....,years
4. Educational qualification A. BA/BSC/BED B.MA/MED/MSC
C. If any other, please specify
5. Number of years of service
A. 1-5 B. 6-10 C. 11-15 D. 16-20 E. Above 21
6. Areas of specialization
A. Natural science B. Social science. C. Language D. If any other -----
--
7. Your responsibility in the school in addition to teaching
I. Unit leader II. Department head III. Members of PTSA, KETB or SIC
IV. Club or committee members V. If you have any responsibility in the school at al

Part Two (2)

There are different indicators that can be used to indicated community involvement, opportunities available for participation and obstacles hinder participation in SIP. Please put an “X” mark in the boxes provided for each item.

[1 – Very low, 2 – Low, 3 – Medium, 4 – High, 5 – Very high]

A) The extent of participation of KETB, PTSA and SIC in the activities of SIP

No	Items	Scales				
		1	2	3	4	5
1	In case of problem identification for school-based need assessment of SIP					
2	Participation by implementation of SIP					
3	Parents have been providing both financial and material supports to the School					
4	Parents have started to express their opinions regarding their children's Achievement and discipline					
5	Participation in creating conducive school environment					
6	The school has clear plan to make use of community-based opportunities					
7	Contribution of community-based school structure (PTSA, KETB, SIC) TO mobilize community to involve in school activities and SIP					
8	The school has been transparent to the local community in different school meeting and media					
9	Participation of community of community in monitoring and evaluation of SIP					
10	Participation in decision making process of community in SIP					
11	The community has developed sense of ownership and belongingness					
12	Level of community participation to attain equity and access					
13	Community participation in contribution for the development of the school polices					
14	Participation in school supervision committee					
15	Consultation with teachers about their the progress and weakness of their children					
16	Duties and responsibility of community about SIP has been given					
17	Participation by planning of School improvement program					
18	The school has regular school community meeting program in SIP					
19	The extent of community participation in different school meetings					

20. Did parent and community member have taken any training/Orientation about their duties and responsibilities with regard to SIP? If Yes, is there change?

21. From the existing practice did the community members aware of their roles and responsibilities about SIP? Why?

22. Are community members involved in SIP implementation? What do you suggest for further change?

B) Opportunities available for SIP in community Participation

No	Items	Scales				
		1	2	3	4	5
1	Parents has PTSA, KETB, and SIC member actively participate in the school improvement management					
2	Community commitment and responsibility towards SIP is increasing					
3	Community involved in decision making on their children issues and SIP					
4	Work burden of teachers and principals reduced by SIP					
5	Community involved in decision making process about their children’s education					
6	The school develop a good trend develop to strategic plan and community mobilization for implementation of SIP					
7	Community attitude towards recognition of education increased by SIP					
8	Attractive and save school environment					
9	Behavioral change of students due to participation of community in implementation of SIP					
10	The school decrease dropout and repetition rate working with the community participation					

11. What other opportunities (suitable conditions) are there with respect to your school in community participation?

C) Challenges that hindering the implementation of school improvement in community participation

No	Items	Scales				
		1	2	3	4	5
1	Degree of participation of community in SIP planning process					
2	Lack of community participation in implementation of SIP					
3	Degree of community participation in monitoring and evaluation of SIP					
4	Misunderstanding on part of the community about the value of education					
5	Participation in terms of different school meetings					
6	Community interest to participate in SIP					
7	Due to community's lack of confidence in school activities					
8	Lack of financial and material support from community					
9	Work burden on school principal to coordinate school and community-based activities properly					
10	Participation in terms of parents support to enhance students' performance					
11	Level of communication between parents and school					
12	The extent of good governance in school					
13	Weakness of different school- based team (PTSA, KETB, SIC) to mobilize the community					
14	Level of teacher's commitment to empower community (parents)					
15	Due to far distance between school and community residence					
16	The extent of improvements made by school directors and teachers in working with community					
17	Level of giving training about SIP for community concerning their duties and responsibilities					

18. List other top challenges which hinder the community participation in your school.

Appendix B

Yuuniivarsiitii Finfinnee Kollejjii Barnootatti

Muummee Karoora fi Hooggansaa Barnootaa

Gaafannoo Barsiisotaa

Kabajamoo Barsiisa:

Kaayyoon gaafannoo kana raga hirmaanna hawaasa sagantaa fooyya'insa mana barnoota (SFMB) manneen barnoota sad.2ffaa fi qophaa'ina, Aanaa Ada'aa Bargaa walitti qabuu ta'a. Kana keessatti deeggarsi isin raga barbaachisaa fi sirrii kennuun taasifan qo'annaa kanaaf sadarkaa olaanaatti gargaara. Kanaafuu deebiin isin kennitan qo'anna kana qofaaf kan oluu fi icitiin isaa kan eegame waan ta'eef haala qabatama mana barumsaa keessaniin deebii akka kennitan kabajaan isin gafanna.

Maqaa keessan barreessun barbaachisaa miti.

Kutaa Tokkoo: Odeeffannoo dhuunfaa

Qajeelcha: -Bakka duwwaa irratti odeeffannoo barbaachisu barreessuu ykn qubee deebii sirrii qabatee jirutti maraa.

1. Maqaa mana barumsaa -----
2. Korniyaa Dhiira----- Du-----
3. Umurii -----
4. Sadarkaa barnootaa
A) BA/BED/BSc B) MA/MSc/MED C) Kan adda ta'e yoo jiraate yaa ibsamu ---

5. Gosa barnoota ittin eebbifame/tte
A) Saayinsii Umamaa B) Saayinsii Hawaasaa C) Afaan D) Kan biraa (-----
-----)
6. Bara tajaajilaa waggan
A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 fi ol
7. Barsiisumman alatti gahee hojii mana barumsaa keessatti qabu/qabdu
A) Qindeessa Yuuniitii B) Hogganaa Muummee C) Miseensa koree GMB,
BBLG, SFMB D) Miseensa gumii, koree E) Gahee biraa yoo qabatee

Kutaa lama (2):

Sagantaa fooyya'insa mana barnoota (SFMB) raawwachiisuu irratti haala hawaasa bira jiru

Qajeelcha: Gaaffilee armaan gadii hirmaannaa hawaasani SFMB gahee issa bahe irratti xiyyeeffata. Kanaan walqabatee deebii keessan mallattoo “X” iddo kenname ka’a.

[1- baay’ee gadaanaa, 2-gadaanaa, 3-gidduu galeessa, 4-olaanaa, 5-baay’ee olaanaa]

A) Hanga hirmaannaa koree boordii barnoota fi leenjii gandaa (BBLG), gamtaa maatii fi barsiisota (GMB), koree SFMB sochii Sagantaa fooyya’insa MB irratti qaban

Lakk	Gaaffilee	Iskeelii				
		1	2	3	4	5
1	Fedhii karoora SFMB adda baasuu keessatti					
2	Hirmaannaa raawwii SFMB irratti taasisan					
3	Deeggarsa maatiin meeshaalee fi maallaqaan taasisan					
4	Maatiin barattoota milkaa’inaa barnoota fi fooyya’insa naamusa barattoota isaanii irratti sadarkaa yaada kennuu isaanii					
5	Hirmaannaa naannoo mijaa’a barnoota uumuuf godhan					
6	Manni barumsaa sagantaa ifa ta’ee carraa hawaasa bira argamu itti fayyadamuu isa dandeessisu qabachuu					
7	Koree GMB, BBLG fi SFMB qooda fudhachhuun sosochii hawaasa taasisan hojii mana barnootatti hirmaachisan					
8	M/B karaa walgahii fi miidiyaan hawaasatti hojii isaa ifa taasisuu					
9	Hirmaanna hawaasni to’annaa fi madaalli SFMB tiif taasisise					
10	Hirmaanna hawaasni SFMB keessatti murtee kennuun taasisise					
11	Amantaa hawaasni m/b kan isaa ta’u irratti horate					
12	Sadarkaa hawaasni waliin gahiinsaa fi wal-gitiinsa barnootaa irratti qabu					
13	Qooda fudhannaa hawaasni seerota m/b baasuu keessatti qabu					
14	Hirmaanna hawaasni koree supparvizinii barnoota keessatti godhe					
15	Marii maatiin/hawaasni cimnaa fi hanqina ijoollee isaanii irratti barsiisota waliin taasisise					
16	Gahee fi ittigaafatamummaa hawasni SFMB keessatti qabu beeksisuu ilaalchisee hojii hojjatame					
17	Hirmaannaa hawaasni karoora SFMB karoorsuun taasisise					
18	Manni barumsaa sagantaa dhabbi marii hawaasaa SFMB irratti qabaachuu isaa					
19	Hanga hirmaannaa hawaasni walgahii m/b hirmaachuun taasisise					

20. Yeero baay'ee maatii fihawaasaaf gahee fi ittigaafatamummaa SFMB irratti qabaniif leenjiin(hubannoon) kennamee jiraa? Eyyeen yoo jettan jijjiiramni isaa hoo?

21. Akkaataa raawwii jiruutiin hawaasni gahee fi ittigaafatamummaa isaa beeke jira? Maaliif?

22. Jijjirama gara fuula duraaf maal yaada kennitu?

B) Carraawwan/haalota mijaawoo m/b keessatti hawaasa sagantaa fooyya'insa mana barumsaa (SFMB) irratti hirmaachisuuf jiran

Lakk	Gaaffilee	Iskeelii				
		1	2	3	4	5
1	Maatiin akka miseensa koree GMB, BBLG fi SFMB tti damaqinaan hoggansa foyya'insa mana barnoota himaachuu					
2	Kutannoof ittigaafatamummaan hawaasni SFMB tiif qabu dabala jiraachuu					
3	Qooda fudhannaa hawaasni wa'ee ijoollee isaa fi SFMB keessatti taasisu					
4	Baay'inni hojii Dura bu'aa fi barsiisotaa SFMB tiin hir'achuu					
5	Hawaasni murtee wa'ee barnoota barattoota isaanii irratti qooda fudhachuu					
6	Manni barumsaa adeemsa karoora tarsiima'a hojiira oolchuu fi sosochii hawaasa taasisee raawwii SFMB gabbifachuu isaa					
7	Ilaalcha hawaasni faayida barnootaaf qabun SFMB badalee jirachuu					
8	Naannoon mana barnootaa hawataa ta'uu isaa					
9	Hirmaannaa hawaasni raawwii SFMB irratti godhuun jijjiiramni amala barattootaa dhufe					
10	Manni barumsaa hawaasa wajjin hojjachuu isaatiin irra deebii fi hafteen barataa hir'achuu					

11. Carraawwan biraa hirmaannaa hawaasaf mijataa ta'anii akka mana barumsaa keessanitti jiran maali fa'ii?

C) Rakkoowwan ijoo hawaasaan sagantaa fooyya'insa mana barumsaa (SFMB) akka hin himaane gufuu ta'an ilaalchisee

Lakk	Gaaffii	Iskeelii				
		1	2	3	4	5
1	Sadarkaa hirmaannaa hawaasni karoora SFMB karoorsuu irratti qabu					
2	Hanqina hirmaannaa hawaasni raawwii SFMB irratti qabu					
3	Akkataa hordoffii fi madaallii hawaasa SFMB tiif taasisu					
4	Hubannoo dogoggora hawaasni barnoota irratti qabu					
5	Hirmaannaa hawaasni walgahii garaagara irratti taasisu					
6	Fedhii hawaasni SFMB keessatti hirmaachuuf qabu					
7	Hojii mana barumsaa keessatti hojjatamun hawaasni abdii dhabuu					
8	Hanqina deeggarsa maallaqaa fi meeshaalee gochuu irratti hawaasa bira jiru					
9	Baayina hojii dura bu'aa irra jiruun kan ka'e hojii hawaasan walqabatu sirnaan qindeessuu dhabu					
10	Hirmannaa maatiin barattoota qabiin barataa akka fooya'u taasisan					
11	Sadarkaa walitti dhufeenya maatii fi M/B giddu jiru maalirra jira					
12	Hammaa bulchiisa gaarii mana barumsaa keessa jiru					
13	Sosochii hawaasa uumuu irratti dadhabina garee GMB, BBLG, KFMB qabu					
14	Sadarkaa kutannoo barsiisotni hawaasa cimsuu irratti qaban					
15	Sababi fageenya M/B fi iddoo jireenya hawaasa giddu jiruun dhibba ga'e					
16	Hamma fooyya'insa adeemsa hojii IGMB fi barsiisota hawaasa hirmaachisuun waliin hojjachuuf tasifame					
17	Hamma leenjii hawaasaaf gahee fi dirqa isaanii irratti hubannoo uumuuf kenname					

18. Rakkoowwan biraa ijoo ta'anii hirmaannaa hawaasa gufachiisa tarreessaa

Appendix C

Addis Ababa University College of Education

Department of Educational Planning and Management

PTSA, KETB and SIC member's questionnaire

Dear members of PTSA, KETB and SIC

The purpose of this questionnaire is to collect data on the role of community participation in Adea Berga Woreda secondary and preparatory school. Your co-operation in providing relevant data frankly and timely will be of a great help of the study. I would like to assured that your response will be used only for the purpose of the study only. Therefore, you are kindly requested to respond to each of the items carefully and response fully.

Note that: - It is not necessary to write your name on the questionnaire paper.

Thank you

Part one: - Personal Information

Write the required Information or encircle the letter of your response.

1. Name of School.....
2. Sex male female.....
3. Age,years
4. Educational qualification A. Certificate B. Diploma C.BA/BSC/BED
D. If any other, please specify
5. Your responsibility other than committee member if any -----

Part Two (2)

There are different indicators that can be used to indicated community involvement, opportunities available for participation and obstacles hinder participation in SIP. Please put an “X” mark in the boxes provided for each item.

[1 – Very low, 2 – Low, 3 – Medium, 4 – High, 5 – Very high]

A) The extent of participation of KETB, PTSA and SIC in the activities of SIP

No	Items	Scales				
		1	2	3	4	5
1	In case of problem identification for school-based need assessment of SIP					
2	Participation by implementation of SIP					
3	Parents have been providing both financial and material supports to the School					
4	Parents have started to express their opinions regarding their children's Achievement and discipline					
5	Participation in creating conducive school environment					
6	The school has clear plan to make use of community-based opportunities					
7	Contribution of community-based school structure (PTSA, KETB, SIC) TO mobilize community to involve in school activities and SIP					
8	The school has been transparent to the local community in different school meeting and media					
9	Participation of community of community in monitoring and evaluation of SIP					
10	Participation in decision making process of community in SIP					
11	The community has developed sense of ownership and belongingness					
12	Level of community participation to attain equity and access					
13	Community participation in contribution for the development of the school polices					
14	Participation in school supervision committee					
15	Consultation with teachers about their the progress and weakness of their children					
16	Duties and responsibility of community about SIP has been given					
17	Participation by planning of School improvement program					
18	The school has regular school community meeting program in SIP					
19	The extent of community participation in different school meetings					

20. Did parent and community member have taken any training/Orientation about their duties and responsibilities with regard to SIP? If Yes, is there change?

21. From the existing practice did the community members aware of their roles and responsibilities about SIP? Why?

22. Are community members involved in SIP implementation? What do you suggest for further change?

B) Opportunities available for SIP in community Participation

No	Items	Scales				
		1	2	3	4	5
1	Parents has PTSA, KETB, and SIC member actively participate in the school improvement management					
2	Community commitment and responsibility towards SIP is increasing					
3	Community involved in decision making on their children issues and SIP					
4	Work burden of teachers and principals reduced by SIP					
5	Community involved in decision making process about their children’s education					
6	The school develop a good trend develop to strategic plan and community mobilization for implementation of SIP					
7	Community attitude towards recognition of education increased by SIP					
8	Attractive and save school environment					
9	Behavioral change of students due to participation of community in implementation of SIP					
10	The school decrease dropout and repetition rate working with the community participation					

11. What other opportunities (suitable conditions) are there with respect to your school in community participation?

C) Challenges that hindering the implementation of school improvement in community participation

No	Items	Scales				
		1	2	3	4	5
1	Degree of participation of community in SIP planning process					
2	Lack of community participation in implementation of SIP					
3	Degree of community participation in monitoring and evaluation of SIP					
4	Misunderstanding on part of the community about the value of education					
5	Participation in terms of different school meetings					
6	Community interest to participate in SIP					
7	Due to community's lack of confidence in school activities					
8	Lack of financial and material support from community					
9	Work burden on school principal to coordinate school and community-based activities properly					
10	Participation in terms of parents support to enhance students' performance					
11	Level of communication between parents and school					
12	The extent of good governance in school					
13	Weakness of different school-based team (PTSA, KETB, SIC) to mobilize the community					
14	Level of teacher's commitment to empower community (parents)					
15	Due to far distance between school and community residence					
16	The extent of improvements made by school directors and teachers in working with community					
17	Level of giving training about SIP for community concerning their duties and responsibilities					

18. List other top challenges which hinder the community participation in your school.

Appedix D

Yuuniivarsiitii Finfinnee Kollejjii Barnootatti

Muummee Karoora fi Hooggansaa Barnootaa

Gaafannoo miseensa Koree gamtaa maatii fi barsiisa(GMB), bordii barnootaa fi leenjii gandaa(BBLG), koree sagantaa fooyyainsa mana barumsa(KSFMB)

Kabajamoo Miseensa koree GMB, BBLG, SFMB:

Kaayyoon gaafannoo kana raga hirmaanna hawaasa sagantaa fooyya'insa mana barnoota (SFMB) manneen barnoota sad.2ffaa fi qophaa'ina, Aanaa Ada'aa Bargaa walitti qabuu ta'a. Kana keessatti deeggarsi isin raga barbaachisaa fi sirrii kennuun taasifan qo'annaa kanaaf sadarkaa olaanaatti gargaara. Kanaafuu deebiin isin kennitan qo'anna kana qofaaf kan oluu fi icitiin isaa kan eegame waan ta'eef haala qabatama mana barumsaa keessaniin deebii akka kennitan kabajaan isin gafanna.

Maqaa keessan barreessun barbaachisaa miti.

Kutaa Tokkoo: Odeeffannoo dhuunfaa

Qajeelcha: - Bakka duwwaa irratti odeeffannoo barbaachisu barreessuu ykn qubee deebii sirrii qabatee jirutti maraa.

1. Maqaa mana barumsaa -----
2. Korniyaa Dhiira----- Du-----
3. Umurii -----
4. Sadarkaa barnootaa
A) Saartifikeetii B) Dipilomaa C) BA/BED/BSc
D) Kan adda ta'e yoo jiraate yaa ibsamu -----
5. Ittigafatamummaa miseensa koree GMB, BBLG fi KSFMB kanneen alatti qabdan yoo jiraate gahee hojii keessan wajjin yaa ibsamu -----

Kutaa lama (2):

Sagantaa fooyya’insa mana barnoota (SFMB) raawwachiisuu irratti haala hawaasa bira jiru

Qajeelcha: Gaaffilee armaan gadii hirmaannaa hawaasani SFMB gahee issa bahe irratti xiyyeeffata. Kanaan walqabatee deebii keessan mallattoo “X” iddo kenname ka’a.

[1- baay’ee gadaanaa, 2-gadaanaa, 3-gidduu galeessa, 4-olaanaa, 5-baay’ee olaanaa,]

A) Hanga hirmaannaa koree boordii barnoota fi leenjii gandaa (BBLG), gamtaa maatii fi barsiisota (GMB), koree SFMB sochii Sagantaa fooyya’insa MB irratti qaban

Lakk	Gaaffilee	Iskeelii				
		1	2	3	4	5
1	Fedhii karoora SFMB adda baasuu keessatti					
2	Hirmaannaa raawwii SFMB irratti taasisan					
3	Deeggarsa maatiin meeshaalee fi maallaqaan taasisan					
4	Maatiin barattoota milkaa’inaa barnoota fi fooyya’insa naamusa barattoota isaanii irratti sadarkaa yaada kennuu isaanii					
5	Hirmaannaa naannoo mijaa’a barnoota uumuuf godhan					
6	Manni barumsaa sagantaa ifa ta’ee carraa hawaasa bira argamu itti fayyadamuu isa dandeessisu qabachuu					
7	Koree GMB, BBLG fi SFMB qooda fudhachhuun sosochii hawaasa taasisan hojii mana barnootatti hirmaachisan					
8	M/B karaa walgahii fi miidiyaan hawaasatti hojii isaa ifa taasisuu					
9	Hirmaanna hawaasni to’annaa fi madaalli SFMB tiif taasisise					
10	Hirmaanna hawaasni SFMB keessatti murtee kennuun taasisise					
11	Amantaa hawaasni m/b kan isaa ta’u irratti horate					
12	Sadarkaa hawaasni waliin gahiinsaa fi wal-gitiinsa barnootaa irratti qabu					
13	Qooda fudhannaa hawaasni seerota m/b baasuu keessatti qabu					
14	Hirmaanna hawaasni koree supparvizinii barnoota keessatti godhe					
15	Marii maatiin/hawaasni cimnaa fi hanqina ijoollee isaanii irratti barsiisota waliin taasisise					
16	Gahee fi ittigaafatamummaa hawasni SFMB keessatti qabu beeksisuu ilaalchisee hojii hojjatame					
17	Hirmaannaa hawaasni karoora SFMB karoorsuun taasisise					
18	Manni barumsaa sagantaa dhabbi marii hawaasaa SFMB irratti qabaachuu isaa					
19	Hanga hirmaannaa hawaasni walgahii m/b hirmaachuun taasisise					

20. Yeero baay’ee maatii fihawaasaaf gahee fi ittigaafatamummaa SFMB irratti qabaniif leenjii(hubannoon) kennamee jiraa? Eyyeen yoo jettan jijjiiramni isaa hoo?

21. Akkaataa raawwii jiruutiin hawaasni gahee fi ittigaafatamummaa isaa beeke jira?
Maaliif?

22. Jijjirama gara fuula duraaf maal yaada kennitu?

B) Carraawwan/haalota mijaawoo m/b keessatti hawaasa sagantaa fooyya'insa mana barumsaa (SFMB) irratti hirmaachisuuf jiran

Lakk	Gaaffilee	Iskeelii				
		1	2	3	4	5
1	Maatiin akka miseensa koree GMB, BBLG fi SFMB tti damaqinaan hoggansa fooyya'insa mana barnoota himaachuu					
2	Kutannoof ittigaafatamummaan hawaasni SFMB tiif qabu dabala jiraachuu					
3	Qooda fudhannaa hawaasni wa'ee ijoollee isaa fi SFMB keessatti taasisu					
4	Baay'inni hojii Dura bu'aa fi barsiisotaa SFMB tiin hir'achuu					
5	Hawaasni murtee wa'ee barnoota barattoota isaanii irratti qooda fudhachuu					
6	Manni barumsaa adeemsa karoora tarsiima'a hojiira oolchuu fi sosochii hawaasa taasissee raawwii SFMB gabbifachuu isaa					
7	Ilaalcha hawaasni faayida barnootaaf qabun SFMB badalee jirachuu					
8	Naannoon mana barnootaa hawataa ta'uu isaa					
9	Hirmaannaa hawaasni raawwii SFMB irratti godhuun jijjiiramni amala barattootaa dhufe					
10	Manni barumsaa hawaasa wajjin hojjachuu isaatiin irra deebii fi hafteen barataa hir'achuu					

11. Carraawwan biraa hirmaannaa hawaasaf mijataa ta'anii akka mana barumsaa keessanitti jiran maali fa'ii?

C) Rakkoowwan ijoo hawaasaan sagantaa fooyya'insa mana barumsaa (SFMB) akka hin himaane gufuu ta'an ilaalchisee

Lakk	Gaaffii	Iskeelii				
		1	2	3	4	5
1	Sadarkaa hirmaannaa hawaasni karoora SFMB karoorsuu irratti qabu					
2	Hanqina hirmaannaa hawaasni raawwii SFMB irratti qabu					
3	Akkataa hordoffii fi madaallii hawaasa SFMB tiif taasisu					
4	Hubannoo dogoggora hawaasni barnoota irratti qabu					
5	Hirmaannaa hawaasni walgahii garaagara irratti taasisu					
6	Fedhii hawaasni SFMB keessatti hirmaachuuf qabu					
7	Hojii mana barumsaa keessatti hojjatamun hawaasni abdii dhabuu					
8	Hanqina deeggarsa maallaqaa fi meeshaalee gochuu irratti hawaasa bira jiru					
9	Baayina hojii dura bu'aa irra jiruun kan ka'e hojii hawaasan walqabatu sirnaan qindeessuu dhabu					
10	Hirmannaa maatiin barattoota qabiin barataa akka fooya'u taasisan					
11	Sadarkaa walitti dhufeenya maatii fi M/B giddu jiru maalirra jira					
12	Hammaa bulchiisa gaarii mana barumsaa keessa jiru					
13	Sosochii hawaasa uumuu irratti dadhabina garee GMB,BBLG,KFMB qabu					
14	Sadarkaa kutannoo barsiisotni hawaasa cimsuu irratti qaban					
15	Sababi fageenya M/B fi iddoo jireenya hawaasa giddu jiruun dhibba ga'e					
16	Hamma fooyya'insa adeemsa hojii IGMB fi barsiisota hawaasa hirmaachisuun waliin hojjachuuf tasifame					
17	Hamma leenjii hawaasaaf gahee fi dirqa isaanii irratti hubannoo uumuuf kenname					

18. Rakkoowwan biraa ijoo ta'anii hirmaannaa hawaasa gufachiisa tarreessaa

Appendix E

Addis Ababa University College of Education

Department of Educational Planning and Management

Interview guide Question for Adea Berga Woreda secondary and preparatory school supervisor and Educational officer GEOIP experts

Dear respondent

The main objective of this interview is to collect data for the study on community participation in the implementation of SIP. So that, you are kindly requested to respond to the interview questions.

Thank You

1. Do you regularly visit secondary and preparatory school?
2. What are the existing practices of the community in SIP? Why?
3. What organizational set up, strategies and coordination mechanism of community participation have you observed in the school you supervised?
4. What are the main challenges of the community participation in school improvement program? What are solution for these challenges?
5. Do you think that PTSA, KETB, SIC members function properly to perform their duties and responsibility to mobilize the community? If not, why?
6. What opportunities (suitable condition) are there in the school to participate community in SIP?
7. Is there any training program at school levels that empower the community and school to work together?

Appendix F

Yunvarsitii Finfinneetti Kolleejjii Barnoota Muummee Karoora fi Hooggansaa Barnootaa

Gaaffii qomaa, supervaayizera sad. 2^{ffa} fi Ogeessa qulqullina barnoota aannaaf qophaa'e

Kabajamtootaa deebistootaa,

Gaafannoon kun kan qophaa'e manneen barnoota mootummaa sad.2^{ffaa} fi qophaa'ina Aanaa Ada'aa Bargaa keessaatti sababoota raawwii sagantaa fooyya'insaa mana barumsaa (SFMB) irraatti dhiibbaa geessisan sakatta'uufi dha. Odeeffannoon gaafannoo kanaan argaman dhimma qorannoo barnootaa qofaaf fayyadamna. kanaafuu, amanamummaan fi icciitummaan isaa olaanaa dha. Haala kanaan odeeffannoon amanamaa fi sirriisiin kennitan qorannoo kana milkeessuu keessatti deeggarsi keessan shoora guddaa qaba.

Galatoomaa!

1. Mana barnoota sad.2^{ffaa} fi qophaa'ina yeero hunda ni daawwatuu?
2. Haallii muxxannoo raawwii hojii SFMB hawaasa bira jiru maali? Sababiin isaa hoo?
3. Akkataan qindoomina, gurmaa'inaa fi tooftaa hirmaachisummaa hawaasa mana barumsaa keessatti dawwatan maal fakkataa?
4. Rakkoowwan ijoo SFMB keessatti hirmaanna hawaasa daangessan maal fa'ii? Furmanni rakkoolee kanneeni hoo maal ta'uu danda'a?
5. Miseensonni koreewwan GMB, BBLG, fi FMB sosochii hawaasaa uumuuf akka barbaadametti dirqamaa fiittigaafatamummaa isaanii bahanii jiru? Yoo kana hin taanee maaliif?
6. Carraalee ykn haalota mijaawoo m/barumsaa keessatti hawaasa SFMB kessatti hirmaachisuu danda'an maaltu jiruu?
7. Sagantaan Leenjiin sadarkaa mana barnootatti hawaasni fi m/barumsaa waliin akka hojjatan cimsuuf qophaa'ee kenname jira?

Appendix G

Addis Ababa University College of Education

Department of Educational Planning and Management

Interview guide Question for Adea Berga Woreda secondary and preparatory school principals

Dear respondent

The main objective of this interview is to collect data for the study on community participation in the implementation of SIP. So that, you are kindly requested to respond to the interview questions.

Thank You

1. What activities did the community carry out in SIP?
2. What preparations were made (in terms of community participation) to implement the SIP in you school?
3. Is there proposed means to participate community in different school activities?
How?
4. What opportunities are there to participate community in implementation of SIP?
5. What are the major challenges that hinder community participation in the implementation of SIP? What are the solution?
6. How do you inform the success and difficulties of your school to the society?
7. How do you evaluate the support you get from the woreda level with regard to SIP?

Appendix H

Yunvarsiiiti Finfinneetti Kolleejjii Barnoota Muummee Karoora fi Hooggansaa Barnootaa

Gaaffii qomaa, Dura bu'aa mana barnoota sad. 2^{ffa} fi Qophaa'inaaf qophaa'e

Kabajamtootaa deebistootaa,

Gaafannoon kun kan qophaa'e manneen barnoota mootummaa sad. 2^{ffaa} fi qophaa'ina Aanaa Ada'aa Bargaa keessaatti sababoota raawwii sagantaa fooyya'insaa mana barumsaa (SFMB) irraatti dhiibbaa geessisan sakatta'uufi dha. Odeeffannoon gaafannoo kanaan argaman dhimma qorannoo barnootaa qofaaf fayyadamna. kanaafuu, amanamummaan fi icciitummaan isaa olaanaa dha. Haala kanaan odeeffannoon amanamaa fi sirrii isin kennitan qorannoo kana milkeessuu keessatti deeggarsi keessan shoora guddaa qaba.

Galatoomaa!

1. Hojiiwwaan SFMB keessaatti hawaasaan raawwataman maal fa'ii?
2. SFMB raawwachuuf qophiileen hawaasa hirmaachisuu taasifame maali fa'ii?
3. Malli hojiiwwan mana barnootaa keessaatti hawaasa hirmaachisuuf taa'e jiraa?
Akkaataa kamiin hirmaachuu danda'uu?
4. Carraa mijataan hawaasa raawwii SFMB kessatti hirmaachisuu danda'u maaltu jiraa?
5. Rakkoowwan ijoo raawwii SFMB keessatti hirmaanna hawaasa daangessan maal fa'ii? Furmanni rakkoo kanneen hoo maal ta'u danda'a?
6. Haala kamiin milkaa'inaa fi rakkoowwan mana barnoota keessanii hawaasa biraan geessuu?
7. Deeggarsa SFMB irratti sadarkaa Aanaatti isiniif kenname akkamitti madaaltuu?

Appendix I

Addis Ababa University

College of Education

Department of Educational Planning and Management

Focused Group Discussion Questions for Adea Berga Woreda secondary and preparatory schools Students

Dear Students / Respondents,

I am a graduate student of School Leadership in education at Addis Ababa University.

The main objective of this discussion is to collect data for the study on the assessment of School Improvement program implementation practices, challenges and opportunities in Adea Berga Woreda secondary and preparatory schools. You are; therefore, kindly requested to provide necessary information on different issues related to the study. It is very important that you provide honest responses as frankly as possible.

Thank you in advance

FGD Guiding Questions for Students.

1. Do you know about the school improvement program?
.....
2. Have you ever been given a chance to participate on training of SIP?
.....
3. Did you participate in developing SIP plan, implementation and evaluation?
.....
4. Did the community participate in your school activities including the implementation of SIP?
.....
5. How did your family help you in your academic issues?
.....
6. Did the School have regular program with parents/community to discuss educational success and SIP?
.....
7. How often did PTSA and KETB mobilize community to involve in school activities and SIP?
8. Have you given tutorial support from your teachers sufficiently?
.....
9. How do you suggest the improvement made by school directors and teachers in working with community?
.....
10. Would you mention problems that undermine your achievement in school? Are there possible means to alleviate those problems?

Appendix J

Yunvarsitii Finfinneetti Kolleejjii Barnoota Muummee Karoora fi Hooggansaa Barnootaa

Gaaffii marii garee barattootaaf qophaa'e

Kabajamtootaa deebistootaa,

Gaafannoon kun kan qophaa'e manneen barnoota mootummaa sad.2ffaa fi qophaa'ina Aanaa Ada'aa Bargaa keessaatti sababoota raawii sagantaa fooyya'insaa mana barumsaa (SFMB) irraatti dhiibbaa geessisan sakatta'uufi dha. Odeeffannoon gaafannoo kanaan argeman dhimma qorannoo barnootaa qofaaf fayyadamna..kanaafuu, amanamummaan icciitummaan isaa olaanaa dha. Haala kanaan odeeffannoon amanamaa fi sirrii isin kennitan qorannoo kana milkeessuu keessatti deeggarsi keessan shoora guddaa qaba.

Galatoomaa!

1. Maalummaa sagantaa fooyya'insa mana barumsaa (SFMB) beektaa/tuu?
2. Carraa SFMB irratti leenjii fudhachuu argatee beektaa?
3. Karoora SFMB karoorsuu, raawwachuu fi madaaluu kessatti hirmate jirtaa?
4. Hawaasni hojiiwwan mana barumsaa fi SFMB irratti hirmaate jiraa?
5. Maatiin kee milkaa'ina barnoota keef akkamittin sigargaaraa?
6. Manni barumsa sagantaa dhaabbataa wa'ee milkaa'ina barttootaa fi SFMB hawaasa wajjin itti mari'atu qabaa?
7. Halli koreen gamta maatii fi barattoota (GMB) fi boordii barnootaa fi leenjii gandaa (BBLG) sosochii hawaasa taasisun hojii mana barumsaa (M/B) fi SFMB keessatti qooda akka fudhatan taasisu maal fakkataa?
8. Tutooriyaalii gahaa ta'e barsiisota kee irra siif kenname jiraa?
9. Fooyya'insi itti gaafatamaa mana barumsaa (IGMB) fi Barsiisonni hawaasa wajjin hojjachuuf taasisan malfakkata?
10. Rakkoowwan M/B keessatti milkaa'ina barnoota keetii xiqqeessan caqasi? Karaa ittin rakkowwan kun furamu danda'an jiraa?