



**FACTORS INFLUENCING SCHOOL-COMMUNITY
RELATIONS THE CASE OF GOVERNMENT SECONDARY
SCHOOLS OF YEKA SUB CITY, ADDIS ABABA CITY**

BY

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PLANNING AND MANAGEMENT**

August, 2025

Addis Ababa, Ethiopia

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**A thesis submitted to College of Education and Language Studies,
Department of Educational Planning and Management, in partial fulfillment
of the requirements for the award of Master of Arts Degree in Educational
Planning and Management.**

August, 2025

Addis Ababa, Ethiopia

DECLARATION

I, the undersigned, declare that this thesis entitled '**factors influencing school community relation, the case of government secondary schools at Yeka sub-city**' is my original work and has not been presented in any other University for academic credit and that all source of materials used for the study have been duly acknowledged.

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This thesis entitled '**factors influencing school community relation, the case of government secondary schools at Yeka sub-city**' has been submitted under my guidance as University advisor

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THESIS APPROVAL BY BOARD OF EXAMINERS

We the examining board approve that this thesis entitled “factors influencing school community relation, the case of government secondary schools at Yeka **sub-city** which was done by Tesfaye, and submitted in partial fulfillments of the requirements for the degree of Masters in Educational Planning and Management is an original work in fulfilling the regulation of the university has passed through the defense and review process. It therefore, meets the accepted standard with respect to originality and quality.

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Acknowledgement

First and for most, I would like to thank God for the courage he gave me to accomplish this thesis. Then I would like to express my deepest gratitude to thank my advisor Dr. Zenebe Baraki (PhD) for his inspiring guidance, advice, constructive criticisms, and comments and follow up from problem identification to completion of this work along all the steps of the paper.

I am also deeply gratefully to acknowledge to all my friends for their support and encouragement during this study. My appreciation also goes to all people who helped me obtain the relevant data for this study.

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ACRONYMS AND ABBREVIATIONS

AAEAEB: Addis Ababa City Administration Education Bureau

CRC: Cluster Resource Center

GEQIP: General Education Quality Improvement Package”

MOE: Ministry of Education

PTA: Parent Teacher Associations

MoEVT: Ministry of Education and Training

SCPs: School-Community Partnerships

TVET; Technical and Vocational Education and Training

UNESCO: United Nations educational scientific and cultural organization

UNICEF; United Nations Children’s Emergency Fund

Abstract

This study investigates the key factors influencing the establishment and maintenance of school-community relations in government secondary school in Yeka Sub City of Addis Ababa. The study employed a descriptive research design, gathering data from a total of 394 respondents, including teacher, principals, vice principals, supervisors and parents, selected through random sampling and purposive sampling techniques. Questionnaire and interview were used for data collection, with 394 questionnaires successfully collected and analyzed using frequency, percentage and mean. The study revealed inadequate performance in several critical areas, perceptions of school safety and discipline. Furthermore, the availability of resources for school-community programs and the community understanding of school goals / vision were found to be inadequately performed. Teacher morale and job satisfaction overall student achievement and resources availability for academic programs are very low. Similarly, workshops or training for parents and addressing community concerns promptly and transparently were rated low. School proactive engagement with community leaders, community perception of school leadership, the school's encouragement of feedback from parents and the community, community understanding of school rules/ policies and the school responsiveness to community feedback and concern were inadequately performed. The study also highlighted the low appointment of a dedicated community liaison officer and insufficient review and updating of school policies based on community feedback. Finally, overall student enrolment and retention, availability of community based learning resources and effective management of school resources were inadequately carried out. Overall launching public awareness campaign on the importance of community involvement in education, integrating community feedback mechanism in to educational planning and providing training for school leaders and teachers on community engagement were notably low. Further research, such as comparative studies, need to be carried out to determine the overall factors influencing good school-community relation.

Keywords: School, community, government, Secondary School

CHAPTER ONE

INTRODUCTION

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

1.1 Background of the study

Education continues to be the area of great concern in every country. It was believed for numerous times that education is the key for development of individualities and their nations. Skill and knowledge acquired through education shape individual mind- set to be suitable to break various problems and discover new ways of living for the betterment of society. Bell-Gam (2003) as cited in the conference paper of Olumese, Okukpon & Clark(2009) that education is concerned with the transmission of knowledge and accession of skill that will capacitate the individual not only to survive in the society but also to contribute to the unborn development and metamorphosis of the frugality. This is the reason why education is appertained as an investment by the families and community. Whereby, all parties must be involved in the whole process of education of their children for scholars' achievement at different situations.

According to Jones and Hazuka (2012) over 20 times there has been an increased emphasis on the significance of partnering with families and communities to enhance scholars' achievement in academy. Most recent exploration have moved from the term “ maternal involvement ” to “ family involvement ” to recognizes the wider family places in supporting children education(Long, 2010). Starting from family to community position every position is obliged to ensure children get access to quality education. They're involved in different ways similar as backing of education, UNESCO and OECD (2002) suggests typical sources of backing education which are; government or public which is always the largest contributor, income generated by seminaries.

The process through which the academy and community unite to give certain complementary services to one another is known as the academy- community relations. Ogbonna(2003) defines the academy- community relationship as a set of pre-planned conditioning and media

that the academy uses to understand its community, inform it about its pretensions, programs, issues, and needs, and interpret them when necessary. It also involves the community in the development of academy programs and in assessing its performance. Akpakwu(2012) refocused that the position of collective respect and understanding between the academy and the community may be characterized as the academy community connection. thus, the link between the academy and the community is defined as the collective understanding that ties the academy and its scholars, staff, and other coffers together and produces a positive literacy terrain. According to Nakpodia(2013), a community can learn about the academy's strengths and sins and find ways to strengthen the areas where the academy is deficient for the achievement of educational objects through a positive working relationship with the academy director and the entire academy community.

Since seminaries are designed to meet a positive connection between the academy and the community it's supposed to serve is an essential. It's believed that the academy cannot advance without the support of its community grounded on the donation of the communities and the National Policy on Education provision for community engagement in secondary academy operation(Monday, 2019). It's said that several impediments continue to obstruct positive academy community ties, particularly at the secondary academy position, despite the advantages of similar connections to both the academy and the community. These rudiments include poor communication, a lack of commitment from the members, the leadership styles of the directors, and the position of the academy. It's allowed that one element affecting positive academy community relations is a lack of effective communication between the academy and the community. A sender, a receiver, and a route of communication are all corridor of communication between the academy and the community. This communication comprises the transfer of both spoken and verbal signals. What are frequently appertained to as obstacles may intrude with or distort the clarity of the communication being transferred by the academy and the community.

Good academy community relations are allegedly hampered by a lack of commitment from members. A stabilizing factor that works to sustain behavioral direction is appertained to as commitment. It's said to contain a commitment to maintain class in the association, a pledge to support its objects and points, and a readiness to put out trouble to foster those objects via work- related conduct. Still, since it encourages collaborative actions among the members,

Garbarino and Johnson(1999) stressed commitment as a crucial element of good academy community connections. A connection between the academy and the community that's marked by cooperation is allowed to be more likely to be long- lasting, participatory, and devoted to attaining service quality than one that's not. Investment choices that aim to develop and sustain long- term, mutually salutary hookups between the academy and the community demonstrate commitment in connections similar as academy community relations. Still lack of commitment results in logical palsy and prevents the platoon from reaching its full eventuality since confidence is low and platoon members are hysterical of failing.

Promoting positive academy community ties, particularly in metropolitan settings, is a grueling undertaking (Azekhuoria, 2013). This is because civic resides' lack of cooperation and fidelity makes it nearly hard to achieve the pretensions of the academy community cooperation.

The Federal Government of Ethiopia (2024) gave the significance of school community relationships and the community's participation in educational administration in the National Policy on Education. According to some, the community they serve should reflect the lives and social principles of the educational system they oversee on a daily basis. As a result, the three guiding principles upon which the administrative framework for the national education system should be built should include effective channels of communication for policy development and execution between the communities and the state administrative framework.

Since schools are designed to meet social requirements, a positive connection between the school and the community it is supposed to serve is essential. It is believed that the school cannot advance without the support of its community based on the contribution of the communities and the National Policy on Education provision for community engagement in secondary school management (Monday, 2019). It is said that several impediments continue to obstruct positive school community ties, particularly at the secondary school level, despite the advantages of such relationships to both the school and the community. These elements include poor communication, a lack of commitment from the members, the leadership styles of the administrators, and the location of the school. This research looks at what impacts prevent secondary schools in Yeka sub city, Addis Ababa from having positive school-community ties.

1.2. Statement of the Problem

Community involved in different aspects schools such as; in planning, organizing and development of school systems, controlling school activities, planning school development activities and all Managerial Functions. The aim of the school is to educate, train, create good citizen and equip the rising generation with skills. Knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large.

The success of schooling, therefore, depends to a large measure up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Therefore, schools shall take the lead to participate the community in its role a function (MOE, 2002, P.46). Educational programs that take place at school level are more likely to be more relevant, more supported, more successful and more sustainable to the extents that they participate their communities to the extents that they participate their communities in their planning, implementation, and evaluation (Shaeffer, 1994).

Different abroad and local researches have been conducted by different researchers on the different aspects of community involvement. (Desi, Maisyaroh, Nurul, Teguhand Imam (2017) have made their study on Community Participation in improving educational quality. Where the result of their findings shows that the school community participation in giving advice (advisory agency) has a signification relation with educational quality improvement in schools. The community participation through the school committee in order to realize the educational purposes can be performed in many ways and forms. However, their study paid little attention to the factors of School-Community relation on academic achievement of student of Batu city of elementary schools east Java province in Indonesia. (Frederik and Geert, 2005) have conducted their research on Parent and community involvement in education from an international comparative perspective. Challenges in changing societies; Arthur and Michelle (2018) made their study on community involvement: Theoretical Approaches and Educational Initiatives; the above mentioned researches paid little attention to the community involvement in educational practice of secondary school.

In implementing various strategies to improve student development and academic outcomes, it is important to include all key stake holders by fostering close schools, family and community

partnerships, and not only teachers and administrators, but also family and community members (Cook, Hayden, Bryan and Belford, 2016). These partnerships improve schools and lead to student's success in academic and social arena (Epstein, 2011). In Ethiopia inadequate community participation is factors for students' performance continues to be poor in government secondary schools (MoEVT, 2016).

In addition, local researches have also been conducted on the different aspects of community involvement or participation in different service sectors. For example, (Obsa, 2010) has conducted his study on Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in HorroGudduruWollaga Zone of Oromia National Regional State; Gelaye , (2017) made her study on the Assessment of Practices and Challenges of Community Participation in Local Developmental Programs and its Implication on Poverty Reduction. Habteslassie, (2014) made his study about the Practices and Problems of Community Participation in Secondary Schools. Temesgen, (2018) conducted his research on Decentralization and community participation in Education in Some Selected Government Secondary Schools in East Wollega Zone. Still, there have not been sufficient studies conducted to examine the factors of school community relation on academic achievement of student, Sub city education officials, teachers, the school principals, Cluster Supervisors and the Schools' parent teachers association (PTA) in secondary schools. Therefore, a focused investigation into how Sub-city Education Officials, teachers, school principals, cluster supervisors, and the PTA participate in and influence the educational factors of school-community relations is essential to fully understand and leverage their potential impact on secondary school student success in the Yeka Sub-city With this rationale, the researcher has tried to identify the research gaps from the previous researches that the previous researchers paid little attention to factors of school community relation on academic achievement of students of Yeka sub city secondary schools. Therefore, the researcher made his study on the factors of school community relation on academic achievement of students of Addis Ababa, Yeka sub city secondary schools to fill the gap.

1.3 Basic Research Questions

The researcher attempted to answer the following basic research questions.

1. What are the major factors that influence the school-community relationships in government secondary schools of Yeka sub-city, Addis Ababa?
2. How does the school-community relationship impact on the student academic performance of secondary schools in Yeka Sub City in Addis Ababa?
3. What strategies can be implemented to improve school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa?

1.4 Objective of the Study

1.4.1. General Objective of the Study

The purpose of this study was to assess and analyze the factors influencing the school-community relationships in government secondary schools of Yeka sub-city, Addis Ababa.

1.4.2 Specific Objective of the Study

The study sought to:

1. To identify the key factors influencing school-community relationships in government secondary school in Yeka Sub city in the case of Addis Ababa.
2. To analyze the impact of these relationships on students' academic performance in government secondary school in Yeka Sub city in the case of Addis Ababa.
3. To provide recommendations for strengthening school-community partnerships to enhance educational outcomes in government secondary school in Yeka Sub city in the case of Addis Ababa.

1.5 Significance of the Study

This study will serve as source of information for further studies. Policy makers may see the identified problems in this study and solve factors that have affected community participation. The school Principals and the community will know what goes wrong in schools' system, so that they will design ways to improve factors that contribute to the low participation of the community in school management. The finding of the study may be potentially significant to

help education officers at all level to assess their performance in relation community in participation secondary schools. The study's beneficiaries include individuals and institutions involved in **research, policy formulation, and the direct management and governance of schools**, all with the goal of improving community involvement in education.

1.6 Delimitation/ the Scope/ of the Study

This study examined impact of school Community relationship on academic achievement of student of Addis Ababa, Yeka sub city government secondary schools. The research was conducted in Addis Ababa, Yeka sub city government secondary schools. A researcher focused on a specific location and Government schools to ensure the study is focused, manageable, and highly relevant to a specific set of stakeholders and policy concerns within the public education system. In this study the researcher focused only on four major Stakeholders such as the Sub city education supervisors, teachers and the School Principals, vice principals and the Schools’ Parent Teachers Association (PTA) as the target population.

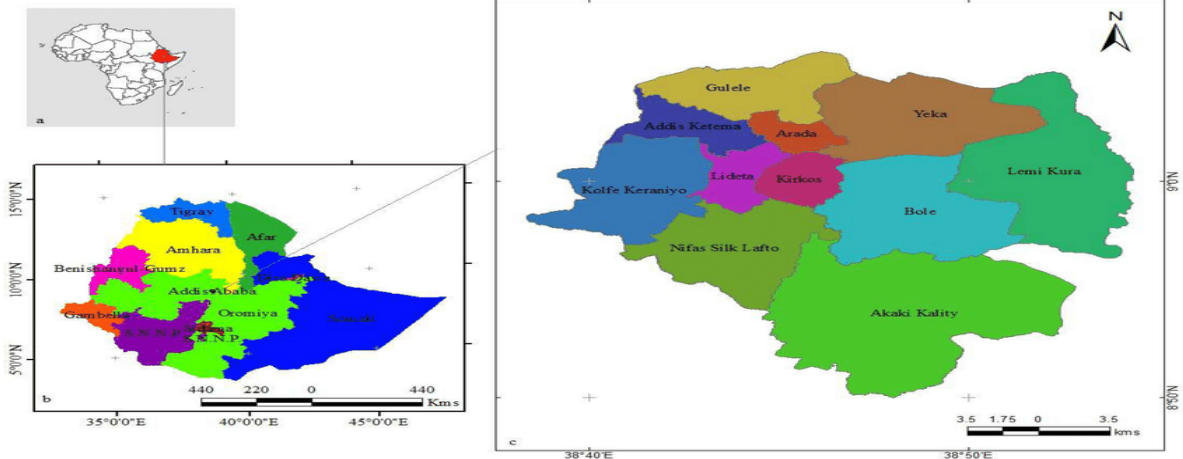


Figure1: Map of Addis Ababa, with Sub-Cities. Source: Ethio GIS (2022)

1.7 Limitations of the Study

The major limitation of the study was that first the study was conducted in Addis Ababa, Yeka sub city secondary schools, and therefore the findings won’t be generalized for all high schools in the sub city. In this study the researcher focused only on four major stakeholders such as the sub city education supervisors, teachers, the school principals and the schools’ PTA as the target population. The study was limited to descriptive survey. In this study the researcher used closed and open ended questionnaire. In addition, there was unwillingness of the respondent to

answer questions due to the sensitivity of the topic which is more investigative. Even though this is the case, there was the need for clarification from the researcher.

1.8. Operational definition of key terms

Community participation: is the active involvement of the community members in school life, moving beyond passive roles to include: Decision-Making: Involvement in school management, Resource Contribution: Providing financial, material, or labor support. Monitoring and Support: Advocating for the school and supporting student learning at home and in the community. The school-community relation is operationally defined as the extent of two-way, collaborative, and ongoing interaction between the school and its community stakeholders For the purpose of this study Community is defined as a concept comprising of group of people living in the same area and sharing the same values and organizations; a group of people sharing the same basic interests at any given time; and a group of people targeted for interventions (Gebre, 2001).

1.9. Organization of the study

Chapter One - Introduction: Begins with Research Background and Discusses statement of the problem, basic research questions, objectives and significance of the study. Finally, scope of the study and organization of the research report was presented.

Chapter Two - Literature Review: In this section the theoretical review was discussed.

Chapter Three - Research Methodology: This section discusses the research design and approach of the study, data source and method of data Collection. Sampling method and sample size also presented in this section. Finally, methods for data analysis were discussed, reliability of the variables was measured, and then ethical considerations were explained in the section.

Chapter Four - Data Analysis and Interpretation: The section discussed the respondents' profile, and then tested the reliability of individual constructs with Cornbrash's Alpha. Data analysis was conducted through descriptive.

Chapter Five - Results and Discussions: In this section the main findings of the research were summarized and conclusions on major findings were presented. Recommendations were given based on the research finding

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature on concept of school-community relationship, school-community relationship models and the nature or types of school-community relationships. The word community participation is a conception with two factors, Community and participation. The word community could have different meanings in different surrounds. For the purpose of this study Community is defined as a conception comprising of group of people living in the same area and participating the same values and associations; a group of people participating the same introductory interests at any given time; and a group of people targeted for interventions (Gebre, 2001).

2.2 Definition of community participation

According to (Bray, 1987) a community can be defined as a group of people who partake social, profitable and artistic interests. Its members fete social scores to each other holds at least some common values, and partake an identity. He also defined community as a geographic community refers to all individualities living in a **village**. pastoral quarter or civic exurb; ethnical, ethnical and religious groups within a wider society; source communities subdivide themselves by coitus and age for particular purpose(males and ladies. children. youths, middle aged and senior); and also community can be defined according to their occupations(marketable companies, universities and charge run seminaries .

As UNICEF (1986) states that, for lesser explanation several different degrees (situations) of participation in development can be described as involvement through the further use of a service, plutocrat, accoutrements and labor, parents' meetings at academy, involvement through discussion on a particular issue. Participation in the delivery of a service, Participation in real decision making at every stage are similar as identification of problems; the study of feasibility, Planning; perpetration and evaluation.

Since, education being a matter of mortal right, a key to mortal, social and public development cannot be left to the will and capacity of the government. It's also for communities to take active part in impacting programs, taking original opinions and also contributing coffers to the development of education. The need for expanding education, adding investment, enhancing

quality, increased access with equity, reducing destruction and creating a broad- grounded and active support for education in Ethiopia calls for sustainable community participation (Paulos, 2004).

2.3 THEORETICAL FRAME WORK

This study was guided by the proposition of Lapping spheres of influence developed by Joyce L. Epstein in 1987. The proposition hold that the external structure of theoretical model of lapping spheres of influence shows a pictorial of the major three spheres representing family, community and schools which students learn and grow that may be pushed together by different forces; time, characteristics, stations, relations, doctrines and practices of a family and those of a academy and community. The model locates students at the center and recognizes they are active and main actors in their education in schools. School-Family Community Partnerships may be designed to engage, guide and motivate students to perform better. The theory presents an assumption that if children feel cared for and encouraged to work hard by family, community and teachers, they are more likely to perform better in learning how to read, write, calculate and use their talents effectively. Thus, the theory emphasizes on the reciprocity of among teachers, student and family relationship (Sanders & Epstein, 2005; Deslandes, 2001 Epstein, 2011).

It was through time dedicated to help students, practices by school, family and teachers attitudes and community and teachers philosophy over education matters. When schools partner with families they pull two main overlapping spheres of influence which is very important to student success (Long, 2010).



Figure 2: Epstein’s Overlapping Spheres of Influence, Source (Epstein, 2001)

The circles represent the influence of the family, academy and community. The common element that all circles share is the child who's the primary link between each arena. The lapping spheres of influence model recognizes that there is some conditioning that families, seminaries and community conduct independently and that there are others they conduct concertedly to impact the growth and literacy of the child (Epstein, 2001). The collective probative sweats of the three spheres produce the topmost and most positive goods on child development. When preceptors make parents part of their regular tutoring practice they produce lesser imbrication and when parents increase their involvement in children's academy work they also produce lesser imbrication.

Therefore, as said by Harris (2014) the theory provides a general framework from which to understand parent involvement. Schools, families and community must cooperate in order to have the greatest impact on the children for which they share responsibility.

2.3.1 Existing School- Family- Community Partnership

Education should give knowledge and colorful chops which shape individual actions and enable them to share better in their communities. It's regarded as a process of furnishing knowledge, chops and also fostering right stations and habits (Chandra& Sharma, 2004). And in order to foster quality education academy- Family- Community hookups live to help effective literacy process of scholars. According to Epstein and Salinas (2004) there are six major types of involvement; parenthood, communicating, learning at home, volunteering, decision timber, uniting with the community. To learn at a high position, all scholars need guidance and support from their preceptors, families and community through the stated hookups.

With regard to uniting with the community different mates in the community unite with seminaries for illustration in financing government officers, benefactors for NGOs, parents and community are education stakeholders who rally fiscal coffers for secondary seminaries. It's estimated that the cost of inferior-secondary education pupil in Africa is 3- 4 times of that of primary education (Lewin & Caillods, 2001). In order to give quality secondary education, it requires academy- family- community cooperation to join hands with the government to give acceptable backing for education.

Sheldon and Epstein (2002) study showed that two types of involvement; parenthood and volunteering, were most prophetic of reducing the probabilities of scholars who were subject to discipline. The results suggest that creating further connections and lesser cooperation among the academy, family, and community surrounds as one way for seminaries to ameliorate pupil gest and discipline.

Other types of academy- family- community involvement were revealed by Crites (2008) that throughout a time families and community members are invited to special events at academy similar as class night, reading night and calculation night so as to impact pupil achievement. Also Long (2010) asserts that adult levies have seen to be successful and in his review he observed that advanced income communities enjoy further levy participation.

In South Africa a study conducted by Mutodi and Ngirande(2014) on the impact of maternal involvement on pupil performance, among South African secondary seminaries. The study employed a quantitative approach and a sample of 150 parents, the study set up that there were three largely enforced maternal involvement; parenthood, parent- schoolteacher communication and home and family support. And these types of involvement were set up to be appreciatively related to scholars 'performance. Also, according to Spreen and Fancsali (2005) in Botswana parents are invited to academy doubly annually to estimate the pupils work and measure pupil performance, fresh meetings are arranged on according to the requirements. The country report shows nearly all preceptors indicated that held meetings at least bi-annually and at times further. This inferred that communication type of involvement is substantially enforced in colorful seminaries depending on the requirements at the moment.

Also a study conducted by Muthoni(2015) in Kenya on the impact of community involvement in public academy operation; a case of Machakos, set up that being types of school- family- community involvement are raising of finances, reporting cases of truancy, icing safety and discipline of scholars. It means that all these hookups aimed at scholars 'achievement. Thus, all types of involvement are only come successful if well integrated with academy overall charge and pretensions (Van Roekel, 2008). For farther aiding seminaries to develop successful school- Family- Community hookups Epstein developed an action platoon approach for academy family- community cooperation which correspond of six to twelve members including family members, preceptors, directors, other academy staff, community member and pupil(Sanders & Epstein, 2005).

However, many studies conducted in school-community partnerships in Africa revealed that there are few existing partnerships in secondary schools such as checking school exercises, communicating through parents meeting but the attendance of parents is very low. Also a study conducted in Tanzania on Community involvement in planning and decision making for democratization in Bagamoyo district, the study findings revealed that parents and community involvement in community secondary schools was very minimal and weak (John, 2015; Mngarah, 2017).

Based on the reviewed literature's, it is observed that in developed countries there are strong existing School-Family Community Partnerships compared to developing countries especially Tanzania, studies showed contradictions some showed that Tanzania lack parental involvement and other showed few partnerships. Therefore, this study identified the existing types of School-Family-Community Partnerships in Ilemela Municipal, using a mixed research approach and the larger sample to enable collections of credible data on problem understudy.

2.3.2 The Influence of School-Family-Community Partnerships on Students Achievements

According to Epstein (2011) there are many reasons for developing School-Family-Community Partnerships such as improving school climate, programs, and mainly to help student to succeed in school and future life. A study conducted by Kaminski (2011) suggests that family involvement lead to children attend to school regularly, positive attitudes and behavior, complete homework, get high scores, more likely to graduate and proceed with higher levels of studies.

Another study reported that when parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently (Antunez, 2000). A study conducted in Georgia on the impact of parental involvement on student success; school and family partnerships from the perspectives of parents and teachers. The study used a qualitative approach and the findings revealed that parental involvement positively impacts student success (Newchurch, 2017). In align to that these partnerships give teachers increased understanding of students background and also encouraging positive connections between student (youth) with local organizations and business (Collins, 1995). Also Long (2010) proposed that family involvement does have positive effects on student outcomes, such as reducing truancy and dropout rates, increasing

academic success and building resilience in facing other barriers to success students face inside and outside the school. When families, communities and schools form partnerships to enable children's learning, everyone benefits — schools work better, families become closer, community resources thrive, and students improve academically (Antunez, 2000).

Furthermore, another study by Erlendsdottir (2010) in Namibia suggested that parental involvement has positive effects on student's academic achievement. And Mitsue (1999) entailed that sustainable school-community partnerships are raising money, ensuring students regular attendance, providing skills and cultural information, help students with studying, and gathering resources for education. Also community participation in education promotes girls education, identifying and addressing challenges facing schools such as inadequacy of materials, discipline and early pregnancies.

Another study in Kenya by Muthoni (2015) concluded that there is an interrelationship between community involvement and student achievement. The similar results on the positive influence of school-family-community partnership were obtained by Mngarah (2015).

In Tanzania a study conducted by Kikoti (2018) on parental participation in improving student 'academic performance in Sumbawanga Municipal. The study established that frequent communication between teachers and parents, helping students with their work enhance student's performance.

However, the reviewed literatures showed that most researches have been done only on one aspect of parental involvement or community involvement. Hence, this current study was based on all aspects including family, community and school and how these partnerships influenced achievement of students; academic performance, regular attendance, discipline and morality.

2.4. Challenges Facing School-Family-Community Partnerships Implementation

Various studies have revealed challenges in implementing School-Family-Community Partnerships. Policy makers, community leaders and parents view schools and student learning as the responsibility of educator (National Education Association [NEA], 2008). Thus, only teachers are responsible for students 'achievement. The later disagreed with the current term of School-Family Community Partnerships which recognizes the responsibility of all partners in the achievement of students.

A study in Canada by Collins (2000) on exemplary models of parental and community involvement: a study of ten Newfoundland and Labrador schools. A case study approach was used in this study. The study found that barriers to parent-community partnerships are lack of time, parent anxiety, teacher's anxiety and location or transportation. And the study recommends that for parents to find time for participation, school administration and teachers should value their contribution. Hornby and Lafaele (2011) opined that family members' level of education will influence their participation in school or home based activities. Thus, these challenges affect the effective implementation of School Family-Community partnerships.

Another challenge revealed by Antunez (2000) is language skills. The Inability to understand the language of the school is a major barrier to the parents who have not achieved full English proficiency, interactions with the schools are difficult and also helping students with their school work is difficult. This is true in case of Africa especially Tanzania where English is not a first language, and the language of instruction for secondary schools is English except one subject which is Swahili.

In Botswana another challenge of community engagement revealed by the school head's report is lack of cooperation from the community as a major problem (Spren & Fancsali, 2005). In Kenya a study conducted on Home-school community partnerships: an imperative in teacher education program in Kenya by Nyatuka and Nyakan (2015) which used a descriptive survey design. The findings revealed that 30% of teachers in primary schools indicated that they had never studied a course to do with School-Family-Community Partnerships at either teaching college or in-service training; this has been seen as one of the sources of challenges in implementing these partnerships in schools. Other studies from Kenya by Muthoni (2015) and Bwana (2013) revealed that community members lack cooperation from due to parents' attendance in meetings being very low. The same results was obtained by Makwinya and Komba (2014) that parents are dissatisfied by the frequency of communication and involvement in school-related issues, thus parents future plans in participating in the partnership are low.

In Tanzania one study reported lack of parental involvement in the education of students in Tanzania (Givens, 2014). While another study conducted in Kilimanjaro by Kibona (2013) used a mixed approach found that leaders at community levels were not involved in academic issues. In contrast to the previous studies John (2015) and Kikoti (2018) found that parents and

community involvement in community secondary schools existed but very minimal and the factor contributed to this problem was economic hardships (poverty) of parents and community members, poor communication and parents' illiteracy.

2.5. Forms of Community Participation in Education

It is possible to find different forms of community support for schools in the literature. Swift (Morgan, 2006) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. Williams (1997, as cited in Watt, 2001, p. 27) presented three broad areas of activities where communities support education - support for the instructional program, school management and for School Infrastructure and Operational Costs.

2.5.1. Community Support for School structure and functional Costs

When we suppose about community support for education, financial and non-monetary forms of donation for seminaries come to our mind (Watt, 2001). Monetary support includes impositions, freights and fundraising made for seminaries to condense schoolteacher hires, for recuperation of classrooms and construction of seminaries. Non-monetary forms of participation include varied conditioning that range from attending a academy meeting and assembly to active participation in every step of academy opinions. Studies conducted in Ethiopia inform that parents are frequently needed to make in cash and in-kind donation for academy operation, structure and conservation as well as to condense payment of preceptors and other academy labor force (Beyeneetal., n.d.; Dom, 2004; Nasise, 2010; Swift- Morgan, 2006). Community backing for seminaries is a subject of contestation, particularly when it comes to the poor capacity to contribute for seminaries. In one aspect community backing is considered as a mean of adding resource for supporting government trouble in educational provision, promoting responsibility and community legality to exercise control over seminaries and promoting sense of power (Watt, 2001). It's asserted that the poor are n't suitable to finance education (Chapman et al., 2002) and in places where communities support is contingent to child education. In principle community participation is voluntary. Still, it should be

distinguished from mandatory forms of support for education || that's decided outside the community (Watt, 2001, p. 27).

2.5.2. Community Support in Instructional Program

Parents and other community support are not limited to management and financing of schools and teachers. They also contribute the improvement of educational delivery and serve as an agent of educational delivery where there is shortage of teachers (Uemura, 1999). In many countries PTAs monitor, supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time and effectively teach in the classroom. Community can serve as guest teachers in the classroom; help introduce teacher to the local environment, language and culture; help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance (Uemura, 1999). Respected community members, knowledge village elders, community members with special position and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students. In rural areas where there is acute teacher housing problem, the community could provide or construct houses, and supply certain household goods for new teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In some countries community could help in design of curriculum and learning materials that reflect children's everyday life in society.

2.6. Community Participation in Schools

According to Watt (2001, p. 1) argues that accommodating “the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement” (Bray ,2000) and Rough & Bossert (1998) report increased community interest in education, and increased equity in access to education for marginalized groups as benefits of community participation in schools. In Ethiopia, Edo, Ali & Perez (2002) report improved relevance of learning material, improved capacity of local NGOs, and improved access for women and persons with disabilities. However, probably of greatest interest to resource constrained developing countries is the potential of community participation to lower costs to the state of providing education by diversifying the funding base and shifting some costs to the communities.

Based on who is qualified or right person to control education, Welsh and McGinn (1999) have categorized proposals for educational decentralization into one or more of three major ideological positions - political legitimacy, professional expertise and market efficiency. Political legitimacy favors democracy and focus on political values than expertise in educational control. The extent of power transfer may go down to school and a joint member selected out of parents/community, teachers, students, and school principal control a school. Community or politically selected community representatives directly govern education.

Unlike political legitimacy system, in professional expertise system education is largely controlled by education expertise. Professional expertise focuses on the means (what and how to do) rather than on the ends. It is driven by professional rather by politicians and can presume that certain small sets of best practice yield good result if those at the school level have expertise on how to translate such practice in to action. Authority is transferred from professionals at the central level to authorities at the provisional level and goes down to school and called school-based management. In school based management system-responsibility for and decision-making authority over school operations are transferred to principals, teachers, and parents, and sometimes to students and other school community members (World Bank, 2007, p. 2). The position can accept the importance of community participation; however, when participation does not mean a share in decision-making.

Communities can be involved in labor and material contribution and maintenance of schools, ensuring student work, participating in school activities in which students perform and also in financing. The final position set out by Welsh and McGinnis is market efficiency, which separate the governance of production and consumption of education. This position adheres to the principle of individual freedom in production and choice of education and asserts market efficiency is the best in responding to the consumer (parent and children) needs wants. School based management (professional expertise) is control by local experts while market controlled education is self-managing (Caldwell & Spinks, 1992; as cited in Welsh & McGinn, 1999, p. 47). While in the former the emphasis is on application of expertise knowledge at the local level, the latter emphasizes on the demand side with least cost operation based on professional judgment. Advocators of market efficiency claim professional expertise lacks knowledge of customers 'needs and choice mechanisms and cannot satisfy its educational clientele. It attacks political legitimacy as corrupt and inefficient and argues that the majority rule principle in

democracy neglects the minority freedom. Professional decentralization and market decentralization are similar in keeping the community away from decision-making. Three of the positions involve some degree of devolution of power to schools, principals and/or community.

2.7. The Rationale for Community Participation in Education

In most third world countries, according to Friedman (1984), Bray (1986), and Bray (1987) community participation is imperative when the governments. or the community alone. Possess inefficient resources to provide primary education. When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus, they make efforts which are the means for sharing the burden of the government. If the schools and the community work together they develop mutual understanding which brings about the benefit to the two parties. As community comes to school and take the role in school programs. In addition, as the schools and communities get close together, teachers are accorded more respect (Cummings and Dall, 1995).

This implies that the more attachment of schools to the communities, the more confidence one party develops on the other. According to Shaeffer (1991), and McDonough and wheeler (1998: I 0) stated as increased community participation in schools has remarkable results. It makes schools more relevance to local needs and conditions, community monitoring makes schools more efficient. Students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities may sec schools more valuable. This parental involvement is likely to be achieved of it is in the ways that arc recognized by the school as the engagement in the teaching process. For this to happen, however, Parents and community members must feel comfortable with the staff and the school. And also schools working with the community members are that create an opportunity or schools to gain access to the people in different government authorities.

2.7.1. Areas of community participation in education in Ethiopia

In Ethiopia, the role of community in educational provision has been placed at the center of the design (FDRE, 1994) and implementation of the country's education and training policy (FDRE, 2002). The policy mandates the whole society to support the course of educational provision in various ways (FDRE, 2002). The local communities are encouraged to support the

government with existing local resources in order to meet the resources needed to finance and to manage the growing demand for educational opportunities. In the ESDP community participation in support of the implementation of the program is defined as a development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project from identification of a project selection of a site, supervision of work and provision of labor to appropriate utilization, management and maintenance of the final product. This was intended to increase wider awareness and inclusiveness in development efforts, efficiency in implementation, local capacity building, and assurance of sustainability (MoE. 1998). To these ends strategies are designed at regional levels regarding how communities are supposed to participate in management and finance of education. The government provides teachers, salary and other operational costs, curriculum, textbook, management and supervision.

Communities are encouraged to participate in management and share in the cost of school operation and development. In Addis Ababa communities are supposed to participate aspects of education (MoE 2024). Areas of School finance: refers to participation in construction of new schools, maintenance and expansion of existing ones, and filling internal inputs like chairs, tables and others. School based research activities: involves participation in studies that are intended to find solutions for retention, drop out, absenteeism, investigation of student discipline. Educational quality improvement:- this involves making and supporting schools and teachers to improve their performance, direct or indirect follow up and attendance of teachers and encouraging and making student to concentrate on their academics. Promoting girls education:- this involves participation in tackling and solving parental and social factors that hinder girls from education and promoting their enrollment. Preparation of learning materials: this involves participation in preparation of learning materials for basic education according to the local socio-economic and cultural context so that the materials can be easily understandable by children. Support and help to solve problems of teachers, socializing teachers with the community such as through making local social self-help association and providing security and safety especially for female teachers. Strengthening community-school relationships through sharing constructive ideas for schools on the part of community and participating on community life on the part of the school. Identifying and providing apprenticeship areas in order to practically train TVET trainees and others.

2.7.2. The Community Participation in Ethiopian Education and Its Stakeholders

According to Teshome (1979), during the time of traditional education the people directly or indirectly participated in the education endeavor in different ways such as by involving themselves in learning. Supporting financial expenses and by constructing buildings etc. Gradually, from the traditional church teachings, the process of establishing a modern education began and the state was forced to take the responsibility and educational funds were covered by the state. Hence forth, the education system of the country has been organized. Enrollment increased in greater numbers; there came a greater demand for educational resources and a need in curriculum change, though gradual. The system became more and more complex than it was in the past adding more responsibility to the state. The expenditure for education could not keep pace with the ever increasing student enrollment that the government had to make different calls at different times for wider community participation.

For encouraging efficient local community participation, the Ministry of Education (MOE. 1984) stated that, it has adopted a new law authorizing locally selected school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No.103 of 1976 and No.260 of 1984, the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities.

The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public school committees. Each committee members selected by peasant associations. Among the powers and duties of the government school committee were to supervise the proper management, utilization of subsidies and over all administration of the school property to ensure that is used for what it is designed.

The current government of Ethiopia, the MOE guide line (MOE, 2002) supports this idea that under the principle of decentralized school management, the schools, Kebele Education and Training boards (KETBs), Woreda Education and Training Boards (WETBs) have to work to strengthen the community efforts of the local community and the concerned authority to Promote community participation schools should be organized in such a way that the local community and parents can participate in improving access in schools. Some of the observable contributions being made by parents and the local community are financial and material

support; provision of free labor in school construction and transporting instructional materials; participation in school parent-days; encourage and give material and moral incentives, specially or female students; participate in selecting community representatives as members of school committee or PTA who would participate in school promoting activities.

2.7.2.1. Sub city Education Leaders

The **Sub city Education Leaders** office is the full time government office. With regard to community participation in education, the office is responsible for coordinating, and providing technical assistance and capacity building arrangements for headmasters, PTA and community (Obsa, 2010). The office also approves community proposal for school construction, provides financial and expertise assistance, finds resources of fund for community works in education, promotes competition among schools and provides incentives for those who perform best.

The Cluster Resource Center (CRC) is established to overcome challenges of transportation and communication among rural schools. Schools close to each other are grouped together and form one cluster. The most accessible school (closer to transportation facilities) serves as a CRC and the member schools are to get their resources (for example, textbooks) from this center called CRC. The CRC serves as a center where the government or other bodies supply educational resources and where the member schools get these resources.

2.7.2.2 Parent Teacher Associations (PTA)

The PTA is a joint body of parents and teachers to be composed of seven executive members elected at the parent-teacher assembly. These are an elected community member as a chairman, male and female teacher representing teachers and other four members representing the community. The association is accountable to the parent teacher assembly and serves for a three years term unless removed from the position because of their low performance. The parent teacher assembly has the power to appoint as well as to remove the PTA members from their positions. PTAs are intended to strengthen school-community relationships; make the school a good teaching and learning environment; foster a good academic relationship between teachers and student and administer schools on behalf of the community in collaboration with local government bodies.

A PTA is responsible for leading and administering the affairs of a single school depending on regional guidelines in Addis Ababa city administration education office.

2.7.2.3 The School Principals and Teachers

Schools are a part of the greater social system of the community. ‘People in the community have the right not only to be informed about school happenings but also to be engaged in these happenings. If school personnel do not use available means to interact with members of the community, the school will become static and unresponsive to changing community and social needs (Obsa, 2010). Principals need to analyze their existing public relations activities in light of the community being served, but in some, principals are seen as the lowest end of the government bureaucracy trusted to carry out its administrative tasks and deliver its educational instructions to teachers.

2.7.2.4 The Cluster supervisors

Cluster supervisor are not part of the line managers but they play a role in monitoring, supporting, evaluating and liking schools vertically and horizontal. The cluster supervisor is responsible for many activities (MOE; 2012). In Ethiopia, CRC supervisor are supposed to carry out the following activities. The primary function of this support structure is to safeguard and elevate the quality and standard of education across member schools. This is achieved through systematic oversight, including to Check, follow up, monitor and evaluate school teaching-learning activities. A crucial aspect of their role is ensuring that the educational program remains relevant by working to ensure that educational program inclined to local condition and community needs. To build the capacity of educators, the body is responsible for providing direct professional development, which involves organizing and demonstrating appropriate teaching methods to teachers. Furthermore, they facilitate broader training by organizing in-service training programs through various formats such as workshops, and conferences for both teachers and school-based supervisors. Finally, this body provides ongoing, direct support through periodic planned visits to schools to render support at the spot, ensuring that practical assistance is delivered where it is most needed.

Summary and Implication of the Reviewed Literature

The extensive literature review establishes the crucial role of School-Community Partnerships (SCPs) in achieving quality education and student success, particularly within the context of developing nations like Ethiopia and Tanzania. The review provides a robust framework by

summarizing existing partnership models, their proven benefits, the challenges to their implementation, and the specific forms of community participation observed.

Conceptual Model: The literature strongly endorses Epstein's Six Types of Involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Uniting with the Community) as the framework for effective SFCs. **Benefits to Students:** Partnerships are directly linked to positive student outcomes, including higher grades and test scores, better attendance, improved behavior and discipline, increased resilience, and higher graduation rates. **Benefits to Schools:** Involvement leads to an improved school climate, greater understanding of student backgrounds by teachers, and access to local resources.

Financial and Infrastructural: Community involvement is vital for resource mobilization, encompassing school finance (construction, maintenance, inputs), supplementing government funding, and providing labor. **Instructional and Pedagogical:** Community members contribute to educational delivery by providing indigenous knowledge, serving as guest teachers, helping with instructional materials that reflect local culture, and monitoring teacher attendance and effectiveness. **Organizational Structures (Ethiopian Context):** Specific structures are in place, such as the Parent Teacher Associations (PTA) for school-level governance and the Cluster Resource Center (CRC) model for overcoming resource and communication barriers among rural schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter the research design, the research methods, sources of data, instruments and procedures of data collection, sample and sampling technique, piloting of the research instruments and methods of data analysis as well as ethical considerations was presented.

3.1. The Research Design and Methods

A research design and methods focused on the overall plan for collecting data in order to answer the research questions and also the specific data analysis techniques or methods that the researcher intends to use. The study employed mixed methods research by incorporating both quantitative and qualitative approaches with more emphasis on quantitative as leading method through close ended questions. In mixed methods research approach, mixing both quantitative and qualitative methods in a single study is used to understand a research problem (Creswell and Plano Clark, 2011). The use of mixed methods allows the researcher to capitalize on the strengths of both data types, enabling **triangulation** to confirm and validate findings, thereby enhancing the credibility of the conclusions. The reason behind using a mixed method research, collecting both quantitative and qualitative data together provides a better understanding of a research problem than either quantitative or qualitative data alone and to build on the interaction and strength that exists between quantitative and qualitative research methods.

The design featured a **Descriptive Survey** as its foundational component. This choice aligns with the objective of exploring existing conditions, relationships, opinions, and processes. The descriptive survey was deemed appropriate to ascertain the factors influencing school-community relations as perceived by school principals, vice-principals, teachers, PTA members, and students.

The overall approach was a **Sequential Exploratory Design** (often implied when one method is dominant), with a primary emphasis placed on the **Quantitative Approach** (the leading method). **Quantitative approach** used **closed-ended questions** in a survey format to collect data from a large and representative sample of the population. This method is effective for describing the current status and prevalence of factors influencing school-community relations.

Qualitative approach was employed as a supportive method, utilizing in-depth interviews to secure rich, detailed descriptions and contextual data. The qualitative findings served to elaborate, explain, and validate the statistical results obtained from the quantitative survey.

While Quantitative approach is considered as appropriate because it uses the survey in collecting data from a wide area by selecting a representative sample from a large population. Besides, the qualitative approach is employed so as to obtain detailed descriptions of the in-depth interview. Therefore, in this study both quantitative and qualitative approaches were employed so as to collect data and used to confirm findings from different data sources through triangulation of data instruments and thereby to draw valid conclusions.

The researcher used both quantitative and qualitative approaches, but more focus on quantitative one. Because the major goal of this study can describe the factors influencing the school community relation, as it exists at present, it is also relevant to gather detailed information concerning current status of the factors influencing the school community relation.

3.2. The Study Population

The study population of this study were government secondary school teachers, principals, Sub city Education office supervisors and parent teacher and student association (PTSA). There are 7 government secondary schools organized under two clusters in Yeka sub city. These are Kefetegna-12, Kokebe-Tesbah, Tesfa-Birhan, Birhan-Guzo, Millennium, Dej. Wondirad and Karaloo Secondary Schools Hence, the population of this study included those under sub-city education supervision and school level leader's secondary school principals, vice-principals, and teachers. These groups of participants were found appropriate for this study, because, they are among front line for School and help the researcher to get reliable and first-hand information about the school community relation. The population size and their division

Category		Work position					
		Teacher	Principal	Vice principals	Supervisors	PTA member	
Sex	Male	243	7	17	8	27	302
	Female	40	-	4	1	8	53
	Total	283	7	21	9	35	355
Education status	Below diploma	0	0	0	0	20	20
	Diploma	0	0	0	0	8	8
	BA/BSc/BEd	158	-	-	2	7	167
	MA/MSc	125	7	21	7	0	160

	Total	0	0	0	0	0	355
Teaching experience (in years)	1-5	9				35	35
	6-10	57	1	5			63
	11-15	102	3	10	3		118
	16-20	86	2	4	4		96
	Above 20 years	29	1	2	2		34
	Total						355
Your teaching load per week	6-10 periods	5					5
	11-15 period	209					209
	15-20period	69					69
	above 20	0					
	Total						283

3.3 Sources of Data:

The researcher uses both primary and secondary sources of data to be used for this study. Primary source of data were used by the researcher to collect a relatively wide range of information from a large sample within a short time. Secondary data were reviewed and analyzed in order to substantiate the information gathered from primary sources. The primary data were collected by using questionnaires and interviews.

3.3.1. Primary Source of Data

The primary data was collected from the school principal, School vice principals, teachers, Parents, supervisors. The selection of those people as a source of data was based on the expectation that they would had better information and knowledge about the study. The primary data was collected by using questionnaires. According to Glickman et al., (1990) the questionnaire is the most widely used type of instrument in education. The data obtained by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. The questionnaire was developed by the researcher for teachers. According to McMillan, (2004) the interview contact allows researchers to select carefully their potential respondents so that they get responses from just those people needed to fill the necessary information.

3.3.2. Secondary Source of Data

The secondary sources of data for this study were collected from different academic records; like annual and strategic plan, books, previous research related to the titles, journals and articles. The files were observed to strengthen the data obtained through questionnaires and interviews.

3.3.3 Interviews

Besides, to make the study reliable and dependable interview was designed and administered by the researcher to gather qualitative data from targeted groups to get additional information on the issue. In this study interviews was developed by the researcher for the school principals, vice principals and supervisors of government secondary schools.

3.4. Procedure of data collection

The researcher secured an authorized letter from the Addis Ababa University to those for whom the questionnaire data can be collected to obtain consent with respondents. Then, based on the consent made with sampled government secondary schools and respondents, the amended questionnaires was administered to respondents and relevant data was gathered by going to each selected government secondary schools.

The researcher generally used two types of data gathering instruments namely questionnaire and interviews. Both were used to identify the impacts of school community relation in government secondary school in Addis Ababa in the case of Yeka sub city. As the result valuable information were further proved, analyzed, triangulated and finally summarized as statement according to the objective of the study. Questionnaire for the respondents were prepared in English using easily understandable words of the issues required for the study to avoid language barrier. Interviews were prepared in English for principals, vice-principals, to gather ideas in depth. Then the statements were examined to draw relevant data to support statistical description and interpretation.

3.5. Samples and Sampling Techniques

The researcher used two types of sampling techniques to determine sample. These sampling techniques were purposive sampling and random sampling. The samples from teachers were selected by simple random sampling technique, so as to give an equal chance to be selected from the study. On the other hand, this research also used purposive sampling technique which

means judgmental sampling techniques. The reason of selecting purposive method is that selecting principals and vice-principals on their respective areas to get more information from the related persons. Yeka sub city has 7 government secondary schools, so the sample was determined in all government secondary school selected purposively. The researcher included all 7 principals, 21 vice principals, 9 supervisors, 35 PTA (parent teacher association) member purposively.

Accordingly, to determine the sample size of the population, Yamane (1979) formula was used as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where: - **n** = size of sample
 e = the desired margin of error is 5%
N = total target population

Applying this formula, from total number of teacher (N) 965 of the 7 governmental schools sample size of teachers is

$$n = \frac{965}{1+965(e^2)} = n = \frac{965}{1+965(0.05^2)} = 282.78 = 283$$

Hence, 283 targeted teachers across the 7 secondary schools were selected.

The target population distribution is tabulated in table 3.1 below

Therefore, from totally 1037 target populations (7 principals, 21 vice principals, 965 teachers and 9 supervisor, 35 PTA (parent teacher association) member the total sample size of 355 respondents were included in the study.

Table 3.1 Target Population Distribution

<i>Category</i>	<i>Target population</i>	<i>Sample size</i>	<i>Sampling techniques</i>
• Principals	7	7	Purposive sampling
• Vice principals	21	21	Purposive sampling
• Teachers	965	283	Simple Random sampling
• Supervisors	9	9	Purposive sampling
• PTA (parent teacher association) member	35	35	Purposive sampling
Total	1037	355	Purposive and simple random sampling

3.6. Instruments of Data Collection

To conduct this research effectively, three instruments were used. These are questionnaire, interview and document analysis. In addition, the researcher referred relevant reference books, internet sources and manuals to support the study.

3.6.1 Questionnaires: Closed and open-ended types of questionnaires were set for teachers and instructional supervision committee members, in light of the literature reviewed. Before data collection, validity and reliability of the questionnaire was tested through pilot. After the pilot test, some adjustments were made. The researchers were used questionnaires to collect data from Education leaders (sub-city supervisor, experts, school leaders and teachers). Questionnaires are believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires was prepared in English language and administrated to all school based supervisors and teacher participants with the assumption that they easily understand the language. In fact, all have the Amharic versions for clarity of information and easy communication between the researcher and the respondents.

3.6.2 Interview; According to McMillan, (2004) the interview contact allows researchers to select carefully their potential respondents so that they get responses from just those people needed to fill the necessary information. The in-depth structured and semi-structured interview was take place from the respondents. Such as principals, vice principals, teachers and PTAs. The selection of the participants was based on their position to effectively describe the reality in the study area.

3.6.3 Document analysis;

Documents related with the topics of the study were selected as sources of data. Document analysis is a systematic procedure for reviewing and evaluating documents both printed materials to extract data, interpret meaning, and develop empirical knowledge relevant to a research question. The documents used as sources of data were mostly the school Annual plan and reports, meeting agenda, school magazines, and attendance lists.

3.7. Validity and Reliability of the Instruments

Before the final questionnaires were administered, pilot testing was conducted in KokebeTesbah secondary school, which is found in Yeka sub city. It helped to ensure that the

respondents understood what the questionnaires want to address and would be done with the objectives of checking whether or not the items contained in the instruments enabled the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population.

3.8 Data Collection Method

The questionnaires were distributed to sample respondent (Teachers, principals and vice principals, supervisors and Parents (PTA members) giving adequate orientation about the purpose and how to fill data and the interview was held with school principal. The researcher administered the research instruments to all respondents in person in the school and at the office respondents. This was done so as to enable the researcher to solicit first hand information to gain experience of what happens at the field. Finally, data were collected by the researcher and cooperative staff members from each building for analysis. Before distributing the questionnaire among the sample, the survey was piloted in the school to determine reliability. As pilot the draft questionnaire was distributed to a school principal, a vice principal, 20 teachers and 3 sub city supervisors were selected purposively participants who were not participating in the main study.

Validity is concerned with how well the concepts are defined by the measures. It also refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration.

Reliability refers to is whether an instrument can be interpreted consistently across different situations. Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured.

3.9. Techniques of Data Analysis

As stated by Kothali (2006), data analysis procedure involves the manner of packing the information gathered, putting in order and organizing the main parts in a way that enables easy, effective and efficient communication of the findings. The data were collected through questionnaires. Descriptive method is used because the research needs some fact finding and some form of surveying.

The item scores of the questionnaires measured with a five- point rating scales that ranged as: (very high =5, high = 4, moderate=3, low = 2 and very low = 1). For analysis, it was converted

into a 3- point level scaling with positive (agree) and negative) directions were merged. The middle value was neutral. In this study the interpretation of data were made by using frequency, percentage, mean and standard deviation. Moreover, Qualitative data/open-ended questions and interview responses were analyzed using narration. In other words, the data collected through interview and open-ended questionnaires was presented, analyzed and discussed qualitatively by supplementing the data gathered through close ended questionnaires.

3.10. Ethical Considerations

Attempts were made to formulate the research process professional and ethical. To this end, the researcher clearly informed the respondents about the purpose of the study that is purely for academic reason. Participants were also oriented on how to use the questionnaire, or refuel to participate if they wish to. Besides, all the resources used for this research were appropriately acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents about data presentation, analysis and interpretation of data obtained from questionnaire, interview and document analysis to search for appropriate answer to the basic question listed in chapter one. The section is divided in to three major parts. The first part presents the demographic and educational characteristics of the participants and the second part deals with the analysis and interpretation of the factors influencing good school community relationship.

Accordingly, presentation and analysis were made making use of the data gathered from teachers, principals, vice principals supervisor and parent, teachers and student association (PTAS) members of the respective schools. In order to collect data questionnaires filled by selected secondary school sample teachers and community representatives of mentioned above. In order to validate the data from the questionnaire,

4.2 Background Information of the Respondents

Before discussing the data related to the major question a summary of characteristics of the respondents are presented below. Description of the characteristics of the target population gives some basic information about sex, education qualification and job experience of sample respondents involved in the study.

In exploring the factors influencing the good school community relation in government secondary schools of Yeka Sub City in Addis Ababa, teachers, principals, vice principals, Supervisors and parent teachers and student association were involved in as data source as presented above. The characteristics of the respondents in terms of sex in table 4.1 below revealed that 276 male and 46 female teachers were respectively. From this one can understand that the number of females in the teaching profession is still lower compared to the males in the sample secondary schools. However, it is possible to see those female teachers are adequately represented to forward their view regarding the study.

Table 4.1 Respondents Background Information

Category		Work position									
		Teacher		Principal		Vice principals		Supervisors		PTA member	
		N	%	N	%	N	%	N	%	N	%
Sex	Male	243	85.7	7	100	17	80.9	8	88.8	27	77.1
	Female	40	14.3	-	-	4	19.1	1	11.2	8	22.9
	Total	283	100	7	100	21	100	9	100	35	100
Education status	Below diploma	0	0	0	0	0	0	0	0	20	57.1
	Diploma	0	0	0	0	0	0	0	0	8	22.9
	BA/BSc/BEd	158	55.9	-	-	-	-	2	22.2	7	20
	MA/MSc	125	44.1	7	100	21	100	7	77.8	0	0
	PhD	0	0	0	0	0	0	0	0	0	0
Teaching experience (in years)	1-5	9	3.1	-	0	-	0	-	-	35	100
	6-10	57	20.17	1	14.3	5	23.8	-	-	-	-
	11-15	102	36.1	3	42.83	10	47.6	3	33.3	-	-
	16-20	86	30.7	2	28.57	4	19.04	4	44.4	-	-
	Above 20 years	29	9.93	1	14.3	2	9.5	2	22.26	-	-
Your teaching load per week	6-10 periods	5	1.9	-	-	-	-	-	-	-	-
	11-15 period	209	73.9	-	-	-	-	-	-	-	-
	15-20period	69	24.2	-	-	-	-	-	-	-	-
	above 20	0	0	-	-	-	-	-	-	-	-
Number of students in your school	Less than 500	-	-	-	-	-	-	-	-	-	-
	500-1000	-	-	1	-	3	-	1	-	-	-
	1000 – 1500	-	-	-	-	-	-	-	-	-	-
	over 1, 500 students	-	-	6	-	18	-	8	-	-	-

Principals 100% were males and vice principals males are 80.9%and females are 19.1% represented in the study which shows that there is a male domination in the secondary school principals. Besides, a parent teacher and student association were 27(77.1%) male and 8(22.9%) are females. At the sex distribution there is a clear gender imbalance across most

position male dominate in leadership role like principal (100%), vice principal (80.9%) while females are more represented in PTSA membership (22.9%). This could impact community relation since PTSA is crucial for parent school connections. Dominance of male in leadership, the near total male dominance among principal (100%), vice principal (80.9%) and supervisor (88.8%) could potentially create apperception gap with female parents or community members. Hindering open communication and trust if not actively addressed. Diverse representation in leadership often fosters broader community connection. The higher relative proportion of female among PTSA members (22.9%) suggests they may be the primary interface with the school community, potentially influencing communication style and engagement approaches.

The second demographic variable included in the study was educational status. Table 4.1 above shows the education status reveals interesting patterns. Most teachers have BA/BSC/B.ED. (55.9%) or MA/MSC (44.1%) In the same way 100% of the principal and vice principals have MA/MSC education level while the majority of supervisors 77.8% have MA/MSC and 22.2% have BA/BSC/B.ED, Highly qualified staffs. The prevalence of advanced degrees (MA or MSC) among principals, vice principals and supervisors indicates a highly educated leadership team, which can inspire confidence and credibility with in the community regarding academic standards. PTSA members have a diverse education background, with a majority having below Diploma (57.1%) and a significant portion with a diploma (22.9%) Bachelors (22%) This indicated relatively low education level of the PTSA members. On the other hand these also mean that they have the capacity to work effectively with parent to strengthen school community relations. The significant number of the PTSA with the education level highlights the importance of using a clear, accessible language and multiple communication channels to ensure all community members feel informed and valued, regardless of their formal education. To the researcher's point of view parent teachers and student association are very important organ which can determine the bond between community and school and which can be realized if the members in PTSA have knowledge and skill in theories and practice on education.

In relation with the experience of teachers, in the table 4.1 the above indicated that the teaching experience that teachers more experienced (36.1 % above from 11-15 years, 30.7% have from 16-20 years). The majority of teachers have substantial experience from 11-15 and 16-20 years, suggesting stability and accumulated knowledge about student needs and community context.

Which is valuable for building trust and understanding local issues and the good working experience to work actively with community?

Concerning the principals 42.83%, vice principals 47.6%, have experience range of 11-15 years, while supervisors 44.4% have in the range of 16-20 years. This witness that majority of them have proper experience which provide them basic skill in working with community. Besides the PTSA members are all new with 1-5 years. This experience gap could influence how well school staffs understand community needs versus how parents engage with the school. This suggests a need for ongoing support, training and clear communication structure from the school to effectively represent the community and bridge the gap between the parent and the school. This is good opportunity for the government secondary schools since they have well experienced team which can influence good school community relation in government secondary schools at Yeka Sub City in Addis Ababa.

The overwhelming majority of teachers (73.9%) have teaching loads between 11-15 hours per week. This significant workload can severely limit their time and energy for essential community engagement activities (e.g. attending events, home visits, responding to parent inquiries promptly), potentially creating a barrier to strong, and proactive community relations. School need to find ways to support teachers in balancing workload with outreach.

This data suggest that while the school leadership is highly qualified, the gender imbalance in leadership and heavy teaching loads pose challenges to active community engagement. The diverse educational background with in the PTSA and their relative inexperience highlight the need for accessible communication and robust support structures. Effective community relations require intentional efforts to bridge these gaps through diverse representation, manageable workload allowing for outreach, and clear accessible communication tailored to the community composition.

4.3 Presentation, Analysis and Interpretation of Data

This section focuses on the analysis and interpretation of data gathering from various sources including questionnaire, interview and document analysis. In reference to the analysis of the data collected via the questionnaire, a five point scale ranging from very low (1) to very high (5) was utilized, employing the Likert scale. The result obtained, presented as mean and

weighted mean values, were employed to summarize the findings. The mean (M) was favored in the analysis, as it more accurately reflects the distribution of values compared to the average or mean, particularly when the frequency of values varies. For interpretation purpose, all M values of 1.5 or less were classified as very low, values between 1.5 and 2.5 were considered low, those between 2.5 and 3.5 were deemed medium and values from 3.5 to 4.5 were categorized as high, while mean values exceeding 4.5 were interpreted as very high.

4.4 Level of School Community Relationships

This segment of the study examines the data and results gathered from the teachers concerning the factor affecting good school community relationships contributing toward better school performance. The results were also contrasted and confirmed with other research conducted on related topics.

A research investigation carried out by Karen L. Mapp in 2004 regarding the interactions between communities and schools demonstrates that involvement from parents and the community in school yields unequivocally positive outcomes on educational effectiveness and student success.

4.4.1 Level of school community relationships in according with teachers view point

4.4.1.1 Factors affecting school community relationships contributing towards better school performance

Table 4.2 below summarizes the responses to 12 questions concerning the schools effort to collaborate with the community, which were presented to the teaching staff.

To assist the researcher in analyzing and drawing conclusions about the central tendency of the group for each question, the arithmetic mean for each question was calculated by dividing the total of the observed numerical values by the number of observation that is the number of responses for each question.

The initial inquiry presented in Table 4.2 pertains to the extent of the factors affecting school community relationships contributing toward better school performance. In this context the teaching staff participants were requested to evaluate the level of the communication channels between school and community.

Table 4.2 factors affecting school community relationships contributing toward better school performance.

No.	Items	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	The Communication channels between school and community	7	2.48	11	3.72	26	9.31	182	64.2	57	20.18	3.95
2	Parent involvement in school activities	22	7.76	71	24.84	127	45.03	41	14.59	22	7.76	2.89
3	School's openness to community feedback	42	14.90	73	25.77	112	39.44	35	12.42	21	7.45	2.71
4	The Community support for school initiatives is adequate	50	17.70	66	23.29	147	51.86	11	4.03	9	3.10	2.51
5	The Perceptions of school safety and discipline is..	31	10.86	41	14.59	157	55.59	40	13.97	14	4.96	2.87
6	The amount of information the school gathers on frequency of family and community participation	40	13.97	49	17.39	135	47.82	48	16.77	11	4.03	2.79
7	Cultural diversity within the school and community is	7	2.48	11	3.72	80	28.59	129	45.65	56	19.56	3.75
8	There is transparency of school administration	22	7.76	40	14.28	121	42.85	69	24.22	31	10.86	3.16
9	Availability of resources for school-community programs is	43	15.21	63	22.36	120	42.54	44	15.52	13	4.34	2.71
10	Measure of effectiveness of Parent-Teacher Associations (PTAs)	4	1.55	13	4.65	59	20.8	145	51.2	62	21.73	3.86
11	There is community's understanding of school goals/ vision	46	16.45	132	46.58	74	26.08	22	7.76	9	3.10	2.34
12	There is School's understanding of community needs and values	38	13.35	57	20.18	72	25.46	66	23.29	50	17.70	3.11

Key VL= very low, L=low, M= moderate, H= high, VH = very high F= frequency

Source: Survey (2025)

The mean value of the responses to this inquiry is 3.95, indicating that overall, it can be concluded that schools occasionally uses high communication channels between school and community. In percentage terms, 64.2% or the majority of respondents indicated that their school uses high communication between school and community to have better school performance. Conversely, only 2.48% of respondents stated that there are no communication channels between their school and community.

Findings regarding the related issue of whether teachers they indicated that there is low involvement of parents in school activity, the respondents indicate that 47(14.59%) of the respondents said that parents involvement in school activity is high, 25(7.76%) very high, 145(45.03%) moderate while 25(7.76%) very low, and 80(24.84%) low, resulting in a mean score of 2.89. This mean score suggests that the parental participation in school activities is not high, and the majority of respondents considered it to be moderate to very low. This lack of participation could be a hindrance to student achievement and school-community partnership.

An interview with a teacher revealed a concerning trend of low involvement in school activities. This lack of engagement from parents can significantly impact students' educational experiences and overall school community. The teacher emphasized the importance of fostering stronger connections between families and the school to enhance participation and support for various programs and events.

Item 3 of table 4.2 indicates that the schools receptiveness to community feedback reveals a diverse range of perceptions. Specifically, 14.9% rated the openness as very low, while 25.27% considered it low. A significant portion, 39.44%, viewed it as moderate, with 12.4% rating it high and 7.7% indicating very high openness. The mean value of the response is 2.71 indicating the schools to be of moderate responsive stance towards input from the community, with most respondents rating levels of engagement as lower than average or average. This suggests the need for more participatory and open communication styles to facilitate school-community partnership..

The analysis of response from teachers regarding community support for school initiatives reveals a varied perception of adequacy. The ratings indicate that a significant portion of respondents, specifically 57 individuals or 17.7% perceive the support as very low, while 75 respondents, accounting for 23.29%, consider it low, in contrast a majority of 167 respondents representing 51.86% rate the support as moderate. Only a small fraction of respondents with 13 individuals or 4.03% view support as high, and an even smaller group of 10 respondents, or 3.1%, rate it as very high. The overall mean score of 2.51 suggests that while there is some recognition of community support, it predominantly leans towards a moderate assessment, indicating room for improvement in fostering stronger community engagement with school initiatives.

Item 5 of table 4.2 focuses on teacher respondents of school safety and discipline, reveals a distribution of rating that indicates a predominantly moderate view. Specifically, the responses include 35 rating as very low, 47 as low and 179 as moderate, 45 as high and 16 as very high. The mean score calculated from these ratings is 2.87, suggesting that while there are some positive perceptions regarding safety and discipline, the overall sentiment leans towards a moderate assessment. This data highlights the need for further exploration in to the factors influencing these perceptions among teachers.

Besides, an interview was conducted with teachers regarding the current state of school safety and discipline. The discussion highlighted various perspectives on the effectiveness of existing safety measures and disciplinary practices within the school environment. Teachers expressed concerns about the balance between maintaining a secure atmosphere and fostering a supportive educational setting. They emphasized the importance of clear communication and collaboration among staff, students and parents to enhance both safety and discipline.

Item 6 deals with the amount of information the school gathers on frequency of family and community participation and the teacher reveals a diverse range of engagement levels, as indicated by the Rating Scale. The data from item 6 indicate that 13.97% of respondents rated participation as very low, while 17.39% considered it low. A significant portion, 47.82%, reported moderate involvement and 16.77% indicated high participation with only 4.03% rating it as very high. The mean value is 2.79, suggesting that while there is a notable level of engagement, there remains considerable room for improvement in fostering stronger connections with families and the community.

Item 7 of table 4.2 addresses cultural diversity within the school and community, revealing a distribution of rating that indicates varying levels of perception. The rating are categorized as very low (2.48%, n=8), low (3.72%, n=12), moderate (27.01%, n=87), high (45.65%, n=147), and very high (18.01%, n=58). The mean value for this item is calculated at 3.75, which indicates there is good diversity within the school and community.

Item 8 and Item 9 of table 4.2 indicates the perceptions of school administration transparency and the availability of resources for school community programs. Regarding the transparency of school administration, the data reveals a distribution of responses; 7.76 % of participants rated it as very low, 14.28% as low, 42.85% as moderate, 24.22% as high, and 10.86% as very

high, resulting in a mean of 3.16. This suggests that while a significant portion of respondents views the transparency as moderate to high. There remains a notable percentage that perceives it as lacking. The availability of resources for school community programs shows a different trend, with 15.21% rating it as very low, 22.36% as low, 42.54% as moderate, 15.52% as high, and only 4.34% as very high, leading to a mean value of 2.71. This indicates a general perception of insufficient resources, with a majority of respondents categorizing the availability as moderate or lower, highlighting an area that may require attention and improvement to better support community engagement initiatives.

The 10, 11, and 12 question of table 4.2 indicates the effectiveness of Parent-Teacher, Student Association (PTSA), community understanding of school goals/ visions and schools understanding of community needs and values. Item 10, which assess the measure of effectiveness of PTSA, as the results indicate a predominantly low perception, with only 1.55% of respondents rating it as very low and 4.65% as low. In contrast, a moderate rating was given by 20.8% of participants, while a substantial 51.2% rated it as moderate, and 21.7% rated it higher. The mean value for this item stands at 3.86, suggesting a generally positive but cautious view of PTSA effectiveness. Item 11, which indicate the community's understanding of schools goals and vision, the findings show a more concerning trend. A significant 16.45% of respondents rated this understanding as very low, and 46.58% as low, with only 26.08% perceiving it as moderate. The high and very high ratings were notably low at 7.76% and 3.10% respectively, resulting in a mean score of 2.34, indicating a lack of clarity in the community regarding the schools objectives. Finally, item 12 examines the schools understanding of community needs and values. The responses reveal a mixed perception, with 13.35% rating it as very low and 20.18% as low. However, a more favorable view emerges with 25.46% rating it as moderate, 23.29% as high, and 17.70% as very high. The mean value for this item is 3.11, suggesting that while there is some recognition of the schools awareness of community needs, there remains considerable room for improvement in fostering a deeper understanding.

The interview with the teacher highlighted several critical aspects regarding the dynamics of Parent-Teacher, Student Association (PTSA) and their impact on the educational environment. It was noted that the level of parental engagement in PTSA is relatively high, yet, there

remains a significant gap in the community understandings of the schools overarching goals and vision.

This disconnect can lead to misunderstandings about the educational priorities and initiatives that the school is striving to implement. The teacher emphasized that fostering a clearer communication channel between the school and the community is essential for aligning expectations and enhancing collaborative efforts. By actively involving parents in discussions about the schools objectives, the PTSA can serve as a vital bridge that connects the educational institution with the broader community. In contrast the teacher observed that the school possesses a moderate understanding of the community needs, which can sometimes hinder the development of programs that are truly responsive to local concerns. While the school administration is aware of some community issues, there is a need for more comprehensive engagement to fully grasp the diverse perspective and challenges faced by families. The teacher suggested that regular surveys and community forums could be effective strategies for gathering insights from parents and community members. By prioritizing these interactions, the school can better tailor its initiatives to meet the specific needs of the community, ultimately fostering a more inclusive and supportive educational environment for all stakeholders involved.

4.4.1.2 Academic performance of student and school-community relationships

Table 4.3 below summarizes the items related to the extent of academic performance of student and school community relationships.

Item 1 of Table 4.3 reveals student experiences within the school, particularly focusing on fairness in treatment. The data indicates that a significant portion of students perceive their treatment as fair, with 41.92% rating it as high and 27.6% as very high, resulting in a mean score of 3.88. However, there remain a notable percentage of students, who feel less positively, with 2.17% rating it very low and 4.03% low. This suggests that while the majority of students feel treated fairly, there is still a minority whose experiences may require attention to ensure equity across the student body.

Table 4.3 extent of Academic performance of student and school-community relationships

No	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	The Students treated at the school fair	6	2.17	11	4.03	69	24.22	119	41.92	78	27.63	3.88
2	There is the students motivation and engagement	13	4.65	20	7.14	61	21.73	117	41.30	80	28.26	3.78
3	There is Student behavior and discipline	12	4.34	15	5.27	134	47.51	67	23.60	57	18.63	3.47
4	There is Parental support for student learning	15	5.27	39	13.97	158	55.90	31	10.869	40	13.97	3.14
5	There is Resource availability for academic programs	9	3.10	11	3.72	53	18.63	178	62.73	42	14.90	3.80
6	There is Overall student achievement (e.g., grade 12 national exam achievement)	57	20.18	63	22.36	78	27.63	56	19.87	29	9.93	2.77
7	There is Teacher morale and job satisfaction	75	26.39	83	29.50	86	30.43	28	9.937	11	3.72	2.35
8	There is School environment conducive to learning	15	5.27	22	7.76	69	24.22	127	45.03	50	17.70	3.62

Key VL=very low, L=low, M= moderate H= high, VH = very high, F= frequency

Source: Survey (2025)

Item 2, student motivation and engagement also reflect a generally positive outlook, with 41.30% of respondents rating it high and 28.26% very high, leading to a mean value of 3.78. Conversely, a smaller segment of the teachers, 4.65% rated their motivation as very low, while 7.14% rated it low. This indicates that while most students are engaged and motivated, there is a need to address the concerns of those who feel less motivated, as their experiences could impact overall academic performance. Item 3 of table 4.3, In terms of student’s behavior and discipline, the rating show a more mixed response, with 47.51% of students rating it as

moderate and only 23.60% as high, resulting in a mean score of 3.47. This suggests that while discipline is generally acceptable, there may be room for improvement in fostering a more conducive environment for positive behavior.

As indicated in the item 4, parental support for student learning appears to be a significance area of concern, with in a mean value of 3.14, indicating a moderate perception of support. The data shows that 55.90% of students rated parental support as moderate, while only 10.86% rated it high. This highlights a potential gap in parental involvement that could be addressed to enhance student learning outcomes. Additionally item 5, resource availability for academic programs received a more favorable assessment, with 62.73% of teacher rating it high and a mean score of 3.80.

Item 6 of table 4.3 reveals overall student achievement, as reflected in the analysis of 3 years consecutive national exam scores in grade 12. A considerable portion of teacher, amounting to 20.18%, falls within the very low achievement category, while 22.36% are as low achievers. The moderate achievement group comprises 27.63%, indicating a substantial number performing at an average level. Only 19.87% of teachers are rated as high achievers, and 9.93% reach the very high achievement. The mean score of 2.77 suggests that on average, student performance leans towards the lower end of the achievement spectrum, highlighting a need for targeted intervention to enhance academic outcomes.

Item 7 of table 4.3 indicates teachers' morale and job satisfaction, the data presents a concerning picture. The rating indicate that 26.39% of teachers experience very low morale and job satisfaction, while 29.50% report low levels of morale and job satisfaction. A slightly larger segment, 30.43%, falls in to the moderate category, suggesting that a significant number of educators are neither fully satisfied nor completely dissatisfied with their roles. Only 9.93% of teachers express high morale and job satisfaction, 3.72% report very high morale and job satisfaction. The mean score of 2.35 underscores the prevailing sentiment of discontent among educators, which could have implication for their performance and consequently, student outcomes.

The assessment of the school environment conducive to learning presents. The data indicates that only 5.27% of respondents perceive the environment as very low in support for learning, while 7.76% rate it as low. A notable 24.22% of participants view the environment as

moderate, but significant majorities, 45.03%, consider it to be high, with 17.70% rating it as very high. The mean value of 3.62 reflects a generally positive perception of the school environment, suggesting that while there are areas for improvement, many students and staff feel that the conditions for learning are largely supportive. The positive aspect could serve as a foundation for enhancing both teacher morale and student achievement in the future.

The teacher interviewed expressed concerns regarding several aspects of the educational environment. Specifically, they noted that overall student achievement as reflected in grade 12 national exam scores is perceived to be low, indicating potential challenges in academic performance and learning outcomes. Additionally, the teacher highlighted issues related to morale and job satisfaction among the faculty, suggesting that there may be underlying factors affecting their motivation and overall well-being in the work place. In contrast, the teacher acknowledged that the school environment is conducive to learning, which implies that the physical and social conditions within the school support educational activities.

4.4.1.4 Actions and designed strategies based on participation of the community

Table 4.4 below summarizes the items related to the extent to essential actions and moves [designed strategies] are taken based on participation of the community.

The data in table 4.4 of items 1, 2, 3 and 4 indicates the perceptions of various aspects of parent teacher engagement, regular parent-teacher meetings, establishment of clear and accessible communication channels, organization of community events at school and involvement of parents in school decision making. For item1 which address the frequency of regular parent-teacher meetings, the ratings indicate a distribution where 4.65% of respondents rated it as very low, 11.49% as low, 27.01% as moderate, 34.78% as high and 22.04 as very high, resulting in a mean score of 3.58. This suggests a generally positive perception of the meetings, with a majority rating them as high or very high. In Item 2, concerning the establishment of clear and accessible communication channels, the ratings show that 13.97% rated it as very low, 18.01% as low, 27.32% as moderate, 29.50% as high and 11.1% as very high, yielding a mean of 3.05.

Table 4.4 Extent of actions and designed strategies based on participation of the community.

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Regular parent-teacher meetings are held	13	4.65	33	11.49	77	27.01	98	34.78	62	22.04	3.58
2	Establishing clear and accessible communication channels are in place	40	13.975	51	18.01	77	27.32	83	29.50	32	11.18	3.05
3	Organizing community events at school are done	28	9.93	31	10.86	66	23.29	127	45.03	31	10.86	3.36
4	Involving parents in school decision-making is allowed	13	4.65	22	7.76	41	14.28	156	55.27	51	18.01	3.74
5	Offering workshops/training for parents is arranged	31	10.86	49	17.08	154	54.34	30	10.55	19	6.83	2.85
6	Collaborating with local community organizations exists	26	9.31	31	10.86	156	55.27	46	16.14	24	8.38	3.03
7	Providing opportunities for community use of school facilities is done	21	7.45	33	11.49	83	29.50	113	39.75	33	11.80	3.36
8	Implementing a school-wide communication plan exists	26	9.00	33	11.80	108	38.19	78	27.63	38	13.35	3.24
9	Addressing community concerns promptly and transparently is done	69	24.22	86	30.43	76	27.01	40	13.97	12	4.34	2.43
10	Celebrating student and school achievements with the community is done.	11	3.726	22	7.76	42	14.90	166	58.69	42	14.90	3.73

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

This indicates a more mixed perception, with a notable portion of respondents feeling that communication could be improved. Item 3, which focuses on the organization of community events at school, reveals that 9.93% rated it as very low, 10.86% as low, 23.29% as moderate, 45.03% as high and 10.86% as very high, resulting in a mean score of 3.36. This data suggests that while many respondents view community events positively, there is still room for

enhancement in this area. Item 4 assesses the involvement of parents in school decision making, where the ratings shows 4.65% as very low, 7.76% as low, 14.28% as moderate, 55.27% as high and 18.01% as very high, leading to a mean value of 3.74. This indicates a strong inclination towards parental involvement in decision making processes, reflecting a favorable attitude among respondents. Overall, the data highlights varying levels of satisfaction and areas for potential improvement in parent-teacher interactions and community engagement within the school environment.

Item 5, which focus on offering workshops and training for parents, received a diverse range of ratings. Specifically, 10.86% of respondents rated this initiative as very low, while 17.08% considered it low. A significant portion, 54.34% rated it as moderate, indicating a reasonable level of acceptance. Additionally, 10.55% rated it high, and 6.83% deemed it very high, resulting in a mean score of 2.85. This suggests that while there is some recognition of the value of these workshops, there is also considerable room for improvement in their perceived effectiveness.

In examining item 6, which pertains to collaboration with local community organizations, the rating reflects a similar trend. Here, 9.31% rated the collaboration as very low, and 10.86% as low. A majority, 55.27% rated it as moderate, while 16.14% rated it high, and 8.28% very high, with a mean score of 3.03. This indicates a generally positive perception of community collaboration, although it also highlights the need for further engagement to elevate the initiatives impact.

As indicated in the item 7, addresses the provision of opportunities for community use of school facilities, shows a more favorable response. The ratings indicate that only 7.45% rated it very low, while 11.49% rated it low. A substantial 39.75% rated it high, and 11.80% rated it very high, resulting in a mean score of 3.36. This suggests that the community values the accessibility of school facilities.

The analysis of the data presented in table 4.4 for item 8, 9 and 10 reveals varying levels of effectiveness in school communication and community engagement. For item 8, which assesses the implementation of a school-wide communication plan, the ratings indicate a predominantly moderate perception among respondents, with 123 individuals (38.91%) rating it as moderate. However, a significant portion of the respondents also rated it as low, 38

respondents or 11.8% and very low 29 respondents or 9.00%, suggesting that there is room for improvement in this area. The mean score of 3.24 reflects a cautious optimism, yet it underscores the necessity for enhanced strategies to bolster communication across the school community.

In contrast, item 9 which evaluate the prompt and transparent addressing of community concerns received a less favorable assessment, with a mean score of 2.43. The data shows that 78 respondent (24.22%) rated this aspect as very low, while 98 respondents (30.43%) considered it low. Only a small fraction of respondents rated it as high (45 respondents or 13.97%) or very high (14 respondents or 4.34%), indicating a significant gap in community engagement and responsiveness. Conversely, item 10 which focus on celebrating student and school achievement with the community garnered a more positive response, with a mean score of 3.77. Here 189 respondents (58.69%) rated the practice as high, and 48 respondents (14.90%) rated it as very high, demonstrating a strong appreciation for the recognition of achievements.

4.4.2 Level of school community relationship in according with parents view point

4.4.2.1 Factors that affecting good school community relationships

The analysis of response from parents reveals varying perceptions regarding the clarity of information provided by the school. The questionnaire developed by English and translated by Amharic to understand the information clearly and guided to get the information. The data indicates that a significant portion of parent rated the clarity of information as either very low (5.71%) or low (11.4%), while a moderate number (20%) found it moderate. In contrast, a higher percentage of parents expressed a positive view, with 42.85% rating it as high and 20% as very high, resulting in an overall mean score of 3.6. This suggests that while many parents feel adequately informed, there remains a notable minority who perceive a lack of clarity, highlighting an area for potential improvement in communication strategies.

Table 4.5 factor affecting school-community relationships contributing toward better school performance.

No	Items	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Clarity of information received from the school	2	5.71	4	11.42	7	20	15	42.85	7	20	3.6
2	Opportunities for parents to visit the school	2	5.71	3	8.57	8	22.85	16	45.71	6	17.14	3.6
3	School's responsiveness to parent concerns	3	8.57	5	14.28	6	17.14	14	40	7	20	3.48
4	Feeling welcomed at the school	1	2.85	3	8.57	9	25.71	13	37.14	9	25.714	3.74
5	Safety and cleanliness of the school environment	2	5.71	2	5.71	10	28.57	16	45.71	5	14.28	3.57
6	School's reputation in the community	3	8.57	5	14.28	8	22.85	13	37.14	6	17.14	3.4
7	My understanding of what the school expects from parents	5	14.28	5	14.28	10	28.57	9	25.71	6	17.14	3.17
8	My involvement in school activities/PTA	7	20	9	25.71	6	17.14	8	22.85	5	14.28	2.85
9	The school have a program to recognize school volunteers for their time and efforts	4	11.42	6	17.14	10	28.57	7	20	8	22.85	3.25
10	How accessible the school leadership	2	5.71	6	17.14	8	22.85	10	28.57	9	25.71	3.51

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

When examining opportunities for parental engagement, item 2 indicated that results show a similar trend. A small percentage of parents rated the opportunities to visit the school as very low (5.71%) or low (8.57%), while a substantial 45.71% rated it as high, and 17.14% as very high, leading to a mean score of 3.6. This indicates that many parents feel welcomed to

participate in school activities, although there is still room for enhancing these opportunities. Additionally, the schools responsiveness to parent concerns received a mean score of 3.48 with 40% of respondents rating it as high. However, the presence of 8.57% rating it as very low suggests that some parents may feel their concerns are not adequately addressed.

The survey also assessed parents' feelings of welcome at the school, with a mean score of 3.74, indicating a generally positive. Notably, 25.71% of parents felt very welcomed, while only 2.85% rated it as very low. In terms of safety and cleanness, the mean score was 3.57, reflecting a strong perception of the school environment, although 5.71% rated it as very low. The school's reputation in the community garnered a mean score of 3.4, suggesting a favorable view among parents. However, when it comes to understanding the schools expectations parents, the mean score dropped to 3.17, indicating a need for clearer communication. Furthermore, parental involvement in school activities received a lower mean score of 2.85, suggesting that engagement initiatives may require further development to encourage greater participation.

On the other hand, the accessibility of school leadership is rated as follows; 5.71% of respondents indicated very low accessibility, while 17.14% rated it low. A moderate level of accessibility was reported by 22.85% of participants, and 28.57% perceived it as high. Finally, 25.71% of respondents considered the accessibility to be very high, resulting in a mean score of 3.51.

4.4.2.2 Academic performance of student and school community relationships

Table 4.6 below summarizes parents feelings related to the extent of Academic performance of student and school-community relationships.

The survey results indicate a range of perceptions regarding the treatment of students within the school. A significant majority, 54.28%, of respondents believe that students are treated fairly, with a mean rating of 3.65. However, there is a notable minority, comprising 5.71% who rated this aspect as very low, suggesting that while the overall sentiment is positive, there are still concerns that need to be addressed. This disparity highlights the importance of continuous evaluation of fairness in treatment to ensure that all students feel valued and respected in their educational environment.

Table 4.6 extent of parents feeling on academic performance of student and school-community relationships

	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	The Students at the school are treated fairly	2	5.71	2	5.71	7	20	19	54.28	5	14.28	3.65
2	Student motivation and engagement	2	5.71	3	8.57	8	22.85	15	42.85	7	20	3.62
3	Parental support for student learning	3	8.57	8	22.85	12	34.28	7	20	5	14.28	3.08
4	Resource availability for academic programs	1	2.85	3	8.57	17	48.57	8	22.85	6	17.14	3.42
5	Overall student achievement (e.g., test scores)	2	5.71	2	5.71	18	51.42	10	28.57	3	8.57	3.28
6	Teacher morale and job satisfaction	2	5.71	2	5.71	15	42.85	9	25.71	7	20	3.48
7	School environment conducive to learning	2	5.71	2	5.71	9	25.71	15	42.85	7	20	3.65

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

In terms of student motivation and engagement, the data reveals a mixed response. While 42.85% of participants rated this aspect as high, indicating a positive view of student involvement, the mean score of 3.62 suggests that there is room for improvement. The presence of 20% of respondents who rated motivation as very high indicates that some students are indeed thriving, yet the 5.71% who rated it very low points to a segment of the student body that may require additional support and encouragement to enhance their engagement in learning activities.

Parental support for student learning received a mean rating of 3.08, with 34.28% of respondents indicating a low to moderate perception of this support. This suggests that while some parents are actively involved in their children’s education, there is a significant portion that may not be as engaged. The data from table 4.5 also reflects on resource availability for academic programs, where 48.57% rated it as moderate, indicating that while resources are present, they may not be sufficient to fully meet the need of all students. Overall, these findings

underscore the necessity for school to foster stronger parental involvement and to ensure that adequate resources are available to support student learning effectively.

The analysis of parental responses to the distributed questionnaire reveals significant insights into various aspects of the educational experience. Regarding overall student achievement, which encompasses metrics such as test scores, the data indicates that a majority of parents, 51.42%, rated this aspect as high, while 28.57% rated it as very high. This suggests a general satisfaction with student performance, although a small percentage, 5.71% expressed very low and low ratings. The mean score for this item stands at 3.28, reflecting a positive perception among parents about their children academic accomplishment.

In terms of teacher morale and job satisfaction, the responses show a more varied distribution. While 42.85% of parents rated this aspect as low, and 20% as very high, the mean score of 3.48% indicates a moderate level of satisfaction. This suggests that while many parents recognize the importance of teacher well-being, there is room for improvement. Additionally, the school environments positively, although there remains a notable percentage who rated it lower. Overall, these findings highlight areas of strengthen and opportunities for growth within the educational framework as perceived by parents.

The analysis of parental responses during the interview revealed that a school environment conducive to learning plays a crucial role in promoting overall student achievement, as evidenced by improved test scores. Parents highlighted the importance of a safe, inclusive and stimulating atmosphere where students can thrive academically and socially. They emphasized that when schools prioritize a positive culture, it leads to higher levels of student engagement and motivation. This in turn, translates in to better academic performance, as students feel more connected to their learning and are encouraged to reach their full potential. The interplay between teacher satisfactions, a supportive school environment and student achievement underscore the importance of these factors in fostering a successful educational landscape.

4.4.2.3 Strategies to improve school-community relationships

Table 4.7 below summarizes parents feeling related strategies to improve good school-community relationships.

Table 4.7 extent of parents feeling related strategies to improve good school-community relationships

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	My child's attendance at school	1	2.85	3	8.57	6	17.143	18	51.42	7	20	3.77
2	My child's interest in school and learning	2	5.71	2	5.71	8	22.85	16	45.71	7	20	3.68
3	My child's behavior in school	1	2.85	2	5.71	18	51.42	8	22.85	6	17.14	3.45
4	My ability to support my child's learning at home	7	20	8	22.85	12	34.28	5	14.28	3	8.57	2.68
5	My child's overall academic results	3	8.57	6	17.14	14	40	7	20	5	14.28	3.14
6	My child's comfort level at school	3	8.57	8	22.85	12	34.28	6	17.14	6	17.14	3.11
7	My trust in the school's ability to educate my child	1	2.85	2	5.71	5	14.28	18	51.42	9	25.71	3.91
8	My satisfaction with the school	2	5.71	2	5.71	16	45.71	10	28.57	5	14.28	3.4

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The responses from parents regarding the questionnaire distributed by the researcher reveal insightful perspective on various aspects of their children's educational experiences. In terms of school attendance as either high or very high, indicating a strong commitment to regular school participation. Conversely, when assessing their child interest in school and learning, the ratings were slightly lower, with 66.42% of parents expressing a positive view, suggesting that the while many children are engaged, there remains room for improvement in fostering enthusiasm for learning.

Behavior in school received a more mixed response, with only 40% of parents rating their child's behavior as high or very high, while a notable 51.42% rated it as moderate. This

indicates potential concerns regarding behavioral issues that may need to be addressed. Furthermore, parents expressed a lower level of confidence in their ability to support their child's learning at home, with only 22.85% rating their support as high or very high. This suggests that many parents may feel challenged in their role as facilitators of their child's education outside the classroom, highlighting an area where additional resources or guidance could inform future educational strategies and support systems.

The response from parents regarding the questionnaire distributed by the researcher reveal a range of perspective on various aspects of their children's educational experiences. When evaluating their child's overall academic performance, a significant portion of parents, specifically 40% rated it as moderate, while 20% expressed a high level of satisfaction. This indicates a generally positive view, although there remain a notable percentage of parents who feel less confident, as evidenced by the 8.57% rating it as very low. Similarly, when assessing their child's comfort level and 22.85% expressing a high level of concern. This suggests that while many children are adapting well, there are still areas that may require attention to enhance their overall school experience.

In terms of trust in the school's ability to provide quality education, the results were, 51.42% of parents expressing a high level of trust, and only a small fraction, 2.85% rating their trust as very low. This strong confidence in the school's educational capabilities is further reflected in the satisfaction ratings. Where 45.71% of parents reported being satisfied, moderated with the school. However, it is important to note that 5.71% of parents expressed dissatisfaction, indicating that there are still opportunities for improvement. Overall these findings highlight a generally positive sentiment among parents, while also pointing to specific areas where the school can enhance its support and communication to better meet the needs of students and their families.

4.4.3 Level of school community relationship in according with secondary school principals' view point

4.4.3.1 Factors affecting good school-community relationships

Table 4.8 below summarizes the responses to 11 questions concerning the factors affecting good school community relationships, which were presented to secondary school principals.

Table 4.8 extent of secondary school principal's feelings related factors that influencing good school community relationships.

No	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Effectiveness of school communication strategies	0	0	0	0	6	21.42	14	50	8	28.57	4.07
2	Level of parent engagement in school governance	3	10.71	3	10.71	6	21.42	12	42.85	4	14.28	3.39
3	School's proactive engagement with community leaders	6	21.42	12	42.85	8	28.57	2	7.14	0	0	2.21
4	Community perception of school leadership	7	25	11	39.28	6	21.42	4	14.28	0	0	2.25
5	The school encourages feedback from parents and the community	3	10.71	7	25	9	32.14	6	21.42	3	10.71	2.96
6	Cultural and religious differences in the community	2	7.143	2	7.14	8	28.57	12	42.85	4	14.28	3.5
7	Transparency and accountability of school management	0	0	2	7.14	6	21.42	14	50	6	21.42	3.85
8	Availability of dedicated staff for community liaison	0	0	3	10.71	5	17.85	15	53.57	5	17.85	3.78
9	Strength of the Parent-Teacher Association (PTA)	2	7.142857	6	21.42	10	35.71	8	28.57	2	7.14	3.07
10	Community understanding of school rules/policies	2	7.142857	9	32.14	10	35.71	7	25	0	0	2.78
11	School's responsiveness to community feedback and concerns	3	10.71	7	25	10	35.71	6	21.42	2	7.14	2.89

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The responses from secondary school principals regarding the questionnaire distributed by the researcher reveal significant insights in to various aspects of school operations. The first item

assessed the effectiveness of school communication strategies, where a notable 50% of respondents rated it as high, contributing to a mean score of 4.07. This indicates a strong perception among principals that their communication methods are functioning effectively, which is crucial for fostering a collaborative environment within the school community. The high ratings suggest that these strategies are likely facilitating better information flow and engagement among stakeholders.

In contrast, the second item focused on the level of parent engagement in school governance, which received a mean score of 3.39. Here, only 14.28% of principals rated parent engagement as very high, while a significant portion, 42.85% rated it as high. This disparity highlights a potential area for improvement, as the relatively lower engagement levels may hinder the collaborative decision-making process that is essential for effective school governance. The data suggests that while some parents are actively involved, there remains a considerable opportunity to enhance their participation and influence in school affairs.

The third item examined the schools' proactive engagement with community leaders, yielding a mean score of 2.21, which indicates a less favorable perception among principals. With 42.85% rating it as low and respondents indicating very high engagement, this suggests a disconnect between schools and their surrounding communities. Additionally, the community perception of school leadership received a mean score of 2.25, further emphasizing the need for schools to strengthen their relationships with local leaders and stakeholders. Lastly, the encouragement of feedback from parents and community scored a mean of 2.96, indicating that while there is some effort to solicit input, there is still room for improvement in creating a more inclusive feedback culture. Overall, these findings underscore the importance of enhancing community engagement and communication strategies to foster a more collaborative educational environment.

The responses from secondary school principals regarding the questionnaire distributed by the researcher reveal various insights into community dynamics and school management. For the item concerning cultural and religious differences within the community, a mean rating of 3.5 indicates a moderate level of concern, with 42.85% of respondents rating it as high. Transparency and accountability in school management received a higher mean of 3.85, suggesting that principals view these aspects positively, as evidenced by 50% rating it high. The

availability of dedicated staff for community liaison garnered a mean of 3.78, with over half of the respondents acknowledging its importance. However, strengthen of the Parent-Teacher Association (PTA) was rated lower, with a mean of 3.07, indicating potential areas for improvement. Additionally, community understanding of school rule and policies received a mean of 2.78, highlighting a need for better communication. Lastly, the school’s responsiveness to community feedback was rated at 2.89, suggesting that while there is some engagement, further efforts may be necessary to enhance this relationship.

4.4.3.2 Academic performance of student and school-community relationships

Table 4.9 below summarizes secondary school principals feeling related to the extent of academic performance of student and school-community relationships

Table 4.9 extent of parents feeling on academic performance of student and school-community relationships

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Student engagement in extracurricular activities	3	10.71	7	25	13	46.42	5	17.85	0	0	2.71
2	Reduced disciplinary issues	3	10.71	6	21.42	11	39.28	4	14.28	4	14.28	3
3	Parental involvement in homework and learning	4	14.28	9	32.14	7	25	6	21.42	2	7.14	2.75
4	Access to community resources for student support	3	10.71	3	10.71	9	32.14	7	25	6	21.42	3.35
5	Overall student achievement	2	7.14	4	14.28	12	42.85	8	28.57	2	7.14	3.28
6	Teacher retention and professional development	1	3.57	2	7.14	7	25	15	53.57	3	10.71	3.60
7	Positive school climate	0	0	2	7.14	8	28.57	10	35.71	8	28.57	3.85

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The responses from secondary school principals regarding the questionnaire distributed by the researcher reveal insightful perspective on various aspects of school life. The first item, which focused on student engagement in extracurricular activities, received a mean rating of 2.71. The data indicates that a significant portion of respondents, 46.42%, rated this aspect as

moderate, while 25% considered it low. This suggests that while there is some level of engagement, there remains considerable room for improvement in fostering student participation in activities outside the classroom.

In terms of disciplinary issues, the mean rating was recorded at 3. This item more balanced distribution of responses, with 39.28% of principals indicating a moderate perception of reduced disciplinary issues, while 14.28% rated it as very high. This distribution implies that while some schools are experiencing a decline in disciplinary problems, others may still face challenges, highlighting the need for targeted intervention to address behavioral concerns effectively.

Lastly the responses regarding parental involvement in homework and learning yielded a mean score of 2.75, indicating a moderate level of engagement. The data shows that 32.14% of principals rated this aspect as low, while 21.42% rated it as high. This suggests that while some parents are actively participating in their children's educational processes, there is a significant number who may not be as involved, pointing to an opportunity for schools to enhance communication and collaboration with families. Additionally, the item concerning access to community resources for student support received a mean rating of 3.35, indicating a moderate perception of resource availability, with 32.14% of respondents rating it as low. This highlights the importance of strengthening partnership with community organizations to better support students' needs.

The response from secondary school principals regarding the questionnaire distributed by the researcher reveals insightful perspectives on various aspect of school performance. In terms of overall student achievement, the data indicates a diverse range of opinion among the principals. A total of 2 respondents rated it as very low, while 4 considered it low. Conversely, a significant number, 12 parents rated student achievement as moderate, while 8 parents considered as high and contributing to a mean score of 3.28. This suggests that while there are concerns about student performance, a substantial portion of the principals believes that students are achieving at commendable levels.

When examining teacher retention and professional development, the feedback reflects a more favorable outlook. Only 1 principal rated this aspect as very low, and 2 rated it low, while a majority of 15 respondents rated it high, leading to a mean score of 3.60. This indicates that the

principals recognize the importance of retaining qualified teachers and providing them with opportunities for professional growth. The high ratings suggest that many schools are actively fostering an environment conducive to teacher satisfaction and development, which is crucial for maintaining a stable educational workforce.

The response regarding the positive school climate present an encouraging picture as well. None of the principals rated the climate as very low, and only 2 rated it low. A notable 10 respondents rated it high, with an equal number of 8 principals indicating a very high perception of the school climate. This resulted in a mean score of 3.85, highlighting that a majority of the principals perceive their schools as having a supportive and positive environment. Such a climate is essential for both student and teacher well-being, suggesting that these schools are prioritizing a culture that promotes collaboration, respect and engagement among all stakeholders.

4.4.3.3 Strategies to improve good school-community relationships

Table 4.10 below summarizes secondary school principals feeling related strategies to improve good school-community relationships

The responses from secondary school principals regarding the questionnaire distributed by the researcher reveal a range of perspectives on community engagement strategies. The first item, which focused on the development of a comprehensive school community engagement plan, received a mean rating of 3.5. This indicates a generally positive perception, with 42.85% of respondents rating it as high and 28.57% as moderate. This suggests that a significant portion of principals recognizes the importance a structured approach to fostering relationships between schools and their communities.

In contrast, the appointment of a dedicated community liaison officer garnered a lower mean rating of 2.46. The data shows that 21.42% of principals rated this item as very low, while 32.14% rated it low. This indicated a lack of consensus on the necessity or effectiveness of having a specific individual tasked with community liaison duties. The responses suggest that while some principals may see value in this role, a considerable number do not prioritize it as a critical component of their engagement strategy.

Furthermore, the principals expressed a strong inclination towards regular meetings with parent representatives and community leaders, as well as the utilization of diverse communication

channels, both of which received mean rating of 3.53. This reflects a commitment to maintaining open lines of communication and collaboration with stakeholders. Additionally, the organization of joint school-community projects received a mean rating of 3.25, indicating that while there is enthusiasm for collaborative initiatives, there may be room for improvement in the execution of such projects. Overall, the findings highlight the varying degrees of emphasis placed on different aspects of community engagement by secondary school principals.

Table 4.10 extent of secondary school principals feeling related strategies to improve good school community relationships

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Developing a comprehensive school-community engagement plan	2	7.14	2	7.14	8	28.57	12	42.85	4	14.28	3.5
2	Appointing a dedicated community liaison officer	6	21.42	9	32.14	7	25	6	21.42	0	0	2.46
3	Regularly meeting with parent representatives and community leaders	2	7.14	3	10.71	6	21.42	12	42.85	5	17.85	3.53
4	Utilizing diverse communication channels (e.g., social media, newsletters)	2	7.14	3	10.71	6	21.42	12	42.85	5	17.85	3.53
5	Organizing joint school-community projects	3	10.71	3	10.71	10	35.71	8	28.57	4	14.28	3.25
6	Encouraging staff to participate in community activities	3	10.71	2	7.14	12	42.85	6	21.42	5	17.85	3.28
7	Providing opportunities for community members to volunteer in school	1	3.57	2	7.14	8	28.57	12	42.85	5	17.85	3.64
8	Establishing a clear grievance handling process for parents	3	10.71	4	14.28	6	21.42	9	32.14	6	21.42	3.39
9	Publicizing school achievements and successes within the community	2	7.14	5	17.85	7	25	10	35.71	4	14.28	3.32
10	updating school policies based on community feedback	4	14.28	8	28.57	6	21.42	6	21.42	4	14.28	2.92

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The responses from secondary school principals regarding the questionnaire distributed by the researcher reveal insightful perspectives on community engagement and school policies. When asked about encouraging staff participation in community activities, a significant portion of

respondents, 42.85% rated this aspect as high, indicating a strong belief in the importance of fostering connections between the school and the community. This suggests that principals recognize the value of staff involvement in local initiatives, which can enhance the school's reputation and strengthen community ties. However, a smaller percentage, 10.71% rated it as very low, highlighting a potential area for improvement in motivating staff to engage more actively.

In terms of providing opportunities for community members to volunteer in schools, the responses were notably positive, with 42.85% of principals rating this as high. This reflects an understanding of the mutual benefits that arise from community involvement in educational settings. The data indicates that principals are keen on creating an inclusive environment, where community members can contribute thereby enriching the educational experience for students. Conversely, only 3.57% rated this aspect as very low, suggesting that while there is a general inclination towards community engagement there may still be barriers that prevent full participation.

The establishment of a clear grievance handling process for parents and the community received a mixed response, with 32.14% of principals rating it as high. This indicates recognition of the necessity for transparent communication channels between the school and its stakeholders. However, the mean rating of 3.39 suggests that while some principals are proactive in addressing grievances, there is still room for improvement in how these processes are perceived and implemented. Additionally, the responses regarding the publicizing of school achievement and the review of school policies based on community feedback indicate varying levels of engagement, with mean rating of 3.32 and 2.92 respectively. These figures highlight the ongoing need for school to actively promote their successes and to be responsive to community input, ensuring that policies reflect the needs and expectation of the families they serve.

The response from secondary school principals during the interview conducted by the researcher highlighted several key areas for improvement and development within the school community. Firstly, there was a consensus on the importance of establishing a clear grievance handling process for parents and community members, which is seen as a positive step towards fostering open communication and trust. This process would not only provide a structured

avenue for addressing concerns but also enhance the overall relationship between the school and its stakeholders. However, principals acknowledged the need for improvement in publicizing the school's achievements and success within the community. By effectively communicating these accomplishments, schools can build a stronger reputation and encourage greater community involvement. Additionally, there was recognition of the necessity to review and update school policies based on feedback from the community. This modification would ensure that the policies remain relevant and responsive to the need of students and families, ultimately contributing to a more inclusive and supportive educational environment.

4.4.4 Level of school community relationship in according with secondary school supervisors' view point

4.4.4.1 Factors influencing school-community relationships

Table 4.11 below summarizes the response to 11 questions concerning the factors influencing good school-community relationships, which were presented to secondary school supervisors.

The responses collected from school supervisors regarding various aspects of community engagement reveal insightful trends in their perceptions. The first item, which focuses on capacity building for school leaders in community engagement, received a mean rating of 3.44. This rating indicates a moderate level of agreement, with 44.44% of respondents rating it as high and 22.22% as low. Similarly, the second item concerning policy frameworks that support school-community partnerships garnered a mean score of 3.88, reflecting a positive outlook, as 44.44% rated it high, while none rated it very low. The third item, which addresses resource allocation for community outreach programs, also received a favorable mean rating of 3.77, with a significant 55.55% of respondents indicating a high level of agreement.

In terms of monitoring and evaluation of school-community engagement, the mean score was 3.88 with 66.66% supervisor rating it high, suggesting a strong recognition of the importance of these processes. Lastly the item related to socio-economic challenges affecting community involvement achieved a mean rating of 4.00, indicating a consensus on the impact of these challenges, as 55.55% rated it high. Overall, the data illustrates a generally positive perception among school supervisors regarding the importance of community engagement, while also highlighting areas that may require further attention and development.

Table 4.11 extent of secondary school supervisors feeling related factors that influencing good school-community relationships

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Capacity building for school leaders on community engagement	0	0	2	22.22	2	22.22	4	44.44	1	11.11	3.44
2	Policy frameworks supporting school-community partnerships	0	0	0	0	3	33.33	4	44.44	2	22.22	3.88
3	Resource allocation for community outreach programs	0	0	0	0	3	33.33	5	55.55	1	11.11	3.77
4	Monitoring and evaluation of school-community engagement	0	0	0	0	2	22.22	6	66.66	1	11.11	3.88
5	Socio-economic challenges impacting community involvement	0	0	0	0	2	22.22	5	55.55	2	22.22	4
6	Collaboration between education bureau and local authorities	0	0	0	0	2	22.22	5	55.55	2	22.22	4
7	Public awareness of the importance of school-community relations	0	0	2	22.22	4	44.44	3	33.33	0	0	3.11
8	Perceived trust between schools and the community	0	0	0	0	3	33.33	4	44.44	2	22.22	3.88
9	The school Conducts a formal conference with every parent at twice a year	0	0	0	0	2	22.22	6	66.66	1	11.11	3.88
10	The school encourages community use of school facilities,	0	0	2	22.22	3	33.33	4	44.4	0	0	3.22

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The response collected from school supervisors regarding various aspects of school-community relations reveal a nuanced perspective on collaboration and engagement. For instance, when assessing the collaboration between the educational bureau and local authorities, a significant majority of respondents rated it positively, with 55.55% indicating a high level of collaboration. This suggests a strong partnership that may enhance educational outcomes. Similarly the perceived trust between schools and community garnered a favorable response, with 44.44% of supervisors rating it high, indicating that many believe there is a solid foundation of trust that can facilitate better communication and cooperation. However, the data also highlights areas for improvement, particularly in public awareness of the importance of school-community relations, where only 33.33% rated it high, suggesting that more efforts are needed to foster understanding and engagement among community members.

Furthermore, the survey results indicate that while schools are making strides in engaging parents, there is still room for growth. For example, the practice of conducting formal conference with parents twice a year received a high rating from 66.66% of respondents, reflecting a commitment to maintaining open lines of communication. However, the community's uses of school facilities appear to be less emphasized, with only 44.44% of supervisors rating it high. These points to a potential opportunity for schools to further encourage community involvement by promoting the use of their facilities for local events and activities. Overall, the feedback from school supervisor underscores the importance of fostering strong relationship between schools and their communities, while also identifying specific areas where additional focus and resources could enhance these vital connections.

4.4.3.2 Academic performance of student and school-community relationships

Table 4.12 below summarizes secondary school supervisors' feelings related to the extent of Academic performance of student and school-community relationships.

The responses collected from school supervisors through the distributed questionnaire reveal significant insights into various aspects of student enrollment and educational quality. In terms of overall student enrollment and retentions, the data indicates that a majority of supervisors rated this aspect positively, with 33.33% giving a high rating and 44.44% rating it as very high. This suggests a general satisfaction with the current enrollment figures and retention strategies in place, although there remain a small percentage of respondents who did not provide a rating, indicating potential areas for further investigation. When examining the quality of teaching and learning environment, the feedback shows a similar trend. A combined total of 77.55% of supervisors rated the quality as either high or very high, reflecting a strong belief in the effectiveness of educational settings provided. However, the absence of lower rating suggests that there may be limited awareness or acknowledgment of challenges within these environments, which would be an area for future focus to ensure continuous improvement. Additionally, the responses regarding student pass rates in national and regional exams indicate a mixed perception, with 33.33% of supervisors rating it as low, highlighting a potential concern that may need to be addressed to enhance academic performance.

Table 4.12 extent of secondary school supervisor feeling on Academic performance of student and school-community relationships

No.	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	Overall student enrollment and retention	0	0	0	0	3	33.3	4	44.4	2	22.2	3.89
2	Quality of teaching and learning environments	0	0	0	0	2	22.2	4	44.4	3	33.3	4.11
3	Student pass rates in national/regional exams	0	0	3	33.3	4	44.4	2	22.2	0	0	2.89
4	Availability of community-based learning resources	0	0	0	0	3	33.3	4	44.4	2	22.2	3.89
5	Parental support in addressing student academic challenges	0	0	0	0	4	44.4	2	22.2	3	33.3	3.89
6	Reduction in school dropout rates	0	0	1	11.1	2	22.2	4	44.4	2	22.2	3.78
7	Teacher professional development opportunities	0	0	0	0	2	22.2	5	55.5	2	22.2	4.00
8	Effective management of school resources	0	0	0	0	3	33.3	4	44.4	2	22.2	3.89

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

Item 7 focused on the availability of professional development opportunities for teachers. The responses indicated that 22.22% of supervisors rated this aspect as high, while an equal percentage also rated it as very high. Conversely, there were no responses indicating low or very low ratings, suggesting a general consensus on the importance of professional development in enhancing teaching quality. Similarly, item 8 assessed the effective management of school resources. Here, 33.33% of respondents rated the management as high, while 44.44% rated it as very high, with 22.22% providing a moderate rating. This distribution of responses highlights a positive perception among supervisors regarding the management of resources, although it also suggests room for improvement in certain areas. Overall, the feedback reflects a commitment to fostering an environment conducive to both teacher development and resource management within the educational framework.

The interview conducted with the school supervisor revealed a strong commitment to fostering effective teacher professional development opportunities, which are essential for enhancing educational quality. The supervisor emphasized the importance of ongoing training and

workshops that not only equip teachers with the latest pedagogical strategies but also encourage collaboration among staff members. This collaborative environment allows educators to share best practices and learn from one another, ultimately leading to improved student outcomes. Additionally, the supervisor highlighted the effective management of school resources as a critical factor in supporting these development initiatives. By strategically allocating funds and materials, the school ensures that teachers have access to the necessary tools and support systems, thereby creating conducive atmosphere for professional growth. This dual focus on teacher development and resource management underscores the school's dedication to maintaining high educational standards and fostering a culture of continuous improvement.

4.4.3.3 Strategies to improve good school-community relationships

Table 4.13 below summarizes secondary school supervisors' feelings related strategies to improve good school-community relationships

The responses collected from school supervisors regarding the development of formal social networks indicate a positive trend, with a mean rating of 3.66. A significant majority, 55.55%, rated the initiative as high, suggesting that the schools are effectively linking families with their parent representatives. This reflects a strong commitment to fostering community engagement and support among families.

In terms of budget allocation for school-community programs, the mean rating stands at 4.11, with 44.44% of respondents acknowledging a high level of support. This demonstrates recognition of the importance of financial resources in facilitating meaningful interactions between schools and their communities. However, the absence of any low ratings indicates a consensus on the necessity of such funding.

Table 4.13 extent of secondary school supervisors' feeling related strategies to improve good school-community relationships

	Item	Rating Scale										Mean
		VL		L		M		H		VH		
		F	%	F	%	F	%	F	%	F	%	
1	The school develops formal social networks to link all families with their parent representatives.	0	0	1	11.11	2	22.22	5	55.55	1	11.11	3.66
2	Allocating specific budget for school-community programs	0	0	0	0	2	22.22	4	44.44	3	33.33	4.11
3	Providing training for school leaders and teachers on community engagement	2	22.22	3	33.33	2	22.22	2	22.22	0	0	2.44
4	Facilitating partnerships between schools and community groups	0	0	0	0	3	33.33	4	44.44	2	22.22	3.88
5	Establishing performance indicators for school-community relations	1	11.11	2	22.22	3	33.33	2	22.22	1	11.11	3
6	Promoting inter-school sharing of best practices in community engagement	0	0	1	11.11	3	33.33	4	44.44	1	11.11	3.55
7	Launching public awareness campaigns on the importance of community involvement in education	2	22.22	2	22.22	3	33.33	2	22.22	0	0	2.55
8	Integrating community feedback mechanisms into educational planning	2	22.22	2	22.22	3	33.33	2	22.22	0	0	2.55

Key VL = very low, L = low, M= moderate, H= high, VH = very high, F= frequency

Sources: Survey (2025)

The provision of training for school leaders and teachers on community engagement received a lower mean rating of 2.44, with a notable percentage of respondents (55.55%) indicating low to

moderate support. This suggests that while there is some recognition of the need for training, it may not be prioritized as highly as other initiatives. Conversely, the facilitation of partnerships between schools and community groups garnered a mean rating of 3.88, indicating a favorable view of collaborative efforts, which are essential for enhancing school-community relations.

The responses collected from school supervisors regarding various initiatives aimed at enhancing community engagement reveal insightful trends. For item 6, which focused on promoting inter-school sharing of best practices in community engagement, the mean rating was 3.55, indicating a generally positive reception. Specifically, 44.44% of respondents rated this initiative as high, while 33.33% rated it as medium, suggesting a strong interest in collaborative efforts among schools. In contrast, item 7, which addressed the launch of public awareness campaigns on the significance of community involvement in education, received a lower mean rating of 2.55. Here, 33.33% of supervisors rated the initiative as medium, while 22.22% rated it as low and another 22.22% as high, reflecting a more divided opinion on its potential effectiveness. Similarly, item 8, which proposed the integration of community feedback mechanisms into educational planning, also garnered a mean rating of 2.55, with the same distribution of responses as item 7. This indicates that while there is some recognition of the importance of community feedback, there remains a notable level of skepticism or uncertainty regarding its implementation and impact. Overall, these findings highlight the varying levels of enthusiasm and support for different strategies aimed at fostering community engagement in education.

An interview with the supervisor revealed a strong commitment to fostering collaboration among schools by encouraging the exchange of effective strategies for community engagement. This initiative aims to enhance the overall educational experience by leveraging successful practices from various institutions. Additionally, the supervisor emphasized the importance of launching public awareness campaigns that highlight the critical role of community involvement in education. Such campaigns are designed to inform and mobilize local populations, thereby strengthening the partnership between schools and their communities. Furthermore, the integration of community feedback mechanisms into educational planning was identified as a vital step in ensuring that the voices of community members are heard and considered in

decision-making processes. This approach not only promotes transparency but also enhances the relevance and effectiveness of educational programs by aligning them more closely with the needs and expectations of the community.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the study presents a summary of the key findings, conclusions and recommendations derived from the analysis of data gathered from respondents, as well as a review of pertinent literature conducted by the researcher.

5.1 Summary

The primary aim of this study was to examine the influence of community involvement on academic performance of government secondary school at Yeka Sub City in Addis Ababa.

The study was structured with the following specific objective of the study:-

1. Identify the key factors influencing school-community relationships in government secondary school at Yeka Sub city in the case of Addis Ababa.
2. Analyze the impact of the School-community relationships on students' academic performance in government secondary school at Yeka Sub city in Addis Ababa.
3. Provide recommendations for strengthening school-community partnerships to enhance educational outcomes in government secondary school at Yeka Sub City in Addis Ababa.

To fulfill these three objectives, the study was designed to address and seek answer to the following three fundamental questions.

1. What are the factors that have strong influence school-community relationships in government secondary school at Yeka Sub City in Addis Ababa?
2. How does the school-community relationship effect on the academic performance of government secondary school at Yeka Sub City in Addis Ababa?
3. What strategies can be implemented to improve school-community relationships in government secondary schools at Yeka Sub City in Addis Ababa?

As outlined in chapter 3 above, the data sources included teachers, principals, secondary school supervisors, parent and a review of documents. For the purpose of data collection in this study, both simple random and purposive sampling techniques were employed to recruit respondents. A total of 7 secondary school principals, 21 vice principals, 35 parents (they represents different community members like PTA (parent teachers association), FBO (faith based

organization), CBO (community based organization like Edir), 283 teachers and 9 supervisors participated in the study, culminating in a total of 355 participants.

The key findings of the study are summarized as follows;

- ✚ The research indicated that parent involvement in school activities, school openness to community feedback, the community support for school initiatives is adequate, the perceptions of school safety and discipline, the amount of information the school gathers on frequency of family and community participation. Availability of resources for school community programs is and there is community's understandings of school goals/vision were inadequately performed.
- ✚ Teacher morale and job satisfaction, Overall student achievement (e.g grade 12 national exam), Resources availability for academic programs were low.
- ✚ Offering workshop or training for parents are arranged and addressing community concerns promptly and transparently is done was rated low.
- ✚ School proactive engagement with community leaders, community perception of school leadership, and the school encourages feedback from parents and the community, community understanding of school rules/policies and school's responsiveness to community feedback and concerns were inadequately performed.
- ✚ Appointing a dedicated community liaison officer and reviewing and updating school policies based on community feedback is low.
- ✚ Overall student enrollment and retention, Availability of community-based learning resources, reduction in school dropout rates, Teacher professional development opportunities, Effective management of school resources were inadequately carried out.
- ✚ Overall, launching public awareness campaigns on the importance of community involvement in education integrating community feedback mechanisms into educational planning and providing training for school leaders and teachers on community engagement are notably low.

5.2 Conclusion

The following significant conclusions are derived from the primary findings of this research. It was noted that teachers facing high workloads determinant effects on the community interactions. Additionally, the study highlighted several areas of concern, including inadequate parent involvement in school activities, insufficient community support for school initiatives and low perception of school safety and discipline. Furthermore, teacher morale and job satisfaction and overall student achievement were found to be lacking, alongside a need for improved resource availability for academic programs. The research also indicated that proactive engagement with community leaders and responsiveness to community feedback were inadequately addressed, ultimately underscoring the necessity for enhanced collaboration between schools and their communities.

The appointment of a dedicated community liaison officer and the regular review and updating of school policies based on community feedback have been insufficiently addressed. This inadequacy extends to critical areas such as overall student enrollment and retention, the availability of community based learning resources, the reduction of school dropout rates, opportunities for teacher professional development, and the effective management of school resources. Furthermore, initiatives like launching public awareness campaign to highlight the significance of the community involvement in education, integrating community feedback mechanisms in to educational planning and providing training for school leaders and teachers on community engagement are also notably lacking.

5.3 Recommendation

In light of the key findings outlined above, the following recommendations are suggested for:

i. Policymakers

- Establish and mandate dedicated community-liaison roles in every school, with annual, community-guided policy reviews.
- Secure and ring-fence funding for boosting enrollment, improving retention, and expanding community-based learning resources.
- Tie accreditation and funding to clear, measurable community-engagement benchmarks (e.g., minimum PTA attendance rates).

- Coordinate large-scale public awareness campaigns and incentivize partnerships with NGOs, businesses, and cultural organizations.
- Commission longitudinal research to monitor the impact of community participation and refine policies accordingly.

ii. Government

- Require constant review and update of school policies through systematic feedback from the community.
- Appropriate budget lines to: Community-based learning materials, Professional development for teachers and Recruitment and retention schemes (e.g., stipends, infrastructure)
- Implement public campaigns on the importance of community participation in education.
- Require implementation of community feedback systems in every education planning and monitoring system.

iii. School Community (Parents & Local Stakeholders)

- Step up to be a leader in school decision-making groups (PTA, school committees) and serve regularly at school events.
- Participate in and encourage high-quality parent workshops and training sessions.
- Hold school leaders accountable for timely and transparent resolution of your issues.
- Organize or host community events on campus to build relationships (e.g., cultural festivals, mentorship days).
- Support your children learning at home—help with homework, promote club and sports involvement.

iv. Teachers

- Take part in in-service training for effective parent and community participation.

- Encourage and help implement programs to improve teacher morale and job satisfaction.
- Collaborate closely with parents on student homework and extracurricular activities.
- Collaborate with the government-appointed community-liaison officer to develop learning materials related to local culture and experience.

v. Supervisors

- Manage each school's appointment and performance of its community-liaison officer.
- Provide and evaluate training programs for teachers and principals on community participation.
- Track student-enrollment, retention, and dropout rates and attribute gains to effective school community practices.
- Ensure that schools engage local leaders, NGOs, and other civic groups explicitly in educational planning.

vi. Principals

- Make a community liaison officer an official member of your leadership team.
- Institute a quarterly cycle of policy review grounded in real community feedback.
- Make open, transparent channels (newsletters, social media groups) available for ongoing two-way communication with parents and local stakeholders.
- Explain and share your school's vision, goals, and performance data so that all staff speaks the same language.

vii. For Researchers

- Gives to conduct analytical, longitudinal studies of the effects of community participation on teaching quality and learning achievement.

- Enable to examine the specific role of school staff (liaison officers, teachers, principals) in building effective community involvement.
- Provide to Establish and give the most effective procedures for upholding high levels of parent involvement, extracurricular activity, and teacher morale.

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Appendixes

Appendix 1

Addis Ababa University, College of Education and Language Studies

Department of Educational Planning and Management

Questionnaire to be filled in by secondary school teachers

Dear Teacher,

This questionnaire is designed to assess and examine the *factors influencing school-community relationships in secondary schools* in Yeka sub city in Addis Ababa. The major objective of this study is to assess the status of the current school –community relationships and to identify working strategies for further improvement of the relationship.

So, I kindly request you to fill this questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and it will only be used for academic purpose.

Thank you in advance for your cooperation!!

General instruction:

- ❖ You need not write your name.
- ❖ Please try to read the question items carefully before you respond.
- ❖ Please provide written statements for open-ended questions where they appear.

Part I. Personal Information

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided.

1. **Sex:** a) Male () b) Female ()
2. **Age (in years):** a) 21 –30 () b) 31 –40 () c) 41 – 50 () d) Above 50 ()
3. **Level of Education;** a) Diploma() b) BA/BSc/BEd() c) MA/MSc () d) PhD()
4. **Teaching experience (in years):** a) 1-5() b) 6-10 ()
c) 11-15 () d) 16-20 () e) Above 20 years ()
5. **Your teaching load per week:** a) 6-10 () b) 11-15 ()
c) 15-20 () d) above 20()

Section 2: Items related to factors affecting school-community relationships contributing toward better school performance.

Instruction: The following question items are designed to know the factors that influence good school community relationship in secondary school. Please rate each statement from very low to very high by putting “√” mark against your choice in the columns provided using the following scale.

Rating scale: 1=Very Low 2= Low 3= Moderate 4=High5=Very High

	<i>I believe that</i>	Rating Scale				
		1	2	3	4	5
1	The Communication channels between school and community are open					
2	Adequacy of Parent involvement in school activities					
3	The state of School’s openness to community feedback is					
4	The Community support for school initiatives is adequate					
5	The Perceptions of school safety and discipline is..					
6	The amount of information the school gathers on frequency of family and community participation is...					
7	Cultural diversity within the school and community is					
8	There is transparency of school administration					
9	Availability of resources for school-community programs is					
10	Measure of effectiveness of Parent-Teacher Associations (PTAs)					
11	There is community's understanding of school goals/vision					
12	There is School's understanding of community needs and values					

Section 3: Items related to the extent to which the academic performance is improved due to good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

	<i>I perceive that</i>	Rating Scale				
		1	2	3	4	5
1	The Students at the school are treated fairly					
2	There is the students motivation and engagement					
3	There is Student behavior and discipline					
4	There is Parental support for student learning					
5	There is Resource availability for academic programs					
6	There is Overall student achievement (e.g., test scores)					
7	There is Teacher morale and job satisfaction					
8	There is School environment conducive to learning					

Section 4: Items related to the extent to essential actions and moves [designed strategies] are taken based on participation of the community.

	<i>I perceive that</i>	Rating Scale
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		1	2	3	4	5
1	Regular parent-teacher meetings are held					
2	Establishing clear and accessible communication channels are in place					
3	Organizing community events at school are done					
4	Involving parents in school decision-making is allowed					
5	Offering workshops/training for parents is arranged					
6	Collaborating with local community organizations exists					
7	Providing opportunities for community use of school facilities is done					
8	Implementing a school-wide communication plan exists					
9	Addressing community concerns promptly and transparently is done					
10	Celebrating student and school achievements with the community is done.					

Appendix 2

**Addis Ababa University, College of Education and Language Studies
Department of Educational Planning and Management**

Questionnaire to be filled by secondary school Parents

Dear Parent,

This questionnaire is designed to assess and examine the *factors influencing school-community relationships in secondary schools* in Yeka sub city in Addis Ababa. The major objective of this study is to assess the status of the current school –community relationships and to identify working strategies for further improvement of the relationship.

So, I kindly request you to fill this questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and it will only be used for academic purpose.

Thank you in advance for your cooperation!!

General instruction:

- ❖ You need not write your name.
- ❖ Please try to read the question items carefully before you respond.
- ❖ Please provide written statements for open-ended questions where they appear.

Part I. Personal Information

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided.

1. **Sex:** a) Male () b) Female()
2. **Age (in years):** a) 21 –30 () b) 31 – 40 ()
c) 41 – 50 () d) Above 50 ()
3. **Level of Education;** a) Diploma() b) BA/BSc/BEEd()
c) MA/MSc () d) PhD ()

Section 2: Items related to the extent to which the factors that influencing good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

Here are some of the points considered in building good school-community relationship in school. As your views for each item, please put “√”mark in the boxes for the response that comes closest to describing how the activity is implemented at your school.

Scales:1=Very Low 2= Low 3= Moderate 4=High5=Very High

No.	In my view there seems to be	Rating Scale				
		1	2	3	4	5
1	Clarity of information received from the school					
2	Opportunities for parents to visit the school					
3	School’s responsiveness to parent concerns					
4	Feeling welcomed at the school					
5	Safety and cleanliness of the school environment					
6	School's reputation in the community					
7	My understanding of what the school expects from parents					
8	My involvement in school activities/PTA					
9	The school have a program to recognize school volunteers for their time and efforts					
10	How accessible the school leadership is					
11	The school’s effort to engage with the wider community (not just parents)					

Section 3: Items related to the extent to which good school-community relationships with your child's school impacts and your child's academic performance in secondary schools at Yeka sub city in the case of Addis Ababa.

	In my view there appears to be	Rating Scale				
		1	2	3	4	5
1	The Students at the school are treated fairly					
2	Student motivation and engagement					
3	Student behavior and discipline					
4	Parental support for student learning					
5	Resource availability for academic programs					
6	Overall student achievement (e.g., test scores)					
7	Teacher morale and job satisfaction					
8	School environment conducive to learning					

Section 4: Items related to the extent to which the regarding strategies to improve good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

Scales:1=Very Low 2= Low 3= Moderate 4=High5=Very High

	Items	Rating Scale				
		1	2	3	4	5
1	My child's attendance at school					
2	My child's interest in school and learning					
3	My child's behavior in school					
4	My ability to support my child's learning at home					
5	My child's overall academic results					
6	My child's comfort level at school					
7	My trust in the school's ability to educate my child					
8	My satisfaction with the school					

Appendix 3

Addis Ababa University, College of Education and Language Studies Department of Educational Planning and Management

Questionnaire to be filled in by secondary school principals

Dear principal,

This questionnaire is designed to assess and examine the *factors influencing school-community relationships in secondary schools* in Yeka sub city in Addis Ababa. The major objective of this study is to assess the status of the current school –community relationships and to identify working strategies for further improvement of the relationship.

So, I kindly request you to fill this questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and it will only be used for academic purpose.

Thank you in advance for your cooperation!!

General instruction:

- ❖ You need not write your name.
- ❖ Please try to read the question items carefully before you respond.
- ❖ Please provide written statements for open-ended questions where they appear.

Part I. Personal Information

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided.

1. **Sex:** a) Male () b) Female ()
2. **Age (in years):** a) 21 –30 () b) 31 – 40 ()
c) 41 – 50 () d) Above 50 ()
3. **Level of Education;** a) Diploma () b) BA/BSc/BEd ()
c) MA/MSc () d) PhD ()
4. **Working experience (in years):** a) 1-5() b) 6-10 ()
c) 11-15 () d) 16-20 () e) Above 20 years ()
5. Number of **students** in your school:
a) Less than 500 () b) 500-1000 ()
c) More than 1000 – 1500 () d) over 1, 500 students ()

Section 2: Items related to the extent to which the factors that influencing good school-community relationships in secondary schools in Yeka sub city in Addis Ababa.

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided. Use the following scale. 1=Very Low 2= Low3= Moderate4=High 5=Very High

	In my opinion / observation	Rating Scale				
		1	2	3	4	5
1	Effectiveness of school communication strategies					
2	Level of parent engagement in school governance					
3	School's proactive engagement with community leaders					
4	Community perception of school leadership					
5	The school encourages feedback from parents and the community					
6	Cultural and religious differences in the community					
7	Transparency and accountability of school management					
8	Availability of dedicated staff for community liaison					
9	Strength of the Parent-Teacher Association (PTA)					
10	Community understanding of school rules/policies					
11	School's responsiveness to community feedback and concerns					

Section 3: Items related to the extent to which the academic performance of good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

	Items	Rating Scale				
		1	2	3	4	5
1	Student engagement in extracurricular activities					
2	Reduced disciplinary issues					
3	Parental involvement in homework and learning					
4	Access to community resources for student support					
5	Overall student achievement (e.g., graduation rates)					
6	Teacher retention and professional development					
7	Positive school climate					

Section 4: Items related to the extent to which the regarding strategies to improve good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

	<i>I believe community involvement / participation with respect to</i>	Rating Scale				
		1	2	3	4	5
1	Developing a comprehensive school-community engagement plan					
2	Appointing a dedicated community liaison officer					
3	Regularly meeting with parent representatives and community leaders					
4	Utilizing diverse communication channels (e.g., social media, newsletters)					
5	Organizing joint school-community projects					
6	Encouraging staff to participate in community activities					
7	Providing opportunities for community members to volunteer in school					
8	Establishing a clear grievance handling process for parents/community					
9	Publicizing school achievements and successes within the community					
10	Reviewing and updating school policies based on community feedback					

Appendix 4

Addis Ababa University, College of Education and Language Studies Department of Educational Planning and Management

Questionnaire to be filled in by secondary school supervisors

Dear supervisor,

This questionnaire is designed to assess and examine the *factors influencing school-community relationships in secondary schools* in Yeka sub city in Addis Ababa. The major objective of this study is to assess the status of the current school –community relationships and to identify working strategies for further improvement of the relationship.

So, I kindly request you to fill this questionnaire honestly and thoroughly depending on the given instruction. Your careful and honest response determines the success of the study. Your responses will be kept confidential and it will only be used for academic purpose.

Thank you in advance for your cooperation!!

General instruction:

- ❖ You need not write your name.
- ❖ Please try to read the question items carefully before you respond.
- ❖ Please provide written statements for open-ended questions where they appear.

Part I. Personal Information

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided.

1. **Sex:** a) Male () b) Female ()
2. **Age (in years):** a) 21 –30 () b) 31 – 40 ()
c) 41 – 50 () d) Above 50 ()
3. **Level of Education;** a) Diploma() b) BA/BSc/BEd()
4. **Working experience (in years):** a) 1-5() b) 6-10 ()
c) 11-15 () d) 16-20 () e) Above 20 years ()
5. Number of **students** in your school:
a) Less than 500 () b) 500-1000 ()
c) More than 1000 – 1500 () d) over 1, 500 students ()

Section 2: Items related to the extent to which the factors that influencing good

school-community relationships in secondary schools in Yeka sub city in Addis Ababa.

Instruction: Please indicate your answer by making “√”mark where it is necessary in the space provided. Use the following scale. 1=Very Low 2= Low 3= Moderate 4=High 5=Very High

	In my opinion, there is ...	Rating Scale				
		1	2	3	4	5
1	Adequacy of communication guidelines from the education bureau					
2	Capacity building for school leaders on community engagement					
3	Policy frameworks supporting school-community partnerships					
4	Resource allocation for community outreach programs					
5	Monitoring and evaluation of school-community engagement					
6	Socio-economic challenges impacting community involvement					
7	Collaboration between education bureau and local authorities					
8	Public awareness of the importance of school-community relations					
9	Perceived trust between schools and the community					
10	The school Conducts a formal conference with every parent at twice a year					
11	The school encourages community use of school facilities,					

Section 3: Items related to the extent to which the academic performance of good school-community relationships in secondary schools in Yeka sub city in the case of Addis Ababa.

	Items	Rating Scale				
		1	2	3	4	5
1	Overall student enrollment and retention					
2	Quality of teaching and learning environments					
3	Student pass rates in national/regional exams					
4	Availability of community-based learning resources					
5	Parental support in addressing student academic challenges					
6	Reduction in school dropout rates					
7	Teacher professional development opportunities					
8	Effective management of school resources					

Section 4: Items related to the extent to which the regarding strategies to improve good school-community relationships in secondary schools in Yeka sub city in the case of

Addis Ababa.

	Items	Rating Scale				
		1	2	3	4	5
1	The school develops formal social networks to link all families with their parent representatives.					
2	Allocating specific budget for school-community programs					
3	Providing training for school leaders and teachers on community engagement					
4	Facilitating partnerships between schools and community groups					
5	Establishing performance indicators for school-community relations					
6	Promoting inter-school sharing of best practices in community engagement					
7	Creating platforms for regular dialogue between education bureau, schools, and communities					
8	Launching public awareness campaigns on the importance of community involvement in education					
9	Strengthening the role of Kebele administrations in supporting schools					
10	Integrating community feedback mechanisms into educational planning					

Appendix 5

Addis Ababa University, College of Education and Language Studies Department of Educational Planning and Management

GUIDING QUESTIONS FOR THE INTERVIEWS CONDUCTED WITH;

Teachers interview

1. What is the single most effective strategy you have used or seen used to address low involvement in non-PTSA-related school activities?
2. In your view, how can the school better balance the need for a secure atmosphere with the goal of fostering a supportive educational setting?
3. What is the biggest challenge currently impacting faculty morale, and what specific change could be implemented to address it?

Principals

4. What is the single most effective strategy you have used or seen used to address low involvement in non-PTSA-related school activities?
5. In your view, how can the school better balance the need for a secure atmosphere with the goal of fostering a supportive educational setting?
6. What is the biggest challenge currently impacting faculty morale, and what specific change could be implemented to address it?
7. Describe the existing policy review cycle. What steps are taken to formally incorporate community feedback into policy modifications, and how often does this review occur?

Supervisors

8. What is the single most effective strategy you have used or seen used to address low involvement in non-PTSA-related school activities?
9. In your view, how can the school better balance the need for a secure atmosphere with the goal of fostering a supportive educational setting?
10. Describe the existing policy review cycle. What steps are taken to formally incorporate community feedback into policy modifications, and how often does this review occur?

I. Comparison of results of the 12th grade national examination results for 3 consecutive years from 2015 to 2017 in government secondary schools under Yeka Sub city, in Addis Ababa city administration education office, based on factors that affect school-community relations.

No.	School name	2015				2016				2017			
		Tested	Passed	Detained	Performance %	Tested	Passed	Detained	Performance %	Tested	Passed	Detained	Performance %
1	Dej. Wondrad	416	52	364	12.50	650	103	547	15.85	641	117	524	18.25
2	Kokebe Tsebah	977	28	949	2.87	799	45	754	5.6	689	84	605	12.19
3	Kefitegna 12	592	11	581	1.86	589	20	569	3.4	595	27	568	4.53
4	Birhan Guzo	214	3	211	1.40	258	17	241	6.58	197	15	182	7.61
5	Tesfa Birhan	400	13	387	3.25	348	15	333	4.3	375	34	341	9.06
6	Millinum	487	15	472	3.08	425	19	406	4.47	306	47	259	15.35
7	Kara-alo	782	34	748	4.35	735	46	689	6.3	672	78	594	11.61
	Total	3868	156	3712	4.187	3801	265	3536	6.97	641	117	524	18.25