



**COMMUNITY PARTICIPATION IN MANAGING SECONDARY
SCHOOLS IN THE CONTEXT OF DECENTRALIZATION: THE CASE
OF SHASHEMENE CITY ADMINISTRATION**

BY

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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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This is to certify that the thesis prepared by Abdulkadir Abda Neja entitled: Community Participation in Managing Secondary Schools in the Context of Decentralization the Case of Shashemene City Administration and submitted to the department of educational planning and management in partial fulfillment of the requirements for the degree of master of art in school leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ABBREVIATION AND ACRONYMS

CAEO	City Administration Education Office
CRC	Cluster Resource Center
EFA	Education for All
EFDA	Education for Development Association
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GER	Gross Enrollment Rate
KETB	Kebelle Education and Training Board
MoE	Ministry of Education
NER	Net Enrollment Rate
NGO	Non-Government Organizations
OREB	Oromia Region Education Bureau
PTA	Parent Teacher Association
SHCA	Shashemene City Administration
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
USA	United States of America
USAID	United States of America International Development
WETB	Woreda Education and Training Board

ABSTRACT

The main purpose of the study was to assess the status, challenges and roles of Community Participation in Managing Secondary Schools in the Context of Decentralization the Case of three selected secondary schools of Shashemene City Administration of Oromia Regional State, Ethiopia. A descriptive survey method, which employed quantitative and qualitative approaches were used. Data was gathered using questionnaire, semi structured interviews and focus group discussion, as well as from recorded documents of PTA in schools. The study involved 81 informants that include PTA members, department heads, student councils, principals, CAEO head, KETB members, unit leaders and community members. Furthermore, the data was analyzed for the quantitative data using percentage and mean values and qualitative data using narration. The study disclosed that the decentralization in education has improved community participation in school management. It was improved that access and equity in education, sense of community ownership and school level disciplinary problems. In relation to building consensus based on goals and priorities, discharging their roles and responsibilities and PTA participation in motivation, accountability and support were satisfactory. Whereas, participation in strengthening parent and teacher relation was moderate. Governance position of PTA members with the application of decentralization, participation in planning, decision-making resource management, monitoring and evaluation, and roles in managing discipline, administrative efficiency and participatory leadership were satisfactory. With respect to factors affecting the community participation in school management lack of training, orientation and experience sharing programs clear understanding on duties and responsibilities, resource available for supporting and involving actively, misunderstanding of the community about their roles, and lack of supervision and support from KETB and CAEO hampered the participation of PTA members. Based on the findings possible solutions were recommended in the study. The study suggests the importance of providing adequate training; awareness creation and orientation to PTA members' to support them discharge their responsibilities.

CHAPTER ONE: INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study and operational definition of terms.

1.1 Background of the Study

Following the World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world (Bray, 2001). This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. The argument is that “those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children” (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the locals’ participation in their local educational affairs and improve accountability on schools and teachers, demand for education and sense of community ownership (Watt, 2001).

In addition, there are critical local conditions that demand community participation in educational development efforts, specifically in sub-Saharan Africa (Watt, 2001). Geographical complexity hinders the government to reach the locations of a community and to solve their educational problems promptly and efficiently. Many children stay in school for a short while others are out-of-school because of socio-economic problems. The education curriculums tend to be based on urban school model which is not easily understood by most children from the rural part. There is ambivalence towards education and late school age enrollments. It is unlikely for the central government to solve these problems. Thus, educational development under such condition is unlikely to happen, unless communities are placed at the center of the efforts intended to solve these problems and to overcome the critical challenges of poverty reduction whether as a partners of governments, civil society organizations or donors (Ibid).

On the other hand, there are counter-arguments against community support in education. It is argued that community lacks the resources to support school and relevant skills to monitor the use of school resources and teachers, and commitment for democratization at the school level (Ibid). These problems are more apparent in the rural parts than in the urban parts. Rural communities lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers. These likely raise the major issue of equity (Bray, 1996; Watt, 2001).

Likewise, community participation has been advocated in Ethiopian education development endeavors. The Education and Training Policy of Ethiopia was designed in the context of decentralized education system and has the goal that schools be ...democratized and run with the participation of community, teachers, the student and relevant government institutions (FDRE, 1994, p. 16-17). The Education Sector Development Program (ESDP) mandate the community be participant to identification of local educational problem through planning, execution of projects, management to evaluation of the final product (MoE, 1998). The woreda (district) level decentralization reform seeks to empower the community “to participate in local development activities, improve local democratic governance, and enhance the scope and quality of delivery of basic service at the local level” (Garcia & Kumar, 2008, p. 8). Local schools have been placed under local ownership and ambitious strategies for promoting community participation in education have been instigated at the federal and regional levels. The Oromia Bureau of Education has also enacted similar strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate in management and finance of their local schools. In order to assure these, Woreda (District) Education and Training Board (WETB); Kebele (Council) Education and Training Board (KETB) and Parent-Teacher Associations (PTA) were anticipated to be organized at woreda, kebele and school respectively.

In light of the presented arguments and the contemporary phenomenon in Ethiopia, this research explored decentralization and community participation in educational management in Shashemene City Administration (SHCA) of Oromia National Regional State, Ethiopia. The City Administration was thought to represent appropriate settings in which to investigate how communities participate in their local educational affairs for three reasons: First, in Ethiopia previous studies in the field (Beyene, Gaumnitz, Goike, & Robbins, n.d.; Dom, 2004; Swift-Morgan, 2006) and explanation as to its effects (Muskin, 1999) were conducted where community participation was promoted by Non-Government Organizations (NGOs). But in SHCA, the phenomenon is a grassroots movement coordinated by the local governments. Second, the phenomenon is contemporary and very active which makes it noteworthy to explore. Lastly, the researcher has interest to explore the phenomenon in the City Administration.

1.2 Statement of the Problem

Decentralization is seen as a means of achieving political, economic and administrative goals that could be publicly stated and unstated (Conyers, 1986; Lauglo, 1995). In education, decentralization is viewed on a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Baganda, 2008, p. 20). As to the later, decentralization is viewed as a means of improving the relevance of local decisions, as a means of encouraging local support in implementation of development programs and thereby helping to improve basic service provision (Conyers, 2006).

There are many conditions that vary the actual outcome of educational decentralization from the planned one. Conyers (2006, p. 459) presented these conditions in three major categories: First, in many cases the actual degree of decentralization seems to have been very limited either because of the proposals were not implemented as intended or because the initial proposals did not provide for a significant decentralization. Second, there are claims that decentralization has done little to improve the planning and implementation of local development programs and therefore to contribute to local or national development. Lastly, there are complaints that power has been decentralized to the 'wrong' people, either central

appoints or local elites so there has been no meaningful increase in the participation of the mass of the people (Rondinelli, 1981, as cited in Conyers, 2006, p. 459).

Ethiopia has recognized that the weak management capacity at school level was one of the main barriers to access, equity and quality in secondary education (MoE, 2005, p. 29). Therefore the government acknowledged the importance of school management or communities for school-based decision-making.

In addition to the intention of the government described above Oromia Region Education Bureau also outlines the importance of community participation in school management and financing, and mobilizing communities to raise funds for purchasing basic school equipment, constructing additional classroom, teachers' houses, and encouraging girls to enroll in schools are performed below the capacity of communities and their representatives.

Supervision reports, series of conferences and annual review meetings conducted at the regional level disclosed that the main reason identified for the lower level of community participation among others might attribute to the low level of awareness, commitment, and performance of PTA in school management. The report added that the problem was series especially in secondary schools of the region. In line with this, the implementation of decision-making through the full participation of parents and communities entails challenges. Community members' faces challenges, quality and quantity of school resources, competency and performance of PTA, repetitive participation, low community awareness and equity challenges in the committee. That has negative impact on the practice and realization of the objectives of communities and their representatives.

Most researcher's in the field of educational management focused their studies regarding to community participations initiatives were increasing efficiency of educational resources, increasing enrollment, and improving equity. In the target areas of this study however, there are no prior studies that have been conducted to trace past effects and challenges of community participation in educational management.

Therefore, the purpose of this study is to investigate the status, challenges and roles of Community Participation in Managing Secondary Schools in the Context of Decentralization the Case of Shashemene City Administration. To this effect, the following research questions address the intended objectives of this study.

1. To what extent are communities and their representatives involved in school management?
2. How does community representatives perceive their roles, duties and responsibilities in schools?
3. What major challenges are encountered to have limited the participation of PTA in school activities?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study whose was to assess the status, challenges and roles of community participation in managing secondary schools in the context of decentralization the case of Shashemene City Administration of Oromia National Regional Sate, Ethiopia.

1.3.2 Specific Objectives

In light of this general objective, the following specific objectives guided this study:

- To assess the extent of involvement provided by community and their representatives in school management.
- To investigate the effect of role, duties and responsibilities of community representatives on school management?
- To identify the major challenges that affects the role and participation of PTA in school management. .

1.4 Significance of the Study

This study is believed to add to the stock of knowledge about community participation in educational management as practiced in developing countries. In Ethiopia, community participation in basic social service provision like education, is an emerging contemporary phenomenon whose successes and challenges are not well documented. So a study of this kind provides understanding of the dynamics of community participation in education and expected to benefit the PTA, KETB and WETB, local decision-makers, to respond to constrain that affect active participation of the community.

1.5 Delimitation of the Study

The study was delimited to the assessment of status, challenges and roles of community and their representatives in same selected secondary schools of Shashemene City Administration of Oromia. In order to make the study manageable the assessment was confined to same selected government secondary schools of Shashemene City Administration of Oromia National Regional State, Ethiopia. The secondary schools selected for the study are because of their availability in the City Administration and manageable for study .

1.6 Limitation of the Study

As in other social researches, this study had encountered certain limitations. The limitations that the researcher came across in the study were stated as follows: The first major limitation was time. The fieldwork was conducted over two month period from February to March 2016 which was too short and didn't allow me to observe certain relevant activities in schools. However, some of the relevant data that were not obtained during the main fieldwork period were obtained later during my free time meeting the headmasters and school management committee members at their living places.

Despite these challenges, necessary efforts had been done to maintain the reliability and validity of the study. This was done through triangulating data by corroborating data collected through formal methods with informal ones collected through informal conversation with people from different walks of life. Above all, I have used my friends to filter views whose authenticity were in question.

1.7 Definition of Key Terms

It is essential to provide explanation about key and controversial concepts to provide their easier understanding and in what sense they were used in the study. There are three concepts that are worth explanation: community, participation, and then community participation in educational management.

Community:- refers to a group of persons living in an area served by a particular school or by a network of schools (Lewy, 1977, p. 225). In this study, it means all the people to including those who have children in school and those who do not have.

Participation:- is an involvement through the contribution (or extraction) of resources, materials, and labor; as well as the real decision-making from identification of a problem, feasibility study, planning, implementation and evaluation in secondary schools of Shashemene City Administration.

Community participation:- refers to direct or indirect participation of parents and other community members of Shashemene City Administration enrolling their children to secondary school education, and financing to influencing and real decision-making - that include identification of school problems to planning, management and evaluation of the final product.

1.8 Organization of the Study

This thesis has five chapters. Chapter one deals with background of the study, statement of the problem, objectives of the study, significance and scope of the study as well as explanation of key terms used in the study. Chapter two presents theoretical framework for the study. The chapter discusses decentralization of education and community participation in educational management. Chapter three presents methodology used in the study. The chapter comprises of research approach and the research strategy (research design, unit of analysis, and research method), reliability and validity of the methods and ethical considerations followed in the study. Chapter four focuses on the presentation and analysis of findings based on the data collected through quantitative and qualitative data collection tools. The last and fifth chapter presents summary of findings, conclusion and recommendation drawn from the study.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

The aim of this chapter is to establish analytical framework that serves as the basis of the subsequent analysis and discussion of the study. The framework is built around local participation in education based on decentralization and local governance theory. The chapter is organized in two parts. The first part of the chapter presents forms, dimensions, rationales, challenges and dilemmas in policy and practice of decentralization of education. The second part presents the forms, challenges, approaches and effects of community participation in educational management based on literatures in the field. The understanding of the concepts of decentralization and the dynamics of community participation in education helps to guide the analysis and discussion of community participation in education with reference to its practice in SHCA, Oromia.

2.1 Decentralization of Education: Concept, Form and Dimension

During the past decades a number of developing countries have undergone decentralization within the existing organizational structure with the expectations of increased local participation in decisions and improved system efficiency (Conyers, 2006; Saito, 2008). The argument is local governments are closer and more in touch with the community and this is hypothesized to be a better position to deliver basic services more efficiently and effectively according to the local needs and priorities than the central government (Chapman et al., 2002; Saito, 2008). This is embedded in the principle that claims the central governments should not undertake those activities, which are at the reach and capacity of individual, private or local government called the “principle of subsidiary” (Saito, 2008).

The interest in this principle has changed the old pattern of educational provision and control and local governance has been sought to be an enviable mechanism for local democracy and development (Saito, 2008). Almost in all countries educational decentralization reforms are introduced like a universal fashion but many argues that there are confusions in concept. In this regards Lauglo (1995, p. 6) argued that the concept decentralization becomes more perplexing when it is used in the context of the distribution of authority as in the national education systems. Indeed, the forms, rationale, the extent and level of power transfer and

implementation strategies of decentralization vary within and across countries. In Ethiopia, during regional decentralization, the devolution of power was limited to regional governments and during the local level decentralization; it devolved to woreda and their constituencies. Studies conducted during the second phase of decentralization revealed different implementation strategies among the regions that have undergone the reform.

Despite the variations in experiences, it is essential to throw light on decentralization. A centralized system is one in which the government holds most or all authority and power while a decentralized system is one in which power and authority is shifted down to the sub-national levels (Tegegene & Kassahun, 2004, as cited in Thomas, 2010, p.10-14).

Accordingly, (Shaffer, 1994, p. 63) suggested that moving governance and managing decision closer to local schools can enhance participation of local stakeholders. Thus, they make decisions on different school issues like on generating revenue, designing curriculum and allocating resources. The assumption, forms based on Shaffer (1994, p. 19)

De-concentration, also called administrative decentralization, involves handing over more routine authority and decision-making powers from a higher level of the central government to lower levels (regional, district, cluster), still accountable to, and staffed by, the central ministry. Delegation refers to transfer of (or lending) certain specific management responsibilities for some activities to other units, governmental or non-governmental bodies, implying somewhat stronger (but easily cancellable) local autonomy. Devolution, sometimes called political decentralization, strengthens sub-national units of government and actually transfers of considerable decision-making powers to local political bodies relatively independent of the central government. Among the different forms of decentralization, devolution of power to local government, institutions and community encourages greater scope of participatory development Shaffer (1994, p. 19).

Further, decentralization is referred with three dimensions; namely, political, administrative and fiscal decentralization. Accordingly to Fritzen and Lim (2006, p. 2): Political decentralization involves the transfer of power to politically elected local governing bodies in an attempt to make them accountable to their constituencies through establishing oversight boards or the introduction of new forms of community participation in development

management and policy making. Fiscal decentralization involves the altering of the sources of revenue for local governments through such efforts as block grants, intergovernmental borrowing and lending and changes to revenue sources available to local governments through user fees, service charges and taxes. Lastly, administrative decentralization involves the transfer of policy-making and management responsibilities from central to local levels. In Ethiopia, with the woreda level decentralization, the three dimensions were devolved further from the regions to woredas and sub-woredas. It is widely claimed that devolution of administrative, fiscal and political decision-making power to local government and their constituencies increases participation and accountability at the local level (Coppola, Luczak, & Stephenson, 2003; Shaffer, 1994; Tikson, 2008).

2.2 Rationale for Decentralization and Community Participation in School Management

Decentralization is seen as a means of achieving political, economic and administrative goals that could be publicly stated and unstated (Conyers, 1986; Lauglo, 1995). The rationales differ depending on interest groups involved in decentralization - government, international agencies, academics and others Conyers (2006, p. 120). Nonetheless, these interest groups view decentralization as a means to improve the planning and implementation of national development programs and to facilitate effective popular participation in the process of development (Ibid). With reference to the former rationale, in education, decentralization is viewed a means to increase education resources, efficiency, accountability and effectiveness (Winkler, 1994, as cited in Baganda, 2008, p. 20). As to the later, decentralization is viewed as a means of improving the relevance of local decisions, as a means of encouraging local support in implementation of development programs and thereby helping to improve basic service provision Conyers (2006, p. 118).

Community participation in (support for) education is one element of decentralization of power and responsibility to the local levels Watt (2001, p. 14). In one of his chapters, Watt (2001, pp. 14-18) has identified five key rationales for which governments in sub-Saharan African demand community support in their endeavors to provide basic education. These are:

"Limit of state effectiveness: The multifaceted nature and complex processes in education places limitation on how well governments alone can achieve educational goals with the available resource and management capacity. A highly centralized educational system neglects the demand side constraints to development of education and lets distortion into the education system. The argument is decentralization and local participation in management and finance of education serve as a means to respond to government resource and management constraints, and address demand side constraints for education development. This is supposed to make the education system more effective".

"Ownership and demand: National education systems have traditionally been developed based on government needs and financing. Such system likely suffers from inefficiency and chronic resource constraints as well as low private demand for education. Under such circumstances: first, low effective demand could occur because sending a child to school has direct and indirect costs which poor people cannot afford. Second, weak social demand could happen when the education offered is low quality or is seen as inappropriate by parents. Third, low demand probably happens when community do not participate in education as well as when school have deaf concerns for parents. When they do not participate in one way or another, it is unlikely that community see schools as something that belongs to them, send their children to schools and have concerns on how the schools run effectively. Thus, the argument is participating communities in management and financing of schools promotes sense of ownership and increases their commitment for educational improvement" (Patrinos & Ariasingam, 1997, as cited in Watt, 2001, p. 15).

"Democratization and accountability: Participation in provision of basic services is often considered as an important building block in the democratization of societies. The argument is that through participation citizens would be heartened to hold government accountable for meeting its responsibilities, to provide forum where weak and strong voices can be heard and to legitimize collective local decision-making process. Likewise, the argument for community support in education is related to the assumption that when communities contribute directly towards the cost of education, they are likely to demand a greater say in the form and content

of educational service, and wants to ensure that the services are delivered efficiently i.e. increase in accountability.

Efficiency: Centralized and rigidly hierarchical systems often produce good educational outcomes at high unit costs. "According to Winkler (1994, as cited in Baganda, 2008, p. 21) this is related to: First, in a centralized education system the central government lacks the ability to administer education at the local level. Second, the cost of decision-making in a system in which every education matters have to be decided by the central decision-makers leads to high cost. Third, frequent application by nationwide standards to the entire country is possible at high cost. Decentralizing decision-making closer to service users and making the beneficiaries to participate in management and finance of education are maintained as a means to respond to these problems". With reference to this, Watt (2001, p. 16) "argues community involvement in education develops appreciation and understanding of the different roles and potentials of education and strengthens the community capacity to organize itself. This consequently helps to ensure that educational needs are accurately identified, accountability structures are enhanced, teachers attend school on time and teach the curriculum, school participation rates increase, and pupil achievement improves. Consequently, efficiency in education is improved.

Choice and competition: The rationales for offering parents and children educational alternatives are based on two distinct but related arguments. The first argument is that parents have a basic right to choose what form of education their child should take. The second argument is that subjecting education providers to market discipline by forcing them to compete for service users raises standards and improves efficiency. Watt maintains these arguments are subject of controversy as they raise the major issue of equity".

2.3 Challenges and Dilemmas in Decentralization of Educational Management

The rationales and outcomes of decentralization are tantalizing and conflicting (Saito, 2008; USAID, 2005). It is widely argued that efficiency and effectiveness are more likely to be achieved when decision-making is placed at the local level. However, localization of decision alone should not be considered as a panacea rather as a means to the ends provided that fundamental requirements that enhance the implementation process are fulfilled at the local

level. Otherwise devolving decisions and function to the local will not have advantage (Welsh & McGinn, 1999). The requisites to be available at the local level include effective local authority and autonomy, sufficient resource for localities, effective institutions of collective actions, accountability and transparency in operations (Olowu & Wunsch, 2004) these requisites are imperatives for the success of decentralization reform. However, they tend to be conflicting in practice (Saito, 2008, p. 10). Local autonomy increases independence and flexibility in decision and operation. However, when the required level of decision-making power is absent at the local level it affects the performance of the local governments (USAID, 2005). During the regional devolution in Ethiopia, woreda and sub-woreda governments had lacked the necessary power required for their local operations. This had constrained the local governments to perform their functions effectively and the implementation of decentralization had consumed higher than the expected level of government expenditure (BBO, 2006). According to a study conducted by Saito and Kato (2008, p. 93-111), in India, in Karnataka state the local level decentralization failed to achieve the intended outcomes due to lack of adequate resource and necessary power at the local level.

Likewise, in many Africa countries educational decentralization failed to yield the intended outcomes due to absence of real decision-making power and resource at the local levels (Winkler, 2005). Some notes that in many African countries decentralization was not able to promote local participation and achieve the intended goals because the reforms were little more than de-concentration of functions (Coppola et al., 2003). However, realization of improved local participation, efficiency and effectiveness in education needs devolution of fiscal, political and administrative power and functions to the local governments and their institution (Ibid). In other countries like Indonesia, due to the imbalance of these dimensions at the local level the decentralization reform become a costly reform and exceed the financing capacity of the country (Tikson, 2008, p. 45). Galshberg and Winkler (2003), in their study of educational decentralization in certain African countries including Ethiopia, observed local features like parents' illiteracy, fragile democracy, and less well developed banking system, to affect the success of educational decentralization.

There are other criticisms forwarded toward decentralization in education. It is claimed to serve as a means through which governments transfer the burden of educational finance and provision to parents and other local community (Bray, 2001; Châu, 1985; Taal, 1993). But it is imperative for a decentralization reform not only to be applied for increasing education resources and lessen state obligation, but should also be carried out to enhance democracy, efficiency, effectiveness and equity in education. This requires not only the transfer of resources to the local level, but also the strengthening of community, school and school management technical capacity and collaboration with community organization (Shaffer, 1994). Furthermore, it is advocated that decentralization empowers community and increase participation in local decision. Nonetheless, low political bargaining power and economic capacity will affect the active participation of the poor and minority groups in local matters pertaining to their concerns (Chapman, et al., 2002, p. 87).

Furthermore, in some places decentralization has worked out through centralization and in others decentralization has achieved results through local community initiatives to solve their own problems (Galshberg & Winkler, 2003). Regarding this, the educational decentralization had become successful through integration of local and central action. Nonetheless, it should be noted that, extreme centralization or decentralization is an impractical form of governance. Because extreme centralization leads to institutional congestion, inertia, low quality and high cost service while extreme decentralization leads to lose of coherence and raise issues of equity (Watt, 2001, p. 13). A study based on analysis of three education policy reforms titled "Power, participation and educational decentralization in South Africa" (Sayed, 1997, p. 25-38) led to the conclusions: First, stronger commitment to individual freedom in the form of parents as consumers may actually limit the freedom of others and perhaps contradicts the principle of equality and justice which are central to the existence of democracy. Second, strong commitment to state control could not lead to the deepening of democracy. And third, commitment to strong central control and strong form of participation may lead to impractical and unmanageable system of governance.

In light of the challenges and dilemmas, community-state partnership is thought to increase community participation and improve school performance. Lyons, (1985, p. 86) proposes a centralization in a decentralized planning system which he calls “de-concentration” meant that the center retains the main elements of strategic control of the system that are the subject of national interest, but widens the scope of planning, decision-making and control at the local and/or other sub-national levels of the system and at the same time improving the quality of communication between center and periphery - that a combination of strategies is supposed to give positive outcomes.

From this discussion it can be understood that there is no single blue print for implementation of decentralization that will increase efficiency and effectiveness of education. Some urge best practices, anecdotal and evaluative, growing out of educational decentralization reforms, majorly from Latin American countries and Eastern European countries (Galshberg & Winkler, 2003, p.2-3). On the other hand, Welsh and McGinn (1999, p. 58) urges “a strategic approach is to be preferred over ‘best practices’ approach. The number of effective combinations of decision is large; there are many ways to improve education. Consequently, decision-makers and managers do not maintain a single strategy over time, but instead can vary where decisions are made according to the current situation of the organization. A strategic approach would define the principle that guide choice in situations, rather than specify the fixed structural changes to make.” Continue

2.4 Forms of Community Participation in School Management

School is not the only place where a child is equipped with skills and knowledge. Thus, community participation in education comprises not only what parents and other community members formally do in school but also informal forms including the wider society support in child upbringing and socializing before and after enrollment in school and efforts community make to improve teachers life (Uemura, 1999).

It is possible to find different forms of community support for schools in the literature. Swift-Morgan (2006, p. 339-368) 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.

2.5 Community Participation in School Management

Different Scholars in the field of education define school management as a social processes for instance, Kenexevich, (1975, p. 12) has defined school management as a social processes concerned with identifying, maintain, stimulating, unifying formally organized human and material resources with an integrated system designed to accomplish predetermined objectives furthermore, Orlosky and others explain that school management as follow, at the simplest level, school administration can be explained as a processes that includes planning, deciding, implementing and assessing results and preplanning (Orlosky et al, 1984, p. 4).

Thus, from the above definitions we can conclude that school management is leadership that initiates individuals and group of people to higher purpose and greater efforts which help them to see their own responsibilities and commitments in a cooperative manner.

Regarding this issue Chamberlin (1966, p. 346-7) states that:

School management is a cooperating activity or service of activities through which the aims of the school and the means of their achievement are developed and placed in to operation. This involves working closely with people.

This shows that, school management is not a one part activity in achieving organizational goals: it rather requires the participation of all parties in that organization.

Participation is the association with others with special rights and obligations. It is the involvement of subordinates in some ways in the decision making processes either they are consulted individually or in a group by their leader.

Moreover, participation encourages people to direct their creative energies towards organizational goal achievement and gives them some voice in decision making that affects them. In this connection Zaudneh, (1987, p. 10) says that, participation has a potential force for raising productivity, good thinking, higher moral, through participation in various roles individuals develop knowledge, skill and values that are expected of them.

The government of Ethiopia (1994) states that school management is decentralized and the management of schools will be participatory and democratic. Thus, the participation of the community is encouraged one of the rationale for community involvement in school management through decentralization approach is to empower the community members in decision making and to develop sense of belongingness on the parts of the community on affairs pertaining to the school system. Achieving quality education and provision of appropriate education to the citizen are realized through active community participation.

Participation in school management may include resource mobilization as well. The goals of the education sector development program cannot be achieved within the limited resources of the government (MoE, 2002). Moreover, active participation of the community in school management is helpful identifying the root causes of the major problems that the education system faced in addressing access and quality education. Shaeffer (1994) maintains that issues like curriculum development, managing resources, sponsoring co-curricular, providing consultancy service etc could be addressed by involving the community meaningfully managing schools. In contrast to the earlier policies the current education and training policy has decided to decentralize the education sector with two major objectives: devolution and decentralization (Yodet, et, al, 2005). Devolution (giving away of responsibility and authority to the local people to enable the community to be involved in managing schools) the devolution of operational planning, budget allocation and control. This will lessen the burden of responsibility from the government while building capacity at lower levels. Local people are a better position to guide the integration of the school with the community participation at lower level will spread among the community awareness of their own capacity to solve problem they face as well as motivate locale people towards self-mobilization. In the second place, a decentralized education management system will encourage community participation in decision-making and enhance accountability at lower level. Lower level management is also significance to make efficient use of local capacity and resource while increasing relevance by encouraging flexibility.

Community participation is considered as an end in itself as a democratic right and a means to the achievement of suitable development and poverty alleviation Stiglitz, (1997). As a means of to an end, community participation in education is seen as a way to increase resources, improve accountability of schools to the community they serve, ensure a more cost effective use of resources and, importantly, be responsive to local needs. As a result, community participation enables improve equitable, access, retention, quality and performance of schools (UNESCO, 2003).

Community participation in school management is likely ensured through their representative. Community education committees, such as, parent teacher association (PTA) and kebele education and training board (KETB) are two of the major ones which are established to ensure real involvement in school management.

It should be; however, noted that the representation of the community in school affairs by PTA, KETB, or the other community representatives does not guarantee active participation. To make meaningful community participation in school management, community through their representatives have to go the extent to involve actively in planning, budgeting, monitoring and evaluating, mobilizing (the entire community) as well as in decision-making activities on issues relevant to school effectiveness. To address this needs countries set up community education committees and established guidelines and directives.

2.5.1 Community Participation in Planning

Planning is " a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optimal means" (Sarthory, 1974, p. 9). Planning is, therefore essential to see the future, see possible problems ahead and make provision on time (Forojalla, 1993, p. 39). Education planning on the other hand, is the process of educational development with the aim of making education more effective and efficient in terms of responding to the needs and goals of students (Musazzi, 1982, p. 119).

At school level the principal is responsible to plan all activities to be implemented throughout the year. However, the principal should involve management committees, and PTA by convene meetings and holding discussion and arriving at the decision for implementation (Mohanty, 1990, p. 30).

2.5.2 Community Participation in Decision Making

One of the areas that the schools need to participate the community is decision making. It is a selection of a course of action among alternatives; which can be taken by individual principal or by participating other concerned (Weihrica and Koonth, 1993, p. 198)

The community wants to become involved and want to know the rationale before school decisions are made parents and community member become offended if the school arbitrarily makes decisions that directly affect them (Bagin and Donald, 2001, p. 145).

Therefore, the school principal has to participate the community in areas that concern them. Community participation in decision making serves as a political model as well as a strategy for tapping additional local resource for education (Kennedy, 1979, p. 19).

2.5.3 Community Participation in Resource Management

The school is a social institution created to serve the community. To run the school effectively, financial, material and human resources are very important. Education is an expensive endeavor that requires a largest share of a countries resources. Resources are, however, always scarce. On the other hand, population changes and the demand for education go up and cost of education rises from time to time. Due to this, educational system in many countries is caught in a financial shortage; their further expansion was hampered by inadequate funding (UNESCO, 1988, P. 89-90). This calls the participation of community in financing the education system that is beyond the capacity of the government (Coombs, 1985, p. 138). According to UNESCO (1985, p. 24). The participation of the community in financing schools takes there forms (monetary contribution), contribution in kind and in the form of free labor. To run the school effectively, the use of these resources should be managed effectively, both by the school as well as the community. This is because the

availability of finance and resource by itself does not bring any attainment of quality of education without efficient use through appropriate financial management.

2.5.4 Community Participation in Monitoring and Evaluation

Successful school improvement is linked to systematically planned and executed monitoring and evaluation process and financial outcomes (Stoll and Fink, 1996, p. 53). Monitoring in this case is the continuous or periodic process to review and gather information by management about an activity or program on a continuing and systematic basis to ensure that action are implemented according to plan (Aspin Wall and et. al, 1992, p. 48).

The purpose of monitoring, therefore is to achieve effective and efficient performance by providing feedback to management. This enables to improve operational plans and take timely measures in case of short falls constraints. Therefore, it has to be conducted by responsible body (Stoll and Fink, 1996, p. 54).

On the other hand, evaluation is a process for determining systematically and objectively, the relevance, efficiency, effectiveness and impacts of an activities in the light of their objectives (Aspin Wall and et. al, 1992, p. 50). The representatives of the community who are accountable to the people who elect them to participate in monitoring and evaluation are the school committee/board and PTA (Robore, 1985, p. 24).

2.6 Areas of Community Participation in School Management

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 (Ibid). 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 defines 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” (MoE, 1998, p. 14). This was intended to increase wider sensitization, awareness and inclusiveness in development efforts, efficiency in implementation, local capacity building, and assurance of sustainability (Ibid). 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 Oromia Region communities are supposed to participate in eight aspects of education:

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 ... etc.

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 control of performance of headmasters, encouraging and making student to concentrate on their academics ...etc.

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 Factors Affecting Community Support in School Management

In the literature it is possible to find many factors that could affect community participation in educational management. The level of community participation attainable at any given time is affected by economic conditions of community, existing political and institutional arrangements, and social and cultural condition (Adam, 2005; Shaeffer, 1994). Shaeffer (1992, as cited in Uemura, 1999, p. 10) in his attempt to find factors that affect community participation in formal education, he observed community participation to be lower in socially and economically marginal populations. In these segment of the society, Shaeffer had investigated fewer appreciation of the overall objective of education, a mismatch of what they expect schools to be and what the schools were doing, a thinking that provision and management of education is the task of the state, and lack of knowledge of the structure, functions and constraints of school as well as the realization that collecting the benefit of better education takes long time.

The existing institutional arrangement is another factor that affects community support for educational management. Decentralization is the major condition that is supposed to increase participation but not all stakeholders in education accept and participate at an equal level (Welsh & McGinn, 1999). In decentralization of education resistances from teachers are often cited for obstructing community participation in educational management. Teachers expect that community participation in schools will increase accountability and control on them, and lose freedom if the community gains power over school decisions (Uemura, 1999). On the other hand, Uemura argues that all parents do not get involved in education because parents have different understanding about schools and consequently they could think that they have no control over school, may not want to talk to and interfere into teachers business. The cost and benefit of supporting education is another detrimental factor for community participation

in education. When the cost of supporting schools outweigh the benefits of education, it is unlikely for community to participation to advance (Uemura, 1999; Watt, 2001).

Another challenge related to institutional arrangement is weakness that could happen on the part of school management committee due to lack of incentive for the service they render for a school. Concerning this factor, Aviner (1980, p. 125) argues that members of school management committee most likely develop apathy, lose commitment and/or become half hearted over time because of lack of incentive for coordinating community participation which Aviner characterized it as time consuming and energy draining.

Shaeffer (1994, p. 25-27) on his part submit other factors that affect achieving higher level of participation in participator approach to development in general and in education in particular. These includes: heterogeneity of community; capacity to afford cost of participation required in participatory development and collaboration activities; the need for new and complex managerial and supervisory skills, attitudes, and behaviors; conflict of interest between goals of participation and political agenda; individual and institutional inability and resistance to accept the change and administrative obstacles.

2.8 Approach to Community Participation in Educational Management

Higher level of community participation is an evolutionary process that goes up from the lower level of participation to higher level with different speed and outcome at various level of governance (Shaeffer, 1994). Participating communities vary from place to place; nevertheless, they have some shared features (Reid, 2000): First, many peoples in the community are involved and not just an elite. Second, involvement is open for all groups, responsibilities are shared within the community, and ideas and talents are treated equally. Third, activities are carried out openly and publicized widely so that everyone gets informed. Fourth, all individuals are welcomed regardless of color, age, race, past membership, level of education, occupation, personal reputation...etc. Besides, the members do not sit passively and wait for others to take the initiative; rather everybody involves and provides their support. Fifth, citizens are encouraged to offer or contribute their best for a common good. Finally, the communities operate with an open minded; they are not externally influenced by anybody;

and leaders do not champion their own personal interest rather they focus on high quality democratic decision-making process.

Certain minimum requirements must be in place for transformation to such a good practice. These fundamentals include collaboration and partnership with different actors in development and the encouragement of new norms, creation of new mechanisms and strategies, and developing new knowledge, skill, and attitude (Shaeffer, 1994). According to Shaeffer, establishing three supplementary conditions leads to transformation in higher level of community participation. These are discussed in the next paragraphs based on Shaeffer (1994).

First, transformation into higher level of community participation requires developing social, political and cultural norms. This again requires: a) openness and adaptability of individuals and institutions i.e. the national political and cultural environment, education system and school openness and adaptability to change, to ideas, to the outside world and to new ways of doing things. b) A consistent system wide commitment and support to collaboration, participation and partnership especially of community, and c) Greater professional and social autonomy and empowerment both down to lower level of a system, especially at the school level and out to other actors, at the community level.

The second condition that leads to transformation into good practice of community participation is developing mechanism for collaborative structure and organizations. This could be possible: a) when the norms developed for individual and institutional are accepted at all level of the bureaucracy. b) When there is government intervention and support, adaptive and flexible hybrid, and existence of understandable objectives and shared vision of a program at hand, and clear, systematic and consistent guidelines concerning participation and collaboration. c) When there is horizontal relationship within and between bureaucracy and different actors at all levels in the educational system. Certain factors need precaution as they could affect the benefits that could be realizable from collaboration with different stakeholder. These include, individual and institutional jealousies; competition over scarce government resources and external funding; the desire to develop once own innovation; and

differences in the professional languages spoken - language of the researcher and the policy maker.

The third condition that could lead to transformation into good practice of community participation is setting policy, procedures and guidelines at both national and provincial level. This requires: a) setting policy and guideline for directing the functions and responsibilities of school management committees and communities and this could enhance collaboration at micro level of educational system. These committees play the role of building collaboration and partnership within and across schools; between students, parent, other communities and the school; and between communities and/ or among the wider society. b) Setting specific legislation, policies, procedures, and guidelines relating to the function and responsibilities of organization at the provincial and national levels to enhance collaboration at the micro level.

Lastly, transformation in to good practice of community participation needs changing knowledge, attitude, skill and behaviors. This could be enhanced through providing training that can produce new capacities, roles and values focusing on developing the basic norms that contribute to greater collaboration with different actors internal and external to school as well as developing the ability to focus on both the inputs and outputs.

2.9 Effects of Community Participation in School Management

There are strong claims that community participation can lead to improved school performance (Bray, 2001; Muskin, 1999; Shaeffer, 1994; Watt, 2001). Many educators who have worked in the field of community participation have analyzed and illustrated increase in school performance from different settings. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaeffer, 1994). Despite this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education (Shaeffer, 1994).

There are some prominent community-state partnership experiences, one of which is the Escuela Nueva (New School) program in Colombia (Colbert, 2009, p. 1-8). The program is government initiated student centered multi-grade teaching program for rural children.

Parents, teachers and the community are the real actors in educational management. The model is known for achieving both positive quantitative and qualitative results. The program improved student active learning and study habit, reduced student repetition and dropout rates. It has also improved self-esteem, democratic and civic behavior. Students under the program achieved high scores in language and mathematics in the third and fifth grades. Later this program has been reproduced at national level and in to other countries including Latin American and some African countries with a careful study, planning, implementation, management and monitoring.

Other writers submit their evidence and explanation regarding the effects of community participation in educational management. Bray (2001) notes that community participation increase sense community ownership and a better understanding of the true nature of the educational problems facing a country. He states that community participation contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing equity. Similarly, Uemura (1999) submits that community participation in education ensures optimization of the use of limited resources; development of relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realization of democracy; and improvement of accountability.

The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational resources, increasing enrollment, and improving equity (Muskin, 1999; Swift-Morgan, 2006). In the target areas of this study, however, there are no prior studies that have been conducted to trace past effects and challenges of community participation in educational management.

CHAPTER THREE: THE RESEARCH DESIGN AND METHODOLOGY

This chapter covers the method of the study, the source of data, the sample size and sampling techniques, the instrument of data collection and procedure of data analysis.

3.1 The Research Methodology

The purpose of this study was to explore the status, roles and challenges of community participation in school management and the perception of members of the association. To this effect, a descriptive survey design with a mixed method of data collection and analysis employed to conduct this study. This method enabled the researcher to gather data from PTA members, department heads and student councils on the status, challenges and roles of community participation and it enables to draw conclusion based on the facts obtained from respondents. Kumar, (1996) states that, descriptive survey is concerned with the systematic assessment of a situation, practices, problems, phenomena, and programs.

3.2 Sources of Data

Table: 1 Name of schools and number of sample respondents

Type of sample respondents	Name of schools and sample size			Total respondents
	Shashemene sec. school	Millennium sec. school	Kuyera sec. school	
PTA members	7	7	7	21
Department heads	10	9	9	28
Student councils	2	2	2	6
Unit leaders	2	2	2	6
Community members	5	4	4	13
KETB members	1	1	1	3
CAEO head	-	-	-	1
Principals	1	1	1	3
Total	28	26	26	81

The subjects of the study were some selected governmental secondary school PTA members, department heads and student councils. The study uses primary and secondary source of data. Primary data sources were Secondary school PTA members, department heads and student councils, unit leaders, KETB members, community members and City Administration education office head. The secondary data were collected from documents, manuals, PTA meeting minutes and files.

3.3 Sample and Sampling Techniques

Shashemene City Administration has 6 government secondary schools. From these total, 3(50%) secondary schools were selected on the basis of simple random sampling technique that was used to give equal chances for the selected samples. In the selected sample schools there were about 21 PTA members, 28 department heads and 6 student councils were found. They were taken as whole, 55(100%) by using purposive sampling that is why they are believed to be “information rich” more than anybody concerning the overall district level and school level community participation activity respectively. In addition to this , from each selected three schools 2 unit leaders totally 6(100%) was participated in the focus group were selected using available sampling technique because all of them are found in the school and 3 KETB members were selected using purposive sampling techniques because information richness. While, 13 community members are randomly selected by using lottery sampling techniques because to give equal chance. On the other hand, semi- structured interviews were conducted to obtain relevant and exact information, and authoritative views from 1 City Administration education office head and 3 school principals, were selected using purposive sampling techniques.

3.4 Data Collection Instruments

To collect both quantitative and qualitative data relevant to the study, the instruments were employed with different groups of respondents.

I. Questionnaire

A questionnaire consisting of two parts based on the information obtained from the review of related literature was prepared and administered to participants.

The first part of questionnaires inquired general information and characteristics related to the respondents' backgrounds. Altogether, the first part contained different points that serve as independent variables that identify sex, age, marital status, educational level and occupation which have no direct relation with the study. The second part consisted of 54 scale type close-ended items and 8 open ended items all of which are meant to elicit responses from the sample schools relating to their opinion about the status, challenges and roles of community/PTA activities and encountered while trying to discharge their responsibilities as part of school management. Each of the 54 close ended items was rated over five point Likert-type scale ranging from strongly disagree (1 point) to strongly agree (5 points). Sometimes the scale ranged from very low (1 point) to very high (5 points) depending on the nature of items. The overall items in the questionnaires were categorized into four subscales which measured current accomplishment, areas of community participation, contributions made so far as well as factors affecting the participation of community and their representatives.

II. Interview

Semi-structured interview was the main data collection instrument for this study. According to Bryman (2008, p. 699), a qualitative interview refers to a process in which "the interviewer has a series of mostly general questions that are in the general form of an interview guide but in which the interviewer is able to vary the sequence as well as ask further questions in response to what are seen as significant replies". Interviews serve to get insight into things that cannot be observed directly such as people's experience, knowledge, feeling, attitude, perspectives, activities that happened in at some point of time, how people organize and define their activities or the world through questioning them (Patton, 2002).

A semi-structured interview is used based on the above arguments in order to get perspectives of people to develop understanding of the issue at hand with the required level of flexibility. This attribute has helped the interviewer to change the sequence of questions and to be curious about things not fully understood on previous interviews. The face-to-face interaction has helped to get into both verbal and non-verbal communication - through reading the interviewee's non-verbal expressions. It has also provided the opportunity to ask and get clarifications for questions depending on the interviewee's interest to add more explanation. At

both the City Administration and school level, interviews guides were prepared before the interviews were conducted. The interview sessions were tape recorded.

III. Focus Group Discussion

Focus group discussion was the other data collection instrument used for data collection. The participants of focus group discussion were 13 household heads and 3 KETBs members were organized and discussed together and also the 6 unit leader teachers were discussed together. The FGD was used with the expectation that when people are questioned in-group they will bring idea that they think important and significant, argue on it, clarify it, modify it and they may challenge each other. This creates advantageous to get factual understanding of issues and to filter incorrect ideas from the focus group discussion. The FGD were intended to get understanding of how community participates and view their participation in educational management, to probe their knowledge and perspectives for holding a certain views and to enhance community participation in educational management. The FGD were conducted based on guides prepared before the session and the views were tape recorded. In addition, short notes were usually taken while the discussion to get into none verbal expressions and for memorizing views that needs further explanation.

IV. Document Analysis

This guide consisted of 9 items which guided the attention of data collection during document analysis (see Appendix K). The guide consists of items, which focus on the availability of PTA work plan, training manuals, meeting minutes, work procedures, periodic activity.

Pilot Testing of the Instruments

The questionnaire was administered to 8 PTA members, 2 student councils and 10 department heads working in SHCA Preparatory School purposively, just to see if the instrument works well. It administered to the same respondents twice with an interval of 1 week to check its reliability. Split halve formula was applied to calculate the reliability coefficient of the questionnaire. The correlation between the scores of the first and second administration showed which was high. Therefore, the researcher decided to use the questionnaire for actual data collection because it was reliable. The clarity and relatedness of questionnaire checked

by first presenting the draft to friends, colleagues and other people working in the field of educational leadership. Finally, the questionnaire presented to the pilot study participant.

3.5 Data Gathering Procedures

Questionnaires were distributed for department heads and student councils those who were able to read and understand English. So that the questionnaire which was developed in English was translated in to Afan Oromo and then it was distributed for PTA members. Continuous follow up was conducted to facilitate the feedback and to solve problem confronted on the process of filling the questionnaires. These questionnaires were collected by cooperated from school principals.

In addition to the data obtained through questionnaire, face- to- face semi- structured interview prepared for City Administration education office head and school principals were also conducted by the researcher himself. And also FGD were conducted with KETB members, community members and unit leaders.

3.6 Methods of Data Analysis

After the questionnaires were returned, the data collected through questionnaire was tabulated and the frequency count was calculated in to percentages, mean values and average mean for analyzing the data. This is because; the research questions were answered through describing the situation using percentage, frequency and mean values. Finally, the summary of the findings, conclusions and recommendations were made from the results of the survey.

Data collected through interview, FGD and open ended questions of the questionnaire were transcribed and categorized under the questions or theme.

Finally, based on the data analysis and interpretations that was made to reach on findings, conclusions and possible recommendations were given in the next chapter.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation and analysis of data obtained from school PTA members, Department heads, and Student councils through questionnaires, interviews conducted to school principals and CAEO head, focus group discussion were also conducted with unit leaders, KETB and community members, and document analysis was conducted.

4.1 Characteristics of Respondents

As indicated earlier, the respondents of this study were PTA members, department heads and student councils of the selected Government secondary schools of Shashemene City Administration of Oromia Region. Total respondents participate on the study was 55 which were made up of 21 PTA members, 28 department heads and 6 student councils. In general out of the total sample respondents which was conducted on the study 52(94.54%) of respondents filled and returned the questionnaires properly except 1 PTA member and 2 department heads. 6 unit leaders 3 KETB members and 13 community members also successfully participate on the focus group discussion and 1 CAEO head and 3 principals held the interview.

Table:2 Schools, number and types of sample respondents participated on questionnaire

Name of Schools	Number of sample		
	PTA members	Department heads	Student councils
Shashemene secondary school	7	10	2
Millennium secondary school	7	9	2
Kuyera secondary school	7	9	2
Total	21	28	6

4.1.1 Descriptions of Respondents' Characteristics by Sex, Age and Marital Status

Table: 3 Descriptions of respondents' characteristics by sex, age and marital status

No	Type of respondents					
			PTA members	Department heads	Student councils	Total
1	Sex	Male	15	20	4	39
		Female	5	6	2	13
		Total	20	26	6	52
2	Age	≤20 yrs	-	-	6	6
		21-30 yrs	2	6	-	8
		31-40 yrs	10	14	-	24
		≥41 yrs	8	6	-	14
		Total	20	26	6	52
3	Marital status	Married	14	15	-	29
		Single	6	11	6	23
		Others	-	-	-	-
		Total	20	26	6	52

Based on the responses obtained from the respondents, the characteristic of the study groups presented in terms of sex, age, marital status, educational level, work experience and occupation. These characteristics exhibited in table 3 and 4.

As can be seen from table 3 of item1, 15(75%) of PTA members, 20(76.92%) department heads and 4(73.33%) of student councils were male respondents. However, female respondents were accounted only 5(25%) of PTA members, 6(23.08) department heads and 2(26.67%) of student councils respectively. The above data reveals that women's involvement in different school management positions were low as compared to their male counterparts. The low proportion of females participation in management of schools might be due to male dominance.

In the same table item 2, indicated that the age distribution of the respondents in the study. The data shows that age range of the respondents fall on almost all level of ages, and this implies that the composition might play a decisive role to address the needs of the school community in managing their schools through commitment and experience sharing each other.

Item 3 of table 3, depicted about the marital status of the respondents. Accordingly, 14(70%) of PTA members and 15(57.69%) of department heads and none of student councils were married. This accounts 29(55.76%) of the total respondents. This indicated that almost half of the PTA members and department heads had family commitment. This might indicates that PTA members and department heads had interest on child learning and school leadership. Therefore, the PTA members and Department heads expected to increase their participation in roles of school management actively through providing convenient time, place and training opportunities.

4.1.2 Descriptions of Respondents' Characteristics by Educational Level, Work Experience and Occupation

Table: 4 Descriptions of respondents' characteristics by educational level, work experience and occupation

No			Type of respondents			
			PTA members	Department heads	Student councils	Total
1	Educational level	Illiterate	-	-	-	-
		1 - 4 grade	2	-	-	2
		5 - 8 grade	3	-	-	3
		9 - 12 grade	7	-	6	13
		TTI	-	-	-	-
		Diploma	-	-	-	-
		First degree	8	22	-	30
		Masters	-	4	-	4
		Total	20	26	6	52
2	Work experience	≤ 5 yrs	-	-	6	6
		6 - 15yrs	5	7	-	12
		16 - 25yrs	6	9	-	15
		≥ 26 yrs	9	10	-	19
		Total	20	26	6	52
3	Occupation	Farmers	7	-	-	7
		Merchant	5	-	-	5
		Teachers	8	26	-	34
		Students	-	-	6	6
		Others	-	-	-	-
		Total	20	26	6	52

Concerning educational level, the data in table 4 of item 1 revealed that:- of the total respondents 4(7.69%) Department heads were second degree holder, and 8(15.38%) PTA members, 22(42.30%) Department heads were first degree holders. Whereas, 2(3.84%) of PTA members were grade 1 – 4 and 3(5.76%) of PTA members were grade 5 – 8, while 7(13.46%) of PTA members and 6(11.53%) of Student councils respectively were grade 9-12.

From the above analysis, it is possible to understand that PTA members could enable read and write properly, so they could understand their responsibilities from different manuals and directions besides providing training programs to build their capacity that enable them play major roles actively in school management.

In the same table item 2, indicated that the work experience of the respondents in the study. The data shows that work experience range of the respondents fall on almost all levels, and this implies that the composition might play a decisive role to address the needs of the school community in managing their schools through commitment and experience sharing each other.

Item 3 of table 4, presented about occupational status of the respondents. Accordingly, 7(13.46%) PTA members were farmers while 5(9.61%) of them respectively were merchants. Moreover, 8(15.38%) of PTA members and 26(50%) Department heads were respectively teachers, while 6(11.53%) of Student councils were students.

Thus, it would be possible to assume that decision-making and other school improvement programs for PTA members would be easy if these working forces were committed. Furthermore, the majority of respondents about 40(76.92%) were teachers, and students. Therefore, they are assumed to have better understanding about teaching-learning process rather than the farmers and merchants. Therefore, their help may change the other members' attitude to enhance community participation in education.

4.2 PTA Roles in Management of Secondary Schools

4.2.1 Response on the Current Status of PTA Roles in School Management

Table: 5 Response on the current status of PTA participation

No	Item	Category	Response of PTA roles						WM
			PTA members		Dept. heads		Student councils		
			No	%	No	%	No	%	
1	Build consensus about school goals and priorities	SA	6	30	14	53.84	2	33.33	
		A	11	55	10	38.46	3	50	
		UD	3	15	2	7.69	1	16.66	
		D	-	-	-	-	-	-	
		SD	-	-	-	-	-	-	
		Total	20	100	26	100	6	100	
	Mean scores		4.15		4.46		4.16		4.31
2	Strengthen parent, teacher and student Relation	SA	3	15	4	15.38	-	-	
		A	7	35	8	30.76	3	50	
		UD	4	20	5	19.23	2	33.33	
		D	6	30	9	34.61	1	16.66	
		SD	-	-	-	-	-	-	
		Total	20	100	26	100	6	100	
	Mean scores		3.35		3.27		3.33		3.31
3	Make sure that principals and teachers are discharging their duties and responsibilities properly	SA	10	50	12	46.15	2	33.33	
		A	6	30	9	34.61	2	33.33	
		UD	3	15	3	11.53	-	-	
		D	1	5	2	7.69	1	16.66	
		SD	-	-	-	-	1	16.66	
		Total	20	100	26	100	6	100	
	Mean scores		4.25		4.19		3.5		4.13
4	Advice all students using parents day to disseminate about what dos and don'ts in school quarterly	SA	8	40	10	38.46	2	33.33	
		A	9	45	11	42.30	3	50	
		UD	3	15	3	11.53	1	16.66	
		D	-	-	2	7.69	-	-	
		SD	-	-	-	-	-	-	
		Total	20	100	26	100	6	100	
	Mean scores		4.25		4.11		4.17		4.17
5	Create conducive environment for effective teaching learning process	SA	12	60	5	19.23	1	16.67	
		A	3	15	11	42.31	3	50	
		UD	2	10	5	19.23	1	16.67	
		D	3	15	5	19.23	1	16.66	
		SD	-	-	-	-	-	-	
		Total	20	100	26	100	6	100	
	Mean scores		4.2		3.62		3.67		3.85

As it is shown on table 5 and 6, some statements were listed about the current status of PTA participation in school management. Then, PTA members, Department heads and Student councils were asked to rate those statements based on their level of agreement by using 5 rating scales, like Strongly Agree(SA), Agree(A), Undecided(UD), Disagree(DA) and Strongly Disagree(SD). However, these are scales condensed in to Agree (A), Undecided (UD) and Disagree (DA) to analyze the data presented on the tables. On the other hand, the mean scores and weighted means from the data analysis interpreted as follows: above moderate or high (> 3), moderate value ($= 3$), and below moderate value or low (< 3).

As it could be observed from the above table (table 5 of item 1), respondents were requested to rate level of consensus that built about school goals and responsibilities. Thus, the majority of the respondents about 46(88.46%) were highly agreed and agreed on the stated item while 6(11.53%) of respondents moderate. Moreover, the mean score of the most groups were above moderate value. Therefore, depends on the above analysis, it is possible to conclude that PTA members were built consensus about school goals and priorities.

In relation to item 2 of table 5, the respondents were requested to rate the level of their agreement on PTA status on strengthening parents and teachers' relation. Accordingly, 25(48.07%) of the total respondents rated agree while 16(30.76%) of them opposed the idea. The mean scores of PTA, principal, vice principals, teacher, student and parents responses were 3.35, 3.27, and 3.33 respectively; with the weighted mean score of 3.31. This indicated that the agreement level of the total respondents were moderate. From the above analysis, it is possible to understand that the PTA status on strengthening parents and teachers relation were satisfactory. However, this implies that the PTA is required to make more effort on promoting the relationship between the stakeholders since it is basic elements for progressing teaching learning process.

Regarding table 5 of item 3, also illustrates that the role that was played by PTA currently on making sure whether principals and teachers are discharging their responsibilities properly or not. Thus, the majority of the respondents about 41(78.84%) agreed on the stated item while 5(9.61%) of the respondents were disagreed. Moreover, the mean score and mean value of the most groups were above moderate value($x>3$). Therefore, depends on the above analysis, it is

possible to conclude that PTA current status were above moderate value. This indicated that the respondents agreed that PTA had a program to check or evaluate whether principals and teachers discharging their duties and responsibilities in schools.

As depicted in item 4 table 5, a considerable number 43(82.69%) of the respondents agreed that PTA members advice all students by using parents day or other ways to disseminate their school rules and regulations quarterly. However, 2(3.84%) of respondents rejected the idea. Moreover, the weighted mean of the three groups rated 4.17. From the above discussion, it can be conclude that the agreement level of the majority of respondents indicated that the PTA current status on this item was above the moderate value. This indicates that PTA members are actively advice all students by disseminate the rules and regulations of their schools in better way.

Under item 5 of the same table, the respondents asked to show their level of agreement on participation of PTA in creating conducive school environment for effective teaching-learning process and parents' participation in school management. The existence of favorable school environment for participation of parents is the primary thing to have meaningful participation in school management (UNESCO, 1985:45). Accordingly, 35(67.30%) of the respondents agreed while 9(17.30%) disagreed on the stated item. Moreover, the weighted mean score of this item rated 3.85 (above moderate). This implies that the majority of the respondents perceived as the PTA current status on the stated item positively.

Responses to the interview questions also indicated that the participation of PTA was positive. Therefore, as to create conducive school environment for teaching-learning process, the principals, CAEO heads, and focus group discussion indicated that PTA participation in school works and support was improving and increase resources and efficiency in their use. For instance, community contribute in terms of money, built new and additional class rooms, laboratories, libraries, latrines, rehabilitating old buildings, and harvesting farms, providing references and increasing safety and security of school particularly for girls to make feel them free and comfort.

Table: 6 Responses on the current status of PTA participation

No	Item	Category	Response of PTA roles						WM
			PTA members		Dept. heads		Student councils		
			No	%	No	%	No	%	
1	Motivate model teachers, parents and students through providing different kinds of rewards	SA	8	40	5	19.23	2	33.33	
		A	9	45	12	46.15	2	33.33	
		UD	3	15	5	19.23	1	16.66	
		D	-	-	4	15.38	1	16.66	
		SD	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean scores		4.25		3.69		3.83		3.92
2	Create awareness, motivate and convince the community for participation	SA	8	40	12	46.15	1	16.66	
		A	6	30	5	19.23	3	50	
		UD	4	20	7	26.92	1	16.66	
		D	2	10	1	3.84	1	16.66	
		SD	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean scores		4		3.96		3.66		3.94
3	Supervise any type of construction	SA	8	40	8	30.76	1	16.66	
		A	9	45	10	38.46	2	33.33	
		UD	-	-	5	19.23	2	33.33	
		D	3	15	3	11.53	1	16.66	
		SD	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean scores		4.1		3.88		3.5		3.92
4	To what extent do you agree that PTA is accountable to parent teacher and student conference	VH	2	10	9	34.61	1	16.66	
		H	7	35	8	30.76	3	50	
		M	8	40	9	34.61	2	33.33	
		L	2	10	-	-	-	-	
		VL	1	5	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean scores		3.35		4		3.83		3.73
5	To what extent do the principal encourage PTA through sharing leadership and decision-making in school programs	VH	7	35	7	26.92	2	33.33	
		H	6	30	12	46.15	2	33.33	
		M	7	35	7	26.92	2	33.33	
		L	-	-	-	-	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean scores		4		4		4		4

As it could be observed from the above table 6 of item 1, the respondents were requested to reveal their agreement level of current status of PTA in school activities such as motivating model teachers, parents and students through providing different kinds of rewards. Accordingly, a considerable number of 38(73.07%) respondents agreed that PTA members were motivate model teachers, principals, students and parents through providing different kinds of rewards. However, 5(9.61%) of respondents disagreed. Moreover, the weighted mean of the five groups rated 3.92. From the above presented and analyzed data, it is possible to interpret that PTA current status on motivating the model teachers, parents and students through providing different kinds of rewards were above moderate level or high.

As presented in the above table (item 2 of table 6) concerning create awareness, motivate and convince the community for participation in school management the respondents were revealed a considerable number of 35(67.30%) responses agreed that PTA members create awareness, motivate and convince the community for participation in school management. From the above presented and analyzed data, it is possible to interpret that PTA members create awareness, motivate and convince the community for participation in school management.

From the focus group discussion conducted, local communities mobilized and organize to participate in development activities in their localities willingly without obligatory rules and enforcement mechanism based on their interest, understanding and belief, schools tell community this and that problem and the assembly decide the level of participation voluntarily.

In item 3 of table 6, illustrated that the roles were played by PTA members in supervising any type of construction in the school was perceived by 38(73.07%) of the respondents were agreed. The weighted mean for this item was indicated 3.92. This indicated that the majority of the respondents perceived that the current status of PTA in this item was accepted and actively participate in supervising any type of construction.

Regarding item 4 of table 6, the respondents indicated the level of their agreement on whether PTA is accountable to parent-teacher conference (assembly) or not. Accordingly, the majority of the respondents responded above the moderate level. This accounts the total sum of 30(57.69%) respondents. The weighted mean for the three groups of respondents found to be 3.73(above moderate). This assured that PTA accountability applied for the assembly of parent-teacher.

From the interviews conducted, also accepted positively by the interviewees. They suggested that since PTA governed under umbrella of parent-teacher assembly, evaluated to indicate the strong and weak side of PTA and obliged to present reports about the whole activity of the school to the assembly. They claimed also if the members of the PTA were not committed, the assembly has a mandate to replace them by new members. Therefore, this all indicated that PTA was accountable for this body.

In item 5 of table 6, the respondents requested to show their views on the extent of principals' encouragement and support to PTA through sharing leadership and decision making in school. Accordingly, of the total respondents 36(69.23%) were agreed and 16(30.76%) respectively rated medium. However, the level of encouragement and supporting the PTA members were still need continuous effort in order to participate actively in management and decision making of school improvement.

From the above discussion, it can be concluded that the level of encouragements and supports provided by the principals in empowering PTA were medium. Therefore, the principals should invite PTA in main decision-making activities to enhance transparency among all stakeholders and to create.

Table: 7 Responses on governance position of PTA, the application of decentralization, representation and creation of shared vision in schools

No	Item	Category	Responses of PTA Roles					
			PTA members		Department heads		Student councils	
			No	%	No	%	No	%
1	PTA is the highest governing body of school management under the accountability PTA assembly	Yes	20	100	25	96.15	5	83.33
		No	-	-	1	3.84	1	16.66
	Total		20	100	26	100	6	100
2	Do you believe that The principle of decentralization in school management is realized properly through participation of PTA at school level	Yes	17	85	23	88.46	6	100
		No	3	15	3	11.53	-	-
	Total		20	100	26	100	6	100
3	Representation of PTA membership covers from all groups of community background	Yes	18	90	25	96.15	5	83.33
		No	2	10	1	3.84	1	16.66
	Total		20	100	26	100	6	100
4	School plan conduct meeting on convenient time and place for PTA members	Yes	16	80	24	92.30		100
		No	4	20	2	7.69	-	-
	Total		20	100	26	100	6	100
5	Creation of shared vision is providing through participation of PTA	Yes	14	70	21	80.76	5	83.33
		No	6	30	5	18.23	1	16.66
	Total		20	100	26	100	6	100

As it could be observed from the above table 7 item 1, the respondents were requested to express their opinion whether PTA is the highest governing body of school under the accountability of parent teacher assembly or not. Accordingly, a considerable number 50(96.15%) of the total respondents responded positively while the remaining 2(3.84%) of the respondents replied negatively. From this discussion, it is possible to understand the majority of the respondents confirmed that PTA is the highest governing body of school under the accountability of the assembly of parent and teachers.

From the interview conducted with principals, PTA shall be accountable for their action to the parent-teacher assembly, have decision-making authority, and actively participate by enable schools to know their weakness and strengths, and check and correct their service delivery accordingly.

In item 2 of table 7 the respondents were asked to rate either a principle of decentralization was applied or not in schools as PTA were played decisive role on participating in school management. Thus 46(88.46%) of the respondents agreed while 6(11.53%)of them opposed as decentralization was not realized in schools. The respondents who against the idea that holds the item suggested that PTA members particularly farmers and merchants devoted time for their personal business. Although the organization implied that the realization of decentralization at a grass root level, the implementation though members were not applied yet with fully commitment as the principle required.

From the above analysis, it can conclude that the majority of respondents believed that decentralization in schools applied since the management led by PTA. Furthermore, to say decentralization was applied in schools it should be aimed to engage parents and community members along with teachers, principals and students by allocating them a major and active role in school decision-making (UNESCO, 2008: 248).

As indicated in item 3 of table 7,the respondent were asked to reveal their opinion about the representation of PTA members covers from all groups of community background the majority of respondents agreed that representation of PTA membership was involved all groups of community backgrounds positively. This accounts 48(92.3%) of the total respondents from the document of PTA minutes the composition of PTA was made from parents, teachers' and the school principals.

In item 4 of table 7, the respondents also asked to express their opinion whether there was a plan to conduct meetings on convenient time and place regarding participation of PTA members or not. Hence, the majority of respondents about 46(88.46%) agreed while some respondents about 6(11.53%) disagreed even though the number of disagreed groups are low; in order to realize decentralization in school management more effort was employed to enhance PTA members participation in meeting by arranging convenient time and place. From the above discussion, it is possible to conclude that the plan to conduct meetings on convenient time and place for PTA members were at convenience.

From interview conducted with CAEO head expert, and principals PTA had been participating at convenient time in identification of school problems and finding their solutions, school planning and implementation, management and school finance and evaluation of school performance.

In relation to table 7 of item 5, the respondents were requested convey their opinion whether PTA participate currently on the creation and provision of a shared vision or not in schools. Accordingly, the majority of the respondents about 40(76.92%) agreed that PTA participate currently in the creation and provision of a shared vision in their respective schools while 12(23.07%) of them disagreed. From the above discussion, it is possible to understand the respondents' agreed in the creation of a shared vision through participating PTA members in schools was considered as one way to promote their participation. Besides, a considerable number of respondents stand against the level of participation.

4.3 Major Areas of Community Participation in School Management

Table: 8 Responses on PTA participation in planning and decision-making

No	Item	Category	Response of PTA roles						WM
			PTA members		Department heads		Student councils		
			No	%	No	%	No	%	
1	Plan school activities and budget utilization of the year	VH	15	75	14	53.84	4	66.66	
		H	4	20	8	30.76	1	16.66	
		M	-	-	2	7.69	1	16.66	
		L	1	5	1	3.84	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.7		4.23		4.5		4.42
2	Plan different activities to work with the whole community	VH	6	30	7	26.92	3	50	
		H	12	60	11	42.30	2	33.33	
		M	1	5	4	15.38	1	16.66	
		L	1	5	4	15.38	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.15		3.81		4.33		4
3	Plan on how to raise funds by identifying the main sources	VH	10	50	10	38.46	2	33.33	
		H	6	30	12	46.15	3	50	
		M	3	15	3	11.53	1	16.66	
		L	1	5	3	11.53	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.25		4.35		4		4.28
4	PTA participate actively in decision making of school issues	VH	15	75	16	61.53	4	66.66	
		H	4	20	8	30.76	2	33.33	
		M	1	5	2	7.69	-	-	
		L	-	-	-	-	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.7		4.54		4.67		4.62
5	PTA determine how resources spent for the intended instructional purpose	VH	15	75	19	73.07	4	66.66	
		H	3	15	4	15.38	2	33.33	
		M	2	10	1	3.84	-	-	
		L	-	-	2	7.69	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.65		4.54		4.67		4.62

As presented in table 8, respondents rated concerning the participation of community/PTA in planning and decision making process. Each of the item indicated in different levels of participation using 5 rating scales like very high, high, medium, low and very low were scored 5, 4, 3, 2 and 1 respectively. The weighted means and mean values obtained from the data were interpreted as follows: 4.5-5.0 (very high), 3.5-4.49 (high), 2.5-3.49 (medium), 1.5-2.49 (low) and 0.5-1.49 (very low).

Regarding item 1 of table 8, respondents requested to rate level of PTA participation in planning school activities and budget utilization of the year. Accordingly 75%, 53.84% and 66.66% of PTA members, department heads and student councils rated respectively very high while 20%, 30.76% and 16.66% of them responded respectively high. This accounts total number of 46(88.46%) respondents. However, 2(3.84%) of the respondents were rated low level of participation on the stated statements. Moreover, the weighted mean of the three groups of respondents was 4.42, so it found between 3.5 and 4.49 (high). Therefore, from the above data, it is possible to conclude that PTA participation in planning school activities and budget utilization of the year was high.

From interview conducted with CAEO head expert, and principals PTA had been highly participating in planning, generating funds, improving teachers and students discipline, and allocation and use of school resources.

In relation to table 8 of item 2, the respondents asked to express the level of PTA members' participation on providing plans that consists different school activities to work with the whole community. Accordingly 30%, 26.92% and 50% of PTA members, department heads and student councils rated respectively very high while 60%, 42.30% and 33.33% of them responded respectively high. This accounts total number of 41(78.84%) respondents. However, 5(9.61%) of the respondents were rated low level of participation on the stated statements.

Moreover, the weighted mean of the three groups of respondents was 4, so it found between 3.5 and 4.49 (high). Therefore, from the above data, it is possible to conclude that PTA participation in planning school activities and budget utilization of the year was high.

As can be seen in item 3 of table 8, 22(42.30%) of the total respondents responded very high while 21(40.38%) of them responded high level. This indicates that PTA members were participated to plan on how to raise funds and income of school by identifying the main sources. The weighted mean of the three groups of respondents was indicated 4.28 that found between 3.5 and 4.49(high). From the above data, it is possible to conclude that PTA participation on the stated issue was at high level. From interview conducted with CAEO head expert, and principals and focus group discussion PTA members were actively participate in decision-making on disciplinary and financial issues.

As it could observe from the above item 4 of table 8, the respondents asked to reveal their opinion regarding PTA members' participation in decision-making of different school issues. Accordingly, 35(67.30%) of the total respondents rated very high while 14(26.92%) of the respondents confirmed that PTA members' participation in decision-making was high. This indicated a total sum of 49(94.23%) of the respondents. Therefore, from the above data it is possible to conclude that PTA member's participation in decision-making of different school issues was very high.

Furthermore, from the interview with principals and document observation in minutes of PTA, it was possible to understand the school decisions made by PTA members' participation because it indicated the meetings and the chairperson from the parents' representatives rather than the domination of the principals conducted agendas.

Regarding item 5 of table 8, respondents requested to convey their idea how resources of school spent for the instructional purposes under the responsibility of PTA. Accordingly, 38 (73.07%) of the total respondents' responses shows that very high participation level while 9(17.30%) of them were rated at high level.

The weighted mean of the three groups also was 4.62. Therefore, from this and the above data, it is possible to conclude that the participation of PTA in determining how resources spent for the instructional purposes was very high. Besides, the interview conducted to principals and the principles that applied in schools assured as this level of participation indicates what looks like the picture of PTA.

Table: 9 Responses of PTA participation in resource management

No	Item	Category	Response of PTA roles						WM
			PTA members		Dept. heads		Student councils		
			No	%	No	%	No	%	
1	Management and follow up the efficient utilization of the available resources	VH	9	45	11	42.30	1	16.66	
		H	7	35	7	26.92	3	50	
		M	3	15	3	11.53	2	33.33	
		L	1	5	3	11.53	-	-	
		VL	-	-	2	7.69	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.2		3.84		3.83		3.98
2	Deliver reports on how the available resources are utilized properly to the concerned bodies	VH	10	50	16	61.54	3	50	
		H	6	30	5	19.23	2	33.33	
		M	3	15	3	11.53	1	16.66	
		L	1	5	2	7.69	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.25		4.35		4.33		4.3
3	Use legal forms of revenue and expenditure	VH	15	75	16	61.53	3	50	
		H	4	20	8	30.76	2	33.33	
		M	1	5	2	7.69	1	16.66	
		L	-	-	-	-	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.7		4.54		4.33		4.6
4	Monitoring and evaluating the proper implementation of the planned school activities	VH	12	60	8	30.76	2	33.33	
		H	6	30	13	50	3	50	
		M	2	10	3	11.53	1	16.66	
		L	-	-	2	7.69	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.5		4		4.17		4.23
5	Monitoring and evaluate the inventory control tasks	VH	8	40	11	42.30	3	50	
		H	6	30	7	26.92	1	16.66	
		M	3	15	6	23.08	2	33.33	
		L	3	15	-	-	-	-	
		VL	-	-	2	7.69	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.95		3.96		4.17		3.98

6	Gather information about teachers and students as well as give immediate feedback to solve the problems	VH	10	50	6	23.85	3	50	
		H	3	15	13	50	2	33.33	
		M	5	25	6	23.08	1	16.66	
		L	2	10	1	3.85	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		4.25		3.93		4.33		4.02

NB:-Weighted Mean(WM) Very High(VH), High(H),Medium(M), Low(L) &Very Low(VL).

- The weighted means and mean values obtained from the data were interpreted as follows 4.5-5.0(very high), 3.5-4.49(high), 2.5-3.49(medium), 1.5-2.49(low) and 0.5-1.49(very low)

As it could observe from the above table 9 of item 1, the respondents requested their views about PTA members' participation in managing and following up of the efficient utilization of the available resources. Respectively 45%, 42.30%, and 16.66% of PTA members, department heads, and student councils responded very high this accounts 21(40.38%) of the total respondents while 17(32.69%) of these respondents rated at high level. Moreover, the weighted mean of the combined three groups was 3.98. This indicated that the PTA members' level of participation in the stated issue was high. Therefore, it is possible to conclude that members' of PTA were committed for the responsibility which were given to follow up and control of school resources in order to ensure whether schools are used properly the available resources for the academic purpose or not. It also mentioned from the interview with the principals, most of the PTA members were follow-up how to use the available resources frequently. They suggested also that PTA members' participated in inventory programs at the end of the semester even it was not sufficient.

In item 2 of table 9, the respondents asked to rate that the level of PTA participation in delivering report on how the available resources of schools utilized properly to the concerned bodies. Accordingly, the majority of respondents about 42(80.77%) of PTA members, department heads and student councils respectively replied at very high and high level of agreement. However, 3(5.76%) of the total respondents rated low. Moreover, the weighted mean of the total respondents was 4.3(high). It found between 3.5 and 4.49. From the data

stated above, it is possible to conclude the level of participation in delivering reports about the utilization of available resources were high.

In relation to table 9 of item 3, the respondents asked to express their opinion of PTA members' on using legal forms of revenue and expenditure. Accordingly 75%, 61.53% and 50% of PTA members, department heads and student councils rated respectively very high while 20%, 30.76% and 33.33% of them responded respectively high. This accounts total number of 48(92.3%) respondents. Moreover, the weighted mean of the three groups of respondents was 4.6, so it found between 4.5 and 5.0 (very high). Therefore, from the above data, it is possible to conclude that PTA participation in using legal forms of revenue and expenditure was very high.

As it could observed from the above item 4 of table 9, the respondents were asked to reveal their opinion regarding PTA members' participation in monitoring and evaluation the proper implementation of the school planned school activities. Accordingly, 22(42.3%) of the total respondents rated very high while 22(42.3%) of the respondents confirmed that PTA members' participation in monitoring and evaluation was high. This indicated a total sum of 44(84.61%) of the respondents. Therefore, from the above data, it is possible to conclude that PTA member's participation in monitoring and evaluation the proper implementation of the school planned school activities was high.

The principals, and CAEO head in their interview also mentioned although PTA members participated in monitoring and evaluation how the planned school activities were properly implements. Therefore, they underlined these bodies are expected to improve in this area since it is among one of their responsibilities through comparing the performance of the school along with it plan .Moreover, monitoring and evaluation should be improved in the school for the sake of better accomplishment rather than condemning (Kaufman, 1995:114).

As it could observe from the above item 5 of table 9, the respondents asked to reveal their opinion regarding PTA members' participation in monitoring and evaluate the inventory control tasks of school issues. Accordingly, 22(75%) of the total respondents rated very high while 14(26.92%) of the respondents confirmed that PTA members' participation in monitoring and evaluate the inventory control tasks of school issues was high. This indicated

a total sum of 36(69.23%) of the respondents. Therefore, from the above data it is possible to conclude that PTA member's participation in monitoring and evaluate the inventory control tasks of school issues were high.

According to item 6 of table 9, the respondents requested to indicate to what extent PTA members gathered information about teachers and students to solve the problems that facing them in teaching-learning process. Accordingly, 37(71.15%) of the total five groups of respondents rated high level while 3(5.77%) of them respectively responded low. Therefore, from the above data it is possible to conclude that PTA member's participation in gathering information about teachers and students to solve the problems that facing them in teaching-learning process was high. To strengthen this point, the principals should respect for the PTA members idea and opinion to achieve their common responsibilities and increase these partners' contributions.

Table: 10 Responses on PTA roles in managing discipline

No	Item	Category	Response of PTA roles						WM
			PTA members		Department heads		Student councils		
			No	%	No	%	No	%	
1	PTA manages discipline of the school through formulating rules and regulations that govern all school community	VH	12	60	9	34.61	1	16.66	
		H	3	15	12	46.15	4	66.66	
		M	3	15	2	7.69	1	16.66	
		L	2	10	3	11.54	-	-	
		VL	-	-	-	-	-	-	
	Total	-	-	-	-	-	-		
	Mean Scores		4.25		4.04		4		4.12
2	PTA promotes the awareness of the school community to disseminate the rules or bylaws of the school in different mechanisms	VH	8	40	9	34.61	1	16.66	
		H	5	25	10	38.46	4	66.66	
		M	4	20	4	15.38	1	16.66	
		L	3	15	3	11.54	-	-	
		VL	-	-	-	-	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores		3.9		3.96		4		3.94

As it could observe from the above table 10 of item 1, the respondents requested their views about the levels of PTA members' participation in managing of school discipline through formulating rules and regulations that could govern equally all school community. PTA members 60%, 34.61%, and 16.66% of PTA members, department heads and student councils respectively responded very high this accounts 22(42.30%) of the total respondents while 19(36.54%) of these respondents rated at high level. Moreover, the weighted mean of the combined three groups was 4.12. This indicated that the PTA members' level of participation in the stated issue was high. Therefore, it is possible to conclude that members' of PTA were participate in managing of school discipline through formulating rules and regulations that could govern equally all school community. It also mentioned from the interview with the principals, most of the PTA members were participate in managing of school discipline through formulating rules and regulations that could govern equally all school community. From the interview with principals and minutes of PTA, it was possible to understand that PTA members' was solved most of disciplinary problems of principals, Teachers and students they consult before misconduct behaviors seen.

In addition to the above explanation PTA, need to be exerted more on these issues because successful schools have discipline policies in which misbehavior is clearly defined so they, students know what conduct is and is not accepted. Therefore, there should a clearly articulated and enforced discipline policy (Myra and David, 1997:191).

In item 2 of table 10, the respondents were asked to rate that the level of PTA participation in promoting the awareness of the school community through disseminating the discipline rules or bylaws of the school by using different mechanisms. Thus, 18(34.61%) respondents of the three groups rated very high level of participation while 19(36.54%) of respondents responded high. The weighted mean for the respondents was 3.94 that indicated high level of participation.

From this, it could possible to conclude that the PTA members exerted more effort to disseminate or address the discipline policy of the school for all school community to protect misbehaved conducts through different mechanisms.

4.4 Major Contributions Made by Community and their Representatives'

Table: 11 Responses on community contribution in supporting teaching learning process

No	Item	Category	Response of Community roles						WM
			PTA members		Dept. heads		Student councils		
			No	%	No	%	No	%	
1	Realize two way communication between insiders and outsiders of the school	VH	1	5	2	7.69	2	33.33	
		H	6	30	8	30.77	3	50	
		M	10	50	10	38.46	1	16.66	
		L	3	15	6	23.08	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.25		3.23		4.17		3.35
2	Improve overall students learning through the support of community	VH	3	15	1	3.85	1	16.66	
		H	9	45	6	23.08	3	50	
		M	3	15	12	46.15	2	33.33	
		L	5	25	7	26.92	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.5		3.04		3.83		3.31
3	Maximize sustainability of teaching learning process through availability of resources	VH	7	35	8	30.77	2	33.33	
		H	5	25	7	26.92	2	33.33	
		M	3	15	8	30.77	1	16.66	
		L	5	25	2	7.69	1	16.66	
		VL	-	-	1	3.83	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.7		3.73		3.83		3.73
4	Decrease students drop out and repetition rate	VH	6	30	6	23.08	2	33.33	
		H	2	10	9	34.62	1	16.66	
		M	6	30	4	15.38	1	16.66	
		L	6	30	5	19.23	2	33.33	
		VL	-	-	2	7.69	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.4		3.46		3.5		3.44
5	Increase effectiveness in implementation of school programs	VH	8	40	7	26.92	2	33.33	
		H	5	25	9	34.62	3	50	
		M	5	25	8	30.77	1	16.66	
		L	2	10	2	7.69	-	-	
		VL	-	-	-	-	-	-	
	Total		20	100	26	100	6	100	
	Mean Scores		3.95		3.81		4.17		3.9

As indicated item 1 of table 11, the respondents requested to convey the level of achievements made on realizing of two-way communications between insiders and outsiders of school because of community participation in school management. Accordingly, of the total respondents 30%, 30.77% and 50% of PTA members, department heads and student councils rated respectively high while 5(9.62%) of them responded respectively very high. This accounts total number of 22(42.31%) respondents. Accordingly, 21(40.38%) and 9(17.31%) respondents were responded respectively medium and low this accounts total number of 30(57.69%).

Moreover, the weighted mean was medium (3.35) since, it was found to be between 2.5 and 3.49. Therefore, it is possible to conclude that PTA members' effort in realizing the two-way communication between the school and community indicated at medium level. To reach better than this level, findings from other scholars suggested either that school-community partnership appropriated only when there is two-way communications between the insiders and outsiders of the school through directly or their representatives like PTA (Wong and Cheng, 1995:105).

From the interview with CAEO head and principals, and focus group the respondents indicates that PTA employ different strategies for realizing two-way communications between the school and community. The two most common strategies that used in schools are school festivals and parent-teacher assembly (parent days). Besides, on its accomplishment, there were inconsistencies and PTA members exert more effort on its success.

As presented in table 11 of item 2, the respondents asked to indicate the level of agreement in improving overall students learning through the support of the community. Accordingly, 15%, 46.15% and 33.33% was responded medium level while 12(23.08%) of the total respondents responded low level of achievement as community participate in improving overall students learning through their support.

Interview conducted with principals indicates that PTA members could improve many aspects of students' life. For instance, they could provide improved safety for girls provide good academic environment, provide follow up programs, and make their children concentrate on their study. Moreover, the weighted mean (3.31) found between 2.5 and 3.49 medium since, it is medium level. Therefore, it is possible to conclude that PTA members' effort in realizing the two-way communication between the school and community indicated at medium level.

As it could observe from table 11 of item3, the respondents asked to express the level of achievement made on maximizing availability of resources to assure the sustainability of school works as PTA was participated in the management. Accordingly, 35%, 30.77% and 33.33% was responded very high level while 14(29.92%) of the total respondents responded high level of achievement as community participate at maximizing sustainability through the availability of resources. A considerable number of the respondents about 9(17.3%) of the total respondents responded low. Moreover, the weighted mean (3.73) found between 3.5 and 4.49 high level. From this analysis, it can be concluded that Communities' participation level at maximizing sustainability through the availability of resources were high.

Regarding item 4 of table 11, the respondents requested to indicate the level of achievement made on students' dropout and repletion rate reduction because of the participation of community on school management. Accordingly, 10%, 34.62% and 16.66% was responded high level while 14(26.92%) of the total respondents responded very high level of achievement as community participate in decreasing students' dropout and repetition rate. Besides, a considerable number of respondents about 15(28.85%) were responded low-level participation.

Moreover, the weighted mean (3.44) found between 2.5 and 3.49 medium since, it is medium level. From the interview conducted, with the principals, it was suggested similarly as the most members of PTA have multiple responsibilities. For this reason, they indicated that these management bodies of the school exert more effort to solve this problem. Therefore, from the above data it is possible to conclude that community participation in decreasing students' dropout and repetition rate indicated at medium level.

As it could observe from table, 11 of item 5, respondents asked to convey their opinion regarding the contribution of community in increasing effective implementation of school programs. Accordingly, 40%, 26.92% and 33.33% of the respondents were responded very high and 17(32.69%) were responded high level.

Moreover, the weighted mean (3.9) found between 3.5 and 4.49 high since, it is medium level. From the interview conducted, with the principals, it was suggested similarly as the most members of PTA have multiple responsibilities. For this reason, the community participation in increasing effective implementation of school programs indicated that the management bodies of the school exert more effort to solve this problem. Therefore, from the above data it is possible to conclude that the level of participation falls at high level.

Table: 12 Responses on PTA contributions on improving parents participation

No	Item	Category	Response of PTA roles						WM
			PTA members		Department heads		Student councils		
			No	%	No	%	No	%	
1	Promote parents participation in their children's education	VH	2	10	2	7.69	2	33.33	
		H	11	55	14	53.84	1	16.66	
		M	1	5	7	26.92	3	50	
		L	6	30	3	11.53	-	-	
		VL	-	-	-	-	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores	3.45		3.58		3.83		3.56	
2	Improve both students and teachers discipline	VH	3	15	5	19.23	2	33.33	
		H	5	25	8	30.77	3	50	
		M	6	30	7	26.92	1	16.66	
		L	4	20	4	15.38	-	-	
		VL	2	10	2	7.69	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores	3.15		3.38		4.17		3.38	
3	Improve administrative efficiency and transparency	VH	7	35	8	30.77	1	16.66	
		H	7	35	6	23.08	3	50	
		M	4	20	7	26.92	1	16.66	
		L	2	10	2	7.69	1	16.66	
		VL	-	-	3	11.53	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores	3.95		3.54		3.67		3.71	
4	Promote participatory school leadership and teamwork	VH	8	40	8	30.77	2	33.33	
		H	6	30	8	30.77	3	50	
		M	5	25	7	26.92	1	16.66	
		L	-	-	2	7.69	-	-	
		VL	1	5	1	3.85	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores	4		3.77		4.17		3.9	
5	Identify and solve common problems that affect students learning	VH	8	40	7	26.92	2	33.33	
		H	6	30	9	34.61	2	33.33	
		M	6	30	6	23.08	1	16.66	
		L	-	-	3	11.54	1	16.66	
		VL	-	-	1	3.85	-	-	
	Total	20	100	26	100	6	100		
	Mean Scores	4.1		3.69		3.5		3.87	

As it could be observed from table, 12 of item 1, respondents were requested to rate about to what extent PTA members promote parent participation in their children's education. Accordingly, 55%, 53.84% and 16.66% of respondents were responded high and 6(11.53%) very high respectively. Besides, a considerable number 9(17.30%) rated low.

Moreover, the weighted mean (3.58) found between 3.5 and 4.49 high since, it is high level. From the interview conducted, with the principals, they indicated that members of PTA have multiple responsibilities. For this reason, the PTA members' roles in promoting parents participation in their children's education was sufficient. Therefore, from the above data it is possible to conclude that the level of participation falls at high level.

Regarding item 2 of table 12, indicated 12(23.07%) and 16(30.78%) of the total respondents responded that level of PTA participation in improving both teachers and students discipline was very high and high respectively. However, of the total respondents about 8(15.38%) and 4(7.69%) the total number of 12(23.07%) of them respectively revealed that at low and very low of participation.

Moreover, the weighted mean of the three groups of respondents was 3.38(medium). Thus, it can be concluded that the level of PTA members participation in improving both teachers and students discipline was medium.

As presented in the table 12 of item 3, the respondents requested to point out their opinion on the level of PTA participation to improve administrative efficiency and transparency, as they were part of school management team. Accordingly, 16(30.76%) and 16(30.76%) of the respondents were responded very high and high respectively and this accounts the total number of respondents 32(61.53%). Besides, a considerable number 8(15.38%) rated low and very low respectively.

Moreover, the weighted mean for the three groups was high (3.71) since it was fallen between 3.5 and 4.49. Therefore, from the interpreted data it is possible to conclude that the PTA level of participation in improving administrative efficiency and transparency was high level.

As it could be observed from table, 12 of item 1, respondents were requested to rate about to what extent PTA members promote parent participation in their children's education. Accordingly, 55%, 53.84% and 16.66% of respondents were responded high and 6(11.53%) very high respectively. Besides, a considerable number 9(17.30%) rated low.

Moreover, the weighted mean (3.58) found between 3.5 and 4.49 high since, it is high level. From the interview conducted, with the principals, they indicated that members of PTA have multiple responsibilities. For this reason, the PTA members' roles in promoting parents participation in their children's education was sufficient. Therefore, from the above data it is possible to conclude that the level of participation falls at high level.

Regarding item 2 of table 12, indicated 12(23.07%) and 16(30.78%) of the total respondents responded that level of PTA participation in improving both teachers and students discipline was very high and high respectively. However, of the total respondents about 8(15.38%) and 4(7.69%) the total number of 12(23.07%) of them respectively revealed that at low and very low of participation.

Moreover, the weighted mean of the three groups of respondents was 3.38(medium). Thus, it can be concluded that the level of PTA members participation in improving both teachers and students discipline was medium.

As presented in the table 12 of item 3, the respondents requested to point out their opinion on the level of PTA participation to improve administrative efficiency and transparency, as they were part of school management team. Accordingly, 16(30.76%) and 16(30.76%) of the respondents were responded very high and high respectively and this accounts the total number of respondents 32(61.53%). Besides, a considerable number 8(15.38%) rated low and very low respectively.

Moreover, the weighted mean for the three groups was high (3.71) since it was fallen between 3.5 and 4.49. Therefore, from the interpreted data it is possible to conclude that the PTA level of participation in improving administrative efficiency and transparency was high level.

From the interview made with the principals and CAEO head also assured this level to as the presence of PTA in school management, administrative efficiency and transparency improved at high level. Even though it is not improved as the desired level, the principals suggested that they actively running to accomplish school activities with the consultation and decision of PTA members.

In table 12 of item 4, the respondents were requested to express their views on the level of PTA participation in promoting the participatory school leadership and team work the respondents responded 40%, 30.77% and 33.33% of PTA members, department heads and student councils rated respectively very high while 17(32.69%) of them responded respectively high. While, least number of respondents about 4(7.69%) of the total respondents rated low and very low.

The weighted mean of the three groups was 3.9. This was implied also high level of PTA participation in promoting the participatory school leadership and teamwork. As a result, of this data, it is possible to understand that the level of PTA participation in promoting participatory school leadership and team work was high. In addition, interviews that conducted with the principals assured that this was as one of among PTA members' responsibility exert more effort in order to improve better.

Regarding in item 5 of Table 12, the respondents asked to convey their opinion on the level of achievements made on identifying and solving common problem that affect students learning as PTA members were participated in the management of the school. Accordingly, 17(32.69%) and 17(32.69%) of the total respondents that accounts 34(65.38%) of respondents replied that very high and high level of PTA participation on the stated issue while a least number of the respondents about 5(9.61%) of them rated low.

Moreover, the weighted mean of the respondents was high (3.87). Since, it found between 3.5 and 4.49. Thus, it is possible to conclude that the PTA participation in promoting participatory school leadership and teamwork was high level. The interview conducted with principals also indicates that PTA participation to identify and solve problems that affect students learning was satisfactory and needs more effort to improve their participation in better way.

4.5 Major Factors that Affect Community Participation in School Management

Table: 13 Responses on factors affecting community participation in school management

No	Item	Category	Response of factors affecting community participation						WM
			PTA members		Department heads		Student councils		
			No	%	No	%	No	%	
1	Lack of economy which affects stability and sustainability of community support for schools	SA	1	5	2	7.69	1	16.66	
		A	3	15	9	34.61	1	16.66	
		NI	2	10	3	11.53	1	16.66	
		D	10	50	8	30.76	2	33.33	
		SD	4	20	4	15.38	1	16.66	
	Total		20	100	26	100	6	100	
	Mean Scores		2.35		2.88		2.83		2.67
2	Lack of available and adequate resources in the schools and repetitive participation	SA	2	10	2	7.69	1	16.66	
		A	7	35	7	26.92	1	16.66	
		NI	3	15	5	19.23	1	16.66	
		D	4	20	9	34.61	2	33.33	
		SD	4	20	3	11.53	1	16.66	
	Total		20	100	26	100	6	100	
	Mean Scores		2.95		2.84		2.83		2.88
3	Lack of knowledge and skills of PTA members on how to participate in different activities	SA	3	15	4	15.38	1	16.66	
		A	2	10	5	19.23	1	16.66	
		NI	3	15	7	26.92	-	-	
		D	8	40	8	30.76	2	33.33	
		SD	4	20	2	7.69	2	33.33	
	Total		20	100	26	100	6	100	
	Mean Scores		2.6		3.03		2.5		2.81
4	Lack of sufficient training, orientation and experience sharing programs for PTA members	SA	9	45	11	42.30	2	33.33	
		A	-	-	3	11.53	-	-	
		NI	3	15	5	19.23	2	33.33	
		D	4	20	4	15.38	1	16.66	
		SD	4	20	3	11.53	1	16.66	
	Total		20	100	26	100	6	100	
	Mean Scores		3.3		3.58		3.17		3.42

5	Lack of clear understanding on the duties and responsibilities of PTA	SA	7	35	5	19.23	1	16.66	
		A	6	30	6	23.07	1	16.66	
		NI	1	5	7	26.92	2	33.33	
		D	4	20	6	23.07	1	16.66	
		SD	2	10	2	7.69	1	16.66	
	Total		20	100	26	100	6	100	
Mean Scores			3.6		3.23		3		3.35
6	Lack of interest and commitment on members of PTA	SA	2	10	3	11.53	1	16.66	
		A	2	10	6	23.07	2	33.33	
		NI	2	10	6	23.07	-	-	
		D	6	30	8	30.76	2	33.33	
		SD	8	40	3	11.53	1	16.66	
	Total		20	100	26	100	6	100	
Mean Scores			2.2		2.9		3		2.65

As it could be observed from table 13 of item 1, respondents were requested to rate about lack of economy which affects stability and sustainability of community support for schools. Accordingly, 4(7.69%) and 13(25%) this accounts total number of 17(32.69%) responded strongly agree and agree respectively. While 50%, 30.76% and 33.33% respondents were responded disagree and 8(15.38%) strongly disagree respectively.

Therefore, from the above data it is possible to conclude that respondents view revealed that lack of economy which affects stability and sustainability of community support for schools was not a major problem that affect community participation. From the interviews conducted with CAEO head and school principals, it suggested that lack of economy which affects stability and sustainability of community support for schools is no hinder their participation because they can participate with what they have . Therefore, from the above data it is possible to conclude that the level of participation falls at medium level.

In item 2 of Table 13, the respondents requested to express their opinion on Lack of available and adequate resources in the schools and repetitive participation. Accordingly, 5(9.61%) and 15(28.84%) of respondents responded strongly agreed and agreed lack of resource did not affect their participation. While 20%, 34.61% and 33.33% of PTA members, department heads and student councils were responded disagree and 8(15.38%) strongly disagree

respectively that lack of resources available and repetitive participation is actively challenges their participation. Besides, 9(17.30%) of respondents were responded their views in relation to the stated issue no idea. Moreover, the weighted mean (2.88) found between 2.5 and 3.49 medium since, it is medium level. Therefore, from the above data it is possible to conclude that the level of participation falls at medium level.

As it could be observed from the above table 13 of item 3, the respondents were requested to rate the level of agreement on lack of knowledge and skills of PTA members were affected community participation and their roles in management of schools or not. Thus, of the total respondents 8(15.38%) were answered strongly agree and 10%, 19.23% and 16.66% of PTA members, department heads and student councils were responded agree respectively. While a considerable number 18(34.61%) disagreed and 8(15.38%) strongly disagreed respectively.

From the above analysis, it is possible to understand that the majority of the respondents indicated that lack of knowledge and skills is one of among the major problems that affected the participation of community. Besides, 10(19.23%) of respondents were responded their views in relation to the stated issue no idea. Moreover, the weighted mean (2.81) found between 2.5 and 3.49 medium since, it is medium level. Therefore, from the above data it is possible to conclude that the level of participation falls at medium level.

Regarding item 4 of table 13, the respondents were asked to point out their views towards lack of sufficient training, orientation and experience sharing programs affected PTA members participation or not. Accordingly, a considerable number of respondents 45%, 42.30% and 33.33% of PTA members, department heads and student councils were responded strongly agree and 3(5.77%) agree respectively. This accounts of the total respondents about 34(65.38%). While 9(17.30%) and 8(15.38%) of the total number of respondents 17(32.69%) were responded disagreed and strongly disagreed. While, 10(19.23%) of respondents were responded their views in relation to the stated issue no idea.

Moreover, the weighted mean (3.42) found between 2.5 and 3.49 medium since, it is medium level. From the above data, it is possible to conclude that lack of training, orientation and experience-sharing programs were among major problems of PTA members' participation in

school management. Although training is major components to develop the members working capacity, it ignored at the grass root level.

From the interview and analysis of documents conducted, it was also possible to understand that the schools were provided and distributed written roles and responsibilities for PTA members'. Although principals suggested that although it was insufficient and inconsistent, principals have chances to train on how to handle and work with PTA members in short and long term training programs rather than teachers. Then, the principals expected to scale up their experience and what they know from some training programs but they did not accomplish, as it desired.

As it could be seen from the above table 13 of item 5, the respondents were requested to convey their opinion on lack of clear understanding on the duties and responsibilities of PTA members hindered from their participation or not.. Accordingly, 35%, 19.23% and 16.66% of PTA members, department heads and student councils were responded strongly agree and 13(25%) agree respectively. While a considerable number of respondents 11(21.15%) and 5(9.61%) of the total number of respondents 16(30.76%) were responded disagreed and strongly disagreed. Moreover, the weighted mean (3.35) was medium level. From the above data, it is possible to conclude that lack of clear understanding on the duties and responsibilities major problems of PTA members' participation in school management.

As it can be seen in items 6 of table 13, 16(30.76%) of the total respondents strongly agreed and agreed that lack of interest and commitment of the PTA members' were contributed for their low participation of the school management. On the other hand, a considerable number 40%, 11.53% and 16.66% of PTA members, department heads and student councils were responded strongly disagreed and 16(30.76%) disagreed respectively.

Moreover, the weighted mean (2.65) found between 2.5 and 3.49 medium since, it is medium level. Therefore, from the above analysis, it can be conclude that lack of interest and commitment of PTA partly affected their participation on school management roles.

Table: 14 Responses on factors affecting community participation by other stakeholders

No	Item	Category	Response of factors affecting community participation						WM
			PTA members		Department heads		Student councils		
			No	%	No	%	No	%	
1	Misunderstanding of the community about PTA roles	SA	6	30	8	30.76	2	33.33	
		A	8	40	5	19.23	2	33.33	
		NI	2	10	3	11.53	-	-	
		D	4	20	9	34.61	1	16.66	
		SD	-	-	1	3.84	1	16.66	
	Total	20	100	26	100	6	100		
Mean Scores		3.8		3.38		3.5			
2	Unwillingness of principals and teachers to work with parents	SA	2	10	-	-	1	16.66	3.56
		A	3	15	1	3.84	2	33.33	
		NI	3	15	7	26.92	1	16.66	
		D	5	25	5	19.23	-	-	
		SD	7	35	13	50	2	33.33	
	Total	20	100	26	100	6	100		
Mean Scores		2.4		1.85		3		2.19	
3	Non-participatory leadership style of the principal	SA	-	-	2	7.69	-	-	
		A	1	5	2	7.69	-	-	
		NI	1	5	1	3.84	1	16.66	
		D	5	25	7	26.92	2	33.33	
		SD	13	65	14	53.84	3	50	
	Total	20	100	26	100	6	100		
Mean Scores		1.5		1.88		1.67		1.71	
4	Negative attitude of principals and teachers towards the roles of PTA members	SA	-	-	-	-	-	-	
		A	-	-	-	-	-	-	
		NI	8	40	6	23.07	2	33.33	
		D	6	30	7	26.92	1	16.66	
		SD	6	30	13	50	3	50	
	Total	20	100	26	100	6	100		
Mean Scores		2.1		1.73		1.83		1.88	
5	Lack of support and supervision from KETB and City Administration education office	SA	14	70	17	65.38	1	16.66	
		A	2	10	3	11.53	4	66.66	
		NI	1	5	2	7.69	-	-	
		D	2	10	3	11.53	-	-	
		SD	1	5	1	3.84	1	16.66	
	Total	20	100	26	100	6	100		
Mean Scores		4.3		4.23		3.67		4.19	

As indicated in the above table 14 of item 1, the respondents requested to convey their opinion whether there is misunderstanding of community about PTA roles or not. Accordingly, 30%, 30.76% and 33.33% of PTA members, department heads and student councils were responded strongly agree and 15(28.84%) agree respectively. This accounts of the total respondents about 31(59.61%). While a considerable number of respondents 14(26.92%) and 2(3.84%) of the total number of respondents 16(30.76%) were responded disagreed and strongly disagreed. Moreover, the weighted mean (3.56) high level. From the above data, it is possible to conclude that misunderstanding of the community about their roles was major problems that tackle community members' participation in school management.

As it can be observed from item 2 of table 14, the respondents were asked to point out their opinion whether unwillingness of principals and teachers to work with parents hinder the PTA members' active participation in school management or not. A considerable number of respondents 15%, 26.92% and 16.66% of PTA members, department heads and student councils were responded no idea on the stated issue. Accordingly, 22(42.30%) and 10(19.23%) of the total respondents were responded strongly disagreed and disagreed respectively. Therefore, from the above-interpreted data it is possible to conclude that there was willingness of principals and teachers to work with parents. From the interview conducted with the principals and CAEO head the stated problem was not a challenge nowadays principals and teachers understand parents and their representatives as important partners.

As presented in the table 14 of item 3, the respondents requested to rate their agreement whether non-participatory leadership style of the principal was affected PTA members' from participation or not. Accordingly, 65%, 53.84% and 50% of PTA members, department heads and student councils were responded strongly disagree and 14(26.92%) disagree respectively. This accounts of the total respondents about 44(86.61%). This indicates that principals were not following non-participatory leadership and they help PTA members to participate actively in every activities of school management. From the interview with principals and document analysis, it revealed that principals had not mandate to go forward alone without consultation

of PTA members and decision in minutes or agendas. Most of schools delegate the role of the chairperson to the principals in order to facilitate the work of teaching learning process smoothly.

Regarding item 4 of table 14, the respondents asked to point out their views towards negative attitude of the principals and teachers towards the role of PTA members' participation. A considerable number of respondents 40%, 23.07% and 33.33% of PTA members, department heads and student councils that covers 16(33.76%) were responded no idea on the stated issue. Accordingly, 22(42.30%) and 14(26.92%) of the total respondents were responded strongly disagreed and disagreed respectively and that covers 36(69.23%). Therefore, from the above-interpreted data it is possible to conclude that there was no negative attitude of the principals and teachers towards the role of PTA members' participation.

In relation to item 5 of table 14, the respondents requested to rate lack of support and supervision from KETB and CAEO affected or not. Accordingly, 70%, 65.38% and 16.66% of PTA members, department heads and student councils 32(61.53%) and 9(17.30%) of the total respondents were responded strongly agreed and agreed respectively. From the interview with principals and CAEO head, it suggested that they did not support and supervise PTA members works directly rather than taking information from the principals. They have also confirmed that they have to have contact in different forms with these bodies. From the above data, it can be concluded that the relation between PTA in schools, and KETB and CAEO were low. Therefore, lack of support and supervision from KETB and CAEO to PTA might be decreased their participation.

An open-ended question, were given for the respondents to write their comments on how to improve the challenges affecting community participation in the leadership and management of their schools. They suggested that those parts of members should elected based on their desire, level of influence, retired persons and experienced parents. They also forwarded that there should be office to work and provide ample training manuals and programs; and strengthen PTA relation with all stakeholders. Moreover, the school and CAEO should work actively to create awareness of PTA roles.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the major findings of the study, conclusions drawn from the major findings of the study and the recommendations forwarded.

5.1 Summary

The purpose of the study was to assess the current status, roles and challenges of community participation in school management in the context decentralization of some selected Schools in Shashemene City Administration of Oromia, Ethiopia . In order to achieve this objective, the study attempted to answer the following basic research questions:

1. To what extent are communities and their representatives involved in school management?
2. How does community representatives perceive their roles, duties and responsibilities in schools?
3. What major challenges are encountered to have limited the participation of PTA in school activities?

The study conducted in three secondary schools Shashemene City Administration of Oromia. The necessary information was collected from PTA members, department heads and student councils using questionnaires' quantitatively. Moreover, interviews conducted with City Administration education office head and principals, and focus group discussion with KETB members, unit leaders and community members qualitatively. Finally, document analysis conducted in schools. The data collected through questionnaires' tabulated, analyzed using different statistical tools such as percentage, and weighted mean, and interviews and focus group discussion using narration. Based on the analysis the following major findings drawn:

- With respect to the current status of PTA members' participation in building consensus about the school goals and priorities, and creating conducive environment for effective teaching learning process and advising all students using parent day were high.

- In relation to the current status of PTA members' participation in strengthening parents and teachers' relations were moderate as the weighted mean was 3.31.
- With respect to motivating model PTA members through providing different kinds of rewards and creating awareness, motivate and convince the communities for participation were above average or high as the weighted mean was 3.92 and 3.94 respectively.
- In relation to PTA, members accountable to parent teacher conference and supervising any type of construction, and principals encourage and support to PTA members through sharing leadership and decision-making in school improvement were above average high.
- As it indicated positively 96% of the total respondents agreed PTA in the highest governing body of school leadership under the accountability of parent-teacher assembly. Similarly, 88% of respondents confirmed that the principle of decentralization applied in schools through the participation of PTA.
- As it was revealed in the findings of the study school plan conduct meeting on convenient time and place for PTA members and representation of PTA members cover all groups of community background 88% of respondents replied above moderate highest level.
- With regard to creation of shared vision is providing through participation of PTA was 76% and this shows that more effort to exert in order to improve the issue.
- As it was ensured from the respondents PTA members mandate on how resources spent for intended instructional purpose and active participation in decision-making of school issues, and the role of PTA members in planning school activities, budget utilization of the year, and how to raise funds by identifying the main sources respectively were high.
- As it was responded positively the informants by planning different activities with the whole community the weighted mean indicates 4 and this means above average.
- As it was revealed in the findings of the study managing and follow-up of the effective utilization of the available resources and delivering reports on the utilization of these resources, and monitoring and evaluation, the proper implementation of the planned school activities PTA participation was high respectively.
- In relation to As the weighted mean indicated 4.02 and PTA role in gathering information from the society about teachers and students as well as giving immediate feedback to

solve the problems, and using legal forms of revenue and expenditure, and monitoring and evaluation the inventory control tasks were also high.

- With regard to result obtained by participation of PTA in managing discipline of their schools through formulation of rules and regulations that govern all school community, and the role of PTA participation in the promotion of awareness on dissemination of these rules, and maximizing sustainability of teaching learning through the availability of resources was high.
- As it was ensured from the respondents PTA participation in realizing two-way communication between insiders and outsiders of the school, and improving overall students learning through the support of community, and respectively were medium as the weighted mean of both items were 3.35 and 3.31.
- In relation to the contribution of PTA participation in decreasing students' dropout and repetition rate, and increasing effectiveness of implementation in school programs respectively were medium and high as the weighted mean of both items were 3.44 and 3.9.
- As it revealed in the findings of the study to achievements that were made by PTA current role in promoting parents' participation in their children's education; promoting participatory school leadership and teamwork; respectively were high as the weighted mean scores was 3.56 and 3.9. However, PTA roles in improving both students and teachers discipline were found to be medium.
- With respect to identifying and solving common problems that affect students learning and improving administrative efficiency and transparency were respectively above average high 3.87 and 3.71
- With respect to challenges that affect the participation of PTA members from playing their decisive roles in the leadership and management of schools, the majority of the respondents agreed that the following challenges considered as hamper common problems. These are lack of time for PTA members to get on meeting and other management activities, lack of resource available for supporting and involving actively. Also lack of knowledge and skills how PTA members participate indifferent activities, lack of sufficient training, orientation and experience sharing program, lack of clear

- understanding of PTA members on their duties and responsibilities; and lack of interest and commitment from PTA members were respectively medium level.
- As it was ensured from the respondents' non participatory leadership styles of the principals, negative attitude of principals and teachers towards the role of PTA members, and unwillingness of principals and teachers to work with parents were not problems in participation of PTA members.
 - With regarding to lack of support and supervision from KETB and CAEO, and misunderstanding of the community about their roles were respectively below average and severely hampered PTA members' participation as the desired and expected level.

5.2 Conclusions

The study was conducted to assess current status and challenges of community participation in managing secondary schools in the context of decentralization the case of SHCA. Based on the analysis and major findings of the study the following conclusions are drawn.

- ✓ Community involvement in school management has several positive effects on students' achievement, home school and school community relationship. According the result of this study, participation of community and their representatives in planning and decision making, budget utilization and determining how resources spent for the intended instructional purpose, and follow up of the efficient utilization and delivering reports made for strengthening the members relation and the process of creating shared vision was medium level of participation.
- ✓ Adequate perception of PTA members on their roles, duties and responsibilities helps to improve school performance. But this study revealed that, knowledge and skills how members participate in different activities, and clear understanding of their roles, duties and responsibilities were moderate level that can hinder the success of their active participation.
- ✓ Challenges hamper local participation, efficiency and effectiveness of school management. According to the result of this study, poverty in the community and fluctuation in households' income, inadequate amount of block grant fund for schools, inadequate infrastructure in the schools and lack of resource available, lack of time to get on meeting and other management activities lack of sufficient training, orientation and experience sharing programs and lack of interest and commitment from members were medium level to participate actively in the school programs.

5.3 Recommendations

Successful strengthening status and overcoming challenges of community participation in school management require hard working, inspirations and cooperation of all stakeholders that found at different levels and positions. So, on basis of findings and the conclusion drawn, the following recommendation were forwarded to improve community participation in school management actively in Shashemene City Administration.

- ❖ Community involvement in school management has several positive effects on students' achievement, school improvement and school community relationship. According the result of this study, participation of community and their representatives in planning and decision making, budget utilization and determining how resources spent for the intended instructional purpose, and follow up of the efficient utilization and delivering reports made for strengthening the members relation and the process of creating shared vision was medium level of participation. Therefore, to participate actively community and PTA members in school management schools and City Administration education office should prepare forum to build shared vision among members.
- ❖ Adequate perception of PTA member son their roles, duties and responsibilities helps to improve school performance. But this study revealed that, knowledge and skills how members participate in different activities, and clear understanding of their roles, duties and responsibilities were moderate level that can hinder the success of their active participation. Therefore, to fill the gap of perception and understanding on the members' schools, City Administration education office and Regional Education bureau should arrange different capacity building workshops and prepare guidelines and manuals.
- ❖ Challenges hamper local participation, efficiency and effectiveness of school management. According to the result of this study, poverty in the community and fluctuation in households' income, inadequate amount of block grant fund for schools, inadequate infrastructure in the schools and lack of resources available, lack of time to get on meeting and other management activities, lack of sufficient training, orientation and experience sharing programs and lack of interest and commitment from members were medium level to participate actively in the school programs. Therefore, schools should

arrange convenient time and place through common agreement, provide adequate resources available, and City Administration education office and local administrative bodies give due attention to the election, training, supervision, experience sharing programs, knowledge and skills of PTA members. So, to participate actively in school management these members should elect from the people who have interest, commitment, and retired persons, influential and have not any other burdens of responsibilities.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires to fill by PTA Members, Department Heads and Student Councils

Purpose:

The purpose of this questionnaire is to collect data on “The Status and Challenges of Community and their representatives role in school management of some selected secondary schools in SHCA of Oromia”. The information intended to assess the status and challenges of the community and PTA members' role in school management. Your honesty response has a great importance for the success of the study and will be kept secret and reported in aggregate. Therefore, I cordially request your collaboration in filling this questionnaire.

❖ The researcher would like to assure you that your responses would keep strictly confidential.

Directions

1. Please do not write your name on the questionnaires.
2. Please follow each instruction for each question.
3. Where you are required to write specific comment or opinion, please do so precisely short answers on the spaces provided.

Thank you in advance!!

I. General Information and Characteristic of the Respondents

1. Kebele _____
2. Name of School you are referring to _____
3. Current position in that school _____
Teacher ☐ Parent ☐ Student ☐
4. Sex:- male ☐ female ☐
5. Age: - 20yrs. and below ☐ 21 – 30yrs. ☐ 31 – 40yrs. ☐ 41 yrs. and above ☐
6. Marital status:- Single ☐ Married ☐ Other ☐
7. Level of education :- Illiterate ☐ Grade 1 – 4 ☐ Grade 5 – 8 ☐
Grade 9 – 12 ☐ TTI ☐ Diploma ☐ BA/BSC ☐ MA/MSc ☐
8. Work Experience:- 5yrs. and below ☐ 6–15yrs. ☐ 16–25yrs. ☐ 26yrs. and above ☐
9. Occupation _____

II. Questions Related to Community Participation

1. The following items are assumed to describe the status of PTA in accomplishing their expected roles and responsibilities. So, please express your opinion by putting (√) mark by choosing one from the alternatives and writing responses for the open-ended questions.

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

No	PTA current accomplishment	Level of agreement				
		5	4	3	2	1
1.1	Build consensus about school goals and priorities					
1.2	Strengthen parent, teacher and student relations					
1.3	Make sure that principals and teachers are discharging their duties					
1.4	Advice all students using parent day to disseminate about what dos and don'ts in school quarterly					
1.5	Create conductive environment for effective teaching learning process					
1.6	Motivate model teachers, parents and students through providing different kinds of rewards					
1.7	Create awareness, motivate and convince the community for participation					
1.8	Supervise any type of construction in the school					

1.9 To what extent do you agree that PTA is accountable to parent teacher and student conference(assembly)?

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

1.10 To what extent do the principal encourages and support to PTA through sharing leadership and decision making in school improvement?

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

1.11 PTA is the highest governing body of school management. Yes ☐ No ☐ if your answer is "No", please write your comment _____

1.12 Do you believe that the principle of decentralization in school management is realized properly through participation of PTA at school level? Yes ☐ No ☐ if your answer is "No", please write your comment _____

1.13 Do you believe that representation of PTA membership covers from all groups of community background? Yes ☐ No ☐ if your answer is "No", please write your comment _____

1.14 Do you believe that your school plan to conduct meeting on convenient time and place for PTA members? Yes ☐ No ☐ if your answer is "No", please write your comment _____

1.15 Do you believe that creation of a shared vision is providing through participation of PTA? Yes ☐ No ☐ if your answer is "No", please write your comment _____

2. The following items supposed to major areas of community participation in secondary school management. So, please show your opinion by putting (✓) mark on the levels given
 5= Very High 4= High 3= Medium 2= Low 1= Very Low

No	Major areas of community participation	Level of participation				
		5	4	3	2	1
	Planning					
2.1	Plan school activities and budget utilization of the year					
2.2	Plan different activities to work with the whole community					
2.3	Plan on how to raise funds by identifying the main sources					
	Decision Making					
2.4	PTA participate actively in decision making of school issues					
2.5	PTA determine how resources spent for the intended instructional purpose					
	Resource Management					
2.6	Management and follow up the efficient utilization of the available resources					
2.7	Deliver reports on how the available resources are utilized to the concerned bodies					
2.8	Use legal forms of revenue and expenditure					
	Monitoring and Evaluation					
2.9	Monitoring and evaluate the proper implementation of the planned school activities					

2.10	Monitoring and evaluate the inventory control tasks					
2.11	Gather information about teachers and students as well as give immediate feedback to solve the problems					
	Managing Disciplines					
2.12	PTA manages discipline of the school through formulating rules and regulations that govern all school community					
2.13	PTA promotes the awareness of the school community to disseminate the rules or by laws of the school in different mechanisms					

3. Contributions that PTA play active roles on creating strong channel between school and parents to support and promote teaching learning process. The following listed ideas are assumed that PTA members achievement in your school. So, please show your opinion by putting a (✓) mark under one of the agreement level.

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

No.	Results	Level of Results				
		5	4	3	2	1
3.1	Realize two way communication between insiders and outsiders of the school					
3.2	Improve overall students learning through the support of community					
3.3	Maximize sustainability teaching learning process through availability of resources					
3.4	Decrease students drop out and repetition rate					
3.5	Increase effectiveness in implementation of school programs					
3.6	promote parent participation in their children's education					
3.7	Improve both students and teachers discipline					
3.8	Improve administration efficiency and transparency					
3.9	Promote participatory school leadership and teamwork					
3.10	Identify and solve common problems that affect students learning					

3.11 If there are other contributions of PTA in your school, please specify them _____

4. The following challenges expected to affect the participation (role) of PTA in school leadership or management. Please rate your opinion to express your level of agreement by putting (✓)mark in one of the boxes gains each statement

5=Strongly Agree 4=Agree 3=No Idea 2=Disagree 1=Strongly Disagree

No.	Factors that affect the participation of community and their representatives in school management	Level of affect				
		5	4	3	2	1
4.1	Lack of economy which affects stability and sustainability of community support for schools					
4.2	Lack of available and adequate resources in the schools and repetitive participation					
4.3	Lack of knowledge and skills on how to participate in different activities					
4.4	Lack of sufficient training, orientation and experience sharing programs					
4.5	Lack of clear understanding on their duties and responsibilities of PTA					
4.6	Lack of interest and commitment on members of PTA					
4.7	Misunderstanding of the community about their roles					
4.8	Unwillingness of principals and teachers to work with parents					
4.9	Non-participatory leadership style of the principal					
4.10	Negative attitude of the principal and teachers towards the role of PTA members					
4.11	Lack of support and supervision from KETB and City Administration education office(CAEO)					

4.12 If there are any other challenges that affect PTA members participation in the management of secondary schools, please specify _____

4.13 If you have any comment to alleviate (improve) the challenges affecting PTA members participation in the leadership (management) of your school, please write your comment

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Gafannoo Miseensa GMB, Muummeewwanii fi Kawunsilii Barattootaatiin guuttamu

Kaayyoo:

Kaayyoon gaaffanno kanaa ragaa dhimma haala qabatamaa, rakkoowwanii fi gahee hawaasaa fi bakka bu'onni hawaasaa hooggansa manneen barnootaa sadarkaa 2^{ffaa} Bulchiinsa Magaala Shaashamannee, Oromiyaa keessatti qabanirratti walitti qabuu dha. Ragaan isin nuuf kennitan qorannoo kanaf baayyee barbaachissaa icciitiidhan kaeeggamu yommuu ta'u. Ragaa kana naaf kennuudhaaf galata guddaa isiniif galcha.

Qajeelcha

1. Gaafannoo irratti maqaa keessan barreessun hin bar baachisu.
2. Tokkoon tokkoon gaafiitiif tokkoon tokkoon qajeelcha jiruu hordofaa.
3. Iddoo gaafii ilaalchaa fi yaada keessan bareeffamaan akka ibsita itti gaafatamtanitti yaada keessan bifa gabaabaa fi ifa ta'een ibsuu yaalaa.

Baayyee Galatoomaa!

I. Haalaa fi odeeffannoo waliigalaa gafatamtootaa

1. Ganda _____
2. Maqaa mana barnoota keessanii _____
3. Gahee hojii mana barnootaa sana keessatti qabdan _____
- Barsiisaa ☐ Maatii ☐ Barataa ☐
4. Saala:- Dhiira ☐ Dubara ☐
5. Umrii:- Wagaa 20 fi gadi ☐ wagaa 21 - 30 ☐ wagaa 31 - 40 ☐ wagaa 41 fi ol ☐
6. Haala gaa'elaa:- Kan ffuudhe/heermte ☐ Kan hin fuudhin/hin heerumin ☐ Kan biroo ☐
7. Sadarkaa barnootaa:- Kan hin baratin ☐ Kutaa 1- 4 ☐ Kutaa 5 - 8 ☐
Kutaa 9 - 10 ☐ TTI ☐ Diplooma ☐ Digrii duraa ☐ Digrii 2ffaa ☐
8. Muuxannoo hojii:- Wagaa 5 fi gadi ☐ wagaa 6-15 ☐ wagaa 16- 25 ☐ wagaa 26 fi ol ☐
9. Hojii idilee _____

II. Gaafilee Hirmaannaa Ummataatiin Walqabatan

1. Gosti gaafiiwwan armaan gadii haa qabatama raawwii hojii GMB kan ibsan dha. Kanaafuu filannowwn dhihaatan keessaa kan filatan mallattoo(✓) fayyadamuudhaa ibsaa; akkasumas gaafiiwwan barreefamaatis barreessuudhaan ibsaa.

5=Baayyee waliigala 4=Waliigala 3=Murtee hin qabu 2=Walii hin galu 1=Baayyee walii hin galu

Lak	Haala qabatama raawwii hojii GMB	Sadarkaa walii galtee				
		5	4	3	2	1
1.1	Galma mana barumsaa fi wantoota dursi kennamuufii qabu irratti waliigaltee uumuu					
1.2	Walitti dhufeenga maatii,barsiisaa fi barataa cimsuu					
1.3	Durabu'ootaa fi barsiisonni hojii isaanii bilisaan ni raawwatu jettee amantaa					
1.4	Guyyaa maatiittii fayyadamuudhaan gorsi mirgaa fi dirqama barattoota kurmaanaa barattoota hundaaf ni kennama					
1.5	Adeemsa baruu barsiisuutiif haala mijaa'aa uumuu					
1.6	Maatii, barsiisotaa fi barattoota adda duree ta'aniif badhaasa gara garaa kennuudhaan hamileessuu					
1.7	Hubannoo uumuu fi amansiisuun hawaasa hirmaannaadhaaf kakaasuun					
1.8	Ijaarsa mana barnootaa keessatti taasifamu kamiinuu too'achuu					

1.9 GMBn kora maatii barsiisotaatiif hangam taka itti waamama qaba jettee yaadda?

5= Baayyee ol'aanaa 4= Ol'aanaa 3= Jeddugaleessa 2=Gadi aanaa 1= Baayyee gadi aanaa

1.10 Durata'aa hangam taka hooggantummaa fi murtii murteessummaa GMB dhaaf qooduun deeggaruu fi hamiessuun mana barnootaa fooyyessaa jira?

5= Baayyee ol'aanaa 4= Ol'aanaa 3= Jeddugaleessa 2=Gadi aanaa 1= Baayyee gadi aanaa

1.11 GMBn hooggansa mana barumsaa keessatti qaama hooggansaa ol'aanaadha.

Eeyyeen ☐ Miti ☐ yoo deebiin kee "miti" ta'e yaada kankee ibsi _____

1.12 Sirni bulchiinsa alwaaltawaa sadarkaa mana barnootaatti karaa hirmaanaa GMB tiin seeraan hojii irra oolaa jiraa? Eeyyeen ☐ Miti ☐ yoo deebiin kee "miti" ta'e yaada kankee ibsi _____

1.13 Miseensonni GMB garee hawaasaa hundarraa kan bakka buufamaniidha jettee amantaa?

Eeyyeen ☐ Miti ☐ yoo deebiin kee "miti" ta'e yaada kankee ibsi _____

1.14 Karoorri sagantaa marii GMB akkaataa iddoo fi yeroo miseensota hundaa mijaa'uun karoofamee jira jettee amantaa? Eeyyeen ☐ Miti ☐ yoo deebiin kee "miti" ta'e yaada kankee ibsi _____

1.15 Mul'anni waliinii karaa hirmaannaa miseensota GMB tiin uummame jettee amantaa?

Eeyyeen ☐ Miti ☐ yoo deebiin kee "miti" ta'e yaada kankee ibsi _____

2. Gaafiiwwan armaan gadii bifa iddoowwan gurguddoo hooggansa mana barnoota sadarkaa 2ffaa keessatti hawaasni hirmaatu irratti xiyyeeffachuun kan dhihaatanidha. Kanaafuu sadarkaawwan kennaman keessaa malattoo (✓) fayyadamuun yaada kee ibsi.

5= Baayyee ol'aanaa 4= Ol'aanaa 3= Jeddugaleessa 2=Gadi aanaa 1= Baayyee gadi aanaa

Lak	Iddoowwan gurguddoo hirmaannaa ummataa	Sadarkaa Hirmaanaa				
		5	4	3	2	1
	Karoorsuu					
2.1	Karoora hojii mana barumsaa fi itti fayyadama bajata bara sanaa					
2.2	Hawaasa hunda waliin hojachuudhaaf karoora hojii adda addaa qopheessuu					
2.3	Plan on how to raise funds by identifying the main sources					
	Murtee Kennuu					
2.4	GMB dhimmoota mana barnootaa keessatti si'aa'innaan hirmaachuun murtii kenna					
2.5	GMB leecalloon dhimma barnootaaf barbaadaman irra akka oolan murteessa					
	Hooggansaa fi Bulchiinsa Qabeenga					
2.6	Seraan itti fayyadama qabeenga hordofuu fi hoogganuu					
2.7	Leecalloon argame qaamota barbachisuun faaydaa irra ooluu gabaasa godhu					
2.8	Sirna seera qabeessaan galuu fi bahuu qabeengaatti ni fayyadamu					

	Hordofuu fi Madaaluu					
2.9	Hojiin mana barnootaa akkataa karoorfameen raawwatamuu isaa hordofuu fi madaaluu					
2.10	Hojii too'annaa qabeengaa hoogganuun madaaluu					
2.11	Odeeffannoo barattootaa fi barsiisota irraa sassaabuun dubdeebii hatattamaan kennuun furmaataa laachuu					
	Nageenga Hoogganuu					
2.12	Seera naamusaa hawaasni mana barumsaa ittin bulu baasuun nageenga mana barumsaa eeguu					
2.13	GMBn tooftaa adda addaatti fayyadamuun hawaasa mana barumsaatiif seera tumame tamsaasuun hubannoo isaa fooyyessuu					

3. Hariiroo cimaa jidduu mana barumsaa fi maatiitti uumuun, adeemsa baruu barsiisuu cimsuuf deeggaru diriirsuuf gahee gumaacha si'ainnaa GMB taphatan. Yaadonni armaa gaditti ibsaman bu'aalee miseensota GMB tiin mana barumsaa kee keessatti dhufaniidha. Kanaafuu sadarkaawwan kennaman keessaa malattoo (✓) fayyadamuun yaada kee ibsi.

5= Baayyee ol'aanaa 4= Ol'aanaa 3= Jeddugaleessa 2=Gadi aanaa 1= Baayyee gadi aanaa

No.	Results	Level of Results				
		5	4	3	2	1
3.1	Hariiroo gamlamee jidduu keessaa fi ala mana barumsaa jiru dhugoomsuu					
3.2	Deggarsa hawaasaa cimsuun waliigala barachuu barattootaa fooyyessuu					
3.3	Leecalloo gahaa barbaaduun adeemsa baruu barsiisuu itti fufiinsaan sadarkaa ol'aanaa irraa gahuu					
3.4	Harcaatii fi irra deebii barattootaa xiqqeessuu					
3.5	Bu'a qabeessummaa sagantaa raawwii hojii mana barnootaa dabaluu					
3.6	Himaannaa maatii cimsuun barnoota da'imman isaanii fooyyessuu					
3.7	Naamusa barsiisotaa fi barattootaa fooyyessuu					
3.8	Bu'aa madaallii fi iftoomina bulchiinsaa fooyyessuu					
3.9	Bulchiinsa hirmachisaa fi gamtaan hojjachuu mana barnootaa fooyyessuu					
3.10	Rakkoolee waliigala baruu barattootaa irratti miidhaa fidan addaan baasuun furmaata itt kennuu					

3.11 Gumaachi GMB kan biroo mana barumsaa kee yoo jiraate ibsi _____

4. Hudhaawwan hirmaannaa ykn gahee GMBn hooggansaa fi bulchiinsa mana barumsaa keessatti kennu irratti dhiibbaa taasisan. Sadrkaawwan kennaman keessaa akka yaada keetti kan sirrii jettu mallattoo (✓) fayyadamuudhaan sadarkeessi.

5=Baayyee waliigala 4=Waliigala 3=Yaada hinqabu 2=Walii hingalu 1=Baayyee waliihingalu

Lak	Hooggansa mana barnootaa keessatti wantootaa hirmaanaa GMB irratti dhiibbaa fidan	Sadarkaa Dhiibaa				
		5	4	3	2	1
4.1	Hanqinna yeroo marii fi hojiiwwan hooggansaa miseensota GMB					
4.2	Hanqina leecalootiin si'aa'innaan deeggaruu fi keessatti hirmaachuu dhabuu GMB					
4.3	Hojiiwwan gara garaa keessatti hirmaachuuf dandeetii fi beekumsa dhabuu					
4.4	Hanqina leenjii gahaa dhabuutiin, hubannoo uumuu fi muxannoo qooduu dhabuu					
4.5	Hubannoo qulqulluu gahee hojii fi itti gaafatamummaa dhabuu GMB					
4.6	Kutannoo fi fedhii dhabuu miseensota GMB					
4.7	Waa'ee gahee isaanii hawaasni karaa sirriin hubachuu dhabu					
4.8	Durabu'ootaa fi barsiisonni maatii wajiin hojjachuuf fedhii dhabuu					
4.9	Haalli hooggansa durabu'ootaa hirmaachisaa ta'uu dhabuu					
4.10	Durabu'ootaa fi barsiisonni gahee hojii miseensota GMB irratti ilaalcha faalla qabaachuu					
4.11	Hanqinni hordoffii fi deeggarsa BBLG fi Waajira Barnoota Bulchiinsa Magaalaa jiraachuu					

Appendix C

Interview Guide for City Administration Education officer (English)

Sex: _____

General Question: What does the practice of education decentralization and community participation in education in the City Administration looks?

1. In this City Administration, what constitute communities participation in educational management in any of the following?
 - a. Management of education,
 - b. Development of schools
 - c. Teaching and learning?
2. In this City Administration, to what extent is educational decentralization which meant that parents' take part in how the school be run?
3. What is the role of your office for the management of schools?
4. How does your office coordinate community participation at school level?
5. Where do schools get their sources of funds: government, community, aid agencies and/or NGO?
6. How and for what purpose do communities make contributions to their schools?
7. How adequate is their contribution?
8. Who determine the forms and amount of contribution?
9. What advantages have been achieved so far as a result of community participation in secondary education?
10. Are there problems in participation encountered by the community?
11. What factors do you think enhances community participation in secondary education?
12. What factors do you think hinders community participation in secondary education?
13. Do you have anything you want to add to things we talked so far?

Thank you for your participation.

Appendix D

Interview Guide for City Administration Education officer (Afaan Oromoo)

Saala: _____

Gaaffii Waliigalaa: Bulchiinsa Magaalaa kana keessatti “decentralization” barnootaa fi hirmaannaan uummataa maal fakkaata?

1. Bulchiinsa Magaalaa kana keessatti, kanneen armaan gadii irratti hirmaannaan uummataa maal maal ofi keessatti qabata?
 - a. Gaggeessummaa barnootaa (management of education)
 - b. Guddina mana barnootaa (development of schools)
 - c. Baruu fi Barsiisuu (teaching and learning)
 2. “Decentralization” barnootaa Bulchiinsa Magaalaa kanatti hangam ummata adeemisa mana barnootaa keessatti hirmaachisa?
 3. Waajjirri keessan gaggeessummaa mana barnootaa keessatti haala (bifa) akkamiin hirmaata?
 4. Waajjirri keessan hirmaannaa ummataa sadarkaa mana barumsaatti haala akkamiin gurmeessa?
 5. Manneen barnootaa madda galii isaanii eessaa argatu:- mootummaa irraa, ummataa irraa, waldaa gargaarsaa moo miti-mootummaa irraatti?
 6. Ummannii akkamittiinii fi maaliif mana barumisaa isaaf gargaarsa godha?
 7. Hirmaannan isaanii hammam gahaa jeta?
 8. Eenyutu akkaataa fi hanga hirmaannaa ummataa murteessa?
 9. Hanga yoonatti hirmaannaa ummanni barumisa irratti qabu irraa bu’aan argame jiraa?
 10. Rakinni isaan yookiin hirmaannaa isaanii irratti isaan mudate hoo ni jira? Yoo jiraate maaliif sitti fakkaata?
 11. Maaltu hirmaannaa ummanni manneen barnoota sadarkaa lammaffaaf godhuu sadarkaa ammaa irra jiruu olitti fooyyessa jettee yaadda?
 12. Hirmaannaa ummanni manneen barnoota sadarkaa lammaffaa irrattii qabu maal maalittu ni xiqeessa jettee yaadda?
 13. Waan hanga ammaa haasofneen ala wanti itti dabaltan ni jiraa?
- Hirmaannaa keessaniif galatoomaa!

Appendix E

Interview guide for school director (English)

Experience in school administration: _____ what is the general trend of community participation in your school look likes?

1. What means community participation in your school?
2. Who participates?
3. To what extent is decision-making decentralized at your school?
4. Do community or PTA members participate in any of the following?
 - a. Education management,
 - b. Development of schools and
 - c. Teaching and learning
5. How adequate is the community participation in your school?
6. Who appoints or elects the PTA members for school management position? What criteria should be fulfilled to be elected?
7. What are the functions of PTA?
8. What channels do schools use to communicate decisions, create awareness, motivate and convince the community for participation?
9. How does the community see participation in education?
10. What do teachers think of the involvement of community members in the school governance?
11. What successes are so far achieved as a result of community participation in the school?
12. What is your view of the economic capacity of the community in financing schools?
13. What has been done to solve problems related to community participation in education?
14. Do you have any suggestions/ recommendations?

Thank you for your participation.

Appendix F

Interview guide for school director (Afaan Oromoo)

Hooggansa mana barumsaa irra hangam turtaan? _____

Walumaa galatti hirmaannaan ummataa mana barumsaa keessan keessatti maal fakkaata?

1. Hirmaannaa ummataa jechuun akkaataa mana barumsaa keessanitti maal jechuudha?
2. Eenyutu hirmaataa?
3. Angoon murtii murteessummaan isaa hangaam gadi bu'ee (decentralized) jira?
4. Ummannii ykn GMB kaneen armaan gadii keessaa bifa kamiin hirmaatuu?
 - a. Gaggeessummaa barnootaa
 - b. Guddina mana barnootaa
 - c. Baruu fi Barsiisuu
5. Hirmaannaan ummanni mana barumsaa keessaniif godhu hammam gahaa jetu?
6. Gaggeessummaa mana barumsaaf eenyutu koree GMB mana barumsaa fila? Filatamuuf filatamtoonni maal-maal guutuu qabu?
7. GMB hojiin isaanii maalii?
8. Manni barumisaa kun murtee murtaa'e dabarsuuf, hubannaa uumuuf, ummata kakasuuf daandii fi mala akkamii fayadamaa jira?
9. Hirmaannaa godhuuf ummannii ilaalcha akkamii qaba?
10. Bulchiinsa mana barumisaa (school governance) keessatti ummannii hirmaachuu isaa barsisonni ilaalcha akkamii qabu?
11. Hirmaannaa ummanni barumsa irratti godhu irraa kan ka'e bu'aaleen argaman maal faadha?
12. Dandeetti ummannii qarshii mana barumsaaf buusuu qabu akkamitti ilaaltu?
13. Hirmaannaa ummannii mana barumsaaf godhu faana kan wal -qabate rakkoolee mudataan akkamiti hiiktan?
14. Kanaa alatti yaada dabalataa qabdu?

Hirmaannaa keessaniif galatoomaa!

Appendix G

Guide for focus group discussion of Unit Leaders (English)

Number of: Male: _____ Female: _____ Total: _____

School: _____

1. What means community participation in educational management?
2. What are the contributions of you and other teachers in school management?
3. Do you think that decentralization of educational management play a great role on teaching learning process in school?
4. How adequate is the community participation in your school?
5. In what activities does Parent Teacher Associations give decisions?
6. Do you think that they fulfilled their duties and responsibilities? If no, what are the problems that encountered?
7. How often the parents or the communities visit your school?
8. How do you see the coordination and integration among Kebele Education Training Boards, Parent Teacher Associations and schools?
9. What do you think enhances community participation in education?
10. Have you taken part in school gathering or meetings which have influenced decisions for the schools? What kind of meetings? Which decisions were made? How the meeting did influenced what was decided?
11. Is there anything you want to say about community participation in secondary school?

Thank you for your participation!

Appendix H

Guide for focus group discussion of Unit Leaders (Afaan Oromoo)

Lakk. Dhi.: _____ Dha.: _____ Ida.: _____

Mana Barumsaa: _____

1. Akkaataa mana barumsa keessanitti hirmaanna ummataa jechuun maal jechuu dha?
2. Hoggansa mana barumsaa keessatti gaheen keessanii fi barsiisota biroo maali?
3. Imaammanni hoggansa barnootaa al-waaltawaan mana barnootaa keessatti adeemsa baruu barsiisuu cimsuuf gahee guddaa taphatee jira jettee yaaddaa?
4. Hirmaannan hawaasni mana barumsa keessaniif godhu hammam gahaa jetu?
5. Gamtaan Maatii fi Barsiisotaa hojii akkamii irratti murtii kennu?
6. Isaanis gahee fi ittigaafatamummaa isaanii ni bahu jettee yaaddaa? Yoo hin taane, rakkoo akkamtu uumama jetu?
7. Maatiin ykn hawaasni hangam taka mana barnootaa dhufu?
8. Qindoominaa fi walitti hidhamiinsi Boordii Barnootaa fi Leenjii Gandaa, Gamtaa Maatii Barsiisotaa fi mana barumsaa maal fakkaata?
9. Hirmaannaa ummanni barnoota irratti taasisu maaltu fooyyessuu danda'a jettanii yaadu?
10. Walga'ii dhimma mana barumsaa ilaalatu irratti hirmaattee beekta? Walgahii akkamii? Murtee akkamiitu murtaa'e? Gara murtee san ummannii akkamitti dhufuu danda'e?
11. Hirmaannaa ummanni mana barumsa sadarkaa lammaffaaf godhu irratti yaada dabalataa ni qabdaa?

Hirmaannaa keessaniif galatoomaa!

Appendix I

Guide for focus group discussion of community members, KETBs & PTAs (English)

Number of: Male: _____ Female: _____ Total: _____

Kebelle: _____

1. What means community participation in education?
2. What are the forms of participation in your local school?
3. Have you participated yourself? What have you done?
4. Who else participates?
5. Do you think that your participation has helped your local school? How?
6. Do you think that it has helped your own child's education? How?
7. In what areas of school management do communities participate?
8. What do you think of the per student financial contribution to schools?
9. Does it create any problems for parents? What?
10. What makes it difficult for you to participate?
11. How do you view community participation in educational management?
12. How adequate is their participation in your local school?
13. Have you taken part in school gathering or meetings which have influenced decisions for the schools? What kind of meetings? Which decisions were made? How the meeting did influenced what was decided?
14. How do schools communicate with you?
15. What do you think enhances community participation in your local schools?
16. Is there anything you want to say about community participation in secondary school?

Thank you for your participation!

Appendix J

Guide for focus group discussion of community members, KETBs & PTAs (Afaan Oromoo)

Lakk. Dhi.: _____ Dha.: _____ Ida.: _____

Ganda: _____

1. Akkaataa mana barumsa keessanitti hirmaanna ummataa jechuun maal jechuu dha?
2. Haala akkamiitiin dhimma mana barumsa nannoo keessanii keessatti hirmaatu?
3. Atti hirmaattee beeyta? Maal goote?
4. Namoonnii biraa hoo eenyufatu hirmaata?
5. Hirmaannan kee mana barumsa nannoo keetii fayyadeera jettee yaaddaa? Akkamiitti?
6. Hirmaannan kee barumsa mucaa keerratti jijjirama fideera jettee yaaddaa? Akkamitti?
7. Hoggansa mana barumsaa keessatti hawaasni eddoo kamirratti hirmaata?
8. Buusii mallaqaa tokkoon tokkoon barataaf maatiin buusuuf yaada akkamii qabda?
9. Rakkina matii irratti uumu ni qabaa? Maali? Barataa irratti hoo?
10. Hirmaannaa mana barumsaa keetiif gootuuf maaltu sirakkisa ykn sitti cima?
11. Hirmaannaa ummanni hoggansa mana barumsaa keessatti taasisu akkamiitti ilaalta ?
12. Hirmaannan isaan mana barumsa naannoo keetiitif godhan hammam gahaa jeta?
13. Walga'ii dhimma mana barumsaa ilaalatu irratti hirmaattee beekta? Walgahii akkamii?
Murtee akkamiitu murtaa'e? Gara murtee san ummannii akkamitti dhufuu danda'e?
14. Manni barumsaa akkamitti siin quunnama?
15. Hirmaannaa ummataa kan yeroo ammaa irra caalaa wanni ni fooyyeessa jettee yaaddu maali?
16. Hirmaannaa ummanni mana barumsa sadarkaa 2^{ffaa} godhurratti yaada dabalataa ni qabdaa?

Hirmaannaa keessaniif galatoomaa

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Document Analysis Check List

The researcher will use the following document analysis check list items with 'Yes' or 'No' responses after carefully analyzing the necessary documents that PTA required to possess.

No	Items	Yes		No	
		no	%	no	%
1	PTA possesses the guide line that consists clearly defined roles and responsibilities				
2	PTA provides a plan that describe different activities and budget				
3	PTA has minutes of meeting(agenda)				
4	There is a guide line that shows discipline policies of the school				
5	PTA has full information in material and financial resources				
6	PTA has community involvement records				
7	Monthly reports are made by PTA				
8	PTA keeps information and agendas that are raised in parent teacher conference				
9	There are training manuals for PTA members				

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Cheek Liistii Cuunfaa Ragaa

Qorataan cheekliistii cuunfaa ragaa armaan gaditi ibsamani bifa deebii Eeyyee Miti gedhutti fayyadamuudhaan guutuuf haala armaa gadiitiin qopheessee jira

Lak	Gosa Gaafii	Eeyyee		Miti	
		Lak	%	Lak	%
1	GMBn qajeelcha ittigaafatamummaa fi heera guutuu qabu qabaa				
2	GMBn karoora baajataa fi hojiiwwan gara garaa qopheeffatee jiraa				
3	GMBn galmee qaboo yaa'ii qabaa				
4	Mana barumsaa keessa qajeelchi waa'ee naamusaa ibsu jiraa				
5	GMBn odeeffannoo guutuu waa'ee qabeenga meeshaa fi maalaqaa ni qabaa				
6	GMBn ragaa hirmaanaa ummataa ni qabaa				
7	Gabaafini GMB dhaan ji'a ji'aan ni qophaa'aa				
8	GMBn marii maatii fi barsiisotaa irrati ajandaa marii ni qopheessaa				
9	Maanuwaaliin leenjii miseensota GMB tiif qophaa'e ni jiraa				

DECLARATION

I, the undersigned, hereby declare that this thesis is my original work and has not been presented in any other university, and that all materials used for the thesis have dully acknowledged.

Name: Abdulkadir Abda

Signature: _____

Date: _____

This thesis entitled "Decentralization and Community Participation in Educational Management of Government Secondary Schools of Shashemene City Administration" is the original work of Abdulkadir Abda and submitted for examination with my approval as university advisor.

Name Melaku Yimam

Signature: _____

Date: _____