

THE ROLE OF PARENT TEACHER ASSOCIATION IN  
ADDIS ABABA SECONDARY SCHOOLS: THE CASE OF  
ENTOTO AMBA SECONDARY SCHOOL

BY  
RAWLING WONDEMNEH

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
RESEARCH AND DEVELOPMENT

**Addis Ababa University**  
**Addis Ababa, Ethiopia**

**June, 2013**

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

This is to certify that the thesis prepared by Rawling Wondemneh, entitled: The Role of Parent Teacher Association in Addis Ababa Secondary Schools: The Case of Entoto Amba Secondary School, and submitted in partial fulfillment of the requirements for the degree of Master of Arts (Educational Research and Development) complies with regulations of the university and meets the accepted standards with respect to originality and quality.

*Signed by thesis Examining Committee:*

**Advisor:** \_\_\_\_\_ **Sig.** \_\_\_\_\_ **date** \_\_\_\_\_

**Examiner:** \_\_\_\_\_ **Sig.** \_\_\_\_\_ **date** \_\_\_\_\_

**(Internal)**

**Examiner:** \_\_\_\_\_ **Sig.** \_\_\_\_\_ **date** \_\_\_\_\_

**(External)**

---

Chair of Department or Graduate Program Coordinator

## ***Abstract***

*The Role of Parent Teacher Association in Addis Ababa Secondary Schools: The Case of Entoto Amba Secondary School*

*Rawling Wondemneh*

*Addis Ababa University, 2013*

*The purpose of this study was to examine the Role of Parent Teacher Association (PTA) in Addis Ababa Secondary Schools. In the study, the research design and approach was case study and qualitative respectively. The participants of the study were ten. Two teachers, the directors, two student, three parents and Quality Education Assurance Inspection Expert of the Woreda's Education Office (WEO). The participants and the study area were selected using purposive sampling. The instruments for data collection were interview, observation, document analysis and Focus Group Discussion. Moreover to strengthen the study, different previous researches and published related literatures were carefully reviewed. The discussion of this study concentrated in examining PTA role and its implementation including more focused ones, response of stakeholders and improvement of the association after students involvement. The results show that PTA's role in fund raising, planning and monitoring was good. But its activities in maintaining school discipline, answering questions, like preparing students' café, was insufficient. In addition PTA has worked with its stakeholders, but the responses from them differ from one to another. Therefore to get good response, PTA has to strengthen its relations with all parents, teachers and students.*

## Acknowledgements

I'm certain that the following acknowledgements do not include everyone who has made contribution for the research. With apologies, I should like to thank my advisor Dr. Wossenu Yimam for his instant, critical and constructive comments throughout the study , all the research participants who gave me sufficient data, and both my father and brother for their financial support.

## **List of Abbreviations**

- AACAEB: Addis Ababa City Administration Education Bureau.
- BOG: Board of Governors.
- CTAI: Curriculum, Textbook and Assessment and Inspection.
- DY: Dong Yang.
- ELQIP: English Language Quality Improvement Program.
- ESDPIM: Education Sector Development Program Implementation Manual.
- FGD: Focus Group Discussion.
- GEQIP: General Education Quality Improvement Program.
- KETB: Kebele Education and Training Board.
- MAP: Management and Administration Program.
- MoE: Ministry of Education.
- NEP: National Education Policy.
- NGO: Non Governmental Organization.
- PASDEP: Plan for Accelerated and Sustained Development to End Poverty.
- PSTA: Parent Student Teacher Association.
- PTA: Parent Teacher Association.
- QEAIE: Quality Education Assurance Inspection Expert
- SGP: School Grant Program.
- SIP: School Improvement Program.
- SMC: School Management Committee.
- TDP: Teacher Development Program
- TSEB: Tigray State Education Bureau.
- UK: United Kingdom
- WEO: Woreda Education Office.
- WVK: World Vision Korean.

## Table of Contents

List of Abbreviations .....	v
Chapter One: Introduction.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem .....	3
1.3 Objectives of the Study .....	6
1.3.1 General Objective:.....	6
1.3.2 Specific Objectives: .....	6
1.4 Basic Questions .....	7
1.5 Significance of the Study.....	7
1.6 Delimitation of the Study.....	7
1.7 Limitations of the study.....	8
1.8 Operational definitions of Terms .....	8
1.9 Organization of the study .....	8
Chapter Two: Review of Related Literature .....	10
2.1 General Education Quality Improvement Program (GEQIP) .....	10
2.1.1 The School Improvement Program and the School Grant Program.....	11
2.2 What is PTA .....	13
2.3 Purpose of PTA .....	14
2.4 Functions and Responsibilities of PTA.....	15
2.5 Roles of PTA.....	17
2.5.1 PTA for money raising .....	18
2.5.2 PTA for communication.....	19
2.5.3 PTA for academic events .....	20
2.5.4 PTA for social event .....	20
2.5.5 PTA for procedures.....	21
2.6 Strengthening the roles of PTA .....	21
2.6.1 More involvement of PTA in education financing:.....	21
2.6.2 More involvement of PTA in school administration.....	21
2.6.3 Involving parents in organized school events:.....	22
2.6.4 Giving direct labour for execution of projects:.....	22
2.7 Importance of PTA.....	23

2.7.1 Why do we need a PTA?.....	23
2.8 PTA related problems in school administration .....	24
2.8.1 Inadequate funding:.....	24
2.8.2 Inadequate facilities.....	25
2.8.3 Lack of cooperation between the school authority and the parents.....	25
2.8.4 Poor supervision of schools.....	25
2.8.5 Poor academic performance.....	26
2.9 Strategies to Strengthen the Roles of PTA .....	26
2.9.1 Involvement of PTA in finance.....	26
2.9.2 Involvement of PTA in administration .....	27
2.10 PTA in Developing Countries .....	27
2.10.1 PTA in Ethiopia .....	31
2.11 Parent Student Teacher Association (PSTA).....	32
2.11.1 Organization of PSTA.....	33
2.11.2 Structure of PSTA.....	35
Chapter Three: Research Method and Procedures .....	37
3.1 Method.....	37
3.2 Study Design .....	37
3.3 Background of the study area and participants.....	37
3.3.1 Study Area.....	38
3.3.2 Study Participants.....	38
3.4 Source of Data.....	39
3.5 Sample and Sampling Techniques.....	39
3.6 Data Collection Instruments.....	40
3.6.1 Interview.....	40
3.6.2 Observation.....	40
3.6.3 Document Analysis check-list.....	41
3.6.4 Focus Group Discussion.....	42
3.7 Data Collection Procedures .....	42
3.8 Method of Data Analysis.....	44
Chapter Four: Data Analysis and Interpretation.....	46
4.1 Brief history of the school.....	46

4.2 Demographic characteristics of the participants.....	47
4.3. Reaction on PTA's role implementation.....	48
4.3.1 More focused PTA's roles .....	51
4.3.1.1 Monitoring .....	52
4.4 Reaction on stakeholders response .....	55
4.4.1 Students .....	55
4.4.2 Parents .....	59
4.4.3 Teachers.....	61
4.5 Improvement of the association after students involvement.....	63
4.5.1 After class tutorials .....	63
4.5.2 Quotas for female students in clubs: .....	64
4.5.3 Extending of library service time: .....	65
4.5.4 Meeting experience for students: .....	65
Chapter Five: Summary, Conclusion and Recommendation .....	67
5.1 Summary.....	67
5.2 Conclusion .....	71
5.3 Recommendations.....	73
Appendices .....	79



# Chapter One: Introduction

## 1.1. Background of the Study

Education is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lesson that provide an understanding of something. Common form of education like mutually shared with no differentiating characteristics and belonging to the same group to share a universal denominator result from schooling that incorporates studies of variety of subjects. Its purpose, on the other hand, is to teach a student how to live his life by developing his mind and equipping him to deal with reality. FDRE (1994:2) also stated that the main objective of any educational system is to cultivate the individual capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude.

From recent years onward number of programs is designed and being implemented to improve the quality of education throughout the country. Among them, General Education Quality Improvement Program (GEQIP) is the major one. Under this major program, other programs are also running in different phases to fulfill their objectives.

MoE (2008) states the first phase project consists of the following components: (i) Curriculum Text book and Assessment and Inspection (CTAI). (ii) Teacher Development Program (TDP), including English Language Quality Improvement Program (ELQIP). (iii) School Improvement Program (SIP), including school

grants. (iv) Management and Administration Program (MAP), including EMIS and (v) Program coordination including monitoring and evaluation activities.

The same thing is true Parent Teacher Association (PTA), in its new name Parent Student Teacher Association (PSTA), is running to achieve its objectives. Based on the Addis Ababa Administration Education Bureau organization and structure No. 3/February 2004 E.C the previous Parent Teacher Association (PTA) is replaced or amended by the new Parent Student Teacher Association (PSTA). The preceding one didn't include students at all and more of its view had focused on schools administration. In addition, it didn't have a clear long and short term objectives. Hence, the relationship between schools and society was not strong.

From the researcher's personal experience, a lot of researcher's villagers had learned and also currently are learning in Entoto Amba Secondary School. But the students seem like very reckless to their learning, and their behavior is a kind of strange. When the researcher asks them suddenly about their parents' role in the school program, they don't even remember that their parents attended Bi-annual students' award ceremonies.

This indicates that the school's Parent Teacher Association is not active in mobilizing parents and bothering for the students learning and behavior as well. Sergiovanni (2001:194) stated that education is a collaborative activity that teachers, students, parents and others with whom school workers untapped potential in all areas of human endeavor.

For cooperative activity Parent Teacher Association should have called the students family members and dealt with different issues because as Chandler and Nita (1997:30) wrote Parent Teacher Association involvement means educating parents as well as involving them in supporting school activities. Eyasu (2011) stated that Parent Teacher Associations are one important ways for parents to support public education and their local school communities cooperatively. Teachers are also the crucial link in the partnership between school and parents. Every major study of education has shown the importance of PTA roles and parents involvement in PTA. So the PTA is an effective means of bringing parents and teachers together.

Therefore, giving emphasis about Parent Teacher Association role in school in general and at secondary schools in particular is essential. This study looked for necessary solutions in development of education in the school. As ESDP Implementation Manual (1998) puts, development of education includes school construction, beautification control of discipline, managing educational finance, evaluating teachers and maintenance of school buildings and site. This informs that studying on Parent Teacher Association together with the society is important for educational development. As G/Michael (2006:4) wrote Ethiopian educational activities need parents' support in all conditions to maintain the quality of education.

## **1.2. Statement of the Problem**

Education takes place not only in schools but also with in families, communities and society. Despite the various degree of responsibility taken by each group, none can be the sole agent to take full responsibility for children's education as long as

the children interact with the learning from the world outside their families (Bagin and Donald 2001:136).

PTA, as a representative of large community, has its own importance in addressing the problem of teaching learning process. The PTA that is found in Addis Ababa, Gullele sub-city, at Entoto Amba Secondary School has vital importance and also problems. As an observer, simple example of the problems are: lack of cooperation between the school and the parents, discipline problems among students, the school doesn't have even the PTA guideline and the February 2004 E.C organization and structure of PSTA. Since it doesn't have the guideline and organization & structure; the role of PTA might also not be implemented as well, and the response of the stakeholders (Parent, Student, and Teacher) to the school's PTA role might also be weak.

In the earlier studies G/Michael (2006:59) found out that Parent Teacher Association efforts and outcomes in school administration was not successful at Kindaya Primary School in Tigray region. His findings showed that Teachers and Directors disagree with the interference of parents. They accepted the involvement of parents in the school affairs, but dissatisfied with parents' involvement in evaluation of teachers. Beside the effort of Parent Teacher Association in alleviating disciplinary problem was low. Therefore, students were seen in breaking the regulation (e.g. truancy)

The same thing is true Eyasu (2011:72) stated that Parent Teacher participation in managing their respective schools and observing roles of PTA was not at desired

level. As a result they had weak role on motivating the school communities, improving students' discipline, meetings in convenient time. He also asserted that the contribution of PTA's participation in decreasing students' dropout and repetition rate, and increasing effectiveness of implementation in school programs respectively were low.

G/Michael (2006) also observed that parents are not voluntary in encouraging girls' learning and are also unwilling to visit classrooms regularly.

In the previous studies contradictory findings were also seen. For instance, Jenberu (2011:81) indicates the status of Parent Teacher Association participation in government secondary school of Addis Ababa is at a medium level. Here what we do understand is that for the Association's participation, G/Michieal (2006) and Eyasu (2011) are using the word (level) low, but Jenberu (2011) reported medium level.

The difference between findings of previous studies might be the place where PTA is influential or not influential in the society, which means in some places it attempts to put its actions as much as possible, and in some other places the reverse might be true. Besides the studies were conducted in different levels. Some of them were in primary cycle, and some others were in secondary schools. The method they have used, data gathering tools and characteristics of respondents might also have influence on the findings.

In Addis Ababa, it is difficult to provide secondary education and ensure effective school PTA role implementation without active participation of community. Pupils'

parents through their representatives, teachers and students are expected to participate in observing the roles of PTA. Participation in PTA to see its roles from different aspects are low. This fact has also been confirmed by sub-city reports. (Jenberu, 2011:5)

In the earlier system PTA was limited to school only, and it didn't work a lot to strengthen students result and behavior as well. Hence; in order to make the teaching learning process strong, to make the result and the behavior of students better, the Addis Ababa City Administration Education Bureau (AACAEB) amended the new No. 3/February 2004 E.C Structure and Organization of Parent Teacher Association (PSTA) based on the authority that was given to issue guideline on proclamation No. 15/2001 E.C article 9(2) & 20 (6). Consequently searching good aspects of the Association from being PTA to PSTA was one focus of this study.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective:**

The general objective of the study is to assess the Role of Parent Teacher Association in Entoto Amba Secondary School.

#### **1.3.2 Specific Objectives:**

The specific objectives of the study were to:

- a) Investigate the response of Parents, Student and Teachers to the association.
- b) Identify specific targets that the Parent Teacher Association focuses on.

- c) See the improvement of the association after including students and become PSTA from PTA.

#### **1.4 Basic Questions**

The following questions are formulated to guide the study.

- a) How does PTA implement its role in Entoto Amba Secondary School?
- b) How is the response of Students, Parents and Teachers to the Association?
- c) Which specific role of the PTA gets more attention?
- d) What improvement has been observed after including students in the Association?

#### **1.5 Significance of the Study**

For the success of Parent Teacher Association role, the study mentions or proposes different ideas. The ideas can be a solution for the development of Parent Teacher Association's performance and for the proper implementation of its duties in the school to serve parents, and in particular students. Besides, the study would serve as stepping stone for further studies in the same field.

#### **1.6 Delimitation of the Study**

The study looked at one secondary school in Addis Ababa at Gullele sub-city, in spite of the fact that the city has 61 secondary schools. The study gave attention to how does PTA perform its role in Entoto Amba Secondary School and the views of students, parents and teachers to the Association. The study also focused on which specific role of the PTA gets more attention and the improvement of the association

from being PTA to PSTA. Those issues have been seen from 2001 E.C. up to 2005 E.C academic year.

### **1.7 Limitations of the study**

In this study, however, very strong efforts have made in preparing instruments with the help of an advisor and colleagues, the instruments might not gathered sufficient data. Moreover, it is generally agreed that the validity of a research results increase as the response of participants free from bias; however, for different reasons the participants may not expressed their true experiences. Consequently, these could be possible limitations of this study.

### **1.8 Operational definitions of Terms**

***Parent Teacher Association:*** An organization of teachers and parents of pupil that works for the improvement of the schools and the benefit of the pupils.

***Parent Student Teacher Association:*** Is a formal organization composed of parents, teachers and students that are intended to facilitate parental participation and school activities.

***Role:*** *Function of the Association.*

***Secondary School:*** In the context it includes a cycle of both grades 9 and 10.

***Sub-city:*** The 2<sup>nd</sup> governmental level in Addis Ababa City Administration.

***Woreda:*** The 3<sup>rd</sup> governmental level in Addis Ababa City Administration.

### **1.9 Organization of the study**

The paper has organized into five chapters. The first one includes the introductory part of the research. Next after the first, intensive review of related literature is

arranged and presented. The third one discussed about the research method and procedures. Data analysis and interpretation are discussed in the fourth chapter. The last chapter contains the summary, conclusion and recommendation part.

## **Chapter Two: Review of Related Literature**

In order to review on PTA's roles in Secondary School, the obtainable literature has been reviewed as follows.

### **2.1 General Education Quality Improvement Program (GEQIP)**

General Education Quality Improvement program is working for accelerating quality education. Its plan is totally to get rid poverty like Ethiopia's this day plan for rapid development to end poverty. MoE (2008:1) stated that Ethiopia is currently implementing its Plan for Accelerated and Sustained Development to End Poverty (PASDEP). This strategic vision is one of rapid and sustained growth primarily through large domestic investments and scaled up development assistance targeted at eliminating the poverty traps that have hindered the development of the country.

To have success in education in the near future, Ethiopia is doing best and watching the beginning fruits as well. Social Development Direct (2011) stated that the government of Ethiopia has a strong commitment to achieving education for all by 2015 and has a policy of inclusive education for all children. It has made significant progress in expanding access and increasing enrolment to general education.

GEQIP has different objectives. Social issues and how these social issues get solution including policies especially children education is among the major. Social Development Direct (2011:1) said the main objective of the social assessment of the General Education Quality Improvement Program is to contribute to the understanding of factors that exclude children from school and 'to review and understand the social context for the implementation of general education

(including GEQIP) and broader education policies in Ethiopia and to suggest how social impact could be improved’

Another objective of the Social Assessment of the General Education Quality Improvement Program (GEQIP) is ‘to review and understand the social context for the implementation of general education (including GEQIP) and broader education policies in Ethiopia and to suggest how social impact could be improved’ (Social Development Direct, 2011:1)

According to MoE (2008:4) the overall purpose of the GEQIP is to improve the quality of general education throughout the country. Under this specific program elements of GEQIP are found.

### **2.1.1 The School Improvement Program and the School Grant Program**

To put GEQIP’s objectives properly these two programs, SIP and SGP are essential instruments as Social Development Direct (2011:7) stated “They are key tools to be used strategically to encourage locally appropriate responses to inequity.”

#### **2.1.1.1 The School Improvement Program (SIP)**

According to MoE (2008:6) the objectives of the SIP component are to:

- (i) Improve the capacity of schools to prioritize needs and develop a school improvement
- (ii) Enhance school and community participation in resource utilization decisions and resource generation.
- (iii) Improve the government’s capacity to deliver specified amounts of schools grants at the woreda level and

- (iv) Improve the learning environment by providing basic operational resources to schools.

The School Improvement Program (SIP) is a national program developed by the Ministry of Education in 1999, to improve student results in primary and secondary schools. (MoE 2010)

The SIP was implemented using the following SIP materials:

1. School Improvement Framework.
2. School Improvement Program Implementation manual.
3. School Improvement Guideline.

Over the last three years many important lessons have been learnt through implementation of the SIP in schools across Ethiopia. It was agreed that a new SIP guideline should be developed in order to incorporate the lessons learnt to date, while also aligning existing SIP documents into one simplified guideline. Therefore a very good understanding about the SIP guideline is essential. According to MoE (2010) Directors of Primary and Secondary schools are expected to study the SIP guideline to fully understand the strengthened strategic planning process to realize improved student results.

#### **2.1.1.2 The School Grant**

School Grant Program (SGP) is one element for GEQIP. It works with SIP to have change on education including finance in different schools. According to UNESCO's Working Paper on an overview of experiences of five countries, entitled Can School Grants Lead to School Improvement? (2011:4) stated in an increasing number of countries, school grant policies represent a major reform in

educational management. Schools, which before such policies had very little or no say about financial management, now receive grants directly from central authorities.

## **2.2 What is PTA**

Different definitions define Parent Teacher Association (PTA). PTA is a democratic organization which attempts to bring parents and teachers together in the interest of the child. (Ajayi, 1999). It is a formal link of communication on school matters between the teachers and parents. PTA is the volunteer child advocacy organization in schools. It is a not-profit association of parents, educators, students and other citizens active in their schools and communities (PTA, 2007). This means, PTA is a strong advocate for public education, vital resource for families and a power voice for children and youth.

In the context of Ethiopia PTA is a committee that consists of eleven members who are 5 parents, 3 teachers, 2 students of representative in number and a principal. They are elected through parent-teacher assembly or conference TSEB (2009 in Eyasu, 2010:23)

PTA plays a significant role in all aspects of education, according to MoE (2002) from rising resource to managing different school activities. In the 2002 guideline also noted that the PTA is active in raising the awareness of general community on the benefit of education and in encourage parents to send their children so as to increase access and reduce dropout. The school PTA is also accountable to the Parent Teacher Conference.

PTA is the volunteer advocacy organization in schools. It is a not-for-profit association of parents, educators, students and other citizens active in their schools and communities (PTA, 2005 in Eyasu, 2011:19). This means, PTA is a strong advocate for public education, vital resource for families and a power voice for children and youth.

Toby (2005 cited in Jenberu, 2011) defines PTA is a grass roots organization that brings parents and teachers together so as to work towards improving the lives and education of students. Bagin and Gallagher (2001:131) also described it as a voluntary organization whose membership consists of parents, teachers, principals and students of the individual school and school system in order to devolve legal authority to make policy decisions or to administer educational programs.

### **2.3 Purpose of PTA**

According to MoE (2002) assisting teachers closely to avoid their students' problem, providing psychological and academic support and helping the relationship between them should be disciplined and academic is one purpose of PTA. In the same reference, create conducive environments for teaching learning process and enhance parents and school so that it strengthens the involvement of community in education are two another purposes of PTA.

In addition to these Bagin and Gallagher (2001) suggested that the primary PTAs purposes are to: raise the standards of home life, promote the welfare of the children and youth in home, school and community and secure adequate laws for the care and protection of children's and youth. In the same reference, the

following two are also listed in purpose of PTA to; develop between educators and the general public such united efforts as will secure in physical, mental and spiritual educations and to bring into closer relation the home-school so that parents and teachers may cooperate intelligently in the education of children and youth.

#### **2.4 Functions and Responsibilities of PTA**

Ensure that teachers properly execute their teaching responsibility, support students to foster good ethical value and ensure that teachers are teaching in accordance with the interest, demand and rights of their students are functions and responsibilities of PTA. (MoE, 2002:12, cited in Jenberu, 2011:25). Besides, advice school principal and teachers who failed to discharge their duties and responsibilities and refer them to the Kebele Education and Training Board (KETB) is also another one.

According to the same reference, school PTA possesses the following three functions and responsibilities. They are; Monitors how the programs of the school are properly implicated according to the schedule and provide the necessary support to the implementation of the decision together with the school management and KETB, pursued students not to mismanagement their education and seek solution along with parents to students who had already dropped out schools, and giving advice for students with disciplinary problem or Punished those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation.

Moreover, provides incentive to teachers and other staff members with an exemplary performance is one of function and responsibilities of the association. Preparation of annual plan and doing the formulation of strategies and school directives are another functions and responsibilities. Besides drawing plan and get approval by the parent and teacher's conference at the beginning of the academic year and present the performance report in the middle and at the end of the year are all functions and responsibilities of PTA. (MoE, 2002:12, cited in Jenberu, 2011:25).

In addition to the above, G/Micheal (2006:25) has also listed both evaluate teachers efficiency and initiate parents to send their child to the school as responsibilities of PTA. Moreover, for the same reference, the following two are responsibilities of the association. They are; motivate students not to drop out and find out solutions with dropout pupil's parent, and in collaboration with the directors, parents, and KETB invite parents in different meetings or conferences to strengthen parent-student relations and to find out solutions about school problems.

Provide opportunities for professional development for its parent members, establish multiple communication systems to ensure regular contact with members, and partner with other members of the school community to offer services to families and share resources are three function and responsibilities of PTA. (Eyasu, 2011:20). Among many, the following three are also the associations function and responsibilities. They are; conduct outreach to its members to determine the needs and interest of membership, sustain parent involvement and participation in school

activities, and plan activities designed to attract and recruit more parents to build a strong parents involvement program.

According to the same reference, engage in the school-based decision making process involvement and active participation on school leadership teachers is another one. Moreover, the following three are function and responsibilities of PTA. They are; identify uses of concern and work with educators to address issues, hold and support fund-raising activities to benefit the children and association, and help to provide access to information and available educational resource to all the parents in the school. (Eyasu, 2011:20).

## **2.5 Roles of PTA**

PTA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role of varies from one country to another, state to state and district to district. Silver (1993 cited in G/Michael, 2006:14) defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task accomplishment. Similarly it is also a means of defining duties among group members.

Parent Teacher Association (PTA) is a powerful organization affiliated with many schools across the country. It plays an integral role in how schools function. As local and national organization of parent and teachers working together to improve

the quality of education in a grass root level, involving parents in class room decision, promoting communication in a grass root level, involving parents in class room decision, promoting communication, events and fund raisers and even lobbying state and national legislatures on behalf of their students is very important.

Nwakwo (1982) found out that the task of school administration include planning and policy making, provision and maintenance of fund facilities, improvement of instructional programmes and maintenance of school-community relationship. Some researchers have submitted in their various studies that the PTA has however been performing in some of these areas as seen here under:

### **2.5.1 PTA for money raising**

PTAs help raise much-needed money by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. Owauamanam (1991) wrote that most communities make financial contributions through the PTA levy and personal donations for the support of the schools in the communities. The author also submitted that communities participate in school administration by electing their members to the Board of Governors.

Most PTAs raise money through event. They often hold one main event each school term for example, a Christmas fair in the winter, a quiz in the spring, and a summer fair. Other PTA events include school uniform sales, discos, firework

displays, international evenings and many more. They are always looking for new fundraisings ideas. The money generated by these used to buy educational materials to promote educational opportunities. Besides, Abdullahi (1996) also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools. By the school governance weakness, sometimes, PTA's are not strong in generating money from different direction.

### **2.5.2 PTA for communication**

Parental support is critical factor in the success of the school and the cooperation between teachers and parents to enhance the pupil's performance. Effective parent teacher communication, parent teacher relationships are essential elements in a student's development. When the teachers want to know a lot about students it's good knowing their parents because parents are a child's first teacher, know a lot about their child. Consequently along with their teachers play the largest and most important roles in their education. Abdullahi (1996) also posited that the PTA enhance understanding and good rapport between the teachers and parents; lobby government for support in the schools; and curtail crises that often arise in the schools.

In other dimension, Oniyangi in Alongue & Ekundayo (2012:17) agreed that the PTA assists in improving the enrolment of the schools in their communities; help in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Oniyangi in Alongue & Ekundayo (2012) also agreed that the PTA helps in sensitization and mobilization

of parents on enrolment attendance and retention of their children or wards in schools.

### **2.5.3 PTA for academic events**

Parent-teacher association (PTA) plays an integral role in how schools function for academic events. Competition in Mathematics, Science, History, Language, and performing arts all help increase learning and proficiency. PTA organize, promote and host such event, PTA also organize students and serves as chaperones for academic competition. It also involved in helping to choose the direct academic curriculum and textbooks. Here, parents input are essential in such decisions and the PTA serves as the liaison between parents and the administration.

### **2.5.4 PTA for social event**

Social events provide an environment in which to promote learning. Seasonal festivals and cultural festival are examples of educational social events; it involves more students and their families in the overall school environment. Social events promote learning by teaching students and other to work together in teams to meet shared goals.

These and other roles suggest that the PTA has been participating on matters affecting education. It is to be noted however, that virtually all the secondary schools in the city have the PTA in place. Despite the laudable role of the PTA in secondary schools appears, but the problems of the school thrive. Therefore the roles of the PTA must be strengthened in order to enhance better community participation in the schools.

### **2.5.5 PTA for procedures**

For different school organization and coordination of complex works, PTAs assist develop procedures and protocols together with teachers and parents. When children being given to school and taken up from school, protocols and procedures manage how teachers, parents and students are doing it. To get comfortable and free place from danger for children to get out from and get in to the school compound, teachers and parents work together in the PTA.

## **2.6 Strengthening the roles of PTA**

The following are some of ways through which the roles the PTA can be strengthened towards better service delivery in the school:

### **2.6.1 More involvement of PTA in education financing:**

According to Ekundayo & Alongue (2012:18) in order to enhance parents' participation in educational financing in secondary schools, members of the PTA should be made members of boards and committees that related to rising and spending of funds in the schools. For the same authors, there are several levies which are collected in the schools (such as PTA levy, lesson fee, among other) in which members of the PTA can be part of the spending team. The need for probity and efficient utilization of the schools' resources will make parents be willing to give more financial assistance to schools.

### **2.6.2 More involvement of PTA in school administration:**

Opportunities should be given to members of the PTA to take part in decision making about school programmers. Hicks (1992) suggested, this may include being a school

board member, participation on parent's advisory committee. Areas in which parents may be helping to make programmed decisions include goal setting, development and implementation of programmed activities and fund allocations. Hicks (1992) confirmed many benefits are accrued for the school system and for parents themselves when parents become involved in the school activities.

### **2.6.3 Involving parents in organized school events:**

In order to create a better mutual understanding and closer links between the school and the community, members of the community as well as members of the PTA should be involved in organized school events such as sports and other school activities. Oniyangi (2008 cited in Alongue & Ekundayo, 2012:18) supported the idea that school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts can be taught in schools but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones.

### **2.6.4 Giving direct labour for execution of projects:**

Members of the community as well as members of the PTA who are experts in one profession or the other (such as bricklayers, carpenters, plumbers, electricians, among others) should be encouraged to take up contracts in the building of schools when these are to be done. Akintelure (2007, cited in Alonge & Ekundayo, 2012) suggested that if the construction of physical facilities in school are awarded to members of the PTA instead of contractors, parents would be willing to make additional sacrifice in the development of the schools.

## **2.7 Importance of PTA**

PTA has importance in the education system. For the welfare of students, PTA support in order to facilitate proper functioning of schools. It plays a significant role in school of all countries; although they carry differ from country to country as their powers also differ between countries. PTA can become building block of a child overall development. It promotes organized monitoring of the child's activities at school and at home, which may otherwise get neglected. With the percentage of working PTA for the betterment of Child's learning. (Jenberu, 2011). In addition to this, Alongue & Ekundayo (2012:16) wrote that PTA fosters mutual understanding, harmonious relationship and cooperation among parents, guardians, sponsors, and teachers in the fulfillment of the common goals of the school as well as ensures a suitable, uniform and high standard of discipline both at home and at school among others.

### **2.7.1 Why do we need a PTA?**

It is actually a two-way process. Just as the parents would wish to know whether the school management and teachers are doing a good job, the teacher themselves would like to know more about the interests, aptitudes and social backgrounds of the students. This helps them to understand their students better and cater to their needs efficiently. The Parent Teacher Association not only helps create an amiable atmosphere for education. It in the long run endeavors to churn out children who are mentally and physically adept their respective fields.

Many parents tend to think that their responsibility stops with admission of their children in school and expect the rest to be followed up by the school authorities.

With a PTA the parents realize what goes into the working of a school, the problems faced by it and how they can be overcome with a little co-operation and participation by parents. The Parent Teacher Association indirectly or directly helps improve the life of students not only in school but also at home. The end result would be a united effort to bring forth into society well educated and socially responsible students.

## **2.8 PTA related problems in school administration**

The effective administration of secondary schools could be hampered where the PTA is not performing its roles as expected. A careful examination of the secondary school system suggests that there are some problems bedeviling the PTA which have been hindering effective and smooth relationship between the association and the schools (Alongue & Ekundayo, 2012:17). Some of these are examined as follows:

### **2.8.1 Inadequate funding:**

Inadequate funding is a major problem facing the educational institutions from the primary level to the university level. Aghenta in Alongue & Ekundayo (2012:17) remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs (Adepoju, in Alongue & Ekundayo, 2012:17). The author further argued that with little supply of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish. However, Ajayi (1999) observed that the major problem that compounds schools' financial inadequacy is irregular payment of school fees and PTA levy; and inadequate financial support of

the PTA. It is believed that money generated through this medium would help complement governments' effort in the provision of fund for secondary schools.

### **2.8.2 Inadequate facilities**

The challenges of physical and instructional facilities seem to hinder effective performance of the schools (Adedeji, in Alongue & Ekundayo 2012:17). Effective running of schools to achieve pre-determined goals can hardly be without sufficient facilities to aid teaching and learning. Alongue & Ekundayo, (2012:17) meanwhile, the state of inadequacy of facilities in most secondary schools is manifestation of poor funding of the system.

### **2.8.3 Lack of cooperation between the school authority and the parents**

It has been observed that some school principals do not involve the parents in administration of the schools for the fear of being criticized. Fehrman, Keith and Reiners in Alongue & Ekundayo (2012:17) argued that most parents would like to play a more active role in their students' progress in schools and decision making about school programmes but school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance. The non-involvement of parents in school governance, most often than not, results in lack of cooperation between the school and the parents which invariably limits the extent to which the schools can perform.

### **2.8.4 Poor supervision of schools**

According to Abiodun-Oyebanji in Alongue & Ekundayo (2012:18) schools are not well supervised by the agents involved. Ayaodele in Alongue & Ekundayo (2012:18)

categorized the supervisors of schools into: (i) internal supervisors-the within-the school supervisors such as principals, vice-principals and heads of departments; (ii) external supervisors-the outside-the school supervisors in which the PTA is part. The primary responsibility of the supervisors is to see that schools are run in accordance with the laid down regulations.. The negligence of this area of responsibility seems to hinder effective teaching-learning activities in the secondary schools.

### **2.8.5 Poor academic performance**

One of the major obstacles to the development of secondary education is the persistent mass failure of students in public examinations. Some of the reasons adduced for this poor performance include lack of proper guidance by parents; failure of parents to provide necessary materials for their children; parents aiding examination malpractices among others. Ajayi & Ekundayo (2010 cited in Alongue & Ekundayo, 2010:18). For the same authors, the above are some of the problems bedeviling the secondary school system in which the PTA has been found wanting. This appears to be a reason why many countries are turning to private schools as alternatives to the failing public schools.

### **2.9 Strategies to Strengthen the Roles of PTA**

The following two are the ways through which the roles of the PTA can be strengthened towards better service delivery in the schools:

#### **2.9.1 Involvement of PTA in finance**

In order to enhance parents' participation in educational financing in secondary schools, PTA has done a lot. The need for probity and efficient utilization of the schools' resources will make parents be willing to give more financial assistance to schools.

Alongue and Ekundayo (2012:18) PTA should be made members of boards and committees that relate to rising and spending of funds in the schools. For the same writer there are several levies which are collected in the schools (such as PTA levy, lesson fee, among others) in which members of the PTA can be part of the spending team.

### **2.9.2 Involvement of PTA in administration**

Members of the Parent Teacher Association take part in decision making about the schools educational plan and assisting programmed activities. According to Cotton and Wikelund (2001) many advantages are accrued for the school system and for parents themselves when parents become involved in the school activities.

### **2.10 PTA in Developing Countries**

PTA is a powerful association affiliated with many schools that are found across both developing and developed countries. It is a huge and very influential nation with state and local affiliates throughout the country and promotes different roles in school communities. Some roles of the PTA, especially in developing countries, to include

- ❖ Assisting in the maintenance and repair of school infrastructure
- ❖ Providing accommodation and text books to teachers and students.
- ❖ Paying regular visits to the schools to monitor children and teachers performance
- ❖ Assisting teachers to maintain discipline by reporting lateness truancy etc to school Authorities.
- ❖ Cooperating with other organizations, stakeholders and communities to provide quality education to children.

Developing countries are mostly in problems in different issues. These countries' education system also faces different obstacles. Government influence on educational policies and curriculum can be an example. The same thing is true PTA in developing countries has disputes in its roles. Dunne (2007) wrote that in many educational systems in developing countries there are tensions and conflicts in the roles of PTA. Ramani and Zhimin (2010) point out that role conflict involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in social systems. The state of secondary schools in Nigeria suggests that there are still some problems facing the school in which the PTA had been found wanting. These include inadequate financial support of the PTA to the schools; lack of cooperation between the schools and parents; inadequate supervision of schools among others. (Alonge, H. & Ekundaye, H., 2012:16)

The historical development of PTA in both the developed and developing countries is partly linked to school board of governors failures and partly due to the need for extra financial support from the local community for school development (Hurt, 1985). In some developing countries PTA had been formed in the Policy of National Education. Pakistan's PTA/School Management Committee (SMC) can be an example. According to World Bank (2008) In Pakistan PTA/SMC School Management Committee were created in the light of National Education Policy 1998. It assumed that it was set up to raise extra funds for school development, however, later on there seems to be a growing feeling that BOGs are politically elected and therefore are not the right forum to address the interest and needs of parents and the community in general. For this reason PTA has been seen in a

better choice. Macbeth (1990) has identified six purpose of a parental association but warns that they may conflict in their roles such as to:

- ✚ Provide support for teachers.
- ✚ Represent parent's interest.
- ✚ Provide a forum for educational discussion and a means of communication.
- ✚ Foster educational partnership between home and school for the benefit of children.
- ✚ Assist members who have difficulties.
- ✚ Advance an ideology (e.g. religious, educational etc).

In many developing countries PTA look for funds, different events, meeting in representing students. Yahie, (2000) wrote that the PTAs forum therefore affords parents and teachers an opportunity to socialize and raise funds. In addition PTA is responsible for controlling and supplying of materials and controlling funds in developing countries too. According to Iqbal & Tatlah, (2011) In Punjab province, Pakistan in public schools, Parent Teacher Association (PTA) is responsible for the management and provision of learning and teaching materials. Besides undertaking management roles, it also plays a significant role in monitoring funds. The aim is to enhance participation of parents in the leadership and management of public educational affairs.

For parents and teachers, in Nigeria, PTA is backed by law in some states making it compulsory; while in other states it is voluntary. Whichever way, parents mandatorily pay levies agreed by the association for their wards attendance in that particular school (Igwe, in Chiman, S. Ugulashi, 2012). Based on this practice, Enaohwo and Eferakeya (1989 cited in Chima, S. Ugulashi, 2012) noted that in

public schools it is not well practiced and needs to be discouraged especially where PTA arrogates themselves powers meant for Board of Governors, usually appointed by the ministry of education to facilitate school governance. This assertion obviously portrays what is tenable in contemporary struggling societies where education is corruptly managed under the disguise of dwindling economy. This postulation provided impeccable background for condemnation of PTA being an important avenue for school financing.

In some developing countries PTA is running in different directions like creating projects, workshops and sustainability awareness in many ways. On the role of PTA in sustaining Information Communication Technology (ICT) is important to learn from best practices. Economic, human and social sustainability are also very essential. Economic sustainability included regular sustainable contribution made by parents. Human sustainability involved organizing and promoting training workshop for teachers, students, parents and other community members. Social sustainability, on the other hand, includes involving the entire community from the beginning to the end in all activities of the school.

Generally the roles of the Parent Teacher Association (PTA) at Secondary Schools in developing countries still have some obstacles facing each year. These include problem of working between the schools and the parents, financial problems, less responsible staff, insufficient supervision of schools among others. Therefore different authors concurred that in the provision of qualitative education at the secondary school level; a question of 'How the roles of the PTA can be strengthened' is raised.

### **2.10.1 PTA in Ethiopia**

Traditionally the church and the mosque were the institutions that provided educations long before the introduction of modern education into Ethiopia (Muhidin, 2010:1). Modern education brings advantages to the country from early 20<sup>th</sup> century onwards. Now a day's PTA is part of this modern education and performing its role in all schools to offer student the best environment possible for academic success. Before two decades ago, PTA mostly focused on administration issues rather than teaching and learning process and the organization of the association could not strengthen the relationship between the society and the school. In order to solve this problem, Jenberu (2011:45) suggested PTA must be incorporated in the organization and management system at school level to strength the horizontal relationship that exists between school and community.

PTA is one of community representative which is established by MoE with a legal procedure to strengthen school community collaboration (Jenberu, 2011:45). There are different duties and responsibilities for PTA to properly manage schools. One of it is preparation of its own plan of action and gets them approved by parents teachers conference at the beginning of the academic year and submit to school principals and follow its implementation and report its performance at the middle and end of year.

In the study in southern part of Ethiopia, Morgan (2006) wrote PTAs have the power to help evaluate teachers and even play a role in their dismissal if they fail to perform. This indicates that PTA has power in performing its role. The same author added that most PTA members and many parents and students were confident in

attending teacher conferences, and monitoring children's studies and school attendance effectively. In addition, it appears that parents on the PTA are more active in school management and wield greater decision-making power than parents who are not on the PTA. This is logical, given their mandate to represent the larger community. However, reports indicated that school-community collaboration occasionally begins and ends with the parent PTA officers who do not regularly consult with other parents and community members. (Morgan, 2006)

We have to note that in collaboration with parents, teachers and students, PTA can have a particular impact on different issues. Girls' enrollment and regular attendance can be simple example. The collaborations can ensure greater safety traveling to and from school, which has been a problem in some Ethiopian areas prone to abduction of girls for marriage. But in another direction PTA is not interested in classroom interaction. Morgan (2006:354) strengthens this that "The PTA need not be involved in the classroom that's what the teachers and department heads are for."

### **2.11 Parent Student Teacher Association (PSTA)**

To make the society good participant in educational work, especially parents, PTA had been established. But the association didn't include students and it didn't have clear short and long term objectives and focused on administrative issues rather than teaching learning process. According to AACAEB (2012) PTA structure doesn't include the benefits of the school society. Therefore schools lost most of their benefits that was supposed to get from the parents and society. And schools themselves didn't give their contribution to the society as well.

The previous association (PTA) was only limited in schools. To improve the teaching learning process, students result and their behavior it is approved that organizing the new Parent Student Teacher Association (PSTA) is necessary in city, sub-city, woreda and school level. Consequently the Addis Ababa City Administration Education Bureau (AACAEB) amended the new No. 3/February 2004 E.C. Structure and Organization of Parent Teacher Association (PSTA) based on the authority that was given to issue the guideline on proclamation No. 15/2001 E.C article 9(2) & 20 (6).

Organization and Structure of PSTA is as follows.

### **2.11.1 Organization of PSTA**

#### **1. PSTA committee organization in school level**

This committee is responsible for school's PSTA and organized in the following way:

- a) Committee members could be 5-7
- b) Their work duration would be 2 years. And if their execution of work is best they can run for second term.

#### **2. In school level PSTA's School Board organization**

- a) Committee members of PSTA's School Board has executor in each level.
- b) In school PSTA's School Board has executor.
- c) Number of executors would 7-11.
- d) Work duration of School Board would be 3 years.

#### **3. In woreda level organization of PSTA's School Board.**

- a) PSTA's School Board executor committees would be PSTA School Board members in every school.
  - b) In woreda PSTA School Board has executor.
  - c) Number of executors would be 7-11.
  - d) School Board duration time would be 3 years.
4. PSTA's School Board organization in sub-city level
- a) PSTA School Board executor committee that is found in every woreda will be PSTA's School Board members.
  - b) In cub-city, PSTA's School Board has executor committee.
  - c) Number of executors would be 7-11.
  - d) School Board work duration would be 3 years.
5. PSTA's School Board organization in city level
- a) PSTA School Board executor committee that is found in every cub-city will be PSTA's School Board members.
  - b) In city, PSTA's School Board has executors would be 7-11.
  - c) Number of executors would be 7-11.
  - d) School Board work duration would be 3 years.
6. PSTA School Board in every level would establish the following subcommittee.
- a) Teaching learning subcommittee.
  - b) Plan and control subcommittee.
  - c) Financial resource activation.
  - d) Peace and students' security subcommittee. Here number of committees and its organization decided by School Board.

## 2.11.2 Structure of PSTA

### PSTA's committee Structure

1. Each division of PSTA's committee structure in school.
  - a) Student's parent /3-4 One secretary/ Others would be members/
  - b) Room teacher ..... One secretary.
  - c) Classes' supervisor..... One member.
  - d) Student council..... One member.
2. Structure of PSTA's School Board executor committee in school.
  - a) It would be students' parent 3-6, one chairperson, one vice chairperson and other members.
  - b) Director of the school.....1 secretary.
  - c) Teacher.....2 secretary.
  - d) Student.....1-2 member.
3. Structure of woreda PSTA School Board executor committee.
  - a) Student parent.....3-6...../one chairperson, one vice chairperson and others would be members.
  - b) Woreda education office head.....1/secretary/
  - c) Teachers.....2/member/
  - d) Student.....1-2/member/
4. Structure of sub-city PSTA School Board executor committee.
  - a) Student parent .....3-6...../one chairperson, one vice chairperson other would be members.
  - b) Sub-city education office head.....1/secretary.

- c) Teachers.....2/member/
  - d) Student.....1-2/member/
5. Structure of City PSTA School Board executor committee.
- a) Student parent.....3-6/...../one chairperson, one vice chairperson other would be members.
  - b) Quality assurance of education main work progress and vice head of institutional structure.....1/secretary/
  - c) Teachers.....2 members.
  - d) Student.....1-2 member

## **Chapter Three: Research Method and Procedures**

### **3.1 Method**

The qualitative way of researching was utilized in the study area. This way of researching tries to explain Why? In what way? and How? questions and attempting to increase understanding of why things are the way they are in our social world and why people act the way they do. As Beverly (1998:2) define Qualitative Research is concerned with developing explanations of social phenomena. Therefore the context of various issues on roles of PTA in Entoto Amba Secondary School was tasted in qualitative study.

### **3.2 Study Design**

Case Study research is used to describe an entity that forms a single unit such as a person, an organization or an institution (Beverly, 1998:6). In addition, to use the case method for investigation of particular or individual instances of phenomena, it may be employed in studying the general characteristics of phenomena of any given class.

Since the study investigated the focus of PTA role in secondary school, a qualitative case study design can be suitable to this study. To this end one secondary school was selected among 6 secondary schools in Gullele sub city.

### **3.3 Background of the study area and participants**

Some background of the study area and the participants, having relation to the research problem was discussed below. The researcher has good understanding about the nature of the study area and participants and got arranged line for the study.

### **3.3.1 Study Area**

The study area was one school in Addis Ababa city at Gullele sub city called Entoto Amba Secondary School, became secondary school in 2000 E.C. The site is found on the way to the north of Addis Ababa, where a very big open market and number of traditional cloth and souvenirs shops are found. It is also surrounded by embassies, governmental offices, mosque, protestant and orthodox Christian churches.

According to the researcher's private experience, numbers of students have been learning in the school. When the researcher talked to them about their parent's role in the program they don't even remember that their parents attended semester students' award ceremonies. Besides they do seem like very careless to their learning and they are a kind of notorious. On the other hand the role of PTA in the school hasn't ever been studied by any researcher.

### **3.3.2 Study Participants**

The participant of the research were identified and approached by deliberate choices. Selecting suitable secondary school and information rich participants have been selected by purposive sampling method, considering that the participants have direct contact and enough information with the research problem. According to Cohen (2005:103) the sample has been chosen for a specific purpose, for example: a) a group of principals and senior managers of secondary schools in chosen as the research is studying the incidence of stress amongst senior managers. For the same authors (b) a group of disaffected students has been chosen because they might indicate most distinctly the factors which contribute to students' disaffection. Therefore, two teachers, the directors, two student,

three parents and the Woreda's Education Office (WEO) Quality Education Assurance Inspection Expert were participants of the study.

### **3.4 Source of Data**

While deciding about the method of data collection to be used for the study, the researcher should keep in mind two types of data (Kotari, 2004:95). For the study, both Primary and secondary data were obtained; however, the main source of information was the primary one. Parents, teachers, students and principals were the primary source of data that was original in character; and Documents (minutes, annual plans, and official letters) was secondary source of data which was already available.

### **3.5 Sample and Sampling Techniques**

From 61 secondary schools found in Addis Ababa, 6 of them are found in Gullel sub city. Among them, Entoto Amba Secondary School was selected purposefully. Here investigation was conducted by using persons that have direct contact with the research problem. So the sampling had deliberately selected participants who have enough information about the problem.

Total number of participants was ten. From the total of 138 teachers (108 male and 30 female) two of them, among them one is PTA committee member; from the total of 2290 students (1182 male and 1108 female) that are found in grades 9 and 10 two of them, among them one is students representative for PSTA and the other is voluntary worker in traffic police union; from the total of 7 PTA committee members, two of them who are Parents representative for PTA, and one extra parent who has two students learning in the

school; the school director, the vice director, and the Woreda's Quality Education Assurance Inspection Expert had been interviewed purposefully.

### **3.6 Data Collection Instruments**

In the study primary and secondary data were obtained, but the primary one was the major information source. The data was collected with the help of Interview, Observation, FGD and Document Analysis.

#### **3.6.1 Interview**

In qualitative case study, interviewing is a major source of data needed for understanding the phenomena. Under study the researcher was the facilitator of all ten person-to-person interviews. It was undertaken by personal interviews using open-ended questions to enable participants address matters in their own words and terms. This is more desirable in a condition when in-depth information is needed. According to Kothari (2004:97) personal interview method requires a person known as the interviewer asking question generally in a face-to-face contact to the other person or persons. (At times the interviewee may also ask certain questions and interviewer responds to these, but usually the interviewer initiates the interview and collects the information.)

Before interview, an arrangement and schedule was prepared in advance. Then after; the school directors, teachers, students, parents, and the woreda's Quality Education Assurance Inspection Expert had been interviewed in Amharic language.

#### **3.6.2 Observation**

When the observer observes as a detached emissary without any attempt on his part to experience, the observation is called as the non participant observation. (Kothari

2004:96). The observational method relies on a researcher's seeing and hearing things and recording these observations which is difficult getting data via interviews. The researcher spent a couple of months in the school for observation. At the time of observation notes were taken and first hand information of the condition was taken based on the four basic questions. The researcher didn't prepare observation checklist. Therefore, the basic questions that were found in the researcher's mind were used as a guide list.

Here, it is possible to say that the researcher's direct observation and sense organs were helping instruments to collect data without asking participants each and every thing. Kothari (2004:96) wrote under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. For the same author, the investigator instead of asking the brand of wrist watch used by the respondent may himself look at the watch.

### **3.6.3 Document Analysis check-list**

For better understanding of what is real in the school, in qualitative case study document sources are the major data collection tools. As Merriam, 1988 cited in G/Micheal (2006:31) confirmed documentary sources is one of the data collection instruments of the qualitative case studies. To have information related to the role of PTA in the school, minutes, annual plans of the association and different documents were assessed under the study with the help of document analysis checklist having six different items with yes or no columns.

### **3.6.4 Focus Group Discussion**

To get in-depth information about the role of PTA, FGD were conducted with six (6) students, among them one is students' representative for PSTA. For the study, necessary arrangements were taken about the researcher's assistant who facilitated the discussion and the discussants schedule. Muhidin (2010) wrote that the purpose of the FGD was to supplement and enrich the information that was collected through observation and interview. Wellington (1996) stated a focus group discussion among a number of small groups has been considered as a good instrument to get versatile information. By initiating all discussants for active participation FGD were made in the school.

The numbers of participants were six. As Dornyei (2007) stated the size of a focus group should be arranged between 6-10 people. Therefore six participants were comfortable for the discussion.

### **3.7 Data Collection Procedures**

Before the actual study was started, the researcher confirmed that the proposal of the study and review of related literature got finished. Then a necessary revision was made on the interview questions. The revision was based on the feedback obtained from school director, school vice director, department heads, Woreda Education Office and PTA members who were not included in the same area. Then after the main consideration of the researcher was judging the participants who could provide sufficient information. Therefore teachers, the director, students, woreda education expert and parents were identified for interview. During the interview time 20 interview items related to school's response, PTA roles, stakeholders reaction and students involvement in PTA had been conducted.

Moreover, the researcher planned and done using observation, document analysis and FGD. Document analysis was made from school documents. The school documents show what PTA has done and what is planned to be done.

At last investigation, analysis and interpretation were done. The data that were collected in different data collection tools were organized, categorized, summarized, interpreted and reported. The participant name was replaced by code. Hence through discussion of the problem coding system of naming was used.

### ***Validity and Reliability***

To assure the quality and minimize the febleness in a study, using different data collection methods is more advantageous. Through triangulation technique, the validity of the study was maintained. In the study, data collection instruments; interview and FGD were supported by observation and document analysis check-list to confirm the validity of the data. Triangulation is a qualitative cross validation that assesses the sufficiency of the data according to the convergence of the multiple data collection procedures (Wiersman, 1995)

To assure the reliability of the data, the data was collected by the researcher using different source of data at the right time and place of getting teachers, students, principals and parents to achieve the desired level of accuracy. In addition, all interview questions, questions for discussants and data analysis check-list have been seen by the advisor and colleagues.

### ***Ethics of the Research***

The researcher has carefully collected his data by avoiding careless error and negligence. Serious steps of research activities like design of the study, selection of participants and data collection were done. Besides with big respect and responsibility to students equally like teachers, principals and parents, data collection was done with them. During data collection time, the researcher was polite and initiates participants at the interview time for the sake of the study and assured to all participants that identifying information will never be made available to anyone who is not directly involved in the study. Hence the informants, especially students and parents, agreed to participate and not to withdraw from giving adequate and relevant information.

### **3.8 Method of Data Analysis**

In the study, qualitative analytical procedures were employed. The researcher organized the data at first and analyzed using words derived from interviews, notes from observation, documents and FGD. Cohen (2005:282) noted that once data from the interview have been collected, the next stage involves analyzing them.

Sequences of interview and FGD with participants, because of consent with participants, were not recorded in either audiotape or video recorder. Hence, the researcher and the research assistant has done best not to miss participants' idea and explanation especially on particular issues. After using open ended question for asking general question and developing analysis, the interview was carefully translated from Amharic to English language. Moreover, observed issues were summarized forthwith, after leaving the school. The researcher included his own interpretation and understanding of the data found in the study. Hence, specifying main information has been described.

The researcher has no system for pre coding. Labling or coding every item of information for recognizing differences and similarities between several items were done. Not to reduce, to keep and to avoid surplus report of the research, the researcher has not started analyzing data separately. Interpretations were involved exploring the findings answering the 'what' questions. Here there were categorized direct quotation and developed generalization.

The written transcription was organized and categorized. Data reduction was done by the researcher and displayed for the participants. The reduced data, both hard and soft copy, was given for interested participants who want to read it. Therefore, it was given for the director, vice director, teachers' representative for PTA and one parent. And then they confirmed that what they have read is the same as what they had said. Finally conclusion drawing or verification was done.

## **Chapter Four: Data Analysis and Interpretation**

In this section of the study, analysis and interpretation of data gathered from the four groups of participants (Teachers, Students, Parents and Principals) through interview, FGD, observation and data analysis on the roles of Parent Teacher Association are described and have been synthesized. The information that was gathered allows two different but interrelated big groups to be seen. These groups are: 1) Implementation of PTA's roles including more focused ones and 2) Stakeholders response for PTA and students involvement in PTA's. In this section of the study, the school history and demographic characteristics of the participants also included.

### **4.1 Brief history of the school**

Entoto-Amba Secondary School started teaching in Ethiopian calendar on April 10, 1942 by a name Amha-Desta with a total of 250 students and 5 teachers. For the teaching learning process in the school, 6 classes were ready. On November 26, 1944 E.C Students Association was formed for the first time by electing president to the association. In the same year the school's first news paper called 'Nika-Tibeb' was printed.

On July 1, 1944 E.C the school was visited by Emperor Haile Sellase the I. After emperor's visit to the school, the number of students getting increase and reached to 480 and the opening of a library become true. Emperor's second visit to the school in 1947 forced the school to form Parent Committee. And with the effort of the committee 10 new classes had been built. In addition to this 10 extra classes were built with the help of Swedish mission and United Kingdom government.

The school got its 2<sup>nd</sup> new name 'Shiro-Meda Primary School', following the coming of Durg regime. After 5 years of having the name 'Shiro-Meda', it also got its new name 'Entoto-Amba' the name that stayed until now.

The school has been serving by 19 directors since 1942 E.C and the 20<sup>th</sup> one is now on work. Entoto-Amba becomes secondary school in 2000 E.C and teaching a total of 2295 students in regular and extension programs with 138 teachers and 50 class rooms.

#### **4.2 Demographic characteristics of the participants**

Participants profile is presented in this part. Both principal participants, the Director and the vice Director, aged 49 & 27, their educational background is Degree & Master Degree, and they have 29 and 5 years of work experience respectively. Two of them are married and at the discussion they are coded as D1 & D2 to represent director 1 and director 2. Besides woreda 1 quality education assurance inspection expert aged 35 and his academic background is 2<sup>nd</sup> year Masters Degree student, and a total of 10 years work experience. He is single and for the discussion he is given a code WE1.

Academic background of teacher participants are degree and their marital status is single. They aged 33 & 27 and have 10 & 6 years experience in teaching profession respectively. The first teacher is teacher representative of PTA. For the discussion part, they are given a code of T1 & T2 to represent the first teacher and the other one.

The number of parent participants was three males. Among them the first two are parent representative for PTA. Three of them are married, aged 51, 60 and 39. Government employee since 1985, 1979 and 1986 E.C respectively. Their educational background is

diploma from private college, but the 3<sup>rd</sup> one has a certificate. During discussion period, they are coded as P1, P2 and P3.

Student participants are a girl and a boy, grades 10 & 9 respectively. The first one is a member of the association and the second one is voluntary traffic police club member. In terms of their age, they are 17 & 16 and they are represented, at the discussion time, S1 & S2.

#### **4.3. Reaction on PTA's role implementation**

Based on the nature of the information gathered from the participants, the researcher presented the discussion on the reaction on PTA's role implementation. Participants D1 and D2, replied that cooperatively work with the school's PTA to put roles of PTA into action. Furthermore, members of PTA said that they collaboratively work with school directors about school educational plan which is the most fundamental activity to fulfill social responsibilities effectively. They also added, together with the school directors, they prepared common operational plan. Moreover, informants, P1 and P2 explained that they effectively applied roles of PTA gradually and help for the development of education and leading the school in a coordinated work. Besides they work closely to improve the teaching learning process by encouraging teachers to participate in role implementation.

Regarding the implementation of PTA's role, D1 and D2 point out that they strengthen the efficiency of the association from one year to another and decided to increase its performance of implementing the roles in any new year. For the same participants, burning grade 10 students uniform at the end of year in front of the school gate has seen four years ago for two consecutive years. But this is an ordinary history now with a

strong work of the association together with teachers to fulfill one of PTA purpose called assist teachers closely to avoid their students' problem and to provide psychological and academic support, furthermore, assist the relationship between them should be disciplined and academic.

In addition, participant P1 and P2, who were parent representatives of PTA, reported that they plan to motivate all students in collaboration work with PTA. The school director and PTA's members said that they meet once a month regularly and if mandatory thing has come, they might call a meeting with in short period of time. From this what we do understand is that according to directives of the Ministry of Education both PTA and principals cooperatively work for proper implementation of roles of PTA.

Participant D1 informed that his office works cooperatively with Parent Teacher Association members of the school on problems of mutual concern. In addition the office encourages open discussion on meeting i.e. to contribute their idea and suggestion all members feel free and their viewpoints as possible could be expressed and discussed. Other participants P1 and P2 informed concerning the parents involvement for implementation, parents strengthen the interaction between the school directors and PTA. Besides they form a strong bond to keep role implementation properly to accomplish PTA's annual plan.

“For the implementation of PTA roles the WEO has done its best throughout the year in different aspects” participant WE1 said, and continued “our office has stressed on a participant decision making in many schools issues. Penalizing teachers who are out of line can be simple example. We penalize them if the case is referred to us from the

school.” Besides he added “We let them to share ideas in any regular meeting and control them democratically in working with us” In relation with the PTAs’ contact with WEO, there is a level. WE1 said, “PTAs’ are responsible to our office and we are also responsible to sub-city offices. So since the PTAs’ are responsible to our office, we investigate them whether they are working properly or not based on guideline.” (Interview with WE1 on April 29, 2013)

But to the contrary there is different attitudes and opinion concerning school’s involvement for the implementation of PTA roles. The FGD that was taken with students revealed that they don’t properly know what all roles of PTA are and what is expected from them. In a discussion with them one discussant announced that “Indeed I saw parents at the day of taking report card, but I haven’t ever invited my parents to attend the semester students award ceremonies and they themselves haven’t ever seen the school compound. Therefore my initiation for the implementation of PTA roles, even to give PTA’s invitation paper to my family is not done.” Furthermore other FGD discussant said “I don’t even know, one or two, what roles of PTA are. Hence since I don’t even know the roles, what my reaction would be for PTA roles implementation? It must be nothing.” (FGD on April 8, 2013)

Another FGD discussant on the same date said “I don’t agree with students participation for the implementation of school’s PTA roles. Because what do we (students) know about it and how do we know what is expected from us? If we think more about PTA, we might feel unusual feeling. They (PTA) must work for us.” On the other hand participant S1 said “students should be involved in many activities such as attending PTA conference

and in fund raising activities.” And he added “it is better not to involve students in some risk full roles. Because, I believe, we are not matured enough.” (FGD on April 8, 2013)

WE1 asserted that since our objective is to create conducive environment for teaching learning flow and creating responsible citizen that hold all society for quality education, we have to follow each and every stapes of the association from near distance. For instance giving training for PTA members by organizing workshop let them to get adequate knowledge how to put PTA’s roles into action can be simple example. (Interview with WE1 on April 29, 2013)

Here, even if participant WE1 said that training is given, the researcher confirmed through document analysis by checking PTA minutes, annual plans and official letters that the PTA members haven’t ever given trainings by the Woreda Education Office through workshops. In FGD time with students, one of the discussants said we have given task to inspect old and new material resources including how much money each of them costs and how its quality as comparing with the cost is. Participant S1 said due to time constraints of coordinating students and an unawareness of procedure of buying school materials, it is very difficult to coordinate other students and investigate material resources. T1 and T2 support organizing students is not easy task.

#### **4.3.1 More focused PTA's roles**

In order to create a better mutual benefits and closer links between the school principals, members of the PTA, teachers and students; Parent Teachers Association gives attention for some roles. When the researcher searched monthly PTA minutes and official letters, most agendas were talking about financial strengthen of PTA on how to organize and

arrange different money raising ways. In addition, development and implementation of arranged events and the involvement of the association to monitor programmed decisions including goal setting were hold PTA's emphasis highly.

#### **4.3.1.1 Monitoring**

Monitoring teachers and students are performed in the school. PTA ensures that teachers are teaching in accordance with the interest, demand, and rights of students. D1 said monitoring teachers whether they are conducting the lessons in accordance with or without students feeling is given attention. D2 added PTA mostly emphasis on monitoring how the programs of the school are properly implemented by the school teachers according to the schedule. In addition to this D1 added opportunities are given to take part in decision making about school programmers including goal setting, development and implementation of programmed activities and fund allocation. Participant T1 also shares the idea of D2 and added, since schools are highly attached with time, PTA's controlling teachers whether they are on proper time schedule or not is expected. Participant T2 said I know that proper use of weekly and annual lesson plan are good to coincide the lesson with time. So when the PTA monitor that teachers are conducting the lesson on time or not I use the plans as an evidence of time management.

S1, who is student representative for the association, has similar idea with teachers and principals. He said "since PTA has a role of advising students with disciplinary problem, it monitors and give advice for students not to create obstacles on the teaching learning process. (Interview with S1 on April 2, 2013)

#### **4.3.1.2 Financial strength**

By organizing and managing different fund raising systems, PTA would take important measures to run the school effectively. To strengthen school finance in a school, it is more desirable. It also inspects the school finance. In line with government policy to encourage NGOs to support vulnerable groups participate in education, there are many NGO's that work to alleviate the challenges to education and to intervene with assisting in the provision of facilities and amenities in order to assist in supporting the retention of students in schools. T1 and T2 agreed that schools are funded by the government and in a few cases by non-governmental or religious institutions. Besides all participants agreed that the school obtained school finance from different sources including donations from abroad. D1 and D2 said in its long history, South Korea, U.K and Sweden did help the school. Concerning the NGO financial contribution to the school, the two school principals inform that in the near past in appreciation of the Korean War (1950-53) veterans from Ethiopia, the Dong Yang and World Vision Korean are pleased and donated educational equipments and built eight classrooms.

In relation with this, D2 announce that, the school is donated birr 50 x each students every year. Mostly if the donated money is for teaching learning purpose, it can put to buy any materials like computers, furniture or other urgent materials that helps for the teaching learning process. But if it is directly for specific purpose, it must only put for the specified purpose. (Interview with D2 on March 18, 2013)

Participant P1 and P2 informed that grass sale, sales of very old desks, hall rent for Marshal Commando trainers, preparing lotteries are all very good for financial strength of the school. T2 informs that money also collected from individual students after parents of

students decided to give limited amount of money in public meetings. D2 informs that the usual amount of money from each student is 70 birr. But from this year on wards it becomes 80 birr. The reason for students contribution in school's finance was that participant D2 asserted that students get a chance to have the school resource.

P3 explained by saying "I have two students learning in the school. So I used to pay the limited amount of money. The school finance used to repair classrooms, to buy equipments like sockets used for plasma that was detached from the wall by unknown students. P3 added when the two new G+4 buildings built with government budget and the community participation, I did contribute. Because my first born daughter was a student of the school. I believe, he continues, due to the contribution of the community and fund from the government equipments and teaching materials are adequate. (Interview with P3 on April 19, 2013)

Parents recognized that, the school needed financial resources and they wanted to support the schools. P3 explained, by giving them "whatever they (the school staff) need." the school described such contributions explicitly in terms of mandatory. Students in FGD inform that sometimes some teachers reminded us to contribute the usual money, and if we don't bring it they forced us to call parent. P3 added the contribution shouldn't have been mandatory. Sometimes we don't have the money to pay. "Our financial problem is getting high due to both inflation of birr and government inability to keep up with the demand of the people." (Interview with P3 on April 19, 2013)

P1 and D2 agreed, despite there is a problem related to cash contributions, parents should respect PTA's question by contributing money to hold the feeling of ownership and love

for the school. D1 and WE1 remembers PTA give more emphasis for financial strengthen. So “we inspire parents to contribute money for the good of the school”

#### **4.4 Reaction on stakeholders response**

Stakeholders of education in the community and region as a whole commit to different activities and initiatives to increase the ‘quality’ of education in schools. (Social Development Direct: 2011). Since PTA is part of the community and commit different activities for the development of education in the school, its stakeholders (students, parents and teachers) responses are expected largely.

##### **4.4.1 Students**

In the school, based on the information collected, students are not ready to show positive response to association. All the participants in FGD and Participant S1 and S2 have agreed on the absence of students initiation to help or work with the association.

Students often times refused to call their parents for meeting when they are informed or given the invitation paper. Participant S2 confirmed that “sometimes some students throw away or tear it out the invitation card in a moment of receiving.” To strengthen this, student discussants involved in FGD revealed, it is possible to say that students are not willing full for accepting and holding the school’s PTA roles. Unwise use of pipe water can be simple example. And they added treating the compound grasses and flowers, unlike the effort of PTA, is done very recklessly. Besides almost all books that are found inside the library got loose of pictures, tables and the likes from its page and they wrote something on it which is wired. In relation with the response of students, the collected data shows, most of them are opposite to PTA’s effort. Participant S2 agreed that when

students take a lesson in the laboratory, had the laboratory tools and chemicals not been kept nearby by the teachers, it wouldn't have been safe from distraction of the students. (Interview with S2 on April 2, 2013)

PTA has been doing its best in making the fence of the school very good. WE1 said we used to see whether the fences are properly fit or not. Our office believes that when the school compound is secured, students do not be exposed for truancy. But students digging or detaching the fences here and there and get it ready for truancy. When the fence repaired with the effort of PTA, disturbance students again make it useless. The researcher observes that students response for PTA effort was answered by jumping over the fence and detaching the fence. In addition to this, according to annual plan of the school's PTA, keeping the cleanness of the school compound with the help of students is the one among many. But to the contrary the researcher observed that a lot of students pee carelessly at the back side of the school.

Participant WE1 remembered that in education work, increasing the awareness of the society and creating good spirit among the society in different lower levels is one of the responsibilities of the WEB. Therefore, he continues, the office advice the society in different meetings and workshops to see changes in practical situations. But to the contrary the researcher observed that video houses that are found in near places of the school do not deter students entering to the video houses wearing the uniform. Indeed, based on the researcher's observation, one among nine video houses prohibits entering of students wearing uniform. WE1 condemned students entering to the video houses wearing a uniform and considered as if they did great. (Interview with WE1 on April 29, 2013)

Some students do not attend class after arriving in the school compound. One of the school's PTA annual goals is creating awareness of attending class in the learning time. That's why selected teachers control students that are arrived in the compound but not attending class. The selected teachers have a whistle and call students sitting afar from classes or moving here and there by whistling the whistle. S2 said students do know this specific PTA goal, but do not want to attend class. They ran to other side of the compound when they hear the whistle sound. FGD participants said students who do not attend class are given a warning orally to attend class immediately. If they don't attend class they are given a piece of paper having a stamp of the school to call their parents. Those who accept oral warning leave the school by jumping over the fence and those who have taken written warning, give the paper to their friends or to an unknown person who is not their parents or family member. The FGD participants continues, then the one who took the paper come to the school and act as if he/she is family member of the concerned students. S1 strengthen this, the ups and down of PTA in supporting students to foster good ethical value, which is the major responsibility of PTA, ignored by students. S1 also commented on ignored wearing style of some female students uniform. He said they ignored large number of students and wear trouser uniform like male students. The researcher, during data collection period, observed this.

Giving advice for disciplinary students, Participant S1 said, is one of functions of PTA. But those who receive advice from the PTA repeat what they did promise not to do. The same participant added late comers are always take advice by PTA members. But their response for the advice is fruitless. They again and again come lately. During the data collection time the researcher observed students came lately. Besides to this, S1 said,

plasma sockets that are attached for the teaching process are detached and the wires become useless. S1 confirms by saying “it is possible to say that all plasmas found in the school do not function.” This is also observed by the researcher. In addition to this, S2 strengthen, some students forget PTA’s advice and come to school having drunk again.

In relation with this asking assistance when students face difficulties in the school is supported by the PTA. But discussants in FGD revealed that a year ago one grade 9 student create a quarrel with a teacher inside the class room while the teacher is dictating students and he beat the teacher seriously and he was going to throw down from 3<sup>rd</sup> floor. In this year, when the researcher started gathering data, two students do not need assistance form PTA members but fought each other and one was highly injured by small dagger and loss a lot of blood and taken to the hospital when his fighter was brought to custody. When the data ended the researcher confirmed that the one who hurt by small dagger take a penalty of one year and six months. This indicates that, S1 concluded, how much students do not give attention for PTA’s attitude.

One of the school’s annual PTA plan is creating citizens who believe in equality of gender and protecting female students from harm. Students in FGD revealed that some male students use the word ‘acid’ in front of female students to use the word as a tool of frightening. The FGD also revealed that some male students are not interested to be ordered by female traffic police by the gate of the school. This shows that, S2 concluded the idea; some male students of the school are still not good in believing gender equality.

#### **4.4.2 Parents**

Parents positive response to the PTA is highly important. Document analysis showed that the PTA's monthly minutes appreciated parents response positively. Some of them are rewarded a certificate and some others are given gifts for their strong involvement in PTA. Parent are expected to have direct involvement and feel a sense of owner ship. Their response in reality is often limited to a certain people. It is the parents or relatives of students currently enrolled in school who participate most regularly in students schooling. It is good if parents participate by making monetary contributions to schools, attending teacher conferences, and monitoring their students' studies and school attendance.

Alfred Marshal (1920:172 cited in Labanda (1985:1) said as years pass on, the child of working man learns a great deal from what he sees and hears going on around him. The act of passing on knowledge from one generation to the other is the role of the parents. The parents are more effective in imparting discipline and knowledge to students at the very grass root level. It is therefore a known fact that all parents have the natural inclination to give their children the good things of life they are capable of providing for them. Also Labanda (1985:xi) said most people realize that certain children learn a great deal about their parents' job as they are growing up. In the light of this, parents must develop a very positive interest in what goes on in school.

According to the interview with parent participants, much contradicted information has been seen. P1 strongly indicate that "the response of parents is good for the PTA" and he continues PTA has done a lot of thing for the school. For instance after the finishing of the two new G+4 buildings, extra suitable stairs for handicapped wheel chair were

constructed. P2 supports the extra suitable stairs are also useful for blind students and teachers. When this has been constructed, the response of parents by moral and finance was good. P1 and P2 added when the PTA has prepared by repairing four old classes for students to eat lunch in, parents moral support was also there.

On the other hand P3 said that once I heard that suitable stairs for handicaps' wheel chair were constructed. And I also heard that four old classes repainted to give service for students to eat their lunch in. But practically I haven't totally seen two of them in the compound. If these had been heard by most parents, the response of parents for PTA might not be good.

In relation with these, P3 added even if the PTA said that the association prepares students cafeteria inside the school, my son told me that students at all do not have cafeteria in the school. The same participant added "these things create less response from me. Because I suspect that PTA announces what it didn't work." (Interview with P3, on April 19, 2013)

Concerning to the above three argumentative points, the researcher also read all the three tasks on the school's 60<sup>th</sup> year anniversary magazine. But in his observation, all works written on the 60<sup>th</sup> anniversary magazine haven't been done. But they wrote it on the magazine as if PTA has done.

P1 and P2, in another direction, appreciate the response of the parents. They said that parents have come for PTA meetings as much as possible unless difficult things they have faced. P3 on the other hand said I don't think that I'm good in participating with the association. I used to absent when I'm given a piece of invitation paper for meeting.

Some times when I attend the PTA meeting I used to prefer being silence. Besides when they prepare a lottery, I don't let my children to attempt it. Because I suspect that the lottery may goes to the PTA members purposely. (Interview with P3 on April 19, 2013)

In another direction, the response of parents is good in contributing money. They contribute 70-80 birr to strengthen the financial ability of the association. P1 announce parents are cooperative to contribute money for the enhancement of teaching learning process. Because they feel that their students affairs are their affairs too. P2 remind that "as a PTA member, I initiate parents to see the school and cooperate with the school community, in addition to know parents the rules and regulation of the school."

#### **4.4.3 Teachers**

The researcher's document analysis indicated that the PTA's minutes appreciated teachers' positive response. Some of them who worked with the association rewarded a certificate and given different gifts for their strong participation with PTA. Participant T1 indicated teachers have more professional in their roles and prepared well for class, teach better and follow up with students properly. This teachers' quality can also be seen at role implementation of PTA in the school. The same participants continued and added at meeting time, teachers behave well and take steps forward. Whereas, T2 said, it is possible to say that the response of teachers for PTA role implementation is not good except members of PTA. He added, members of PTA are seen when running here and there to drive different roles. But those teachers who take large number have been seen when doing nothing for the association. For instance, he strengthen his idea by saying, physical exercise is more of practical that theoretical, but some teachers seen taking more time for class theory by neglecting some roles of PTA like either ensuring teachers

properly execute their teaching responsibility or ensuring teachers are teaching in accordance with the interest, demand and rights of their students.

Participant T2 explained teachers do know that there is PTA, but the connection between them is very poor. Teachers do not apparently know what all roles of PTA are. Besides, for most teachers it is not clear how PTA is organized. The same participant said, since most of teachers do not know what the roles of PTA, they also do not know for which role do they give more emphasis. Most roles have been known and some of them do get attention by only who are members of the association. (Interview with T2, on April 12, 2013)

In relation with the response of teachers, T2 continues, teachers are not active participants for the PTA. For instance one of the school's PTA annual plans is 10 birr penalty for late comer students. Here teachers promise to use this as a warning. But in practical they do not even want to warn late comers before attending class. In another direction the same participant added, we teachers are expected to do different tasks like checking students exercise book, correcting tests, updating his/her self with a new knowledge and skill etc. when we get free periods. But almost all teachers do not want to stay in the compound. They quit the compound on the moment of finishing class.

Once, the participant continues, the teacher wants to leave the school immediately then he starts leaving the class. At this time one of the students inform the teacher that some minutes left. Here unlike PTA roles, the teacher let the student to leave the class by denying one of PTA roles called securing adequate laws for the care and protection of children and youth. (Interview with T2, on March 22, 2013)

According to T2 most teachers do not feel good to the association because it has a kind of political involvement and use mass media centered words. They think that the PTA found in the school is to respect the order form Addis Ababa City Administration Education Bureau. The same participant added “most of my friends do not want to heard the word PTA”

Another thing that we teachers, the same participant added, should give attention in respecting parents. Teachers sometimes do not show proper respect to parents. Sometimes when a student make a mistake he/she is sent to call his/her parents, but when the parents come, no one pays attention to them and they wait one to two hours to talk to the teachers. Here the teachers are neglected one of PTA responsibility called plan activities designed to attract and recruit more parents to build a strong parents involvement program. (Interview with T2, on March 22, 2013)

#### **4.5 Improvement of the association after students involvement**

Some activities were found out by the association after the involvement of students and being called PSTA.

##### **4.5.1 After class tutorials**

Participant T1 who is a teacher and as well as PTA representative mentioned after class tutorials. He said in the earlier time there was no after class tutorials for students. Since the school is secondary, tutorial classes get students more ready for Ethiopian General Secondary Education Examination. T2 suggests after-class tutorials are becoming common ways to deal in building the capacity of students in the schools. So it was

indicated by students and then teachers and management of schools are accepting and the school is now ready to give after class tutorials with fair amount of money.

In relation to after class tutorials, P1 said students idea is good. But it should have been started earlier. Now it became use less for grade 10 students. Because, they are already on the verge of finishing classes. The same participant added, in spite of the fact that the idea comes from students, it was also teachers idea. D2 support starting of tutorials in the school for the first time and said it is very efficient for those who actually attend after class tutorials. He personally supports the idea of minimizing the tutorials fee that comes from students.

S1 said we students frequently ask for the minimization of the fee. And the response that we get from the school was good. D1 confirm that the tutorials is for the sake of student, that's why we minimize the amount of the fee. The researcher believes that such kind of practice should be encouraged. As the WE1 said one of the responsibilities of our office is encouraging the works that helps teaching learning process.

#### **4.5.2 Quotas for female students in clubs:**

Including girls in different clubs, most participants accepted, is influential in assessing and discussing different problems that they face personally and in general environment. Participant T1 said, in the school's traffic police club female students were not found and do not want to involve in. Because they do think that being police is for male. Participant T2 announce with a motivation by student representatives of the associations to the rest of students, female students are now became voluntary workers for the club like that of males. The same thing is true D2 mentioned Tomorrow's Teacher Club has large number

of male members than that of female. But with agitation by student members of the association, the number of female students is getting high. The research observes that almost in all co-curricular activities the number of female students was lesser than that of female students before students involvement in the association.

#### **4.5.3 Extending of library service time:**

Libraries were giving service up to 12 o'clock local time, T1 said. But now, P1 confirm that it is open up to 2 o'clock local time. This is happened with frequent questions of students, S1 announced. Participant WE1 informs that the library also gives service on Saturday. P3 appreciates the extending of time, but he knows un recognized news that male and female students who fell in love use the time for the sake of themselves instead of studying. And he added "how much we parents valued education, sometimes we simply do not believe our children in this issue." Participants D1 and D2 said to give sufficient light to the school compound to control students easily when they are out of the library after 12:00 to 2:00 o'clock local time extra lights have been posted by the PTA.

#### **4.5.4 Meeting experience for students:**

Students meet teachers, members of the association, the school director, parent representatives and sometimes quality education assurance inspection experts in meeting, Participant T1 said. Participant S1 explained developing the practice of expressing ideas and rising different questions at the meeting time is the result of our involvement. P1 also remembered, from attending meetings, students do know how minutes are taken. Participant WE1 said the involvement of students is good. When they often times attend meetings, they feel that they are main part of the school and become responsible to protect furniture, pipe and electric lines, library books and generally school equipments.

Besides, he added, for effective school activities, one has to include students and discuss in meeting with them. So this is good experience for them.

Generally, students representatives participation in PTA brings merits for students. But the document analysis check-list that was checked by the researcher discovered that PTA doesn't examine its change after students involvement to the association.

## **Chapter Five: Summary, Conclusion and Recommendation**

This last chapter of the thesis deals with the research summary, conclusion and the researcher's recommendations.

### **5.1 Summary**

#### **Issue of the study**

Parent Teacher Association is essential in order to drive different roles in the schools effectively. Without PTA the smooth flow of teaching learning process might face inconvenience. PTA is one of the ways in which the overall connection of teachers, parents, principals and students is affiliated to. Un proper implementation of PTA roles in the school create undisciplined students, unsatisfactory teachers and reckless parents. This means when PTA doesn't put its actions properly, students became out of line and do not achieve good track records in their schools life, parents recklessness lead them not to feel a sense of ownership on the school and teachers do not satisfy in their work. Therefore looking at roles of school's PTA is essential to handle obstacles and have proper and managed school activities.

#### **Purpose of the study**

The purpose of the study was to examine the roles of PTA including more focused ones in Entoto Amba secondary school and its improvement after the involvement of students to the association and its connection with the stakeholders as well.

#### **Context**

The study was conducted in the context of PTA roles in the secondary schools to create a democratic system for PTA role implementation and facilitating the response of stakeholders for nationally oriented goals of PTA. There are still some problems facing

the school in which the PTA had been found. These include financial support of the PTA to the schools, lack of cooperation between the schools and the parents, inadequate supervision of schools among others.

PTA is a voluntary association of parents and teachers in a particular school established for the sake of educational development. It plays a significant role in all aspects of education from raising resources to managing different school activities. It raises the awareness of general community on the benefit of education and in encourage parents to send their children to school. PTA possesses several different duties and responsibilities to include provision of platform for parents, sponsors, guardians and teachers of students.

Besides, the PTA fosters mutual understanding harmonious relationship and cooperation among parents, guardians, sponsors and teachers in the fulfillment of the common goals of the school as well as ensures a suitable, uniform and high standard of discipline, both at home and at school among others.

### **Method of the Study**

The design of the research was case study which makes a detailed exploration about a single case. Data gathering instruments were; interview, document analysis, observation and FGD. The data provided in-depth information through direct description of situations. Interview had been conducted on a total of ten participants to have suitable information and the center of the study was chosen by using purposive sampling. In the study, qualitative research method was employed.

### **PTA's implementation on school's finance and Monitoring**

PTA of the school made an effort in encouraging parents to contribute to the school finance. The finance was utilized for purchasing of teaching materials and repairing and painting of the buildings. The school gets financial support from different sources like government, NGO and sometimes religious institutions. Most of the times, from donators, money for PTA's comes for two issues. It is either for specific purpose which is indicated properly for what purpose to be implemented, or for general term called 'for the teaching learning purpose.' The school's PTA income sources for many different years are; sale of grass, sale of old furniture, hall rent and lotteries.

PTA mostly emphasis on monitoring how annual programs of the school are properly implemented according to the schedule. Moreover opportunities are given to take part in decision making about school programmers including goal setting, development and implementation of programmed activities and fund allocation. PTA also ensures that teachers are teaching in accordance with the interest, demand and rights of students.

### **Response for PTA from stakeholders**

Based on the information gathered from the students themselves, the response of students to the association was not positive. Most of the time students refuse to do` what the association announces. Unlike the PTA's attempt to put its roles into action, from students unwise use of school resources up to burning their uniform at the end of the year became students symbolic mark and large number of annual plans was seen neglected by the students.

From parents side, their response to the PTA is strongly important. PTA expects them to participate strongly and directly. PTA also wants parents feel a sense of ownership on the

school. According to the information collected from parents themselves, different information has been seen at a time. This means that the response of parents, who are representatives for the association were good. These representatives announce that including themselves parents are good participants for the association. They expressed parents as positive persons for PTA's role implementation. But to the contrary parents who are not representative for the PTA do not want even to attend PTA meeting if they are invited.

On the other hand, teachers' response for PTA's role implementation can be seen from two different angles. Some teachers, especially who used to work with PTA or school administration are always ready to work with PTA and their response was positive by spending their time and running over and over again. They behave well for PTA and take steps forward together with PTA's role. Whereas, other teachers do not willing full to drive PTA's roles. Their response might reach up to quitting the compound or not to hear the word PTA.

### **Improvement of the association after students involvement.**

Including students to the association is good to help themselves more and understand their immediate questions and interest on the school management and teachers. Besides to improve teaching learning process, students result and their behavior, it is recognized that organizing the Parent Student Teacher Association (PSTA) is necessary.

Before the involvement of students, tutorial class was not started in the school. But with strong questions from student representative of the association, after class tutorials have

been commenced. In addition to this, students ask for the minimization of the fee in this class tutorials and the response they got was good.

In another direction, the involvement of female students in different clubs became increased. For simple example most female students think that being police is only for male. But after students involvement to the association and their encouragements of others number of female students are giving voluntary service to the school traffic police club. Besides in a club called 'To Be a Teacher', number of new students who wants to be a teacher registered and shared experiences of good characteristics of teachers.

Extending of library service time is also another improvement of the association. In the school, library service was end up at 12:00 evening local time. But with frequent questions of students, starting from this year onwards, it started giving service up to 2:00 evening local time. Hence students could get good place to study and better chance to get references for long period of time.

Students who are representative of the association meet parent representatives, teachers, the school directors, and some experts from woreda education office. Therefore they improve their meeting experience and they share their experience to others and also built responsibility to the association.

## **5.2 Conclusion**

Based on the major findings, the following conclusions were drawn.

As it is disclosed by the findings, it can be concluded that the directors, WEO and PTA members cooperatively work together. They work on problems of mutual concern. This shows that the participation of PTA in different roles together with directors was high.

Also, it is possible to say that they have good way of communication which can be expressed in open discussion and monthly meeting. This indicated that they exercise sharing experiences among WEO and school directors.

School's teachers and teacher representatives for the school PTA haven't the same view for the association. Teacher representatives are always ready to spend their time and labor without cupidity for the good of the school, and they also confidentially announce that they are implementing different roles of PTA. But to the contrary many school's teachers do not want to have even single contact with the PTA. They want to carry out their day-to-day activities without any interference from the association.

PTA announces works that haven't been worked by it as if they have been done. The association didn't repair old class for students' as lunch hall, didn't get ready extra suitable stair for handicapped students and teachers or didn't prepare cafeteria for the students inside the school compound. Since those things haven't been done, publishing them on the school magazine as if they have been done by the PTA indicates finance control of the school was low. As a result hidden outlets for different resources were opened.

The finding also indicated the prevalence of a high degree of disciplinary problems among students minimize the response of students to the association. These disciplinary problems stayed for the past half a decade and a threat for another coming years. This shows PTA's roles on problem solving mechanism and the need to get good response from students' weakness to tackle the problem effectively.

The participation of parents in the school finance was due to the encouragement of the PTA. This was seen when G+4 building was built. The use of this income is very important in bringing the desired change in the school, though the limited finance could not bring total change.

The findings shows that even if students response to work with the PTA is very less, the involvement of them to the association brings some strong changes like extending of library service time, after class tutorials and its fee minimization.

### **5.3 Recommendations**

The following recommendations are forwarded to strengthen the role of PTA, based on the findings of the study and conclusions.

- ✓ PTA should keep its usual cooperative work. Its good walk with the school directors and WEO brings more proper implementation of PTA roles, and support different programmed school activities to achieve the intended educational plans. Besides, giving training for PTA is the responsibility of the WEO. Therefore, PTA should always take immediate contact with WEO and get trainings properly.
- ✓ Three of stakeholders; teachers, students and parents are divided into two to welcome PTA roles. Some of the teachers, students and parents work with PTA and some do not. For the good of the school activities, PTA must meet all stakeholders frequently and involve all staff, parents and students to participate in the association equally.
- ✓ PTA ought to think sternly for its report of what it works. It shouldn't announce through magazine or public meetings what it didn't work. Moreover, to control

hidden outlets of different resources at repairing time, finance control of PTA should be as strict as possible.

- ✓ It's better for PTA to prepare cafe for students inside the compound and also work with students, parents and teachers on disciplinary causes so that they would get a clue on how to get good students' response.
- ✓ Even if PTA has got less response from students, it could earn a lot from student representatives' involvement to the association. Therefore, the association should keep up tough connection with students to bring extra several benefits for the students and for educational development at all.
- ✓ Since this study was conducted in a single school in Gullele sub-city, further field studies on PTA/PSTA should be encouraged to look into the practices of two or more in other secondary schools to have better understanding on roles of PTA and to explore extra roles that haven't been considered.

## References

- AACAEB (2012). In Addis Ababa City Administration Education Bureau, *Parent Student Teacher Association Development and Implementation Guideline*. Unpublished, Addis Ababa.
- Abdullahi, S.U. (1996). *Parent Teacher Association as an Instrument of community Participation in Education*. Retrieved from <http://www.zedang.org/agmlectures/4th.pdf> on 31/03/2010.
- Abiy Zegeye etal (2009). *Introduction to Research Method: Preparatory module for Addis Ababa University graduate Programs*. Un published, AAU, A.A
- Ajayi, I. A. (1999). Teacher's Assessment of the Role of PTA in Administration of Secondary Schools. *Journal of Educational Research and Evaluation*, vol 3 No. 2, 110-116
- Alongue, H. & Ekundayo, H. (2012). *Strengthening the Roles of Parent Teacher Association in Secondary Schools for Better Communication in Educational Development in Nigeria*. Retrieved from <http://dx.doi.org/10.5539/jedp.v2n2p16> On August 3, 2012
- Bagin, D. and Gallagher, D.R. (2001). *The School and Community Relations*. 7<sup>th</sup> ed. London: Allyn and Bacon.
- Beverly, H. (1998). *Trent Focus for Research and Development in Primary Health Care: An introduction to Qualitative Research*. Trent Focus Group, University Nottingham.
- Chandler B; and Nita H.B (1997). *Families, Schools and Committees: Building Partnerships of Educating Child*. Merrill: Prentice-Hall, Inc.

- Chiman, S. Ugulashi (2012). Parent Teacher Association (PTA) Roles and Funding of Private School Administration in Nigeria. *Asian Journal of Management Science and Education*. Vol. 1 No. 2.
- Cohen, L; Lawrence, M.; Keith, M. (2005). *Research Methods in Education* (5<sup>th</sup> ed.) Taylor & Francis e-Library.
- Cotton, K., and Wilelund, R. K. (2001). *Parent Involvement in Education*. Retrieved from <http://www.nwrel.org/sepd/sirs/3/cu6html> On 08/11/2001.
- Dorneyi, Z. (2007) *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. New York: Oxford University Press.
- Dunne, M; Akyeampong, K.; Humphreys, S. (2007). *School processes, local governance and community participation to access: Research monograph No. 6*. Retrieved from [www.intresjournals.org/ER/pdf](http://www.intresjournals.org/ER/pdf). On January 19, 2012.
- ESDPIM (1998). *Education Sector Development Program Implementation Manual*. Unpublished Document, Addis Ababa.
- Eyasu Debash. (2011) *The Status and Challenges of Parent-Teacher Association Role in Leadership of the Selected Secondary Schools in Southern Zone of Tigray*. M.A Thesis, AAU, Addis Ababa.
- FDRE. (1994). *Education Sector Strategy*. Addis Ababa: EMPDA
- G/Michael Berihu. (2006). *Parent Teacher Involvement in Schools in Southern Zone of Tigray*. M.A Thesis, AAU. AA
- Hicks, B. W. (1992). *Parents', teachers' and students' perception of effective principals in selected middle schools in South Carolina*. Dissertation Abstracts International. South Carolina. Retrived from <http://www.duq/academics/faculty/james-henderson>

- Hurt, J. (1985). *Parental Involvement in School: A Historical Perspective*. In Cullingford C. (Ed.) *parents, teachers and schools*. London: Robert Royce Ltd.
- Iqbal, M. & Tatlah I. (2011). *Role of Board of Governors and Parent Teacher Association in District Public Schools in the Context of Conflicts and Challenges*. Lahor: Scientific & Academic Publishing.
- Jenberu Erco. (2011). *The Status and Challenges of Parent Teacher Association Participation in Government Secondary School Leadership of Addis Ababa*. M.A Thesis, AAU, A.A
- Kothari, C.R. (2004). *Research Methodology: Methods & Techniques*. New Delhi: New Age International (p) Ltd., publishers.
- Labanda, David N. (1985). *THE ROOTS OF SUCCESS. Why Children Follow in Their Parent's Career Footsteps*. New York, Praeger Publishers.
- Macbeth, A. (1990). *Involving Parents: effective parent-teacher relations*. London: Heinemann Education.
- MoE (2008). *General Education Quality Improvement Program (GEQIP)*. Addis Ababa.
- Morgan J. S. (2006). What community Participation in Schooling Means: Insight from Southern Ethiopia. *Harvard Educational Review*. Vol. 76 No. 3
- Muhiddin Muhammed (2010). *An Assessment of Traditional Islamic Education Practices and Their Implications to Modern Education. The case of Hamida Hadith School in Sinana Woreda, Bale Zone, South East Ethiopia*. M.A Thisis, AAU, AA
- Nwakwo, J. I. (1982). *Educational Administration: Theories and Practice*. New Delhi: vikas Publishing House.

- Owuamanam, D. O. (1991). *Foundation of Sociology and Psychology of Education*. Lagos: Abimas Lithografiks Company.
- Ramani, K. & Zhimin, L. (2010). *A Survey on Conflict Resolution Mechanisms in Public Secondary Schools: A case of Nairobi Kenya*. Retrieved from <http://www.academicjournals.org/err/PDF> On March 23, 2010.
- Sergiovanni, T.J (2001). *The Principal ship: Reflective Practice Perspective*. (4<sup>th</sup> ed) Boston, London: Allyn and Bacon.
- Social Development Direct. (2011). *Social Assessment for the Education Sector, Ethiopia*. Addis Ababa.
- UNESCO. (2011). *Can School Grants Lead to School Improvement? Un over view of experiences of five countries*. Unpublished manuscript. UNESCO-IIEP Retrieved from <http://www.iiep.unesco.org/info@iiep.unesco.org> on April 30, 2011.
- Wellington, J.J. (1996). *Methods and Issues in Educational Research*. London: Impact Graphics.
- Wiersma, W. (1995). *Research Methods in Education: An introduction*. Boston: Allyn and Bacon.
- Willington, J.J. (1996). *Methods and Issues in Educational Research*. London: Impact Graphics.
- World Bank (2008). *Transitions in Secondary Education in Sub-Saharan Africa; Equity and Efficiency Issues*. World Bank Working Paper No. 125, Africa Human Development Series. Retrieved from <http://www.Openknowledge.org/2.books/2series> On 12/11/2008.

## **Appendices**

### **Appendix A**

**ADDIS ABABA UNIVERSITY**

**INSTITUTE OF EDUCATIONAL RESEARCH**

**EDUCATIONAL RESEARCH AND DEVELOPMENT**

The main objective of this interview is to collect data for a research work. The study conducted to generate data on roles of Parent Teacher Association. Your genuine response for each interview question is important and all information you give is secret.

*Thank you in advance for your cooperation.*

Gender:

Age:

Educational Background:

Marital Status:

Occupation:

#### **Interview questions to the School Directors**

1. How is the response of the school to perform PTA's roles?
2. Which roles of PTA are focused more by the school?
3. Do student members of PSTA, interact with the association actively?
4. What progresses have been seen after students involvement to the association?

### **Interview Questions to Teachers**

1. How is the response of teachers' to perform PTA's roles?
2. Which roles of PTA are focused more by teachers?
3. Do teacher members of PTA, interact with the association actively?
4. What progresses have been seen after students involvement to the association?

### **Interview questions to Parents**

1. How is the response of parents to perform PTA's roles?
2. Which roles of PTA are focused more by parents?
3. Do parent members of PTA, interact with the association actively?
4. What progresses have been seen after students involvement to the association?

### **Interview questions to Woreda Education Office.**

1. How is the involvement of the Woreda in making PTA to implement its roles?
2. Which roles of PTA are focused more by the Woreda?
3. Do student members of PSTA, interact with the association actively?
4. What progresses have been seen after students involvement to the association?

### **FGD questions for student discussants.**

1. How is the response of students' to perform PTA's roles?
2. Which roles of PTA are focused more by students?
3. Do student members of PSTA, interact with the association actively?
4. What progresses have been seen after students involvement to the association?

Appendix B

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ጥናትና ምርምር ኢንስቲትዩት

3/4nK S ÖÄI -LT

3/42=I S ÖÄp a " -LT KØ" ታዊ ጽሑፍ የሚሆን መረጃ መስጠት ሲሆን ጥናቱም በወላጅ መምህር ህብረት (ወመህ) ማድላይ የሚገኘውን ጥን ይሆናል፡፡ ስለሆነ ም ለእያንዳንዱ ቃለ መጠይቅ የአርዕ ትክክለኛ መልስ ጠቃሚ ነው፡፡

**ስለትብብር በቅድሚያ አመሳግናለሁ፡፡**

ጾታ፡

ዕድሜ

የትምህርት ደረጃ፡

የትዳር ሁኔታ፡

ሥራ፡

ለርዕስ መምህር የሚቀርብ ቃለ መጠይቅ

1. የወመህን ማድ ለመተግበር የት/ቤቱ ተሳትፎ ምን ይመስላል?
2. የትኞቹ የወመህ ማድ ዎች ይበልጥ በት/ቤቱ ትኩረት ይደረግባቸዋል?
3. የወመህ የተማሪ አባላት በማህበሩ ውስጥ በእኩልነትና በንቃት ይሳተፋሉ?
4. በወመህ ውስጥ የተማሪ አባላት መካተት ምን የተሻለ ነገር አምጥቷል?

ለመምህር የሚቀርብ ቃለ መጠይቅ

1. የወመህን ማፍ ለመተግበር የመምህራን ተሳትፎ ምን ይመስላል?
2. የትኞቹ የወመህ ማፍዎች ይበልጥ በመምህራን ትኩረት ይደረግባቸዋል?
3. የወመህ መምህራን አባላት ከሚከተሉ ጋር በንቃት ይሳተፋሉ?
4. በወመህ ወስጥ የተማሪ አባላት መካተት ምን የተሻለ ነገር አምጥቷል?

ለወላጅ የሚቀርብ ቃለ መጠይቅ

1. የወመህን ማፍ ለመተግበር የወላጆች ተሳትፎ ምን ይመስላል?
2. የትኞቹ የወመህ ማፍዎች ይበልጥ በወላጅ ትኩረት ይደረግባቸዋል?
3. የወመህ ወላጅ አባላት ከሚከተሉ ጋር በንቃት ይሳተፋሉ?
4. በወመህ ወስጥ የተማሪ አባላት መካተት ምን የተሻለ ነገር አምጥቷል?

ለወረዳ ሀላፊ የሚቀርብ ቃለ መጠይቅ

1. የወመህን ማፍ ለማስተግበር የወረዳውን ተሳትፎ ምን ይመስላል?
2. የትኞቹ የወመህ ማፍዎች ይበልጥ በወረዳው ትኩረት ይደረግባቸዋል?
3. የወተመህ የተማሪ አባላት በሚከተሉ ወስጥ በአኩልነትና በንቃት ይሳተፋሉ?
4. በወመህ ወስጥ የተማሪ አባላት መካተት ምን የተሻለ ነገር አምጥቷል?

ለተማሪ በቡድን ወይይት መልክ የሚከናወነው የ ኤፍጂዲ (FGD)

መጠየቅ

1. የወመህን ማጠቃለያ ለመተግበር የተማሪዎች ምላሽ ምን ይመስላል?
2. የትኞቹ የወመህ ማጠቃለያ ይበልጥ በተማሪዎች ትኩረት ይደረግባቸዋል?
3. የወተመህ የተማሪ አባላት በማህበሩ ውስጥ በአኩልነትና በንቃት ይሳተፋሉ?
4. በወመህ ውስጥ የተማሪ አባላት መካተት ምን የተሻለ ነገር አምጥቷል?

## Appendix C

ADDIS ABABA UNIVERSITY

INSTITUTE OF EDUCATIONAL RESEARCH

EDUCATIONAL RESEARCH AND DEVELOPMENT

### Document Analysis Checklist

The researcher used the following document analysis checklist items with 'Yes' or 'No' response after carefully analyzing the necessary documents; minutes, PTA's annual plans and other documents like official letters that PTA required to possess.

No.	Items	Yes	No
1	PTA possesses the guideline that consists clearly defined roles and responsibilities		
2	PTA examines its change after students involvement to the association.		
3	PTA appreciate positive response from parents, teachers and especially from students		
4	PTA emphasis for some roles		
5	PTA members would get trainings.		
6	PTA keep information and agendas that are raised in monthly Parent Teacher Conference		

## Declaration

I hereby declare this thesis is my original work and that all sources of information used for the thesis have been acknowledged. I also assure that it has not been presented to any other university for the award of a degree.

Name: Rawling Wondemneh

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### *Approved by:*

Name: Wossenu Yimam (Ph.D)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_