The Status of Parent-Teacher Association Participation in the Management of Government Primary Schools of Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
School of Graduate Studies
Department of Educational Planning and Management

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Acronyms and Abbreviations

AAU-	Addis Ababa University
ESDP-	Education Sector Development Program
KETB -	Kebele Education Training Board
MoE -	Ministry of Education
PTA -	Parent-Teacher Association
SBM -	School Based Management
TGE -	Transitional Government of Ethiopia
UNESCO-	United Nation Educational Scientific and cultural Organization
UNICEF-	United Nations International Children's Emergency Fund
WB -	World Bank
WEO-	Woreda Education Office
WETB -	Woreda Education Training Board

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Abstract

The main objective of this study was to assess the status of Parent- Teacher association participation in government primary school of city administration of Addis Ababa. To conduct the study, a descriptive survey method was employed to obtain pertinent information concerning the status of PTA participation in the management of school. The study had a total of 269 respondents (154 school leaders (i.e. vice principals and department heads) and 115 PTA members) were taken from randomly selected schools. In this study purposive sampling was used to PTA members, department heads, and vice principals as well as, availability sampling for woreda education officials and principals. Document analysis was also made to supplement the data gathered through questionnaire and interviews. The data obtained from respondents were tallied and arranged in tabular forms to analyze them using statistical measures of mean, grand mean, standard deviation, percentage and t-test. The finding of the study shows, that PTA's involvement in management of school activities was medium. The degree of involvement concerning monitoring and evaluation school activities, initiating parents and community to volunteer at school, empower capacity of PTA members through trainings, and awareness about the role and responsibilities of PTA members were not high. To reduce the challenges of PTA involvement in school activities recommendations such as preparing consistent monitoring and evaluation program, motivating PTA members to participate in management of school, providing appropriate and adequate training program, providing participatory leadership style in school, woreda and sub-city level should be given were made.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Education has a great potential in playing important role for the development of social, political and economic conditions of a country. It helps to develop middle and higher level human resource for the economy. Moreover, it is an indispensable instrument through which human beings pass their discoveries, experiences, and inventions accumulated over a period of time from generation to generation. By getting these experiences, citizens could participate actively in socio economic development activities by enhancing their knowledge, power of thinking, awareness, talent and skills (MoE, 2002: 1, Lockheed and Verspoor. 1991:1).

The philosophy of education varies from country to country depending on the objective reality and political system that countries follow. Even though, the philosophy of education depends on the objective reality and political system, its main function is to accelerate the growth and development of a nation and improving the living standard of citizens. Especially, primary education helps nation to improve productivity, reduce fertility, improve the health of family and improve life expectancy (Mulugeta and Amannuel, 2000, WB 1999, UNDP 1999, Lockheel and Verspoor, 1999 in Wakweya 2007). In other words, education helps to alleviate poverty and promote economic and social development.

In order to realize these functions of education, society in general and parents in particular should participate to make the teaching learning process fruitful. In

other words, making the teaching learning process fruitful beyond the interaction between students and teachers depends on the support, follow up and relations among educational professionals, parents, the community and the government. Therefore, schools as social institutions, where the process of educating people is carried out need the participation of different agencies, individuals, groups, parents and community at large. The participation of these parties in general and that of parents and communities in particular in school management enhance activities of the school. As it is stated by Zaudneh, (1994:84) school has the responsibility of contributing to the development of a nation and the interpretation of the interest of the community and the school mission. Community must also assist the school in order to get benefit out of it.

Since 1994, the government of Ethiopia has started implementing the system of decentralization in education. It is mainly based on the assumption that the quality of education would be improved by shifting decision making and accountability closer to the community. Hence, the Ethiopian education and Training policy (ETP) of the 1994 stressed the significance of community participation in education system. In the policy, it is stated that "the education management will be democratic leadership by boards or committee consisting members from the community"(MoE: 1994). The government of Ethiopia has also identified quality as the heart of education. To stress this case the government has put its firm belief in the 3rd education sector development program (ESDP 111), so that the country's aspiration of long term development depends upon the expansion and provision of quality education (MoE, 2005).

However, be it in Addis Ababa or in the nation as a whole, there are problems with regard to the provision of education. To address the problems, the

government's effort shall be supplemented by the participation of the community. For this purpose strategies have been set by the education sector. One of the strategies is stated as follows (MoE, ESDP, 2005/6:34)

> *Empowerment of the community is not only a means for development, but it is also an end it self. Polices and programs that strengthen the role of the community in the management and financing of school will be implemented. Communities shall be encouraged to mobilize their own resources to construct additional classrooms and schools. The government will allocate sufficient budget for school construction in areas where the local community can not afford to contribute cash or material.*

This strategy indicates that the achievement of educational goals is only possible with the active participation of the community in school management. A committed participation of the community helps to increase enrollment, reduce dropouts and improve quality of education.

MoE (2002) states, that Parent-Teacher Association is to improve school based management and to involve the community in school management. Besides building the capacity of school principals and teachers in school management an attempt was made to involve community through PTA in school management so as to help schools to achieve the intended objectives of the country. Addis Ababa City Administration also attempted to contribute for the attainment of objectives of the education of the country in general and that of city administration in particular.

The researcher has worked as primary school principal for the last twelve years in different schools of City Administration of Addis Ababa. Thus, the researcher has had the opportunity to witness that, Some teachers and parents complain that some PTA members have no necessary educational levels, skills and

adequate training and orientation to participate in school management. As a result of this, they are not performing their duties and responsibilities as per the guideline of the Ministry of Education. Hence, schools are not getting the necessary managerial support from the community they serve. Therefore, it is this that motivated the researcher to study the participation of PTA in school management in primary schools of Addis Ababa city Administration.

1.2 Statement of the Problem

The overall objective of education is to make students successful in their academic performance. However, some students do not successfully achieve due to achievement affecting factors. One of the factors which affect students' achievement is the absence of efficient and effective school management. Since schools are the places where education is provided to citizens, school activities have to be properly managed. In this respect the management of school should not be left to the individual principals and teachers. The community members are required to participate in the management of school and share the responsibility of caring out educational management.

In Ethiopia decentralization of education system has been launched following Federal Political arrangement. In response to such problem, the system necessitates the participatory approach of management in schools (TGE, 1994). The management of the primary schools could be effective if the system involves key community members in the management of school. Every primary school should have a Parent- Teacher Association that works on relevant issues of the school. By doing so it is clear that the performance of students' reflects the quality of the school management.

In other words, efficient and effective school management cannot be operated by school principals alone. To this effect, the Ministry of Education has prepared guideline for Parent- Teacher Association together with other responsible bodies to ensure the participation of community in the management of schools. This shows that the Ministry is convinced that for the schools to realize their intended objectives the participation of the community in general and that of parents in particular is mandatory.

In order to play their role effectively, PTA members should have the necessary skills, ability and interest to work with school in planning school yearly activities and budgeting, monitoring and evaluating the implementation of these plans by using different strategies and methods in order to attain the educational objectives.

In general, the effort of PTA in the management of schools and coordinating other community members to coach schools was the main task. Therefore, it is of vital importance to examine the extent of PTA participation in management of schools and identify factors that, affected their participation.

Jenberu (2011) was conducted a study on the status and challenges of PTA participation in government secondary schools of Addis Ababa. The study revealed that PTA participation mainly confined to carry out routine administrative tasks and cannot serve as a liaison between school and community to strength their relation.

In some regional states of Ethiopia also few researches were conducted on the PTA participation in the management of schools. For example, Eyasu (2011) on the status and challenges of PTA's role in leadership of secondary school of

Southern Zone of Tigray, Wakweya (2007) on the role of PTA in the management of primary schools of Western Shoa and Melesew (2005) on assessment of community participation in the management of primary school of Waghimra. The major finding shows that the PTA members awareness about their duties and responsibilities were low due to lack of training. The student researcher also observed the above problems when he worked at different positions of primary schools. It is with this premises that the student researcher initiates a study on the status of Parent-Teacher Association participation in the management of primary schools of Addis Ababa city Administration.

The study which has been conducted presently has so many things in common with the previous studies except it tries to fill the gap concerning the relevance and frequency of the trainings that provided to PTA members of government primary schools of Addis-Ababa. Thus, this study attempted to seek answers to the following basic questions.

1) To what extent do PTA members execute their duties and responsibilities by involving themselves in the management schools?
2) What are the major challenges that affect the participation of PTA in school management?
3) What contribution have PTA made to serve as bridge between schools and the community?
4) What are the mechanisms adopted to empower PTA members in the participation of school management

1.3 Objectives of the study

1.3.1 General objective

The main objective of the study was to determine degree of involvement of Parent- Teacher Associations in supporting primary education in Addis Ababa city Administration.

1.3.2 Specific objectives- the specific objective of the study was to:

- Asses the function of Parent- Teacher Association in Addis Ababa city Administration.
- Identify and analyze the major factors that affect the participation of PTA in the management of primary schools of Addis Ababa city Administration.

1.4 Significance of the study

The Community's participation in the management of school has received increased attention in international and national policy in recent years. It is considered important as an end itself (as a democratic right) as well as a means to the achievement of sustainable development and poverty alleviation (Rose, 2003:2-3).

The significance of this study is to be found in its contribution to the field of school- leadership. It may help parents, community, schools, the government and nongovernmental organizations who are interested to work in education sector and for professionals also who want to conduct further study on the same issue.

This study is expected to have the following significance.

1. The study may suggest ways and means for the improvement of parent-teacher associations' performance and its relation with the school on the management and development of the school program.
2. It may also enable to create awareness for persons/organizations concerned in participation of PTA in school management.
3. It may enable the parents to know what is going on in school and encourage them to participate in school affairs.
4. The result of the study may open a way for further in depth research on issue related in the area.

1.5 Delimitation of the study

The study is focused on Parent Teacher Association participation in five sub-cities of Addis Ababa City Administration. The study also limited to government primary schools for the reason that the degree of the problem that affect the status of school community relation are serious in government schools.

1.6 Limitation of the study

Insufficient reference books and shortage of locally written materials, related to the subject, were the major constraints encountered by the researcher while conducting the study.

1.7 Operational Definition of Term

Addis Ababa City Administration:- the first tier of administration stratum of Addis Ababa and its environs.(Revised charter proclamation of Addis Ababa city Administration).

Community: people who share common goals, values, identities and who are engaged in participatory decision making and connected with emotional moral investment (http://www.uecalgary.com). In this context, the term community denotes people who share common goals and values with regard to the furtherance of education of their children, and work towards the attainment of these shared goals and values.

Parent- teacher Association: A school organization elected by parents and teachers with main responsibility of bringing together the school and community and responsible to the parent teacher conference (MoE: 1994).

Participation: a process of equitable and active involvement of all stakeholders in the formulation of policies, strategies, planning, implementation, monitoring and evaluation of activities (Google, 2004:1).

Primary schools: are institutions which provide education for duration of eight years. They offer basic and general primary education and prepared students for further general education and training (ETP: 1994).

Sub-city:- A second administrative stratum of the city of Addis Ababa.

(Revised charter proclamation of Addis Ababa city Administration).

Woreda: lower echelon of administrative division of the FDRE that has defined authorities and responsibility with estimated population of about 100,000 (Proclamation NO.7/1992).

1.8 Organization of the Study

This study organized in to Five Chapters. The First Chapter provides the background of the study and its' approach. The second Chapter deals with the review of related literature. The third Chapter presents research design and methodology. The fourth chapter comes up with the presentation and analysis of the data. The fifth chapter presents the summary, conclusion and recommendation part of the study.

CHAPTER TWO

2 Review of the Related Literature

In order to form a broader picture of community participation in the management of primary schools, this chapter discusses about the concept of management in education, decentralization in education, community participation in education, parent involvement in school management, roles of principal in facilitating participation of PTA, duties and responsibility of PTA in school. Finally this chapter deals with factors affecting the involvement of PTA and participation of PTA in Ethiopian context.

2.1 Concept of Management in Education

Management is defined as a set of activity including planning, organizing, leading, and controlling the use of resources such as human, financial, material and information with aim of achieving organizational goals in an efficient and effective manner (Shermerhorn, 1996: 3). In other word management is the processes of working with people and resources to accomplish organizational goals. So management involves getting things done with and it necessary to cooperate with other to the goals of organization, School as an organization needs to be organized and managed to accomplish educational goals. Educational management of the federal democratic republic of Ethiopia has been organized on the basis of the federal structure of the country in order to ensure a decentralized administration of education system (MoE, 2002:1). The appropriate organizational structure developed was aimed at involving the concerned bodies such as parents, community, students and teachers in different school leadership activities to enable them contribute their shares for the attainment of educational

goals (MoE, 2002: 2). As it is further elaborated to address local problems, schools were empowered and communities were invited to participate in management of schools through PTA.

2.2 School based Management

School based management is delegation of authority to individual schools to empower them to make decisions about the educational programs including staffing, budget and program through PTA. It is the adoption of the participatory decision making process at the school level by involving school principals, teachers, students and other community members through their representatives, PTA (Reynoids, 1997: 2).

SBM is also the transfer of the decision making authority from educational offices of each authorities to individual school to improve the provision of education through the involvement of school principal, teachers, parents and other community through PTA in decision of key issues SBM create conducive learning and teaching environment for students and teachers to make learning-teaching process effective. Generally SBM needs collective decision making by involving staff, parents and other stakeholders when the decision and policy containing schools are made (UNESCO, 1999: 29).

2.2.1 Advantages of School Based Management

School based management has been introduced as a promising component of efforts of school restructuring. According to the proponents, SBM has many advantages (Reynolds, 1997: 2). One of the advantages of SBM is increased quality of decision, because decision is made by individuals who have greatest knowledge about the school and its educational system. Flexibility and

responsiveness to the needs of local community is the other advantage of SBM. This is because the change that emanated from the top may not work in the individual school situation. Moreover, developing higher commitment in stakeholder is the other benefit of SBM. Because participation in decision making result in higher commitment and morale. It is increases the effort of implementation of the decision.

2.2.2 Implementation Strategy for School Based Management

SBM must be implemented effectively to achieve its intended objectives. To do so, there must be implementation strategies. One of the strategies according to Rynolds, (1997: 6-13) is stated as follows: preparing guidelines and providing necessary support for school is one of the strategies to implement SBM. This means that all concerned educational bodies above school such as WEO. WETB and KETB must support the school based management. Moreover, they must help the school principals to decide how to achieve the educational goals at the individual school. They must prepare the guidelines to implement SBM. The guideline must specify the role and responsibilities of PTA and school personnel..

Moreover the change that occurs in SBM will vary from district to district and from school to school. As a result, the change could also, occur from one decision making structure to another. In this case, it should be assessed carefully where we are now and what is going on the context of individual school. Therefore, it requires to develop leadership strategies to improve the quality of education programs to manage change and other services at school level.

Therefore, SBM members should have a clear understanding on the environment in which they work. Accordingly they should participated community and/or parents in school management and strengthen school and community relation.

2.3 Decentralization of Education System

Decentralization refers to a transfer of authority away from the central state to autonomous bodies having their own legal entity, for taking political and administrative decisions and assuming responsibility for the delivery of education (Malpica and Ayalew in Eyasu 2011:14). In education, this trend is expressed by moving decision-making power close to school. It has involved a major shift to self-governance and greater autonomy for schools.

Decentralization is transfer of authority for planning, raising and allocation of resource from the central government organization to their respective lower branches. In school context it is the tendency to disperse the decision making authority from higher to lower levels of organizational structure of school (Fiske, 1996: 9). It is a process by which the lower levels of administrative hierarchy are authorized by the higher ones to make decision about the use of organization resource.

But the element to be decentralized and the level at which these elements decentralized should be decided by the planner. In other words, planners must decide what element of the system to be decentralized and determine which level of the government structure in each of these elements are assigned (Fiske, 1996: 8-9).

2.3.1 Rationale for Decentralization of Education

The decentralized policies of education can have many more rationale. According to Fiske (1996: 26) sighted in Jenberu (2011), indicated that; one of the rationale of decentralization is educational improvement because educational decentralization allows to locate decision closer to the point at which the activity is carried out. Decentralization also enables school principals and teachers to do the better job and enables parents and community to participate in the management of school through their representative to improve the quality of education.

According Pagues and Lammert in ADEA (2003:8), there are numerous reasons for implementing educational decentralization system. Some of these reasons are discussed as follows:

Educational Improvement: Quality of teaching and learning will be improved when decision making responsibility is given to school. This will motivate teachers, principals, parents, students and other to do better job.

Educational Finance: Generating revenue for education system from local resource through active involvement of local stakeholders so as to reduce financial burden from the central government.

Increased Efficiency: This deals with how educational resources are used. It focuses on the elimination of many and long bureaucratic procedures. Thus, resources' allocation is taken by local governors because they have better knowledge of the system.

Redistribution of Political Power: This deals with how decision making authority is distributed. It is seen as means to establish legitimacy of institutions by redistributing power and giving citizens a greater management role.

2.4 Community Participation in Education

2.4.1 Definition and Characteristics

The concept 'community' is an ambiguous and elusive concept. It has no single and fixed meanings. It is not a homogenous and harmonious entity (Moor, 1993 in Lundy, 1999: 125). MoE, (1998:43) defines 'community' as a "group of people living together in a specific area and sharing similar economic, political, cultural and social experience". It is a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other, hold at least some common values, and share an identity. They morally have some shared institutions also:

The five commonly used types of communities: geographic community, ethnic, social and religions, sex and age group communities: communities categorized based on common occupations; and communities arising from shared family. For the purpose of this study the definition given to "community is a group of persons living in an area served by a particular school or by a network of schools (Bray, 1987: 11-13).

The term associated with the definitions and essential characteristics of participation are often different form writer to writer. The World Bank states that participation is a rich concept that means different things to different people in different settings. Therefore participation is a process through which

stakeholders influence and share control over development initiatives and the decisions and resources which affect them (Imparato and Jeff, 2003: 19).

Participation is the creation of opportunities to enable all members of a community and the large society to actively contribute and influence the development process and to share equitably in the fruits of development. In another source participation is defined as a process of equitable and active involvement of all stakeholders in the formulation of policies, strategies, planning, implementation, monitoring and evaluation of activities (Google, 2004: 1).

On the other hand, Shaeffer (1994: 16-17) states that the term participation is vague, confusing even contradictory which can be put in a 'ladder' to describe degrees of participation, 'From non-participatory to increasingly participatory'. Accordingly, the mere use of a service: to involvement through "attendance' and the receipt of information; to involvement through consultation (or feedback); to participate in the delivery of a service; to participate as implementer of delegated powers; to participation in real decision making at every stage, identification of problems, the study of feasibility, planning, implementation and evaluation (UNICEF, 1986: 1 in Shaeffer, 1994: 17).

Thus it is the last definition which is generally considered as genuinely participatory (Shaeffer, 1994: 17). From the above discussion two things can be drawn: first participatory is meaningful when the stakeholders are empowered so as to manage the resources, make decisions, control the activities, and finally monitor and evaluate the activities (Diane, 1999: 1 and Ludy, 1999: 125). Secondly, participation is greatly influenced by political, social, cultural and economic context and it is along-term evolutionary process.

Like to that of 'community' and 'participation' 'community participation' means different things to different people. It is a process by which community groups assume control and authority over decisions and resources. Community participation is meaningful when the community are actively involved starting from planning, management, evaluation and implementation (Narayah and Ebbe, 1997: 7; Imparato and Jeff, 2003: 84).

Community participation is, therefore, one of the areas that can help to improve access to basic education. In addition to this, it serves immediate instrumental goals such as the identification of felt needs as well as the mobilization of local resources. In relation to this, community participation in education provides away of building up on greater equity and democracy, greater 'ownership' of and responsiveness toward the school and increasing recognition of the value of education. To facilitate this, community structures such as school management committee/school committee, PTA need to be in place.

It is on these bases of this merit, that the education sector development program implementation manual (MoE, 1998: 43) and education and training policy of 1994 of Ethiopia designed community participation to be one of its strategies. To this effect, community participation is being encouraged to take place in the management of schools through Kebele Education and Training Bureau and Parent-Teacher Association.

2.5 Contribution of Community Participation in Education

Community participation serves immediate instrumental goals such as identification of needs as well as the mobilization of local resources strengthening bonds between community and schools.

It strengthens interpersonal relationships, foster self confidence; improves material conditions and reduces feelings of powerlessness and alienation (Midgly and et al.1986:26).

In addition to this, participation lead to build on existing potentials and capacities; greater sense of ownership on the part of stakeholders; increase commitment to the objectives and outcomes; longer term social sustainability; increase self-help capacities; stronger and more democratic institutions and partnerships; essential in order to foster the development of accountable, comprehensive and flexible educational management framework (Faryal, 2000: 5). The change process is for more likely to be successful if there is grassroots community support for fundamental change.

It provide equal say in the decision that is reached (Aspinwall and et. al., 1992: 101); individuals within it get experience that assist to become a participative person; community will be far more apt to respect and support a school system; it can help improve the quality of and the demand for basic education in schools (Shaeffer, 1994: 13, Townsend, 1994: 123). It create a more flexible and efficient response to the demands: better pubic relations which is not only effective but also lasts for long time; contributes to overarching goals such as good governance and democratization (Imparato and Jeff, 2003: 16).

Representatives of the community who participate in school management will gain more knowledge, learn better practice; end with greater awareness of the school problem that exist; feel greater self confidence and self reliance: less dependence on external inputs: greater sense of accountability and responsibility. To make these advantages practical, it calls for creative and participatory management run by school principal.

2.6 Risks of Participation

The development of participatory approach is not a smooth way; there are various risks, difficulties that arise. The risks of participation are basically associated with poorly conceived or poorly managed participatory initiatives. For example, the conflict of interests that arise can paralyze it. Poor intermediation and poor management mean that communities' expectation are frustrated, compounded by lack information. This situation leads to a loss of credibility. Another risk is loss of focus, which happens when discussions about issues are outside of its scope. The activities may be hijacked by political parties or special interest groups (Imparato and Jeff, 2003: 16).

Some of the risks of participation are that it may involve people who have less skills or knowledge that those responsible for making decisions: less accountable for whatever the outcome might be or have concern than the ultimate decision makers. In these situations and for these people, participation is burdensome, unwarranted costs, and does little to improve the quality of the eventual decision.

Despite these risks, participatory approaches in particular contexts and under particular conditions have proven to be able to expand the supply and increase the relevance of basic social services to enhance people's capacities (Shaeffer, 1994: 27-29).

2.7 Community Participation in Management

Traditionally, community participation in schooling had been individualistic, concerning the academic progress and general well being of their, own child. Opportunities for them to express a collective rather than individualistic view on

school matters have been rare (Munn, 1993a: 1) in Arnott and Raab, 2000: 94-95). In addition to this community efforts have rarely gone further than contributing funds, materials, manpower and know-how. Due to this community participation in school management has very often been confined to requests or even demands for contribution in kind, cash or labor (UNESCO, 1985: 26, 95; Shaeffer, 1994: 44). Even after the community is represented in the school through school committee, it was seen as a means of raising finances from the community rather than active participation in managing education activities.

The representation of the community in school affair by school committee (school board) or PTA does not indicate participation of the community if it confined itself in the collection of fund. To make participation meaningful and active it has to go the extent to participate in planning, decision-making, budgeting, monitoring and evaluation, students and staff discipline management (Shaeffer, 1994: 168).

It has to be kept in mind that the success of schooling depends, to a large extent, up on the value that communities attach to education. Therefore, schools should lay a fertile ground to take the lead to participate the community in the management of schools (MoE, 2002: 46).

2.7.1 Participation in Planning

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

At school level the principal is responsible to plan all activities to be implemented through out the year. However, the principal should involve management committees and PTA members by convene meetings and holding discussions and arriving at the decision for implementation (Mohanty, 1990: 301).

The participation of the community in school planning enable them to feel a sense of belonging and be honored that they are invited to help improved the school. Their interest in working for the school will increase once they have a chance to be heard. As a result, many new ideas generated ultimately help the instructional program (Bagin and Donald, 2001: 98). Their acceptance at the stage of implementation will be very high; they will do their best to make the plan successful because they consider it as their own, exert much effort and fulfill the necessary requirements for the feasibility of the plan. Strengthening the above idea, Kaufman (1995: 23) states:

> *....when parents and community members do not fell they are part of planning, the results usually be ignored...remain on shelves so parents, school board members have to be part of thinking and planning. This will help to be responsible and to create a better future for tomorrow's children...*

In order to do this, and to develop a successful plan which doesn't remain on paper but to be carried out as circumstances permit, PTA and school board need to be consulted about their own needs (UNESCO, 1985: 22). To this end, parents and community, PTA members should know what the school is trying to achieve. Otherwise, there is a risk that they pull the plan in opposite directions (Fullan 1991: 241).

School planning, therefore, needs to incorporate the community that will be affected by the plan. Their participation in the development of the plan from the

beginning will enable not only to get the necessary resources, rich ideas and experiences that develop the plan, but also increase the quality and relevance of decisions, increase chance of success, develop sense of ownership, create smooth way for implementation and reduce the risk of remaining in black and white.

According to UNESCO (1985: 23), the participation of the community in preparing educational planning takes different forms. What ever form of participation, the main idea is the school has to participate the school board and PTA in the planning of school activity (MoE, 1994: 33). Lack of support on the part of the community to the implementation of plan is lack of understanding the mission of the school. This resulted from lack of participation on the part of the community from the starting. Therefore, effective support and success of school, the local community needs to participate in the planning of the school activities.

7.2.2 Participation in Decision Making

One of the areas the schools need to participate the community is decision making. It is a selection of a course of action among alternatives; which can be taken by individual principal or by participating other concerned (Wehrich and Knooth, 1993: 198; Mbamba, 1992: 132-136). Principals can no longer say "we know best and we will tell the community how schools should be run". The community wants to become involved and wants to know the rational before school decisions are made. Parents and community members become offended if the school arbitrarily makes decision that directly affect them (Bagin and Donald, 2001: 145). Therefore, the school principal has to participate the community in areas that concern them.

It should not be assumed, however, school board and PTA members should be invited or be requested to participate in making all decisions. If the decisions,

found to be more routine and of academic or professional, they should not be requested. If done, they may consider it an imposition on them, a waste of time and "passing the buck.

The areas that school board, PTA and the community need to participate in decision making includes decisions on the overall school policy, overall management of the school, financial management, hiring and firing of teachers, disciplinary hearings, school budget and administration, monitoring of teacher attendance and sanction of teachers leave (Susatha, 2000: 109, Colodarci, 1995: 17; Davidoff and Lazarus, 2002: 105).

Although participatory decision-making is time taking than making it on individual bases by the principal, it is of less problematic and advantageous when it comes to implementation (Coladarici, 1996: 20).

Community participation in decision making serves as a political model as well as a strategy for tapping additional local resources for education. Strengthening this idea Shaeffer (1994: 43) states: "When community involved in school decision, as a result of such participation, contributed more to the school, both financially and in kind services and parents feel comfortable visiting the school when ever they wished".

The more the community participate in decision making provide not only more financial and material resource but also likely to support those decisions than if those were simply imposed upon them. Successful implementation of any decision is largely dependent on the extent to which the community has some sense of ownership of control and responsibility. As a result of participation, decisions be better understood and facilitates smooth implementation (Mbamba, 1992: 132-136, Davidoff and Lazarus, 2002: 105).

The major advantages of participating the community in decision making are: to increase richness and variety of the school learning environment because of wide range of skills; to increase the sense of identity for local school community; to enable parent and community to understand education processes more fully and support the goals of schooling; to enable the development of common purposes-between teachers, parents and students; to lead to improved student learning intellectually, socially and emotionally; to reduce the number of legal actions taken out by parents or teachers against the school.

It is clear that different kinds of problems may arise as a result of participation. However, it must be kept in mind that it is possible to overcome such problems. Even if, it calls for long-term process, cost in time and extra personnel, through appropriate skills training. In line with this Imparato and Jeff (2003: 56) state:

> *It is true that when local people have the opportunity to make decisions, they sometimes make mistakes. But if they the opportunity to decide and make mistakes, in time they learn and begin to fight for improvements in schools. The most important thing is that the community may decide what to do. It does not matter if they make mistakes. Even if they do, the will learn from their mistakes.*

Taking this reality in mind, school principals have to create a conductive environment for active participation of the school board and PTA in the decision-making of the school affairs that concern them.

2.7.3 Participation in Resource Management

The school is a social institution created to serve the community. To run the school effectively, financial, material and human resources are very important. Education is an expensive endeavor that requires a largest share of countries resource. Resources are, however, always scarce. On the other hand, population

changes and the demand for education go up, and cost of education rises from time to time. Due to this, educational system in many countries is caught in a financial shortage; their further expansion was hampered by inadequate funding (Peano in UNESCO, 1988: 89-90)., this calls the participation of the community in financing the education system that is beyond the capacity of the government.

According to UNESCO (1985: 24) the participation of the community in financing schools takes three forms: monetary contribution in the form of free labor. To run the school effectively, the use of these resources should be managed effectively, both by the school as well as the community. This is because; the availability of finance and resource by itself does not bring any attainment of quality of education without efficient use through appropriate financial management.

Usually, parents and community at large limit themselves to be a source of finance, material support and physical labor, but parents and school committees have to go beyond this and assume a large role in examining and approving school budgets and in deciding how resources spent (Shaeffer, 1994: 70; UNESCO, 1985: 69).

Responsibility for budget preparation, however, rests with the school principal, while the prepared budget document has to be submitted to the school board, which adapts, rejects or modify it. Appraisal how it spent must come at last, which is the responsibility of the school board. That is why MoE (1994: 51) empowers the community to participate in the financial management of schools through kebele education and training board and PTA. With responsibility to ensure, follow up and control whether schools are properly using the budget allocated to it or what ever source it gets.

Schools, therefore, has to make the community to have a clear information how the available resources utilized through direct say in the management of finance and resource. This will enable them to do their best to the school.

2.7.4 Participation in Monitoring and Evaluation

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

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

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

One of the tasks (responsibility) of the school board or school committee and PTA is, therefore, to evaluate the performance of the school along with its plan. In the process of evaluation, the school board and PTA must examine the extent to which the plan is implemented, what remain and what problems face. It must be clear that more than inspectors who visit schools once or twice a year, parents

and local people are better informed about what is actually occurring in school (UNESCO, 1985: 32).

However, since they are lay people, they may not fully understand how to judge the effectiveness of the programs they approved. Under such circumstances, the school principal must become not only the executive but also the teacher of the board of the school. In addition to this, school board and PTA members have to develop considerable knowledge about the school practices, problems and issues through planned visits to schools. Participating in regular meetings is the other means to gain considerable knowledge. Otherwise, members cannot exercise the judgment that monitoring and evaluation requires.

It must be clear that, school board and PTA members have not only to limit themselves to monitor and evaluate the school performance, but they have to develop procedures and instruments to evaluate the performance of themselves. Such self-evaluation results KETB and PTA members to refresh understanding of their roles and responsibilities; identify important areas of operation that need attention or improvement; measure progress towards existing plans, goals and objectives; shape their future operation; build trust, respect and communication among board members and enables individual members to work more effectively.

However, most school board and PTA members have not such self-evaluation tradition to ascertain their own performance (Robere, 1985:24). Monitoring and evaluation that is carried out in the school by the school board, PTA members together with principals, teachers and students is for correcting, not condemning. It is an opportunity to learn from experiences and accomplishment for continuous improvement (Koufman, 1995: 114).

Generally, conducting monitoring and evaluation at the school level is constructive for proper functioning of the school to identify its weakness and strengths so as to take corrective measures. This has to involve the community but not school principals and staff members only.

2.7.5 Participation in Management of Discipline

Discipline is essential for the smooth running of school activities and for the maintenance of school peace that is the very foundation of schools prosperity. Success in school is possible when there is discipline which leads to better learning than in discipline (Stoops, 1981:95).

To maintain discipline in schools, therefore the cooperation of the school and the community is highly needed. It is not the duty of the school principal only. Parents, teachers, the school committees and community as a whole should be involved in the area of school work. Community involvement has many advantages that range from contributing the various talents to the school to reducing wrong or misbehavior of students, teachers or other staff members.

2.8 Role of Principals to Facilitating PTA Participation in Management

The principal has to recognize that the community that is located near a school is vital to the success of the school. In order to get their great contribution to the school, therefore, has to let them share in the planning, decision-making, development, implementation and evaluation: generally in the management of the school. The communities who involve in decision-making in the school are more likely to support than those decisions were simply imposed upon. Community 'cares when they share.

School principal is responsible for encouraging participation of community representatives in school activities and decision-making. Hence the principal has to change their perception of parent and community participation which was shaped by "we are the experts; leave your children in our hands" to "join us in designing and deliver your children's education" (Coladarci, 1996: 18).

Therefore, principals "not only welcome and encourage parents to participate in school management, they need to be responsible for making sure that parents are involved and can have an impact.

2.9 The Purpose of PTA

Parent teacher association is a voluntary organization which is organized at a school level by the election of the community in order to serve as a bridge between parents and other community members, teachers and students to enable them to understand each other to improve the overall system of education at the school level, it is a voluntary organization whose members consists of parents and teachers in an individual school (http://en:wikipedia.org/wiki/ parent teacher association).

One of the fundamental purposes of PTA is promoting child and youth welfare in the home, school and community. Apart from this, good community relation start when parents and teachers come to know one another and discuss about school matters. Parents so will know the school, understand what teachers are trying to do for students and the problem they face. Teachers and administrators, in turn, are made aware of the needs, interests and attitudes of the community. It is back bone for sound school community relation (Bagin and Donald, 2001: 132-133).

The participation of PTA is needed in the management of schools to add credibility to the process and to enable the school to get valuable input. This means parents and community members help the school in giving diversified ideas and options. As a result of these the school principals, teachers and other school personnel uses these diversified ideas and opinion to improve teaching learning process in schools. This means parents and community members who interact with students out of schools, know about behavior of students and many forward important ideas which help schools, to solve the problem of students. The school management should be run by principals, teachers, other school personnel and parents and community through their representatives, PTA in order to create shared vision about school improvement so as to implement the school plan effectively (Reynolds, 1997: 148).

In general PTA creates closer relationship between home and school in order to cooperate parents and teachers in the education of children and youth. Moreover, it develops united efforts between school personnel and general public to secure for all children and youth the highest advantages in physical, mental, social and spiritual education.

2.10 Barriers of PTA in Participation of the Management of Schools

Encouraging community in general and parents in particular to participate in school management through PTA is not such an easy, smooth and simple attempt. It costs great effort, commitment and resource which may cover the support for other educational activities. Because of this, the reason why the community participates in school management and the method how to achieve the expected objective must be clearly stated (Rugh and Bossert, 1998).

But some factors affect the school from involving the community and/or the parents in the management of schools through PTA and use community resources to utilize effectively and efficiently to achieve its intended objectives.

2.10.1 Barriers Related to the School Principal

Attitude of the principal is one of the factors which negatively affect the participation of PTA in the management of school. Because the school's internal management is sometimes taken care of by teams or councils with different members of the school principal, assistants, school council) board. This does not necessarily guarantee more participatory decision-making; this depends very much on the attitude of the individual principal of the school (Kandasumy and Lia, 2004: 51).

The other factor which negatively affect the participation of PTA in the management of school is lack of principal commitment to adapting a participatory approach; unwillingness on the part of the principal, lack of incentives, lack of skills due to poor or no training regarding participation; lack of provision of administrative support, apathy, difficulty of convincing people of the value of participation, reluctance are some of the factors related to the principal that hinder to participate the community in the management of the school (Rietbegen, 1996: 3).

2.10.2 Barriers Related to the Community/Parents

According to Gaynor (1998: 47-48) some of the problems that hinder parents from active participation are:

- **Lack of Skill and Shortage of Time**: the skill that parents have and the amounts of time that they can spare influence their participation.

Many of them believe that they lack the ability to participate or argue that they are too preoccupied with their daily struggles.

- **Lack of Training**: parents are usually hindered due to being untrained adequately or given the necessary tools to build their capacity for meaningful participation.

- **Feeling of Dominated**: parents often feel dominated by principals and teachers on the assumption that these educational practitioners are more knowledgeable and confident about schooling issues and better able to exert their influence (Scott, 2004: 3).

2.11 Community Participation in the Context of Ethiopian Education

2.11.1 Community Participation in Traditional Education

Education in Ethiopia was dominated by religious groups "Orthodox Church in particular and the mosque to a certain degree, played significant role in the development of education in the country" (Seyoum, 1996: 27; MoE, 1996: 89 in Melesew, 2005).

The purpose of church education was at preparing young men for the service of the church. During that time, the role of parents and local communities were confined to rewarding the priest with material gifts depending on their wealth.

2.11.2 Community Participation in Modern Education

Emperor Menilk II opened the first modern education school in 1908 in Addis Ababa. Gradually the number of schools increased and the state took the responsibility of covering the funds and establishment of schools.

During the early 1940's and 1950's even if the number of student increased gradually, schools were provided from MoE what ever they need to run educating children. Due to this, there were not needs for schools to create contact with the community (Seyum, 1996: 38).

2.11.3 Community Participation during Derg Regime

The aim of education in socialist Ethiopia was education for production, for political consciousness and for class struggles (Seyoum, 1996: 8). To implement this purpose effectively and to pave the way for efficient community participation in the management of schools, private schools were put under the public ownership by proclamation No. 54/1975.

This proclamation was followed by proclamation No. 103/1976, a proclamation to provide for the administration and control of schools by people. The communities were responsible to supervise, run schools in accordance with the minster, supervise the government subsidy or budget allotted to school; and encourage schools to create their own incomes, administer the school property to remove any obstacles, and expand the school (PACS, 1976:68-71).

2.11.4 Community Participation Since 1991

The Federal Democratic Republic of Ethiopia developed education training in 1994, to make educational management decentralized, participatory and democratic. This is because; educational system could not succeed in attaining its objectives only for changes in the curriculum or method of teaching but it must also need change to be made on the organization and management (MoE, 2002: 55).

Generally, parent teacher association is composed of members that include teachers and parents that is accountable to the school principal. It is responsible to facilitate the teaching learning process by creating smooth relationship between school and the community (MoE, 1994: 27-29).

CHAPTER THREE

3. Research Design and Methodology

3.1 Method of Study

The purpose of this study is to identify the status of PTA participation in the management of government primary school of Addis Ababa. The research method employed for this study was a descriptive survey. This research method was selected because the method enables the researcher to have accesses to multiple methods of gathering information and reveals the current state of problems related to the subject under study.

3.2 Sources of Data

Primary as well as secondary sources of data were used in the study. The primary sources of data were school principals, department heads, woreda education officials and PTA members of sample schools in Addis Ababa government primary schools. The selection of these bodies as source of data is purposeful to department heads, and PTA members and availability to principals, vice principals, and woreda officers. This is because that these respondents are assumed to have better information and experience regarding the magnitude and problems of parents' participation in management of primary school in Addis Ababa city administration. Secondary sources of data were also obtained from document of report, policies and guidelines.

3.3 Sample Size and Sampling Techniques

There are ten sub-cities and 222 government primary schools in Addis Ababa city administration. Five sub-cities were selected using simple random sampling method. There are also 97 primary schools in the five sub-cities and 20(20. 6 %) of them were selected using simple random sampling method. Even if there is a variation in number of schools in each of the sub-city, simple random sampling technique was employed to select four sample schools from each sub-city, because the technique gives equal opportunity to each to be selected and there by minimize bias. Concerning respondents of the study PTA members, woreda educational officials, department heads, principals and vice principals were taken from the samples.

From the total of 582 department heads, 679 PTA members, 194 vice principals, existed in Addis Ababa government primary school 140 (24%) department heads, 140 (21%) PTA members 40 (21%) vice principals were respectively taken as a sample using non random sampling technique.

In the case of interview, semi-structured type of interview was used for woreda education officers and principals of the schools to get further information. The main purpose of interview was to triangulate data gathered through the questionnaire and to acquire qualitative data about various issues related with the problem under study.

Table 1: Respondents by Sub-city and by sample taken

No.	*Name of Sub-cities*	*Vice principals*	*Dep. Heads*	*PTA members*	*Woreda education officer*	*Principals*
1	Akaki Kality sub-city	8	28	28	1	4
2	Arada sub-city	8	28	28	1	4
3	Bole sub-city	8	28	28	1	4
4	Gulele sub-city	8	28	28	1	4
5	Yeka sub-city	8	28	28	1	4
	Total	40	140	140	5	20

3.4 Instrument of Data Gathering

a) Questionnaire

Questionnaire is selected as a means of data collection tool because of its ability for the researcher to get wider information from widely dispersed sample population within a short period of time and minimum resources. The questionnaire consisting of both closed ended and open ended items. The closed ended items contained multiple choices that were relevant to various issues that were addressed in the research questions. Accordingly the questionnaire were prepared in English and translated into Amharic to minimize misunderstanding of respondents. Those questionnaire prepared in English were distributed to vice principals and department heads and questionnaire translated into Amharic were distributed to PTA members.

b) Interview

Structured interview questions were prepared and face- to- face interviews were conducted for 30 minutes with principals and woreda education officials in the sample schools.

c) Document Analysis

Documents are one of the data collection instruments for better understanding of what is real in the school. To collect information related to the roles of PTA in schools management, minutes and different documents of the school were assessed under the study. This could be a means to get information which cannot be obtained through other methods of data collection such as questionnaire and interviews.

3.5 Procedures of Data collection

The following procedures of data collection were used. First, questionnaire and semi structured interview were prepared. Then the questionnaire was submitted to the advisor for further examination. Before the main study, the questionnaire was pilot tested in Gelan number two primary school of Akaki Kality sub-city. It was checked by two vice principals, five department heads and five PTA members as to see the content appropriateness of the questionnaire and to make necessary corrections based on the feedback obtained from the pilot test. Accordingly, amendments were made for the relevance and quality of some of the items and some ambiguous words were avoided from the items. After the necessary correction was made, the final draft the questionnaire was administrated to the sample respondents.

3.6 Methods of Data Analysis and Interpretation

Having done the collection of the questionnaire the work of the tabulation was carried out .The item was classified in to different tables in line with the basic questions and each item was analyzed and interpreted. In analyzing the data both quantitative and qualitative methods were used. The quantitative data obtained through questionnaire were tabulated analyzed and interpreted by using the appropriate statistical tools such as mean, grand mean, percentage and t-test, where as the data collected through interview were presented and analyzed qualitatively.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation of data gathered from sample population. Two categories of respondents participated in responding to the two sets of questionnaires, on the status of parent-teacher association participation in the management of government primary schools of Addis Ababa City Administration.

This study was conducted in five sub-cities of Addis Ababa City Administration by taking four primary schools from each sub-city randomly. A set of questionnaire was used to collect data from PTA members, vice principals and department heads. A total of 320 copies of questionnaires were distributed to 180 school leaders (vice principals and department heads) and 140 PTA members. Out of the total of 180 copies of questionnaires distributed to school leaders 154 (85.5%) and out of 140 PTA members 115 (82%) were filled and returned. In general, 269 (84%) questionnaires were completed and returned. An interview was made with 15 school principals and 3 wereda education officials based on the interview guide prepared.

The data collected from the selected primary schools vice principals, PTA members and department heads was organized in a tabular form and converted into percentage and mean based on the response obtained from the questionnaire. In almost all questionnaires the item were prepared on five scales, so based on these the mean obtained were analyzed and interpreted. After the proper arrangement on the collected questionnaires made data analysis,

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presentation and interpretation of the data was done on the bases of response from the group of respondents.

Table 2: Characteristics of Respondents by Sex, Age, Educational Level and Work Experience

Variables	*Respondents*			
	School leaders		*PTA members*	
	N	%	*N*	%
Sex				
a. Male	89	57.79	65	56.52
b. Female	65	42.21	50	43.48
Total	154	100	115	100
Age				
a. <20	-	-	16	13.91
b. 20-25	33	21.42	21	18.26
c. 26-30	24	15.58	13	11.30
d. 31-35	21	13.64	12	10.43
e. 36-40	32	20.79	21	18.26
f. ≥ 41	44	28.57	32	27.82
Total	154	100	115	100
Educational Level				
a. 5-8	-	-	16	13.91
b. 9-12	-	-	13	11.30
c. 12/10+TTI	19	12.34	12	10.43
d. Diploma	86	55.84	54	46.96
e. Degree	49	31.82	20	17.39
Total	154	100	115	100
Work experience				
a. <5	33	21.42	-	-
b. 6-10	23	14.94	-	-
c. 11-15	19	12.34	-	-
d. 16-20	27	17.53	-	-
e. above 21	52	33.77	-	-
Total	154	100	-	-

As shown in table2, page NO.42 out of 154 school leaders 89(57.79%) were male and 65(42.21%) were female, and out of 115 PTA members 65 (56.52%) were male and 50 (43.48%) were female. This indicates that the position of females as a community representative in school management is in a better way.

Regarding respondents' age school leaders 32 (20.79%) and 44 (28.57%) age were 36-40 and above 41 respectively. Concerning the age of PTA members, 21 (18.26%) and 32 (27.82%) age were also 36-40 and above 41 respectively. This indicates that most of the school management members were found in adult age groups so, that their response might be reasonable.

With regard the educational level of respondents, the majority 86 (55.84%) and 49 (31.82%) of school leaders were diploma and degree respectively. Regarding PTA members 54 (46.96% and 20 (17.39%) were also diploma and first degree respectively. This suggests that, PTA members had good educational background to understand and respond to the items asked in the questionnaire.

As far as respondents' service in years concerned highly experienced respondents account for 52 (33.77%) were above 21 years of experience. Therefore, it is possible to argue that, such, a relatively longer years of experience of school leaders enable them to have a better knowledge and understanding about the existing situation and respond the questionnaire in a better way and it helps to collect more relevant data from respondents that have different background.

4.1 Participation of PTA in School Management Activities

The goal of schools cannot be achieved by the effort of the government alone. Schools require the support of the community in terms of construction of new buildings, labor and material contributions, construction of additional classrooms, maintenance of the existing ones, finance and the like. In order to carry such responsibilities, the community needs to have various organizational set ups with sufficient authority (MoE, 2002: 44-45). This calls for schools to have elected representatives of the community in an organized way, responsible for managing and governing the schools.

PTA therefore, needs to establish in order to share the schools problems to serve as a bridge between the school and the community for effective teaching learning process. The establishment of PTA only does not contribute to the school. It is when it carries out the role given by law. To this effect, the school principals and teachers have to do their best to make their participation meaningful. Table three below contains the detail of PTA participation in school management and the responses of the two groups of respondents.

Table 3: Respondents' View on the Extent PTA Members' Participation of School Management Activities

	Item		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	Participation of PTA in planning school activities	M	3.00	2.79	2.89	1.706
		S	.984	1.004		
2	Implementing and monitoring plan	M	2.49	2.30	2.39	1.609
		S	.842	1.086		
3	Timely follow-up and maintaining school discipline	M	3.06	2.67	2.86	3.085
		S	.995	1.098		
4	Monitoring teaching learning process	M	3.25	2.90	3.07	3.017
		S	.994	.858		
5	Participation in decision of school policy	M	2.92	2.80	2.86	1.010
		S	.996	.829		
6	Commitment of PTA in mobilizing the community	M	2.78	3.40	3.09	5.498
		S	.951	.867		
7	Participation of PTA in the process of approving school budgets	M	3.02	3.27	3.14	2.227
		S	.980	.809		
8	Communicating with parents to solve dropout of students	M	2.99	3.10	3.04	1.024
		S	.943	.912		
9	Creating conducive environment to provide reward and incentives to exemplary teachers	M	3.53	3.33	3.43	1.653
		S	.923	1.006		
10	Initiating community to participate in construction of additional classrooms	M	3.42	3.42	3.42	-.016
		S	.975	.827		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As shown in table 3 on page No. 45 the grand mean of respondents for item No.1 which refer to that the participation of PTA in planning school activities (2.89), implementation and monitoring plan (2.39), timely follow-up and maintaining school discipline (2.86), monitoring teaching learning process (3.07), participation in decision of school policy (2.86), commitment of PTA in mobilizing the community (3.09), participation of PTA in the process of approving school budgets (3.14), communicating with parents to solve dropout of students (3.04), creating conducive environment to provide reward and incentives to exemplary teachers (3.43), initiating community to participate in construction of additional classrooms (3.42) all except item 2 were medium. The two categories of respondents also had similar layer on item two that (2.49 and 2.30) for school leaders and PTA members respectively which shown the participation of PTA in implementing and monitoring plan was low.

To see whether there was statistical difference between the two categories of respondent t-test was computed. Thus, at 5% level of significance t-calculated values as shown in table 3 item 3, 4, 6 and 7 were greater than t–table (1.960). This means that there is significant difference between both groups. This statistical result may have emanated from differences in perception between school leaders and PTA members on the role of PTA regarding controlling and evaluation of school management activities.

One of the responsibilities of PTA members is to evaluate the performance of the school along with the plan. Without evaluation, it lacks the basis for decision making regarding future planning and development. In the process of evaluation the PTA members must examine the extent to which the plan is implemented, what remained and what problem faced. It must be clear that more than

inspectors who visit school once or twice a year, parents and local people are better informed about what is actually occurring in school (UNESCO, 1985: 32).

Besides to the responses of school leaders and PTA members, an interview conducted with principals and woreda education officially confirmed that even though there was involvement of PTA in each and every school, the PTA members were not carry out their duties and responsibilities as expected in the guideline.

4.2 Contribution of PTA in Management of School

The participation of PTA is needed in the management of schools to add credibility to the process and to enable the school to get valuable input. This means parents and community member help the school in giving diversified ideas and opinions. As a result of these the school principal, teachers and other school personnel uses these diversified ideas and opinion to improve teaching learning process in schools. This means parents and community members who interact with students out of schools, know about behavior of students and may forward important ideas which help schools, to solve the problem of students. The school management should be run by principals, teachers, other school personnel and parents and community through their representatives, PTA in order to create shared vision about school improvement so as to implement the school plan effectively (Reynolds, 1997: 148). Items were also designed to gather data on contribution of PTA in management of school. Table 4 below presents their response.

Table 4: Respondents' View on Results Obtained Because of PTA Participation in School Management

	Issues		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	Improve in overall educational activities	M	3.29	3.26	3.27	.269
		S	.824	1.085		
2	Increase in enrollment	M	3.63	3.62	3.625	.133
		S	.832	.657		
3	Improve administrative efficiency	M	3.48	3.40	3.44	.723
		S	.802	1.024		
4	Improve financial income	M	3.69	3.73	3.71	-374
		S	.778	.765		
5	Reducing school problems	M	3.29	3.37	3.33	-776
		S	.824	.893		
6	Initiating parents participation in their children's education	M	3.47	2.28	2.87	10.24
		S	.826	1.089		
7	Improving school discipline	M	3.49	3.29	3.39	1.876
		S	.777	.971		
8	Promoting teachers' efficiency	M	2.99	2.72	2.85	2.184
		S	.987	1.039		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As shown in table 4,page No.48 the grand mean of respondents for item that the involvement of PTA in improving overall educational activities (3.27), increase enrollment (3.62), improve administrative efficiency (3.44), improve financial income (3.71), reducing school problems (3.33), initiating parents participation in their children's education (2.87), improving school discipline (3.39), promoting teachers efficiency (2.85) all were medium except item 2 and 4 which were increase in enrollment and improve financial income were high.

T-test was computed to see whether there is statistical difference between the groups of respondents. Accordingly the t-calculated on table 4 item 6 and 8 were greater than t-tabulated. This shows that, there are statistical differences shown between the two groups of respondents. This difference may have emanated from low participation of PTA members on promoting teachers' efficiency and initiating parents on their children's education.

The goals of community involvement in schools are important for the improvement of educational delivery and help more children to learn and to create an advanced citizen. The success of schooling depends, to a large extent, up on the value that communities attach to education. Therefore, schools should lay a fertile ground to take the lead to involving the community in the management of schools (MoE, 2002: 46).

4.3 Relation of School and Community

School and community relation is the interaction between the school and surrounding community which helps the community to engage actively in management of schools and it strengthens partnership between the school and community. It also defined as a function of overall school system program

established to improve and/or to maintain students performance and to encourage the community to participate in education system of the school (Bagin 2001:7).

In general, the school and community relationship helps to increase students' achievement by establishing conducive school climate and encourage community and create awareness and understanding of community which lead them to actively participate in the school affairs. Items were designed to gather data on school and community relationship. Table 5 below presents the responses of the two categories of respondents.

Table 5: Respondents' View on the Regular Mechanisms used to Strength School Community Relationships

	Issues		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	Organize programs for parents to visit classroom and school	M	2.45	2.31	2.38	1.280
		S	.817	.994		
2	Collect feedback of parents, teachers and students	M	2.81	2.79	2.795	.157
		S	.677	.960		
3	Maintain regular communication between school and community	M	2.85	2.75	2.8	1.036
		S	.665	.963		
4	Call parents whose children have disciplinary problems	M	3.79	3.63	3.70	.313
		S	.741	.766		
5	Organize forums with teachers	M	2.86	2.77	2.81	1.004
		S	.667	.940		
6	Organize forums with students	M	2.89	2.88	2.885	.120
		S	.652	.900		
7	Raise funds from various sources	M	3.42	2.55	3.48	.591
		S	.765	.704		
8	Support parents to help their children learning	M	2.79	2.76	2.77	.294
		S	.676	.951		
9	Give recognition for best performance	M	3.76	3.63	3.69	1.328
		S	.715	.776		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

Table 5 on page 51 indicated, the grand mean of respondents for item that PTA participation in organizing program for parents to visit classroom and school (2.38), collecting feedback of parents, teachers and students (3.3), maintaining regular communication between school and community (2.8), calling parents whose children have disciplinary problems (2.71), organizing forums with teachers (2.81), organize forums with students (2.88), raising funds from various sources (2.95), supporting parents to help their children learning (2.77),and giving recognition for best performance (3.69) except item 1 are medium.

Additional statistical analyses were conducted to test whether there was statistical significance difference between the two groups of respondents on school community relation the computed t-value indicates that, t-calculated less than t-tabulated. It means that there was no significant difference between both respondents. This indicates, there may be similar perception between the two categories of respondents on the participation of PTA in strengthen school community relationship. According to (UNESCO 1994: 33), schools are part of the community in which they are located. Clearly, schools cannot exist in a vacuum; separate from the larger social context. They are linked and must become integral to the social community within which they are located. They serve the educational needs of the community and in turn draw support and strength from the community.

The interview conducted with principals and woreda education officers indicated that, the participation of PTA members in implementing and monitoring school plan, organizing programs for parents to visit classroom and school, creating awareness on parent part regularly the importance of school community relation were not well performed.

4.4 Effort of Principals to Involve PTA in School Management

The level o f community participation greatly is influenced by the inherent interest, capability, and leadership style of the principal. Taking the contribution that the community will make as a result of participation in the management, the principal has to discharge his responsibility by creating participatory approach. He/she has to be aware that the community has not only the right to participate in the management of their school, but also he/she him/ her self has the responsibility to do it.

To carry out this role significantly, the principal needs to be prepared and posses appropriate skill through adequate training (Coladarel, 1996: 20). Table 6 on page 54 indicates some efforts of principals made to involve PTA in the management of school.

Table 6: Respondents' View on the Extent to which School Principals Make Effort to Support PTA

	Issues		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	In the formulation of school plan	M	2.80	2.76	2.78	.437
		S	.651	.933		
2	In the implementation of school plan	M	2.46	2.42	2.44	.388
		S	.826	1.017		
3	In the managing of discipline	M	3.38	3.48	3.43	1.102
		S	.734	.654		
4	In the empowering of PTA members	M	2.45	2.62	2.53	1.499
		S	.841	.933		
5	In monitoring and evaluation of school activities	M	2.83	3.78	3.30	9.586
		S	.694	.935		
6	In the decision of school policy	M	2.92	3.01	2.96	-856
		S	.728	.932		
7	In the management of school finance	M	2.98	3.02	3	-352

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As shown in table 6, the grand mean of respondents for item that the effort of principal to involve PTA members in planning (2.78), implementation of school plan (2.59),in empower capacity of PTA members (2.53) in the managing of

discipline (3.43), in monitoring and evaluation of school activities (3.30), in decision of school policy (2.96), in management of school finance were medium. Thus the effort of school principal to involve PTA in school management activities was not satisfactory.

Further statistical analysis was performed to test the statistical significance difference between the two groups of respondents on the items. Thus the t-calculated value is less than the t-table except item 5. It means that there was no significant difference between the two groups of respondents. Principals need to understand that the schools are public institutions that belong to the people of the community, the state and the nation. Community needs to participate to learn about the education process, determine the purpose of the school, implement the school program and help appraise school program, so as to serve as important two way channels of communication between school and community; since education is not only school function but also of the community.

4.5 Current Status of PTA in Participating in School Management

In table 7 items were designed to gather data on current status of PTA related to participation in school management activities.

Table 7: Respondent's View on the Current Status of PTA Participation in the Following Activities

	Making parents aware of		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	The importance of school community relationship	M	2.47	2.44	2.45	.268
		S	.842	1.028		
2	Involving parents in the instructional programs	M	2.52	2.57	2.54	-426
		S	1.011	2.60		
3	Improving the quality of students' learning	M	2.60	2.68	2.64	-594
		S	1.045	1.181		
4	Raising fund to support school program	M	3.71	3.67	3.69	.415
		S	.740	.758		
5	Initiating parents and community to volunteer at school	M	2.45	2.43	2.44	.180
		S	.825	.975		
6	Improving teachers and students discipline	M	3.58	2.52	3.05	10.20
		S	.807	.882		
7	Bringing closer relationship between parents and teachers to work cooperatively	M	2.40	2.50	2.45	-694
		S	1.158	.986		
8	Leading and controlling the school activities	M	2.38	2.43	2.40	-384
		S	1.144	1.019		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As shown in table 7, page 56 the current status of PTA participation in the management activities of creating awareness on parents on the importance of school community relation (grade man 2.45). Initiating parents and community to volunteer at school (grand mean 2.44), bring closer relationship between parents and teachers to work cooperatively (grand mean 2.45), lead and control the school activities (grade mean 2.40) were rated low. In addition on the same table respondents of opinion indicates for item related to improve parents in the instructional programs (grand mean 2.54), improve the quality of students' learning (grand mean 2.64), raise fund to support school program (grand mean 3.69), improve teachers and students discipline (grand mean 3.05), except item 4 which was high the rest were rated as medium.

T-test was computed to see whether there was statistical difference between the two groups of respondents. The t-calculated shown in table 7 were less than the t-table except item 6. This statistical result, suggests that, PTA members participation in issues like initiating parents and community to volunteer at school, bring closer relation between parents and teachers to work cooperatively and lead and control school activities were not effective.

The interview from principals and woreda education officials suggested that certain improvement were observed in some issues such as raising fund to support school programs, and giving recognition for best performance but additional effort need in creating closer relationship between parents and school to improve teaching learning process.

4.6 Factors Affecting PTA Participation in School Management

There are Some obstacles preventing participation including inadequate motivation, lack of commitment, low income on the part of the community, social issues such as approaches to gender equity, lack of infrastructure such as transportation and communication are also obstacles (Arnott and Raab, 2000: 42; UNESCO, 2002: 34). Table 8 on page 59 indicates some possible factors which affect participation of PTA in school management.

Table 8: Respondents' View on Factors affecting PTA Participation in School Management

	Issues		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	Members are occupied on their own work	M	3.32	3.25	3.28	.581
		S	.838	1.025		
2	Misunderstanding of PTA members to understand their roles and responsibilities	M	3.20	3.27	3.23	-600
		S	1.031	.753		
3	Lack of sufficient training	M	3.94	3.37	3.65	5.999
		S	.743	.800		
4	Lack of incentives	M	4.00	3.57	3.78	4.642
		S	.732	.762		
5	Misunderstanding of the school community about PTA roles	M	3.84	3.21	3.52	5.64
		S	.785	1.088		
6	Lack of interest	M	3.49	2.97	3.23	4.082
		S	1.092	.991		
7	Lack of confidence	M	2.60	3.11	3.85	3.424
		S	1.321	1.074		
8	Low economic status of PTA members	M	3.91	3.65	3.78	2.392
		S	.753	1.009		
9	Lack of adequate educational level	M	3.88	3.75	3.81	1.289
		S	.758	.963		
10	Considering education as a responsibility of the principal and strong trust of the principal	M	3.94	3.65	3.72	2.751
		S	.752	.974		
11	Lack of skill and knowledge about the roles and responsibility of PTA	M	3.53	3.46	3.49	.575
		S	.991	1.037		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As it is depicted in table 8 on page 59 factors affecting PTA participation in school management such as members are occupied on their own work (grand mean 3.28), misunderstanding of PTA members to understand their roles and responsibilities (grand mean 3.23), lack of interest (grand mean 3.23) lack of skill and knowledge about the roles and responsibilities of PTA (grand mean 3.49) were medium. This statistical result indicates the aforementioned school management activities were serious factors to hindering PTA involvement in the school management activities. As it can also be seen in the table, the results obtained for factors related with lack of sufficient training (grand mean 3.65), lack of incentives (grand mean 3.78), misunderstanding of school community about PTA roles (grand mean 3.52), lack of confidence (grand mean 3.85), low economic status of PTA members (grand mean 3.78), lack of adequate educational level (grand mean 3.81), considering education as a responsibility of the principal and strong trust of the principal (grand mean 3.72) were rated high.

From the statistical results, suggest that the above mentioned factors are the main reason that, affect the participation of PTA in school management unless corrective measures are taken.

According to IFC, (2000: 44) one method of increasing participation of the community in school management is to involving them. It should not be forgotten that basically people learn to participate by participating. Expecting them to be ready before they start is tantamount to posing people's right to participate. The community will be trained gradually by analyzing the problems in participation constantly as they are encountered and experienced. T-test was conducted to see whether there is statistical difference between the two categories of respondents. Accordingly, in table 8, item 3, 4, 5, 6, 7, and 10 there were statistical difference. This statistical result implies that, the school leaders

were more concerned than PTA members on the factors negatively affecting PTA to participate in school management. T-test was conducted to see whether there is statistical difference between the two categories of respondents. Accordingly, in table 8, item 3, 4, 5, 6, 7, and 10 there was statistical difference. This statistical result may be implies, the school leaders were more concerned than PTA members on the factors negatively affecting PTA to participate in school management.

4.7 Factors that Emanate from School Principals failure to Involve PTA in School Management

One of the reasons often cited to the failure of participation of the community in the management is that the staff proved rigid and unwilling or fearful to share the powers in the management. Only when principals have themselves been trained in a participatory management approach in their own training they will be capable of applying the same pattern with the community.

They also need support in developing skills to encourage shared, participatory decision making, define school policies, practices and expectations clearly to the community, conduct meetings in open, transparent and collegial environment, a sense of sharing power democratically (Maayke, 2004: 5).

Table 9: Respondents' View on School Principal Failure to Involve PTA in School Management

	Issues		Category		Obtained Results	
			School Leaders	PTA Members	Grand Mean	t-values
1	Does not encourage shared participatory decisions	M	3.14	2.93	3.03	1.627
		S	1.079	.953		
2	Negative attitude of the principal towards PTA members	M	3.18	2.86	3.02	2.595
		S	1.017	.936		
3	Lack of skill to organize community in school management	M	2.65	2.81	2.73	1.284
		S	1.117	.837		
4	Failure to notify meeting program, its agenda and time prior to meeting date	M	3.08	3.20	3.14	-900
		S	1.112	1.086		
5	Does not share plans, procedures and information openly	M	2.28	2.77	2.52	4.296
		S	.925	.946		
6	Lack of commitment on part of principal to support PTA members	M	3.14	3.23	3.18	-779
		S	.991	1.071		

Key: S= standard deviation M= mean N=269 df between 2 and 267

Rating Value: 1.00 – 2.49 = Low 2.5 – 3.49 medium 3.5 – 5.0 High

As presented in table 9, factors emanate from school principals not to involve PTA in school management such as not encourage shared participatory decisions (grand mean 3.03), negative attitude of principal towards PTA members (grand mean 3.02), lack of skill to organize community in school management (grand mean 2.73), failure to notify meeting program, its agenda and time prior the meeting date (grand mean 3.14), not share plans, procedures and information openly (grand mean 2.52), lack of commitment on part of principal to support PTA members (grand mean 3.18) were rated medium.

T-test was computed to see whether there was statistical difference between the two groups of respondents. Thus the t-calculated shown in table 9 were less than the t-table except item 2 and 5. From the above mean value it is possible to conclude that the two groups of respondents get difficulty to decide on the two extreme sides of the value and these issues were very critical problems that may be, emanated from school principal which hinder the participation of PTA in the management of school. According (UNESCO, 1985: 61) to do participative management, the principal has to be made to have a capacity for leadership passing information communicating. It is only when principals have themselves been trained and made proficient participation they be able to be reproduce. So their training must be through. Because the attitudes and abilities required cannot be acquired in a short crash program or in information meeting.

Table 10: Respondents' View on Importance of Training for PTA members

No.		*Respondents*			
		School leaders		*PTA members*	
		N	%	*N*	%
1	DO training and orientation provided to PTA members?				
	a. Yes	94	61.03	78	67.83
	b. No	60	38.96	37	32.17
	Total	154	100	115	100
2	Benefit obtained from the training and orientation				
	a. Very high	-	-	-	-
	b. High	5	3.25	9	7.83
	c. Medium	41	26.62	35	30.43
	d. Low	64	41.56	38	33.04
	e. Very low	44	28.57	33	28.70
	Total	154	100	115	100

Item 1 and 2 of table 10 were concerned with provision of training for PTA members. Two major groups were observed to understand the extent training delivered allow PTA members to discharge their duties and responsibilities in table 10 item 1 concerning the extent training provided for PTA members, the majority of respondents 94 (61.03%) school leaders and 78 (67.83%) of PTA members agreed on the availability of training and orientation to PTA members in addition about 60 (38.96%) of school leaders and 37 (32.17%) PTA members

disagree on the availability of training and orientation to PTA members. From the statistical result obtained suggests that training was delivered for PTA members to involve them in the management of school.

Table 10 also shows, majority of respondents 64 (41.56%) of school leaders and 38 (33.04%) of PTA members responded that, the benefit of training delivered for PTA members were rated low about 44(28.57/) and 33(28.70/) of school leaders and PTA members respectively responded as very low and about 41(26.62/) and 35(30.43/) of school leaders and PTA members respectively responded that the benefit of training delivered for PTA members were medium. The statistics suggest that the trainings delivered for PTA members did not enable them to discharge their duties and responsibilities and involving in the management of school activities.

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Table 11: Respondents' View on the Extent PTA Members Know their Duties and Responsibilities

No.	Item	*Respondents*			
		School leaders		*PTA members*	
		N	%	*N*	%
1	The size of PTA members who know their duties and responsibilities				
	a. All of them	28	18.18	14	12.17
	b. Most of them	37	24.02	27	23.48
	c. Some of them	60	38.96	55	47.83
	d. Few of them	29	18.83	19	16.52
	e. None of them	-	-	-	-
	Total	154	100	115	100
2	If your response is some of them few or none of them what are the possible reasons(you can choose more than one)				
	a. They can't read and write	-	-	-	-
	b. The guide line is not available	21	13.64	8	6.96
	c. School principals do not provide them the guideline	19	12.33	20	17.30
	d. Lack of commitment	78	50.65	64	55.65
	e. They have no time to read	36	23.38	23	20.0
	Total	154	100	115	100

Item 1 and 2 of table 11 concerned with the extent PTA members know their duties and responsibilities. Item 1 the size of PTA members who know their duties and responsibilities, the majority 60 (38.96%) and 55 (47.83%) of school leaders and PTA members responded some of them respectively, and about 37 (24.02%) and 27 (23.48%) of school leaders and PTA members respectively responded most of them. The statistics suggest that, some of the PTA members know their duties and responsibilities. As it is also depicted in the same table item 2; large amount of respondents 78 (50.65%) and 64 (55.65%) of school leaders and PTA members respectively responded lack of commitment, and the other respondents 36 (23.38%) and 23 (20%) of school leaders and PTA members respectively responded lack of commitment and they have no time.

Table 12: Respondents View on Focus Area of Training for PTA

No.		*Respondents*			
		School leaders		*PTA members*	
		N	%	*N*	%
1	Focus area of training and orientation for PTA				
	a. Expanding enrollment rate	22	14.28	19	16.52
	b. Teacher performance evaluation	54	35.06	43	37.39
	c. Reduce dropout rate of students	25	16.23	26	22.61
	d. Girls education	16	10.39	4	3.48
	e. Importance of community participation	37	24.02	23	20.00
	Total	154	100	115	100
2	Providers of training and orientation				
	a. School principals	16	10.39	21	18.26
	b. Woreda education officials	34	22.07	21	18.26
	c. Sub-city educational experts	75	48.70	54	46.96
	d. City educational experts	29	18.83	19	16.52
	Total	154	100	115	100

Item 1 and 2 of table 12, were focused area of training for PTA in item 1 the majority respondents 54 (35.06%) and 43 (37.39%) of school leaders and PTA members respectively responded that the training delivered for PTA members was focus on importance of community participation and about 25 (16.23%) and

26 (22.61%) of school leaders and PTA members respectively responded that on reduce dropout rate of students. As it is also depicted in the same table item 2; the large number of respondents 75 (48.70%) and 54 (46.96%) of school leaders and PTA members respectively responded that the trainings were delivered by sub-city educational experts.

CHAPTER –FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

This chapter summarizes the main finding of the study and forward research recommendations based on findings and conclusions.

The main objective of this study was to assess the status of parent Teacher Association in the management of government primary schools of Addis Ababa. To attain these objectives, the study sought to answer the following basic questions

1. To what extent do PTA member execute their duties and responsibilities by involving themselves in adequately managing schools
2. What are the major challenges that affect the participation of PTA in school management?
3. What contribution have PTA made to serve as bridge between schools and the community?
4. What are the mechanisms adopted to empower PTA members in the participation of school management?

The study was conducted in five sub-cities of Addis-Ababa city administration, taking four schools from each sub city randomly.

The data were collected from sample department heads, vice principals and PTA members through questionnaire and interview with school principals and wereda education officers.

A total of 320 copies of questionnaires were prepared and distributed to the aforementioned categories of respondents and 269 (84%) questionnaires were completed and returned. The data collected through questionnaire were tabulated and analyzed using different statistical tools such as percentage, mean, grand mean and t-test.

The major findings of the study were as follows.

1. Participation of PTA in planning school management activities, timely follow-up and maintaining school discipline monitoring teaching learning process, participation in decision of school policy, commitment of PTA in mobilizing the community, participation of PTA in the process of approving school budgets, communicating with parents to solve dropout of students, creating conducive environment to provide reward and incentives to exemplary teachers, initiating community to participate in construction of additional classrooms were medium but the monitoring and implementing plan was low. This indicates that the participation of PTA in management of schools was not satisfactory.

2. The involvement of PTA in improving educational activities, increase enrollment, increase administrative efficiency, improve financial income, reducing school problems, initiating parents participation in their children's education, improving school discipline, promoting teachers efficiency were medium but increase enrollment and improve financial income were high.

3. Mechanisms used to strength school community relationships through collecting feedback of parents, teachers and students, maintaining regular communication between school and community, calling parents whose

children have disciplinary problems, organizing forums with teachers, organizing forums with students, raising funds from various source, supporting parents to help their children learning were medium. But organizing programs for parents to visit classroom and school was low.

4. The extent to which school principals make an effort to support PTA in formulation of school plan, managing school discipline, empower capacity of PTA members, monitoring and evaluation of school activities, decision of school policy and in the management of school finance were medium. Moreover, on regards the implementation of school plan it was low. This indicates that schools principals support were weak in the above mentioned activities.

5. Current status of PTA in the participation of school management involve parents in the instructional programs, improve the quality of students' learning, raise fund to support school program, improve teachers and students discipline were satisfactory. But creating awareness on parents on the importance of school community relationship, initiating parents and community to volunteer at school, bring close relation between parents and teachers to work cooperatively, and lead and control the school activities were low. These indicate that the PTA member's participation in the above mentioned issues were not effective.

6. Factors that affect PTA members participation in school management are occupied on their own work, misunderstanding of PTA members to understand their roles and responsibilities were medium. But the result obtained for factors related with lack of sufficient training, lack of incentives, misunderstanding of PTA members, lack of adequate

educational level, considering education as a responsibility of the principal and strong trust of the principal were the main reason that affect the participation of PTA in school management.

7. problems that emanate from school principals not encouraging PTA in participating school management like not encouraging shared participatory decision, negative attitude of the principal towards PTA members, lack of skill to organize community in school management, failure to notify meeting program, its agenda and time prior to meeting date, not share plans, procedures and information openly, lack of commitment on part of principal to support PTA members were rated medium. This suggests that, there are critical problems which hinder the participation of PTA in the management of school.

8. The majority respondents of school leaders and of PTA members agreed on the availability of training and orientation to PTA members. In the same table item2, the majority of respondents school leaders and of PTA members were rated that the benefit of the training was low and the other and of school leaders and PTA members respectively responded the benefit of the training that delivered for PTA members was very low. From the above result the training that delivered for PTA members were not enable them to discharge their duties and responsibilities.

9. Concerning the size of PTA members who know their duties and responsibilities the majority and of school leaders and PTA members respectively responded some of them. As it is also seen in the same table item 2; large amount of respondents and of school leaders respectively responded some of them. As it is also seen in the same table items 2; large

amount of respondents and of school leaders and PTA members respectively responded that the reason for PTA members know their duties and responsibilities to be some of them was lack of commitment of PTA members.

10. Focus area of training and orientation for PTA, the majority and of school leaders and PTA members rated on teachers performance evaluation, what can understand from the finding was that, the training was conducted only by pedagogues that consequently might lack richness and variety.

11. Regarding trainers, the majority and of school leaders and PTA members respectively reported that training were provided mainly by sub-city education experts and the trainings mostly conducted were consequently might lacked richness and variety.

5.2 Conclusion

On the basis of data analysis and summary, the following conclusions were made.

1. The participation of PTA members in monitoring and evaluation school plan has been found to be low, but this was one of the important tasks that should be performed by parents-teacher association (PTA). With out monitoring and evaluation, Hence, what can be concluded is that schools were not getting the necessary support they seek from PTA.

2. PTA members' awareness about their duties and responsibilities and also their efforts and commitments to encourage parents and community to actively participate in the schools management activities were found to be unsatisfactory. In the absence of understanding their roles and responsibilities, PTA members may not be able to carry out their tasks as expected. For this it is to conclude that school were not benefiting as desired.

3. Lack of incentives, low economic status of PTA members, lack of interest, and PTA members being occupied in their own work, were the major factors that negatively affect participation of PTA in the management of primary schools.

4. Wereda education offices and school principals designed mechanisms to train and empower PTA members to participate in the management of primary schools. From this it is possible to conclude that PTA members did not carry out their duties and responsibilities as expected.

5.3 Recommendation

Based on the findings of the study, the following recommendations are made.

1 Prepare Monitoring and Evaluation Program

The participation of PTA in school management should be effective at all level from planning to implementing, monitoring and evaluating the over all activities of the school. In the extent to which the plan is implemented, what remain and what problem face. They should also reflect the interests and expectation of

parents and community in the decision of school management by constantly following and evaluating teacher student interaction in the instructional program.

2 Provide Appropriate and Adequate Trainings for PTA Members

In every organization awareness about ones duties and responsibilities, is highly important to enable the individual and or group to achieve organizational objectives. As it was revealed in the finding of the study, the awareness of PTA members to their duties and responsibilities were low. Thus, school principals and wereda education offices are expected to create awareness to PTA members by conducting short term training, work shop and seminars in order to participate them in over all school activities.

3 Initiate PTA Members to Participate In Management of School

As the finding of the study indicated some of the factors negatively affect the participation of PTA in school management were lack of confidence, low economic status of PTA members and lack of incentives. Therefore, school principals in coordination with other concerned bodies need to motivate PTA members in order to activitly participate them by rewarding the exemplary PTA members who accomplished their tasks in better ways. In addition to this wereda education office and school principals should arrange educational seminars, workshops, and training at school and wereda level.

4 Provide Participatory Leadership Style

The leadership style used by the principal of school enables parents to exercise their leadership role effectively and efficiently. The principal should exercise participatory leadership engaging all members of school community by integrated school community relation activities as part of instructional strategy. Principals should also design program and strategy to link school and community through various mechanisms such as, regular contact with parents, organizing forums with students and teachers.

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Addis Ababa University

College of Education and Behavioral Studies

School of Graduate

Department of Educational Planning and Management

Questionnaire set to be **filled** by school vice principals

Dear Respondents!

The purpose of this questionnaire is to collect primary data for the work of master thesis on the title: The status of parent-teacher association participation in the management of government primary school of Addis Ababa city administration and to recommend how to strengthen the participation of PTA in primary school management. Please cooperate in filling this questionnaire because your cooperation and genuine response will contribute more for the completion of the study.

General Directions

- You are not required to write your name
- Please follow instruction for each question
- For question items that require your opinion or comments, please give short answer in the space provided.

1. Personal Information

1.1 Address

a. Sub-city_____

b. Woreda_____

c. Name of School_____

1.2 Age

a. 20-25 years ☐

b. 26-30 years ☐

c. 31-35 years ☐

d. 36-40 years ☐

e. 41-45 years ☐

f. 46 years and above ☐

1.3 Sex

a. Male ☐

b. Female ☐

1.4 Current educational level_____

1.5 Occupation

a. Worker ☐

b. Teacher ☐

c. Department head ☐

d. Principals ☐

e. Other (specify)_____

1.6 Years of service

a. Below 5 years ☐

b. 6-10 years ☐

c. 11-15 years ☐

d. 16-20 years ☐

e. 21-25 years ☐

f. 26 years and above ☐

2. Rating Scale for Respondents

The following are some of the major areas where parent-teacher association is expected to participate in the management of school. Please, provide appropriate answer on the bases of the instructions.

1) To what extent do PTA members participate on the following activities of school management? Please rate them according to their degree of participation in your school by putting (✓) mark in one of the boxes.

No.	*Issues*	*Very high*	*High*	*Medium*	*Low*	*Very low*
1.1	Participation of PTA in planning school activities.					
1.2	Implementing and monitoring plan.					
1.3	Timely follow up and maintaining school discipline.					
1.4	Monitoring teaching learning process.					
1.5	Participation in decision of school policy.					
1.6	Commitment of PTA in mobilizing the community.					
1.7	Participation of PTA in the process of approving school budgets.					
1.8	Communicating with parents to solve dropout students.					
1.9	Creating conducive environment to provide reward and incentives to exemplary teachers.					
1.10	Initiating community to participate in construction of additional classrooms.					

If you have other points to add, please list them down_____

_____

2) To what extent the following results are obtained because of participation of PTA in primary school management.

No.	*Results*	*Very high*	*High*	*Medium*	*Low*
2.1	Improve in overall educational activities				
2.2	Increase in enrollment				
2.3	Improve administrative efficiency				
2.4	Improve financial income				
2.5	Reducing school problems				
2.6	Initiating parents participation in their children's education				
2.7	Improving school discipline				
2.8	Promoting teachers efficiency				

If any other please specify_____

_____

3) List below are regular mechanisms used to link school and community by PTA. Please rate them according to their degree of application in your school by putting (✓) mark in one of the boxes against each statement.

No.	*Mechanisms applied to link school and community*	*Regularly*	*Mostly*	*Partially*	*Seldom*	*Never*
3.1	Organize programs for parents to visit classroom and school					
3.2	Collect feedback of parents, teachers and students					
3.3	Maintaining regular communication between school and community					
3.4	Call parents whose children have disciplinary problems					
3.5	Organize forums with teachers					
3.6	Organize forums with students					
3.7	Raise fund from various sources					
3.8	Supporting parents to help their children learning					
3.9	Giving recognition for best performance					

If any other specify_____

_____

4) The extent to which school principal make an effort to support PTA.

No.	*Effort to support*	*Very high*	*High*	*Medium*	*Low*	*Very low*
4.1	In the formulation of school plan					
4.2	In the implementation of school plan					
4.3	In the managing of discipline					
4.4	In empower capacity of (PTA) members					
4.5	In monitoring and evaluation of school activities					
4.6	In the decision of school policy					
4.7	In the management of school finance					

5) The current status of PTA participation in the following activities, please rate your perception by putting (✓) mark in one the boxes against each statement the number indicate.

No.	*Perception concerning the role and participation of PTA*	*Very high*	*High*	*Medium*	*Low*	*Very low*
5.1	Aware parents on the importance of school community relation					
5.2	Involve parents in the instructional program					
5.3	Improve the quality of students learning					
5.4	Raise fund to support school program					
5.5	Initiating parents and community to volunteer at school					
5.6	Improve teachers and students discipline					
5.7	Bring closer relationship between parents and teachers to work cooperatively					
5.8	Lead and control the school activities					

If any other please specify _____

_____

6) The following factors affect negatively the participation of PTA in the management of school. To what extent these factors hinder the participation of PTA in your school?

No.	*Factors*	*Very high*	*High*	*Medium*	*Low*	*Very low*
6.1	Members are occupied on their own work					
6.2	Misunderstanding of PTA members to understand their roles and responsibilities					
6.3	Lack of sufficient training					
6.4	Lack of incentives					
6.5	Misunderstanding of the school community about PTA roles					
6.6	Lack of interest					
6.7	Lack of confidence					
6.8	Low economic status of PTA members					
6.9	Lack of adequate educational level					
6.10	Considering education as a responsibility of the principal, and strong trust of the principal					
6.11	Lack of skill and knowledge about the roles and responsibility of PTA					

If any other factors please list them _____

_____

7) Some of the problems that emanate from the school principal, which are obstacles to the participation of PTA in the management of the school are as follows, please indicate your choice by putting (✓) mark.

No.	*Obstacles*	*Highly agree*	*Agree*	*Don't decide*	*Dis agree*	*Highly disagree*
7.1	Does not encourage shared participatory decisions					
7.2	Negative attitude of the principal toward PTA members					
7.3	Lack of skill to organizing community in school management					
7.4	Failure to notify meeting program, its agenda and time prior to meeting date					
7.5	Does not share plans, procedures and information openly					
7.6	Lack of commitment on part of principal to support PTA members					

If any other please specify_____

_____

8) How many of the PTA members know their duties and responsibilities?

a. all of them ☐

b. most of them ☐

c. some of them ☐

d. few of them ☐

e. none of them ☐

9) If your answer to question No. 8 is some, few or none what is the reason?

a. they cannot read and write so they cannot understand the guideline ☐

b. the guideline is not available at school ☐

c. school principal does not provide them the guideline ☐

d. they lack commitment to read ☐

e. they have no time to read the guideline ☐

If any other please specify_____

_____

10) Is there any orientation and training given to PTA before and after they start their function? a. yes ☐ b. no ☐

10.1 If the answer to question No. 10 is "yes" how much are PTA members knowledgeable about their duties and responsibilities?

a. very high ☐ c. medium ☐

b. high ☐ d. low ☐ e. very low ☐

10.2 On what area do the orientation and training focus.

a. expanding enrollment rate ☐

b. teacher performance evaluation ☐

c. reducing dropout rate of students ☐

d. girls education ☐

e. importance of community participation ☐

If any other please list them _____

_____

10.3 Who deliver the orientation and training?

a. school principals ☐ c. sub city educational experts ☐

b. Woreda educational officials ☐ d. city educational experts ☐

If any other please list them _____

_____

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

School of Graduate

Department of Educational Planning and Management

Questionnaire set to be **filled** by school department heads

Dear Respondents!

The purpose of this questionnaire is to collect primary data for the work of master thesis on the title: The status of parent-teacher association participation in the management of government primary school of Addis Ababa city administration and to recommend how to strengthen the participation of PTA in primary school management. Please cooperate in filling this questionnaire because your cooperation and genuine response will contribute more for the completion of the study.

General Directions

- You are not required to write your name
- Please follow instruction for each question
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c. Name of School_____

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a. 20-25 years ☐

b. 26-30 years ☐

c. 31-35 years ☐

d. 36-40 years ☐

e. 41-45 years ☐

f. 46 years and above ☐

1.3 Sex a. Male ☐ b. Female ☐

1.4 Current educational level_____

1.5 Occupation

a. Worker ☐

b. Teacher ☐

c. Department head ☐

d. Principals ☐

e. Other (specify)_____

1.6 Years of service

a. Below 5 years ☐

b. 6-10 years ☐

c. 11-15 years ☐

d. 16-20 years ☐

e. 21-25 years ☐

f. 26 years and above ☐

2. Rating Scale for Respondents

The following are some of the major areas where parent-teacher association is expected to participate in the management of school. Please, provide appropriate answer on the bases of the instructions.

1) To what extent do PTA members participate on the following activities of school management? Please rate them according to their degree of participation in your school by putting (✓) mark in one of the boxes.

No.	*Issues*	*Very high*	*High*	*Medium*	*Low*	*Very low*
1.1	Participation of PTA in planning school activities.					
1.2	Implementing and monitoring plan.					
1.3	Timely follow up and maintaining school discipline.					
1.4	Monitoring teaching learning process.					
1.5	Participation in decision of school policy.					
1.6	Commitment of PTA in mobilizing the community.					
1.7	Participation of PTA in the process of approving school budgets.					
1.8	Communicating with parents to solve dropout students.					
1.9	Creating conducive environment to provide reward and incentives to exemplary teachers.					
1.10	Initiating community to participate in construction of additional classrooms.					

If you have other points to add, please list them down_____

_____

2) To what extent the following results are obtained because of participation of PTA in primary school management.

No.	*Results*	*Very high*	*High*	*Medium*	*Low*	*Very low*
2.1	Improve in overall educational activities					
2.2	Increase in enrollment					
2.3	Improve administrative efficiency					
2.4	Improve financial income					
2.5	Reducing school problems					
2.6	Initiating parents participation in their children's education					
2.7	Improving school discipline					
2.8	Promoting teachers efficiency					

If any other please specify_____

_____

3) List below are regular mechanisms used to link school and community by PTA. Please rate them according to their degree of application in your school by putting (✓) mark in one of the boxes against each statement.

No.	*Mechanisms applied to link school and community*	*Regularly*	*Mostly*	*Partially*	*Seldom*	*Never*
3.1	Organize programs for parents to visit classroom and school					
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3.3	Maintaining regular communication between school and community					
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3.7	Raise fund from various sources					
3.8	Supporting parents to help their children learning					
3.9	Giving recognition for best performance					

If any other specify_____

_____

4) The extent to which school principal make an effort to support PTA.

No.	*Effort to support*	*Very high*	*High*	*Medium*	*Low*	*Very low*
4.1	In the formulation of school plan					
4.2	In the implementation of school plan					
4.3	In the managing of discipline					
4.4	In empower capacity of (PTA) members					
4.5	In monitoring and evaluation of school activities					
4.6	In the decision of school policy					
4.7	In the management of school finance					

5) The current status of PTA participation in the following activities, please rate your perception by putting (✓) mark in one the boxes against each statement the number indicate.

No.	*Perception concerning the role and participation of PTA*	*Very high*	*High*	*Medium*	*Low*	*Very low*
5.1	Aware parents on the importance of school community relation					
5.2	Involve parents in the instructional program					
5.3	Improve the quality of students learning					
5.4	Raise fund to support school program					
5.5	Initiating parents and community to volunteer at school					
5.6	Improve teachers and students discipline					
5.7	Bring closer relationship between parents and teachers to work cooperatively					
5.8	Lead and control the school activities					

If any other please specify _____

_____

6) The following factors affect negatively the participation of PTA in the management of school. To what extent these factors hinder the participation of PTA in your school?

No.	*Factors*	*Very high*	*High*	*Medium*	*Low*	*Very low*
6.1	Members are occupied on their own work					
6.2	Misunderstanding of PTA members to understand their roles and responsibilities					
6.3	Lack of sufficient training					
6.4	Lack of incentives					
6.5	Misunderstanding of the school community about PTA roles					
6.6	Lack of interest					
6.7	Lack of confidence					
6.8	Low economic status of PTA members					
6.9	Lack of adequate educational level					
6.10	Considering education as a responsibility of the principal, and strong trust of the principal					
6.11	Lack of skill and knowledge about the roles and responsibility of PTA					

If any other factors please list them _____

_____

7) Some of the problems that emanate from the school principal, which are obstacles to the participation of PTA in the management of the school are as follows, please indicate your choice by putting (✓) mark.

No.	*Obstacles*	*Highly agree*	*Agree*	*Don't decide*	*Dis agree*	*Highly disagree*
7.1	Does not encourage shared participatory decisions					
7.2	Negative attitude of the principal toward PTA members					
7.3	Lack of skill to organizing community in school management					
7.4	Failure to notify meeting program, its agenda and time prior to meeting date					
7.5	Does not share plans, procedures and information openly					
7.6	Lack of commitment on part of principal to support PTA members					

If any other please specify_____

_____

8) How many of the PTA members know their duties and responsibilities?

a. all of them ☐

b. most of them ☐

c. some of them ☐

d. few of them ☐

e. none of them ☐

9) If your answer to question No. 8 is some, few or none what is the reason?

a. they cannot read and write so they cannot understand the guideline ☐

b. the guideline is not available at school ☐

c. school principal does not provide them the guideline ☐

d. they lack commitment to read ☐

e. they have no time to read the guideline ☐

If any other please specify_____

_____

10) Is there any orientation and training given to PTA before and after they start their function? a. yes ☐ b. no ☐

10.1 If the answer to question No. 10 is "yes" how much are PTA members knowledgeable about their duties and responsibilities?

a. very high ☐ c. medium ☐

b. high ☐ d. low ☐ e. very low ☐

10.2 On what area do the orientation and training focus.

a. expanding enrollment rate ☐

b. teacher performance evaluation ☐

c. reducing dropout rate of students ☐

d. girls education ☐

e. importance of community participation ☐

If any other please list them _____

_____

10.3 Who deliver the orientation and training?

a. school principals ☐ c. sub city educational experts ☐

b. Woreda educational officials ☐ d. city educational experts ☐

If any other please list them _____

_____

Appendix C

የእቅድና ትምህርት አስተዳደር ክፍል

በወ.መ.ህ አባላት የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በአንደኛ ደረጃ ትምህርት ቤቶች ውስጥ የትምህርት ስራ ለማገዝ የተቋቋመውን ወ.መ.ህ. አጠቃላይ እንቅስቃሴ እና በመማር ማስተማር ላይ እያከናወኑ ያሉትን አስተዳደራዊ ሚና በመገንዘብ ለሚታዩ ችግሮች ተገቢ የሆነ መፍትሄ ለማስቀመጥ ታስቦ መረጃ ለመሰብሰብ ነው፡፡ የጥናቱ ዓላማ ከግንዛቤ በማስገባት መጠይቁን በተገቢው መንገድ በመሙላት እንድትተባበሩኝ በአክብሮት እጠይቃለሁ፡፡

አመሰግናለሁ

1. አጠቃላይ መመሪያ

- በዚህ መጠይቅ ላይ ስም መፃፍ አያስፈልግም፡፡
- ትእዛዙን በመከተል ተገቢውን መልስ ይስጡ፡፡
- ተጨማሪ አስተያየት ካለዎት በተሰጡት ክፍት ቦታዎች ላይ ይግለፁ፡

በመጨረሻው የሚሰጡት ማንኛውም አስተያየትም ሆነ ምላሽ ከዚህ ጥናት ውጪ ለሌላ ተግባር የማይውልና ሚስጥራዊነቱ የተጠበቀ መሆኑን እገልፃለሁ፡፡

2. ግላዊ ሁኔታ

2.1 አድራሻ

ሀ. ክፍለ ከተማ _____

ለ. ወረዳ_____

ሐ. የት/ቤት ስም _____

2.2 እድሜ

ሀ.20-24 ዓመት ☐

ለ.25-30 ዓመት ☐

ሐ.30-35 ዓመት ☐

መ.36-40 ዓመት☐

ሠ. 41-45 ዓመት ☐

ረ. 46 ዓመትና በላይ ☐

ቀ.ከ 20 ዓመት በታች.....

2.3 ፆታ ሀ. ወንድ ☐ ለ. ሴት ☐

2.4 የትምህርት ደረጃ _____

2.5 የስራ ሁኔታ

ሀ. የመንግሰት ሰራተኛ ☐ ሠ. ጡረተኛ ☐

ለ. ነጋዴ ☐ ረ. ተማሪ ☐

ሐ. የግል ተቀጣሪ ☐ ሸ. ሌላ_____

መ.የቀን ሠራተኛ ☐

2.6 የስራ አገልግሎት

ሀ. 5 ዓመትና በታች ☐ መ. 16-20 ዓመት ☐

ለ. 6-10 ዓመት ☐ ሠ. 21-25 ዓመት ☐

ሐ. 11-15 ዓመት ☐ ረ. 26 ዓመትና በላይ ☐

1.የወ.መ.ህ አባላት በትምህርት ቤቱ አስተዳደር በሚደረጉ ስራዎች ምን ያህል ይሳተፋሉ?

ተ.ቁ	ተግባራት	በጣም ከፍተኛ	ከፍ ተኛ	መካከ ለኛ	ዝቅ ተኛ	በጣም ዝቅተኛ
1.1	በእቅድ ዝግጅት ጊዜ ያላቸው ተሳትፎ					
1.2	የእቅድ አፈፃፀም ክትትልና ግምገማ					
1.3	የት/ቤቱ ስነ-ስርዓት ከማስጠበቅ አንፃር					
1.4	የመማር ማስተማር ስር ማስተባበርና መደገፍ					
1.5	የትምህርት ቤት ፖሊሲ ከማስፈፀም አንፃር					
1.6	ህብረተሰብን ለስራ ከማነሳሳት አንፃር					
1.7	የት/ቤቱ በጀት ከማፅደቅ አንፃር					
1.8	የተማሪዎችን ከትምህርት ማቋረጥ ለመቀነስ ከወላጆች ጋር ግንኙነት ማድረግ					
1.9	ምቹ የመማሪያ አካባቢን ከመፍጠር አንፃርና ተምሳሌት የሆኑ መምህራንን ማበረታታትና መሸለም					
1.10	አዳዲስ የመማሪያ ክፍሎችን ማስገንባትና ለነባሮችም ጥገና መስጠት					

እባክዎን ከላይ የተገለፁትን በተጨማሪ ሳይገልፁ የቀሩ ካሉ ቢገልፁ_____

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2. የወ.መ.ህ አባላት በትምህርት ቤት ውስጥ በሚከተሉት ተግባራት ያላቸው ተሳትፎ በምን መልኩ ይገለፃል?

ተ.ቁ	ተግባራት	በጣም ከፍተኛ	ከፍ ተኛ	መካከ ለኛ	ዝቅ ተኛ	በጣም ዝቅተኛ
2.1	ለመማር ማስተማር ምቹ ሁኔታ ከመፍጠር አንፃር					
2.2	የተማሪዎችን ቁጥር ከመጨመር አንፃር					
2.3	በትምህርት ቤት ውስጥ ግጭቶችን ከመቆጣጠርና ከመፍታት አንፃር					
2.4	በት/ቤቱ የሚታዩ የቤቱ ሙከራ፣ ቤተመፃህፍት ችግሮች ለመፍታት የሚደረገው ጥረት					
2.5	ህብረተሰቡ በት/ቤቱ በገንዘቡ፣ በእውቀቱ በጉልበቱ በመሳተፍ የኔነት እንዲኖው ከማስቻል አንፃር					
2.6	ከወላጆች ጋር ስለተማሪዎችን ውጤትና የተማሪዎች ትጋት ዙርያ ምክክር ማድረግ					
2.7	ከመምህራን ጋር ስለተማሪዎች ውጤትና የትምህርት አቀባበል መስራት					

እባክዎን ከላይ የተገለፀትን በተጨማሪ ሳይገልፀ የቀሩ ካሉ ቢገልፀ_____

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3. ከሚከተሉት በወ.መ.ህ አባላት በየወቅቱ ሊከናወኑ የሚገባቸው ተግባራት ናቸው፡፡ እነዚህ ተግባራት ከት/ቤቱ ነባራዊ ሁኔታ አንፃር እንዴት እየተከናወኑ ይገኛሉ፡፡

ተ.ቁ	ተግባራት	ሁልጊዜ	አልፎ አልፎ	አይከና ወንም
3.1	ወላጆች ት/ቤት የሚጎበኙበት መርሃ ግብር ማዘጋጀት			
3.2	ከመምህራን ወላጆች እና ከተማሪዎች በመማር ማስተማር ችግሮች ዙርያ መረጃ መሰብሰብ			
3.3	በየጊዜው ከተማሪዎች ወላጆች ጋር ለመገናኘት እቅድ አቅዶ መንቀሳቀስ			
3.4	የስነ-ምግባር ችግር ያለባቸው ተማሪዎች በመለየት ከወላጆች ጋር በመወያየት ከማስተካከል አንፃር			
3.5	ከተማሪዎች ጋር የተለያዩ የውይይት መድረኮች ማድረግ			
3.6	ከመምህራን ጋር የተለያዩ የውይይት መድረኮች ማዘጋጀት			
3.7	የተለያዩ የገቢ ዘዴዎችን በመፈለግ የት/ቤቱ አቅም ማሳደግ			
3.8	ከተለያዩ ማህበራዊ ተቋማት ጋር ግንኙነት መፍጠር			
3.9	ንቁ ተሳትፎ በማድረግ የሚንቀሳቀሱትንና ስራ በአግባቡ ያከናወኑ አባላትን መሸለም			

ተጨማሪ አስተያየት ካለ እባክዎ ይግለፁ_____

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4. የት/ቤቱ ር/መምህር የወ.መ.ህ አባላት ለማበረታታትና ለማብቃት የሚያደርገው ጥረት

ተ.ቁ	ተግባራት	በጣም ከፍተኛ	ከፍ ተኛ	መካከ ለኛ	ዝቅ ተኛ	በጣም ዝቅተኛ
4.1	በእቅድ ዝግጅት ዙሪያ					
4.2	በትምህርት ቤት እቅድ ትግበራ በተመለከተ					
4.3	በት/ቤቱ ስነ-ስርዓትና ስነ-ምግባር ከማስጠበቅ አንፃር					
4.4	የወ.መ.ህ አባላት አቅም ከማጎልበት አንፃር					
4.5	የት/ቤቱ የተለያዩ ተግባራት ከመፈፀምና ከመተግበር አንፃር					
4.6	የት/ቤቱ ፋይናንስ ከመተግበርና ከመቆጣጠር አንፃር					

ሌላ ተጨማሪ ካለ ይገለፅ_____

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5.በተጨባጭ በወ.መ.ህ እየተከናወኑ ያሉ ተግባራት

ተ.ቁ	ተግባራት	በጣም ከፍተኛ	ከፍ ተኛ	መካከ ለኛ	ዝቅ ተኛ	በጣም ዝቅተኛ
5.1	ወላጆ በመማር ማስተማር ስራ ውስጥ ቁልፍ ሚና እንዲኖራቸው ከማስቻል አንፃር					
5.2	ወላጆች የተማሪዎች መማር ሁኔታ ክትትል ማድረግ					
5.3	የትምህርት ጥራት ለማስጠበቅ የተደረገ ጥረት					
5.4	የተለያዩ የገቢ ምንጮችን በመጠቀም የትምህርት ስራን መተግበር					
5.5	ወላጆች የትምህርት ስራን ለመደገፍ ሙሉ ፈቃደኝነት እንዲኖራቸው ማድረግ					
5.6	የመምህራንና ተማሪዎች ስነ-ምግባር ከማሻሻል አንፃር					
5.7	በወላጆችና በመምህራን መካከል የመተባበርና የመደጋገፍ አሰራር መፍጠር					
5.8	የትምህርት ቤቱ እንቅስቃሴ ክትትልና ድጋፍ ማድረግ					

ከላይ ከተገለፀት በተጨማሪ ሳይጠቀሱ የቀሩ ካሉ ቢገልፁልኝ_____

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6. የሚከተሉት ወ.መ.ህ በት/ቤት ውስጥ የአመራር ሚናውን በተገቢው መንገድ እንዳይወጣ ያደርጋሉ ተብለው የተገመቱ ማነቆዎች ናቸው፡፡ ከት/ቤታችሁ ነባራዊ ሁኔታ አንፃር እንዴት ይመለከቷቸዋል?

ተ.ቁ	ተግባራት	በጣም ከፍተኛ	ከፍ ተኛ	መካከ ለኛ	ዝቅ ተኛ	በጣም ዝቅተኛ
6.1	የወ.መ.ህ አባላት በግል ስራቸው መጠመድ					
6.2	የወ.መ.ህ አባላት ኃላፊነታቸውንና የስራ ድርሻቸውን በበቂ ሁኔታ አለማወቃቸው					
6.3	ለስራው ደጋፊ በቂ ስልጠና አለማግኘት					
6.4	በወ.መ.ህ አባላት የሚሰጥ ጥቅማ ጥቅም አለመኖር					
6.5	የወ.መ.ህ አባላት በራስ መተማመን አናሳ መሆን					
6.6	የወ.መ.ህ አባላት የመሳተፍ ፍላጎት ማነስ					
6.7	የት/ቤቱ ማህበረሰብ ስለ ወ.መ.ህ ያለው ግንዛቤ ማነስ					
6.8	የአባላቱ የገቢ ምንጭ አነስተኛ መሆን					
6.9	የወ.መ.ህ አባላት የትምህርት ስራ የርዕሰ መምህሩ ሃላፊነት ብቻ አድርጎ መመልከት					
6.10	በበቂ የክህሎትና የእውቀት አቅም አለመኖር					

እባክዎ ተጨማሪ ሃሳብ ካለዎት ይግለፁልን_____

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7. በሚከተሉት ተግባራት የወ.መ.ህ.አባላት በትምህርት ቤት ውስጥ የአመራር ሚናቸው እንዳይወጡ በትምህርት ቤቱ አስተዳደር የሚፈጠሩ ችግሮች ናቸው እነዚህን ነጥቦች ተፅእኖ በተገቢው መንገድ ያመልክቱ::

ተ.ቁ	ተግባራት	በጣም እስማማለሁ	እስማማለሁ	መወሰን አልችልም	አልስማማም	በጣም አልስማማም
7.1	አሳታፊ የአመራር ስልት አለመከተል					
7.2	በወ.መ.ህ ላይ አሉታዊ የሆነ አመለካከት መኖር					
7.3	የወ.መ.ህ አባላትን አደራጅቶ በት/ቤቱ አስተዳደር አለማሳተፍ					
7.4	የስብሰባ ጊዜና አጀንዳ በበቂ ሁኔታ ቀድሞ አለማሳወቅ					
7.5	በእቅዶችና አሰራሮች ዙሪያ ግልፅነት ባለው መንገድ ተባብሮ አለመስራት					
7.6	የት/ቤቱ አስተዳደር የወ.መ.ህ አባላት ደግፎ ለማብቃት ቁርጠኝነት ማነስ					

እባክዎ ሌላ ተጨማሪ ካልዎት ቢገለፅ_____

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8.የወ.መ.ህ አባላት ስንቱ ያህል ተግባርና ሃላፊነታቸው ይገነዘባሉ?

ሀ. ሁሉም አባላት ☐ መ. ጥቂቶቹ አባላት ☐

ለ. አብዛኛዎቹ አባላት ☐ ሠ. አንድም አባል የለም☐

ሐ. ገሚሶቹ አባላት ☐

9. ለጥያቄ ቁጥር 8 መልስዎ ገሚሶቹ፣ ጥቂቶች ወይም አንድም አባል የለም ከሆነ ምክንያቱ ምንድን ነው ይላሉ?

ሀ. ማንበብና መፃፍ ስለማይችሉ መመሪያውን መረዳት አለመቻል ☐

ለ. የት/ቤቱ አስተዳደር መመሪያውን ለወ.መ.ህ አባላት ስለመስጠቱ ☐

ሐ. መመሪያው በት/ቤቱ ውስጥ አለመኖር ☐

መ. መመሪያው ለማንበብ ፍላጎት አለመኖር ☐

ሠ. መመሪያው ለማንበብ በቂ ጊዜ አለማግኘት ☐

ሌላ ካለ እባክዎ ይግለፁ_____

_____

10. የወ.መ.ሀ አባላት ስራቸውን ከመጀመራቸው በፊና በኋላ ስልጠና አግኝቷል?

ሀ. አዎን ☐ ለ. አልተሰጠም ☐

10.1 ለጥያቄ ቁጥር 10 መልስዎ አዎ ከሆነ የወ.መ.ሀ አባላት ሃላፊነታቸው የመገንዘብ ሁኔታ ምን ላይ ነው ይላሉ?

ሀ. በጣም ከፍተኛ ☐ መ. ዝቅተኛ ☐

ለ. ከፍተኛ ☐ ሠ. በጣም ዝቅተኛ ☐

ሐ. መካከለኛ ☐

10.2 ስልጠናው የተሰጠው በምን ርእስ ላይ ነበር?

ሀ. የአዲስ ተመዝጋቢ ተማሪዎች በተመለከተ ☐

ለ. የመምህራን የስራ አፈፃፀም ላይ ያተኮረ ☐

ሐ. ትምህርት ማቋረጥ በተመለከተ ☐

መ. የልጃገረዶች ትምህርት አቀባበል በተመለከተ ☐

ሠ. የህብረተሰብ ተሳትፎ በተመለከተ ☐

ካለ ሌላ እባክዎን ይግለፁ_____

10.3 ስልጠናው የሰጠው ክፍል?

ሀ. የት/ቤቱ ር/መምህራን ☐

ለ. የወረዳ ትምህርት ባለሙያዎች ☐

ሐ. የክፍለ ከተማ ት/ት ኤክስፐርቶች ☐

መ. የከተማ ት/ት ኤክስፐርቶች ☐

ሌላ ተጨማሪ ካለ እባክዎን ይግለፁ_____

_____

Appendix D

Interview Questions for School Principals

1) What strategies you use in order to participate PTA members in the management of the school?
2) Does PTA committee have school level strategies and schedule to implement school community relation program?
3) What are the areas that PTA members most participate in school management in your woreda?
4) Do PTA members committed to discharge their duties and responsibilities?
5) What achievements have been observed in the school community relation and student's achievements due to the involvement of PTA?
6) Do your offices deliver training and orientation for PTA members? On what area you mostly focus? For how long?
7) How often do you supervise and take timely measures on PTA participation in primary schools?
8) What problems faced PTA due to the participation in school management?
9) What solution do you suggest to solve the problem encounter PTA participation?

Appendix E

Interview Questions for Woreda Education Office Experts

1) What strategies you use in order to participate PTA members in the management of school?
2) Does PTA committee have school level strategies and schedule to implement school community relation program?
3) What are the areas that PTA members most participate in school management in your woreda?
4) Do PTA members committed to discharge their duties and responsibilities?
5) What achievements have been observed in the school community relation and student's achievements due to the involvement of PTA?
6) Do your offices deliver training and orientation for PTA members? On what area you mostly focus? For how long?
7) How often do you supervise and take timely measures on PTA participation in primary schools?
8) What problems faced PTA due to the participation in school management?
9) What solution do you suggest to solve the problem encounter PTA participation?
10) What support do they get from education offices? (From kebele and sub-city education offices)

Submission Approval Sheet

This thesis has been submitted for examination with my approval as a university advisor

Name: Dr. Zenebe Baraki

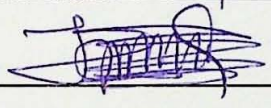
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