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**College of Education & Behavioral Studies Department of
Educational Planning and Management**

**ASSESSMENT OF SCHOOL COMMUNITY PARTICIPATION FOR
QUALITY EDUCATION IN PRIMARY SCHOOLS OF**

LEMI KURA SUB-CITY

By:

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIALS FULFILLMENT OF THE REQUIREMENTS FOR THE**

DEGREE OF MASTERS OF ART IN

SCHOOL LEADERSHIP

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Declaration

I here declare that, the work which is done in this thesis entitled “**Assessment of school community participation for quality education in primary Schools of Lemi Kura Sub-city**” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

Misrak Abate _____

(Candidate)

Signature

Date

This is to certify that the above declaration made by the candidate thesis entitles, “**Assessment of school community participation for quality education in primary Schools in Lemi Kura Sub-city**” is correct to the best of my knowledge.

Dr. Jeilu Oumer (Phd) _____

(Thesis Advisor)

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Date

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION & BEHAVIORAL STUDIES
ASSESSMENT OF SCHOOL COMMUNITY PARTICIPATION FOR
QUALITY EDUCATION IN PRIMARY SCHOOLS OF
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Acronyms

ELIP: Language Improvement Program.....	25
LAMP: Leadership and Management Program.....	25
MOE: Ministry of Education.....	20
PTA: Parent Instructor Affiliations.....	27
TESO: Teacher System Overhaul.....	25

Abstract

This study aims to highlight critical issues impacting the quality of primary school education, focusing on systemic challenges such as resource scarcity, limited stakeholder engagement, and ineffective school improvement programs. By employing both qualitative and quantitative methods, the research utilizes primary and secondary data collected through random and purposive sampling techniques. Key findings reveal significant challenges, including shortages of materials and funding, a lack of collaboration and self-evaluation, high principal turnover, teacher resistance, inadequate facility maintenance, and critically low parental and community involvement in school governance and improvement planning. Notably, 76.7% of respondents expressed dissatisfaction with resource availability, which significantly affects educational quality. Additionally, 83.3% raised concerns about insufficient collaboration, while high principal turnover (68.9%) obstructs effective program implementation. Furthermore, 58.9% of participants highlighted inadequate community engagement, emphasizing the necessity for improved stakeholder involvement in decision-making processes. In conclusion, the study emphasizes the urgent need to address these challenges to enhance the quality of primary education. To this end, it recommends a multi-dimensional strategy that includes increased funding and resource allocation, fostering stakeholder collaboration through regular meetings, and leadership development to reduce turnover. Additionally, redesigning the school improvement program with teacher input and support from local authorities is essential. The strategy further advocates for enhanced training in skills and values, facility maintenance initiatives to boost staff commitment, and increased community involvement through volunteer programs and parent workshops. Mechanisms to improve parental engagement in governance, such as active parent-teacher associations and improved communication, are also critical for fostering a more inclusive educational environment.

Keywords: education quality, stakeholder engagement, school improvement, resource allocation

CHAPTER ONE

1. Introduction

1.1 Background of the study

Education is the key instrument to resolve economic, social, political, and cultural problem of a society. There is always a direct interdependent between sustainable development and education. In this respect, Ethiopia has placed education at the center of strategies for development and democratization, with strong policies promoting quality and equity of education (REPUBLIC & ETHIOPIA, April, 1994), Quality of education by itself largely depends on the magnitude of implementing School improvement program in improving learners' achievement.

The School Improvement Program (SIP) is a strategy aimed at enhancing the quality of education in schools through the implementation of effective changes (Dabesa & Cheramlak, 2021). Currently, the importance of quality education has become significant attention and a crucial issue for countries in worldwide. Hence, according to the author it becomes an important aspect for the educational development scenarios. On the other hand, researcher explaining the school improvement program (SIP) can be one of the ways to create educational environments. According to Ibrahim (2015), it allows school teachers to be more responsive to students as well as helps in enhancing school members & parents to the overall improvement strategies.

Quality education is the base for all-rounded development of any nation that has a dream of change. This means, improving schools in a well-designed manner is the only alternative of nations in now a day's rapidly changing world since education enables individual nation and society to make all rounded participation in the development process by acquiring knowledge, ability, skills, and attitudes (Shanko & Kabtyimer, 2024b). Now a day's quality of education is the challenge of many, especially in developing countries like Ethiopia. Undertaking different educational initiatives is an important dimension to assure the quality of education. To this end, the school improvement program becomes one of the major

educational initiatives that many countries have developed and implemented to realize the provision of quality education.

The part of community support in guaranteeing quality instruction in school is exceedingly critical in any instructive institution. Among the community obligations were to form beyond any doubt that sustenance, protect, transport, dress, social care, giving additional time doing their homework, extemporizing instructing and learning materials. Epstein (2012) contended that community support is vital within the arrangement of quality instruction administrations to the learners. (Henderson et al., 2002), recommended that community inclusion in school exercises have a more noteworthy effect on scholastic accomplishment than more common shapes of association. Moreover, (Francesca Borgonovi & Montt, 2012), distinguished two categorizes of community association; academically-oriented domestic based association and non-academic based exercises. Particularly, scholastically arranged exercises incorporate; paying school expenses, buying books and helping learners in homework. In expansion the non- scholastic domestic based exercises incorporate; arrangement of sustenance, parental care, direction and counseling, communicating with instructors, and transport offices. Based on this understanding, both scholastic and non-academic community found to be the components to quicken the chances of quality instruction in auxiliary instruction in most nations. Epstein (2009) includes that, both scholarly and non-academic exercises situated community association in school gives children with child rearing administrations and streamlines communication between schools and communities for the reason of guaranteeing quality instruction. According to Incoming (1999), the major challenges school improvement program includes are lack of providing performance standards for pupils, teachers, and staff to develop a standard guide system to assess the schools, establish incentive systems encourage self and peer monitoring and evaluation, and promote advocacy and social for quality education. Moreover, the school improvement program is very complex that would be hindered by various impediments that challenge the implementation (TADESSE, 2020).

Community involvement means that parents, guardians and other members get into directly or indirectly contributing funds or non-financial materials for enhancing quality education for their children (Clinton & Hattie, 2013). In addition, (Hornby & Lafaele, 2011)insist that

community involvement is the significant element in the provision of quality education of which it can be achieved through home based parental involvement. The notable home-based activities like listening to child and helps children to complete their homework, contributing in building school infrastructure, attending parent meetings and workshops in schools. The study surveyed work of literature from the global scope to specific area. Strategies, achievement and factors, hinders achievement of community involvement in ensuring quality education have been surveyed in various countries including; Indonesia, Nigeria, and Tanzania.

In other ways as explained by (Shanko & Kabtyimer, 2024b) The greater the community involvement in the process, the greater the input of different groups within the community, then the more likely that is generated will be an accurate reflection of that community. According to author arguments, the rationales for increasing community involvement in schools are: it contributes to the development of school policies and practices which could be the most effective and equitable for that community. The capacity of the school to solve education problems enhances when parents and community members are part of the problem-solving. Participation in real decision making at every identification, feasibility study, planning, implementation, and evaluation is paramount important. When a government makes an effort to expand access and promoting the quality of education, however, its economy may not allow fulfilling both the quantity and quality demands without community participation. Therefore, the contributions of these stakeholders in resources are crucial to promoting relevance, quality, and access to education as well.

On the other hand studies explaining, school committee as a form of community participation in education should have the opportunities to develop and improve the school quality. The school committee can be given the opportunities to help teachers during the learning process in the classrooms, manage class administration, class and school renovation, to be an information source, trainer, supervisor, expert, school library staff, involved in making decoration, school physical construction, making school development master plan, school activity budgeting plan, and so on (Kusumaningrum et al., 2017). Generally, the existence of a school committee as a school partner in implementing education in order to achieve better quality of education needs to be strengthened. Such existence of the school committee is not limited in term of participation, but the role of each

member of school committee is more important Hence, therefore, this paper will be examined the challenges facing community involvement in ensuring quality education in public primary schools in Lemi kura sub city, Addis Ababa Ethiopia.

1.2 Statement of the Problem

Despite the significant efforts over the past 15 years, there are still 57 million children out of school in the developing world (United Nations, n.d.). Although the Sustainable Development Goals (SDGs) do not specifically target enrollment, they “clearly recognize that this gap must be closed” (United Nations Economic and Social Council [ECOSOC], 2016, p. 7). The current SDG targets more than essentially enrollment, it targets progressing learning results and the overall quality of instruction. The primary SDG progress report states that “measuring learning accomplishment, beginning within the early grades, will offer assistance to recognize where schools are falling flat to meet their commitments to children and to define suitable therapeutic action” (ECOSOC, 2016, p.7). As of now, as well numerous schools are coming up short to meet appropriate instructive results. For case, between 40 percent and 90 percent of essential school children fizzled to meet least reading proficiency in 10 African nations. The same rate of children fizzled to realize least capability in arithmetic in nine of those nations. These measurements are fair a number of that speak to the huge assignment at hand for the SDG and its quality of instruction objectives. In relation to the background described, there was clear policy which ensured community involvement in primary secondary school in academic-related activities MOE (2023). Based on this standpoint, community members have been a loafing work together with the government. The role of community for a long time has remained to be that of non- academic related including; provision of finances for infrastructure developments, attending annual meetings and provision of security and healthcare to their children. The notable efforts that government of Ethiopia has tried to ensure in the provision quality education to its people includes the providing teachers, learning resources and facilities. Despite all government efforts, quality education has not been achieved as expected in primary schools in Lemi kura sub city. As noted by MOE (2023) the government state clearly who is responsible for Studies identify several critical gaps in the educational landscape related to the Sustainable Development Goals (SDGs) and community involvement. Despite efforts to increase

enrollment, millions of children remain out of school, and many who are enrolled fail to achieve basic literacy and numeracy skills, indicating a significant gap between access and educational quality. Additionally, while policies promote community engagement in education, community members have largely been passive, contributing only non-academic support, such as financial aid for infrastructure.

There is also a lack of clarity regarding the responsibilities of stakeholders, as government efforts to provide resources have not led to improved educational outcomes. Hence, this disconnect between policy and practice, along with inadequate support structures for teachers and schools, underscores the urgent need to address these gaps to achieve the SDGs related to quality education. Hence, from this regards, the researcher examined the impacts of community involvement in ensuring quality education in government primary school in Lemi kura sub city.

Therefore, this study aims to attempt in answering the following basic research questions:

1. What are the challenges of community participation in education quality?
2. How communities participate in improving education quality in primary schools in Lemi Kura Sub-city?
3. To what extent the communities are participated in improving the quality education in primary schools of Lemi Kura Sub-city?

1.3 Objectives of the study

1.3.1 General objective

The General Objectives of the study is assessing school community participation for quality education in primary Schools of Lemi Kura Sub-city, Addis Ababa, Ethiopia

1.3.2 The specific objectives

- To identify the challenges of community participation in education quality primary Schools in Lemi Kura Sub-city.
- Assessing the community participation & its impact in education quality Lemi Kura Sub-city.

- To examine the extent of community participation in enhancing the quality of school education in Lemi Kura Sub-city.

1.4 Significance of the Study

The study will create opportunities for enhancing educational quality, performance, and efficiency within the school education system.

- It aims to identify the challenges faced by members of the school community and recognize the potential for their involvement in academic-related activities and performance.
- It will assist in improving decision-making, which in turn supports the implementation of agreed-upon actions to enhance educational quality.
- It helps; the community feels a responsibility to guide students in their schoolwork and to take charge of their children's discipline.
- It provides local authorities with insights into their potential to ensure quality education for children in government primary schools.
- It will foster collaboration with parents to improve learners' performance through various approaches within established boundaries.
- It aims to inform policymakers about necessary amendments to policies that would encourage community participation in delivering quality education. Moreover, the study benefits students, teachers, parents, and stakeholders in all aspects of educational quality improvement, ensure quality education in government primary schools.
- It will serve as a reference for researchers, academicians, policymakers, and stakeholders to gain deeper knowledge and insights into potential improvements in quality education.

1.5 Scope of the Study

The scope of this study encompasses enhancing educational quality, performance, and efficiency within the school education system by identifying challenges faced by the school community and recognizing their potential involvement in academic activities. It aims to explore decision-making processes that support effective actions for educational quality while examining the community's responsibility in guiding students and managing discipline. Additionally, the research will look into ways in ensuring quality education in government primary schools and investigate methods to foster parental collaboration to improve learner performance.

1.6 Organization of the study

This research encompasses five chapters, each addressing crucial aspects of the study. Chapter 1 provides an overview of the research context, including the statement of the problem, basic research questions, and significance of the study, delimitations, and key operational terms. Chapter 2 conducts a comprehensive review of relevant literature, identifying gaps in current knowledge and situating the research within the broader academic discourse. Chapter 3 outlines the research design and methodology, detailing the study's framework, sources of data, sampling techniques, sample size, data collection procedures, and considerations for validity, reliability, and ethics. In Chapter 4, the collected data is systematically analyzed and presented, using visual aids to enhance understanding, followed by a thorough interpretation of the findings. Finally, Chapter 5 summarizes the major findings, draws conclusions based on the data analysis, and offers recommendations for future research and practical applications to address the identified challenges and enhance educational quality.

CHAPTER TWO

2. Review of related literature

2.1 Introduction

The literature review focuses on reviewing primary school education quality along with the participation of focus groups. The reviews entails to discuss & asses its effects on primary school education setups. Its main objective is to assess the school community participation for quality education in overall primary school & educational program. The literature aims to provide a clear understanding of quality education and its effects on the school environment, highlighting research studies conducted at both the global and country levels on school improvement program. Additionally, it emphasizes the importance of quality education and in today's primary education program as well.

The literature review includes studies from major websites such as Google Scholar, Emerald, Research Gate, and Science Direct to enhance the study's objectives. Each subheading of the literature survey discussed and summarized,

- **The concept of school improvement**

The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement(Mitchell, 2015). According to (Demie et al., 2021) proposed new approach entitled school improvement program. It is developed based on the result of the review of the best practices of the schools all over the country, related literatures and positive experiences obtained from its pilot implemented. Accordingly, there are four domains such as Learning and Teaching, Student environment, School leadership and management and Community involvement /participation of SIP links to each other & it refers the focus areas that the program is intending to make intervention in order to improve school community involvement.

- **Community involvement /participation**

There is always interaction and interdependence wherever society exists. The major roles that community could perform in the development of education is effective participation in school construction and encouraging parents to send their children to school and motivate children to stay in school. However, some parents are indifferent about their children's progress and failure in schoolwork and throw away their responsibilities on school. On the other hand, schools are in no way meant to control the pupils out of school activities. It is the parents who should follow up their children where about and what they do. With this regard, Assefa (1991) has noted that a school is not an island speared from the rest of the community that it serves. When the participation of community members in school program is active, the objective of school will be much more facilitated. If school community interaction operates as a continuation and strengthening of the formal education program, the success of projects will be supplemented by the knowledge acquired in the formal academic program.

In addition to this, Research tells us that parental involvement is one of the most significant factors contributing to a child's success in school. When parents are involved in their children education, the levels of student's achievement also increases. Students attend school more regularly, complete more homework in a consistent manner, and demonstrate more positive attitudes towards school. They also are more likely to complete high school. Parental involvement helps a child succeed in school and later in life. To ensure parents are informed about and involved in their children's education, schools must foster partnerships with parents. Because parental involvement is one of the most significant factors in a child's success, it is crucial that all schools set a goal in their improvement plans for increasing it (EIC, 2000).

Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management,

preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non- formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired (MoE, 2005).

In addition, another role that has grown in recent times to add to the repertoire of tasks to be handled by school leaders is that of collaborating with other schools or communities around them. Schools and their leaders are strengthening collaboration, forming networks, sharing resources, or working together. Moreover, school leaders are becoming more broadly engaged in activities beyond their schools, reaching out to their immediate environment and articulating connections between the school and the outside world (Hargreaves et al., 2008). Educational leadership is also about bringing the community together to contribute to vision sharing and achieving common goals. According to Leithwood et al. (2006), community relationship is building collaborative culture with the stakeholder by festering shared beliefs, sense of common goods, and cooperation through networking the school to the wider community, delegating to achievement of common goals for improved learning outcomes.

According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals.

The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents. School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010). Quality improvement depends

strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement.

Development of a healthy sense of community may be necessary for the long-term success of school-improvement activities. These activities can be quite disruptive in a school, often leading to changes in established roles and relationships and challenging fundamental assumptions about teaching and learning. Unless a sound fabric of interpersonal relationships can be woven as improvement activities are planned and launched, potential benefits of these activities may be lost to tension and dissension.

Therefore, school community involvement domain describes the improvement of community partnership and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and success are promoted as educational outcomes. MOE (2010) suggest that, Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement and schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. In addition to this schools are active in communicating and promoting the importance of education in the community. The word active indicate that school work on five key activities. These are: return children to school that have dropped out; retaining children in school who are at risk of dropping out (e.g. orphans); enrolling children who have never been to school; promoting the importance of education in the community for development; and, providing free adult literacy education classes for community members MOE (2010).

Also, School communities will be responsible for the allocation of resources under the SIP components. In addition, parent teacher associations (PTAs)/ school improvement committees (SICs) will be involved in the school self-assessment and improvement processes in their respective school and the issuing of school grant.

2.2 Educational Quality

To ensure educational quality, countries are forced to carry out continuous school based in-service training programs as a major means of teachers' professional development. The in-service training programs have been implemented in schools with the objective of updating teachers with new knowledge and skills by performing different activities in group and individually. Moreover, the school based in-service training program will be cost effective, practical and easier to address teachers' immediate concerns with no question; schools are placed where actual teaching learning process would be practical. Therefore, in addition to designing, implementing and training at school level, attention has to be given by school principals and supervisors to promote experience sharing culture among teachers and thereby do problem solving activities at school level as professional growth is by and large a social product. However, there is a rumor among primary school teachers whom the researchers have met at different occasions that CPD has not been effectively implemented in a way that it can contribute for quality education among some of the primary schools in Ethiopia. This triggered the researchers to do an investigation into the status of primary school teachers' CPD implementation, and its impact for having quality teachers in primary schools of the woreda.

2.3 Community participation & quality education

The school committee participation in giving advice (advisory agency) has a signification relation with educational quality improvement in schools. The community participation through the school committee in order to realize the educational purposes can be performed in many ways and forms. The results of the research conducted by Mas (2012) show that community participation in education include individual, group and public organization participation in the implementation and quality control of education. Community participation aimed to develop educational institutions or schools. Such participation of the community emphasizes the communication management between the educational institutions and the community. Such media or communication facilitators actually have existed, such as parent organizations, school committees or boards, educational boards or civil society organizations which focus on education.

According to the results of the research and discussion, the suggestions given are: the Department of Education needs to give its support by issuing a regulation which makes it possible for the school committee to actively participate and maximize its role especially in the fields of supporting agency and mediating agency; the principals should give their efforts to involve the school committee in the control and evaluation on either a policy, educational program, implementation, and output of education which is implemented at schools; and deeper and broader studies on school committee participation in the implementation of quality education.

Many of the programs and policies designed to increase parental and community participation have focused on creating formal structures (such as School Committees or Parent-Teacher Associations) through which parents can play active and regularized roles in the school. Decentralization policies may be implemented to transfer power over school budgets, school personnel, and school planning to parents or local governments.

Furthermore, numerous studies indicate that the more parents participate in their children's education in a sustained manner, at every level, including in advocacy, decision making, school fundraising, volunteering, acting as para-professionals and as home teachers, the more students' achievement improves. Accordingly, parents who avail books and other learning resources, make time to read for their children, guide television watching, take trips with their children, provide stimulating experiences and monitor behavior contribute to their children's academic achievement. Consequently, parents should complement teachers' efforts by exposing the children to practical learning environments like visiting museums, game parks or agricultural production or manufacturing firms as this would enrich learning and provide vivid education experiences for children (Oranga et al., 2023). On the other hand it is indicated that, one of the advantages of involving community's in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts(YUSUF, 2024)

2.4 School improvement program & stakeholders involvement

The school improvement program mainly involves school stakeholders' contributions like evaluating and planning for school improvement in areas like teaching and learning, leadership and management, school environment, and community involvement. Therefore, it is worthwhile to explore the stakeholders' contribution to the effective implementation of the program since it is one of the major important programs among general education quality improvement package set by the ministry of education of Ethiopia. Furthermore, the program can be implemented in primary schools that exist within the context of stakeholders like parents, community, pupils, teachers, school districts, and levels of government. Therefore, each of them has an impact on the school and though the school of pupils (Stoll & Fink, 1996). Similarly, strengthening the internal conditions of the schools, what Ethiopia so far has undertaken to provide quality education is promising. As a result, based on the current education and training policy, the education management system is decentralized to the grass-root level to ensure active engagement of the school community mainly stakeholders at the school level.

2.5 Community participation and students' learning achievements

Community interest and students' learning accomplishments Community support in formative perspectives of community life is seen as being vital to progress the quality of the arrangement of numerous administrations, counting open ones. From this point of view, community support in school life can contribute to instruction quality, make strides responsibility, mobilize imperative assets, and reach bunches that are distraught (Tawil et al, 2012; Tikly&Barret, 2010; Kunje, Selemani& Ogawa, 2009). In a paper on community cooperation and students' accomplishments in country Bangladesh, Alam (2015) found that participation from the community contributes to attain quality essential instruction no matter the area of the school. Communities can participate with schools through school bodies like Parent Instructor Affiliations (PTA) and School Administration Committees (SMC). This participation permits the school and guardians and the full community to know almost the execution of understudies and take remedial measures on the off chance that required. Coly (2014) inspected the impact of PTAs cooperation on students' accomplishments in Senegal.

The creator found that in common, commitment and endeavors of PTAs are seen by understudies as consoling and a support for them to perform well in school. Moreover, numerous understudies can have instructive and social needs that schools by themselves cannot meet, and inclusion of PTAs offer assistance meet these needs, contributing to maintain a strategic distance from scholarly disappointments inside schools. From a point of view of school administration, a few considers connect community support to school arranging and administration.

(Johnson & Vicky, 2017), inspected the effect of a community cooperation program that gives communities openings to take part in school administration on learning accomplishments in a few schools in Africa. The creators found that the program made a difference schools decrease issues related school frameworks or assets and progress school participation at lower grades. In spite of these picks up, the ponder highlights that the increment of community cooperation did not have any critical impact of students' test scores. In expansion, communities can be a great source to mobilize extra assets for schools, for the most part in nations where governments cannot bear it. In this respect, Owoeye (2011) who inspected the case of a few provincial schools in Nigeria found that imperative instructing and learning assets required by schools may not be adequate, so a great school community relationship permits the community to bolster schools with such assets, conjointly motivating forces to energize instructors. This point of see is reliable with Santos (2018), who moreover bolsters that communities can impact students' learning accomplishments by utilizing portion of neighborhood assets to progress assets of schools.

(Pradhan et al., 2011), studied the impact of community participation in Indonesian schools by exploiting a community engagement program that aimed at improving education quality in these schools. The program involved reforms that strengthened the school committee trustworthiness and relationship with the community. Evaluation of the program by the authors revealed that community involvement had no impact on mathematics score. Therefore, reforms to engage communities more in education can be implemented, but their effectiveness on learning outcomes are not obvious. (Russell, 2009), supports cautiousness in community participation in education, because the author argues that its impact can even be negative. Some forms of community participation may not directly target students'

learning achievements (Taniguchi & Hiraoka, 2016), thus their effect is not automatically positive. This effect may vary depending on context heterogeneous characteristics.

The concepts of “community” and “participation” in relation to education tend to be used in the literature as unitary ones, but these concepts are contentious (Bray; 2003; Barnett, 2013, Swift-Morgan, 2006). In order to better understand community participation and its dynamics in relation to students’ learning achievements, this study draws on the theory of change typology by Masino and Niño-Zarazúa (2016), developed based on a review of the factors associated to students’ learning in developing countries. The authors suggest through this theory that targeted outcomes need to be identified first, and students’ learning achievements as measured by their reading or math scores are good examples of targeted outcomes. The theory predicts that target outcomes will be affected by various interlinked factors. The theory groups the factors affecting students’ learning achievements into:

- (i) supply-side capabilities factors of education institutions,
- (ii) supply-side and demand side factors of changes in preferences and behaviors, and
- (iii) Bottom up and top-down participation and management. In the bottom-up approach, “good communities” are expected to be aware of the values for education and seek to improve the learning experience of students, particularly girls and other vulnerable groups. The top-down approach allows communities to participate in school governance bodies, as a result of management reforms and standard practice policies taken by governments.

The show think about is more concerned with the third category of the alter typology system (without dismissing the other categories), but it expands it to incorporate components of Barnett (2013)'s system for understanding community inclusion in instruction in a sub Saharan African setting. This system recognizes different modes or shapes of community associations, to which can be related diverse capacities, instruments and scopes. This ponder centers on the author's "learner support" mode of community cooperation, which to a few degree permits community interest to target fundamentally students' learning accomplishments. The appropriation of components from the two systems gives a stronger conceptual clarity on community participation in instruction, and contributes to a much better understanding of the complexity of community interest in setting of small-scale gold mining in creating nations.

2.6 Community Participation and Empowerment

Drawing from Dale (2014), viewpoint on interest in advancement work, may moreover be captured by comparing two ideas, interest as commitment and as strengthening. Support as commitment may be enrolled fundamentally within the execution of programs and ventures or within the operation and support of made offices. The commitment may be completely intentional, initiated to different extents or indeed implemented. It may be given within the shape of thoughts, judgments, cash, materials, or unpaid or humble paid labor (Dale, 2014). Without a doubt, this idea may too see interest as implies to induce things done. Agreeing to Bretty (2013), participation is an engaging prepare in which individuals, in organization with each other and those able to help them, recognize issues and needs, mobilize assets, and expect duty to arrange, oversee, control and survey the person and collective activities that they themselves choose upon. As a handle of strengthening, cooperation is concerned with advancement of abilities and capacities to empower the rustic individuals to oversee superior have a say in or arrange with existing improvement frameworks (Madu, 2017). As Eade and Rowlands (2013) contend, feebleness could be a central component of destitution, and any center on destitution, disparity, treachery, or prohibition includes examination of and/or challenging control and control relations. Support as strengthening can in this manner offer assistance to increase unacknowledged voices by empowering the provincial individuals to choose upon and take the activities which they accept are basic to their advancement.

Concurring to a few Eade and Rowlands (2013), ponders, little casual bunches comprising of individuals from comparable financial foundations are superior vehicles for support in choice making and collective learning than heterogeneous, huge scale and more formal organizations.

2.7 Community Participation in Planning

Cropley, (1980) cited in Tadele (2014) portrayed the noteworthiness of arranging in any exercises in as takes after: Arranging tries to realize a judicious coordinating of proposed objectives with accessible information of reality and likely causal relationship, planning prepare as a rule endeavors to convert needs and desire into objectives altering them accessible assets and innovation. Thus, inclusion of the community in arranging for instructive administrations has more prominent significance on the execution of student's. Since association of the community in each and each perspective like in arranging, execution and observing and assessment of exercises that takes put in school benefits specifically themselves. Agreeing to INEE (2004) community and the community instruction committee may monasteries and arrange instruction activities through participatory grass- roots arrange prepare that reflects desires, concerns and values of the partners.

The result of this arranging may be a community based instruction activity arrange. These appear that, high-level interest of community individuals and guardians isn't likely to be accomplished without association in arranging. Hence, arranging requires communications between the community and the schools principals in arrange to concur on arrange and to screen the advance intermittently and gives the community agent (PTSA and KETB) a chance to have a voice in their proficient exercises.

2.8 Community Participation in Decision Making

According to MoE, ESDP IV (2005) decision making is being shifted from Regions and Zones to Districts further to schools so as to improve direct responses and service delivery. Currently schools are able to pass any decision that benefits the community based on the rules and regulations given to them by the MoE using their representatives (PTA and KETB)

rather than waiting from the higher hierarchy level. This makes them to get faster solutions for their schools problem, able to plan and implement very important issues by themselves based on their consensus, etc. One of the advantages of involving community's in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts Dunne Máiréad (2007). According to De GrauweAnton (2011), the involvement of parents, teachers, local councilors and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' performance. However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (Naidoo, 2004).

2.9 Areas of Community Participation in education in Ethiopia

In the Ethiopian context, community participation in terms of contributing finance, materials and physical labor is low Molla (2011) such as through making local social self-help association and providing security and safety especially for female teachers. Strengthening community school relationships through sharing constructive ideas for schools on the part of community and participating on community life on the part of the school. In Ethiopia communities are supposed to participate in eight aspects of education: School finance, School based research activities, Educational quality improvement, promoting girls' education, Preparation of learning materials, Support and help to solve problems, strengthening community-school relationships and Identifying and providing apprenticeship areas. In Ethiopia, PTsAs are to be organized politically elected at parent teacher assembly while KETB are organized based on a legal nomination based on regional guideline. Unlike political legitimacy system, in professional expertise system education is largely controlled by education expertise. Professional expertise focuses on the means (what and how to do) rather than on the ends. It is driven by professional rather than by politicians and can presume that certain small sets of best practices yield good results if those at the school level have expertise on how to translate such practices into action. Authority is transferred from

professionals at the central level to authorities at the provisional level and goes down to school and called school-based management.

2.10 Challenges Facing Communities in Enhancing Quality Education

Kambuga conducted a study in Tanzania (2013) about the role of community participation in on-going construction of ward based schools. The findings show that community members were reluctant to contribute through physical participation on the basis that funds disbursed by the government were enough to facilitate construction of classrooms, teachers' houses and toilets. This notion was imparted to people's mind by opposition parties which were campaigning to the community not to contribute or participate in school construction. The argument was verified on 26th June, 2013 by former minister of MOEVT, Dr. Shukuru Kawambwa who said "some politicians who wanted to destroy the good will of the government and ruling party in ensuring that all pupils who passed standard seven examinations should have a chance for secondary education in the nearest place by mobilizing people not to continually contribute to the construction of classrooms and teachers' houses. However, he requested the government and security agencies to take strong measures against any person regardless of his/ her status in society who will continue mobilizing people not to participate in development initiatives. Onsomu and Mujidi (2011) confirm that in majority of Africa countries, teachers appear not to accommodate community involvement to become more productive. In view of their studies, Fullon and Watson (2013) provided that for school administration and teachers to understand the school community relationship they are to address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community. In line with this understanding, Guillaume (2011) opines that fewer instructions for communities become a challenge to accommodate and attract community to get more involved in school activities. The most disheartening issues includes; inadequate meeting times for communities, less effective communication mechanisms and none home visits by teachers and school leaders. More importantly, Muthoni (2015) asserted that in most cases schools leaders or administrators did not attempt to establish a partnership with the community in the surroundings believing that community members are irrelevant to the schooling process. On the same note, school leaders or

administrators believed that most of community members are illiterate or had low educational background at that time , anything to do with school was intimidating to them. In support of the view, Naidoo and Anton (2013) in their studies provided that in most cases the communities are not given chance in doing the business of schooling, create site-based decision making that involves communities and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes. The above mentioned and discussed challenges slow down the commendable efforts for the government and other educational stakeholders in achieving high degree of school community partnership for the realization of quality education in public secondary schools. Singh, Mbokodi and Msila (2004) provided that low income challenges effectiveness of community involvement in school related activities like helping their children school work and giving them counseling and guidance. They continuous to maintain that such challenge results into poor academic and behaviors among children as they receive no any support from community. Prew conducted a study in (2012) which found that community shared community responsibility depending on economic levels. In his view, middle-class member of the community are much more likely to see themselves as having shared responsibility for the schooling process. In reverse the lower-class member of the community appear to turn over responsibility for education to the school as they believed that they are less concerned. Additionally, Oppenheim (2008) argued that community, especially those are in the working-class and lower-class are not always an educational resource, and they are reluctant in performing school activities such as manual work and intellectual work. Moreover, Lareau (2006) speak the same idea that working class and lower class community do not usually tend to be involved in the children's schooling activities . Based on argument given by Oppenheim in his study, the situation less involvement of community in school activities created constraints in the school- community relationship resulting in poor school development. The argument of Prew and Oppenheim converge behind the idea that well-endowed community with income are sensitive in involvement in school activities while lower income earners are less collaborative in involving in school activities. Conversely, Comer (2009) in his views points out that those minority communities may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income,

education or ethnicity compared to the school personnel. To support the idea Adams and Christenson (2000) emphasizes that if negative perception between community and school organization is developed, trust and collaboration will subsequently be lowered among community to be involved in school development. In line with the argument, Hornsby (2011) maintained that low socioeconomic status affects effective involvement of members in the community to provide effective quality education because they are less involved and informed in school activities.

Donoghue (2014) supported that, the situation in which community and school organization develops negative perception towards poor communities seem to pose a greater barrier for less affluent families than more affluent. For decades, teachers have been perceiving community as unimportant factors to be considered for school progress. However, this perception has led to the development of unwelcoming atmosphere for community in schools, low level of democracy and ineffective communication between schools and parents. Ibrahim (2012) in his study conducted in Indonesia found that communities were even disappointed since the school staff did not let them know about several cases occurred which involved their children.

CHAPTER THREE

3. Research design & methodology

This chapter focuses on the research design and methodology, offering a comprehensive look at how the study was structured. It covers the sources of data and describes the sample population, along with the sampling techniques used to select participants. It exploring the procedures for data collection, ensuring that, the instruments used is both valid and reliable. Additionally, the chapter outlined the methods of data analysis employed to interpret the findings in ensuring the research adheres to ethical standards.

3.1 Research Method

The method employed in this research utilizes a mixed-method approach that combines both primary and secondary data sources. As outlined in the study by Shanko (2020), this mixed-method strategy allows for a more comprehensive exploration of the research problems than using separate methods alone. In the first step, quantitative data gathered through the distribution of questionnaires, while qualitative data's are collected via interviews and discussions. Many studies that employ mixed-method approaches often place less emphasis on qualitative sources, particularly structured interviews and dialogues with relevant stakeholders. This study seeks to fill that gap by focusing on the challenges associated with the implementation of School community participation.

In contrast, the overall research methodology also includes a comprehensive literature review from various sources related to SIP. This literature survey will involve searching academic databases and platforms such as Google Scholar, Emerald, and Research Gate to locate relevant studies and articles. Additionally, the study was examining student thesis works available online, along with school websites, reports, and other pertinent documents. This multifaceted approach ensures a thorough understanding of the subject matter and enriches the analysis with diverse perspectives and insights.

3.2 Research data source

The research data sources are essential for obtaining relevant information and meeting the study's objectives. Generally, the research data sources consist of both primary and secondary data, which are ultimately integrated into the findings and analysis section of the study

- **Primary data sources**

The primary data sources of the research focuses on data collection directly from individuals within the school environment. This includes interviews and surveys with school teachers, directors, leaders, and other officials. Engaging these stakeholders allows for firsthand insights into the challenges and successes of the school improvement program. Their experiences and perspectives provide valuable information regarding the implementation process, the effectiveness of various strategies, and the overall impact on student achievements. By gathering qualitative data through direct interaction, the study aims to capture nuanced viewpoints that may not be reflected in secondary sources.

- **Secondary data sources**

The research employing secondary data sources to enrich the analysis. This includes a thorough review of relevant documents, such as school reports, policy papers, and other official records. Governmental sources, including websites and official reports, provide context and statistical information regarding educational policies and performance metrics. Furthermore, academic literature, including books, manuals, journals, and articles, helps examined to draw upon existing research and theoretical frameworks related to school improvement programs. This combination of secondary data helps to contextualize the findings from primary sources, ensuring a comprehensive understanding of the school improvement program and its effects on student outcomes.

3.3 Sampling techniques

The study incorporates & limited to primery schools within Lemi-Kura subcity . It includes: Abdi Jarso Primary School, Beki Primary School, Dudubisa Primary School, Yeka Bole Primary School &Arabsa Primary School using random sampling method with combination of porposive sampling. Random sampling employed in the study aims to explore more relevant data set & to give an equal opportunity for the participants which also decribed by the study (Noor et al., 2022).. The target population of the study incorporating school members of: Teachers, schoolsupervisors, school principals, students, students committess members & othre related groups of peoples.

the study employs a sample design of random & porposive sampling technique to selected the population size for the entire study. As indicated in table The study identifies a total of 10 primary schools in the targeted area.Out of these, 5 schools (50%) were selected randomly for inclusion in the research. This random sampling approach allows for a diverse representation of schools, which helps in generalizing the findings across the entire population of primary schools in the area.Using random sampling ensures that each school has an equal chance of being selected, minimizing bias and enhancing the reliability of the data collected.There are 422 teachers across the five selected schools, indicating a substantial workforce dedicated to educating students.The research aims to include 106 teachers, which is approximately 25% of the total teacher population. This proportion is appropriate for qualitative analysis, allowing for a manageable dataset.

Table 3.1 Sampling Distribution

S/N	Data sources	Total Population	Sample size		Sampling techniques
			N	%	
1	Primary schools	10	5	50	Random
2	Teachers in sample school	422	106	25	
3	School Principals	20	10	50%	Purposive sampling
4	Supervisors	8	8	100%	
5	School committess	37	9	25%	

Source: (Lemi-Kura subcity education offiice)

When breaking down the population by school we can have : Abdi Jarso Primary School: 36 teachers with 9 sampled (25%). Beki Primary School: 68 teachers with 17 sampled (28%). Dudubisa Primary School: 79 teachers with 23 sampled (25%). Yeka Bole Primary School: 60 teachers with 15 sampled (25%). &Arabsa Primary School: 179 teachers with 45 sampled (25%). This breakdown illustrates a consistent sampling strategy where each school contributes to the overall teacher sample, ensuring diverse perspectives on the SIP challenges.

On the other hand, the study aims to use purposive sampling to include population which have a positive impact on the study outcomes. As described in previous study by (Gonzales et al., 2024), school principals role in the SIP implementations was very significant with its limitations. Hence, the research identifies 20 school principals in the targeted area. 10 principals (50%) will be included in the study. This balanced representation allows for insights into leadership perspectives on the SIP. Similarly, out of 8 supervisors 8(100%) & out of 37 school committee members 9 (25%) are included in population sampling procedures as well,

Overall, the combination of random and purposive sampling methods provides a comprehensive framework for data collection. Random sampling for schools and teachers ensures a broad representation, while purposive sampling allows for targeted insights.

3.4 Data collection tools

The study aims to explore data collection through interviews, Questionnaire, site observations, and discussions with selected & relevant school members.

- **Interviews**

It used to collect qualitative data and gain deeper insights into the school improvement program. This aims in understanding the components of the school improvement program & Exploring the challenges faced at the school level. The interviews will concentrate on understanding what the school improvement program entails and the challenges it faces at the school level. Additionally, the survey activities will help identify the expected challenges and their consequences within the school environment. The main data collection

methods used includes structured interviews. Most findings will be discussed in relation to the variables identified in the research, ensuring a comprehensive analysis of the school improvement program.

- **Questionnaire**

A major aspect of the study involves a standardized questionnaire addressing teachers, leaders, school principals, and school members. As defined by Morgan and Harmon (2001), questioner incorporating a members of peoples in which addressing written question to respond accordingly as per the per levels of alternatives. Hence, the questionnaire developed will then be designed to identify existing challenges and aims to gather data from selected primary school members. It emphasizes the socio-demographic characteristics of school members, such as age and education, as well as their knowledge and work experience. The questionnaire will serve as a key data collection tool, offering insights into the primary focus of the study.

- **Site observation**

As highlighted in the study, site observations play a crucial role in gathering the relevant data necessary for achieving meaningful outcomes (Mackellar, 2013). To this end, the study is designed to collect data through comprehensive onsite investigations in various school areas. By engaging directly with the environment and participants, this approach allows researchers to gain firsthand insights into the daily operations and challenges faced by schools. These observations are expected to illuminate the real challenges and problems encountered in the implementation of the School Improvement Plan (SIP) in primary schools. In addition to identifying obstacles, the study also assesses the current situational conditions within these schools. This dual focus not only aims to document the difficulties but also to provide a deeper understanding of the context in which these challenges arise. Ultimately, the findings will contribute to developing more effective strategies for improving the implementation of SIP in primary education.

- **Document reviews**

The documents reviewed in this study include school reports, educational center publications, educational policy documents, manuals, guidelines, and procedures that address various aspects of school improvement and educational practices.

The study highlights that policy documents and other types of literature are essential sources of information, providing the necessary insights for understanding the educational landscape (Karppinen & Moe, 2012). Therefore, this study aims to gather information by reviewing these relevant documents. This thorough examination will help obtain the necessary data to meet the research objectives effectively. By analyzing existing literature and policy frameworks, the study seeks to identify best practices, gaps in implementation, and areas for improvement in school improvement initiatives.

3.5 Data collection & Analysis

- **Data collection Process**

The study employs various data collection methods, procedures, and techniques as outlined in the 'Data Collection Tools' section. In addition to these methods, the study adheres to the rules and regulations established by Addis Ababa University (AAU) frameworks, which are designed to protect personal data and ensure the accuracy of information gathered throughout the data collection process.

In the initial phase of the research, feedback will be provided to primary school members, officials, and education bureau representatives. This step is crucial for ensuring that all stakeholders are aware of and understand the objectives of the thesis. By engaging with these groups, the study aims to foster a collaborative environment that facilitates the collection of relevant data and helps clarify the overall research approach. This engagement is essential for building trust and ensuring that the findings reflect the realities of the educational context being studied.

- **Data Analysis Process**

The research study uses both qualitative & quantitative data analyses approached. Hence, through qualitative data analysis research aims to insights from non-numerical data, such as interviews, focus groups discussion site observations & document analysis or reviews. This process is exploration of participants' perspectives and experiences. Conversely, using quantitative analysis study focuses on statistical methods to interpret numerical data collected through structured questioner developed accordingly. It incorporating measuring, analyzing open & closed ended questioner or liker scale measures. This involves descriptive statistics to summarize data by utilizing an Excel and SPSS software version 27 in overall study analysis part.

Ultimately, both approaches aim to provide a comprehensive understanding of the research question, with qualitative analysis offering depth and context, while quantitative analysis provides generalizability of the study findings.

3.6 Reliability & Validity of the study

The concept of validity refers the process at which meeting its expected objective in research analysis & reliability on the other hand referring the dependability & strength of the research outcome obtained (William, 2024).Hence, this study develops the questioner& gets feed backs from school members teachers & principals of 2 samples from each schools , through pre-test of sample respondents.

Based on the estimated population, pre-testing for a sample of 10 populations is taken as indicated in tables below for analysis as well. The pre-testing conducted is to address the objectives of the study prior to the main data collection.

Table 3.2 Reliability Test Result of Questionnaire Data

s/n	Variables	Number of items	Cranach's alpha " α "
1	Challenges of community participation	9	0.859
2	Community participation for quality education	14	0.930
3	Level of community participation	8	0.801
4	Developing quality participation & parents network	5	0.707
5	Overall Reliability	36	0.780

As indicated in Table 4.1, the reliability test result meets the Cranach's alpha recommended standard value of $\alpha > 0.7$ as indicated by (Taber, 2018). Hence, the analysis test results in table 3.1 indicating, its internal consistency of the questionnaire items is within the range of standard values. The validity was censured by conducting a pre-test with a selected population to refine the questions and ensure they effectively addressed the study's objectives before the main data collection. The results showed a Cranach's alpha value greater than 0.7, indicating strong internal consistency among the questionnaire items. Thus, the study effectively manages both validity and reliability.

CHAPTER FOUR

4. Presentation and analysis of the data

4.1 Introduction

This chapter presents the research data collected through various methods, including questionnaires, site observations, document reviews, and interviews with stakeholders in the manufacturing industry. The primary focus of the data analysis is on the conditions of the school work environment. The Likert scale measurement variables used in the study emphasize challenges of community participation in education quality; communities participate in improving education quality & the extent which communities are participated in improving the quality education. The analysis incorporates data obtained through interviews with school teachers, supervisors, school members, and communities.

The overall aim of this research is to explore the enhancement of education quality in school, which have a direct impact on students, teachers & community members in the overall school environment.

4.1 Questionnaire Data Analysis

❖ Rate of responses

The study distributed a total of 110 questionnaires to respondents from the target population. Out of these, 90 respondents (82%) fully completed the questionnaire and provided regular feedback, which were then included in the analysis. However, the remaining 20 responses (18% of the total) were not considered in the study due to issues with the data provided, such as irregularities in data filling and difficulties in handling the information. Therefore, the analysis in this chapter focuses on the following main parts, based on the data collected from the 90 valid responses:

❖ **Demographic/ background data analysis**

This part of the analysis incorporates the respondents who participated through the data collection during the questionnaire survey. The analysis output includes the distribution of respondents by gender, age, educational level, employment condition, and years of experience

Table 4.1 Demographic background Characteristics of teacher’s respondents

No	variable	Characteristics	Frequency	Percentage
1	Gender	Male	90	100
		Female		
2	Age (in years)	Less than 30	13	14.4
		30-40	68	75.6
		40-50	9	10
3	Educational level	Diploma	27	30
		Degree or above	63	70
4	Employment condition	Permanent	87	96.7
		Contract	3	3.3
5	Year of work Experience	Less than 5 years	19	21.1
		5-10years	54	60
		15-20years	17	18.9

Table 4.1 presents a detailed overview of participant’s demographics. Notably, a larger proportion of respondents are female (60%), while the age group of 30 to 40 years is the most represented, comprising 75.6% of the sample. In terms of education, 70% of participants have attained a degree or higher, indicating a strong emphasis on educational qualifications within this group.

On the other hand, employment status indicating a significant majority in permanent roles (96.7%), it reflects a trend towards job security. Additionally, most respondents (60%) show a 5 to 10 years of professional experience, indicating a school members that is not only stable but also relatively dynamic.

Collectively, these characteristics shows, higher number of female, educated, and experienced school members, which may have implications for workplace dynamics and development initiatives in overall school environment

Figure 4.1 illustrates the educational levels of primary school teachers. The data shows that 70% of the primary school community holds degrees, with 30% of them being diploma graduates. From this perspective, we can conclude that, the quality of education can be enhanced through appropriate professional development, provided that effective coordination and control mechanisms are established within the school environment.

❖ **The challenges of community participation**

The analysis of the survey results reveals significant challenges within the educational framework, primarily highlighted by a critical shortage of materials and financial resources, with 76.7% of respondents indicating disagreement on this issue& only 1.1 % responses reflecting existence on resources. On the other hand, research indicate that, inadequate supply of materials can impacting the quality of education (Carver-Thomas & Darling-Hammond, 2019). Same way, there is a notable absence of collaboration among stakeholders and a lack of annual self-evaluation, as reflected by 83.3% of participants expressing disagreement with the current state of collaboration. The lack of collaboration affecting the right implementation of quality education is also one of the focus in previous studies as explained by (Chatzipanagiotou & Katsarou, 2023). High turnover rates among principals were also a concern, with 68.9% of respondents indicating disagreement with effective leadership continuity.

Table 4.2 : Community participation

No.	Issues Raised by Respondents Teachers	Frequency	%
a	Shortage of materials and financial resources		
	SD	20	22.2
	DA	69	76.7
	A	1	1.1
	Total	90	100.0
b	Absence of collaboration among stakeholders		
	SD	5	5.6
	DA	75	83.3
	UD	10	11.1
	Total	90	100.0
c	High turnover of principals		
	DA	62	68.9
	UD	18	20.0
	A	10	11.1
	Total	90	100.0

d	Lack of awareness about the school improvement program		
	SD	20	22.2
	DA	32	35.6
	UD	38	42.2
	Total	90	100.0
e	Teachers' resistance to the program		
	DA	30	33.3
	UD	52	57.8
	A	8	8.9
	Total	90	100.0
f	Limitation of professional support from woreda education office		
	DA	13	14.4
	UD	77	85.6
	Total	90	100.0
g	Lack of commitment of stakeholders		
	SD	5	5.6
	DA	62	68.9
	UD	23	25.6
	Total	90	100.0
h	Lack of follow-up and giving continuous feedback		
	DA	73	81.1
	UD	17	18.9
	Total	90	100.0

Based on analysis results, school improvement program appears insufficient, as evidenced by 42.2% of respondents remaining undecided about its presence in the community. As previous study by (Shanko & Kabtyimer, 2024a), lack of confidence in school improvement , leads to community low participation. Teacher resistance to the program is notable, with 33.3% disagreeing, while professional support from the woreda education office is perceived as limited, with 85.6% undecided on its effectiveness. Study shows, teachers resistance in this regard due inadequate support & lower level of participation (Anderson-Butcher et al., 2022). Moreover, stakeholder commitment is under , with 68.9% disagreeing on active participation, and a lack of follow-up and continuous feedback mechanisms is evident, as 81.1% of respondents disagree with the current follow-up practices. Overall, the major issues forwarded gives out notable challenges in school community participation with almost similar responses between participants. Hence, these findings highlight systemic issues that hinder the educational development process.

❖ Community participation in improving education quality

The analysis results highlight several critical areas regarding educational support and resource management in schools. A significant 76.7% of respondents disagreed on the adequacy of assistance in textbook and material provisions & only 5.6 % agrees, indicating a need for better resource allocation. This can share the result with school lacks sufficient provisions of materials as studied by (Li et al., 2022) . Similarly, 52.2% expressed dissatisfaction with efforts to identify and support school staff needs & this also showing a reduced job satisfaction which at the end affecting satisfaction (Li et al., 2022). The preparation, implementation, and monitoring processes appear ineffective, with 27.8% strongly disagreeing. Leadership support for head teachers and teachers also received low agreement, with 71.1% and 72.2% respectively disagreeing on the effectiveness of current measures. In this regard, responses regarding community participation and educational quality showed over 70% disagreement, indicating that both issues are concerning.

Table 4.3 : Educational quality analysis

No.	Issues Raised by Respondents	Frequency	%
a	Assist in textbook/material provisions		
	SD	16	17.8
	DA	69	76.7
	A	5	5.6
	Total	90	100.0
b	Identify and support needs of school staff		
	SD	9	10.0
	DA	47	52.2
	UD	13	14.4
	A	21	23.3
	Total	90	100.0
c	Assist in preparation and monitoring		
	SD	25	27.8
	DA	31	34.4
	UD	34	37.8
	Total	90	100.0
d	Strengthening the head teacher's management		
	SD	24	26.7
	DA	40	44.4
	UD	21	23.3
	A	5	5.6
	Total	90	100.0

e	Strengthening the teacher's teaching		
	SD	25	27.8
	DA	40	44.4
	UD	25	27.8
	Total	90	100.0
f	Assist in transmitting skills, knowledge, values		
	SD	32	35.6
	DA	46	51.1
	UD	12	13.3
	Total	90	100.0
g	Monitor school facilities		
	SD	24	26.7
	DA	41	45.6
	UD	13	14.4
	A	12	13.3
	Total	90	100.0
h	Target school resources effectively		
	SD	32	35.6
	DA	24	26.7
	UD	16	17.8
	A	17	18.9
	Total	89	98.9
	Missing	1	1.1
	Total	90	100.0
i	Creative thinking and planning opportunities		
	SD	8	8.9
	DA	56	62.2
	UD	9	10.0
	A	17	18.9
	Total	90	100.0
j	Improve staff commitment		
	SD	15	16.7
	DA	17	18.9
	UD	38	42.2
	A	8	8.9
	SA	12	13.3
	Total	90	100.0
k	Reduce educational wastage		
	SD	15	16.7
	DA	21	23.3
	UD	42	46.7
	SA	12	13.3
	Total	90	100.0
l	Determine class and homework amounts		

	SD	23	25.6
	DA	17	18.9
	UD	38	42.2
	SA	12	13.3
	Total	90	100.0
m	Ensure fitness of school learning		
	SD	15	16.7
	DA	21	23.3
	UD	33	36.7
	A	13	14.4
	SA	8	8.9
	Total	90	100.0
n	Involve the community		
	SD	7	7.8
	DA	53	58.9
	UD	29	32.2
	A	1	1.1
	Total	90	100.0

On the other hand, there is a strong focus regarding skills and values, as 51.1% disagreed on the effectiveness of these efforts. Monitoring physical facilities for safety is another area of concern, with 72.2% disagreeing on adequate maintenance. As study by (Daly, 2022), a lower concern regarding Monitoring physical facilities for safety which in parallel leads to unsafe condition & affecting participants quality. On the other hand, staff commitment remains low, with 42.2% undecided, and nearly half disagreed on the reduction of educational system problems. Lastly, community involvement is lacking, with 58.9% expressing disagreement on current engagement levels. Also, other research suggesting, community participation leads to better educational outcomes which at the end resulting an advantage for overall better results (Daly, 2022). Overall, these findings underscore the need for enhanced support systems and community collaboration to foster a more effective educational environment which might affect the overall quality education system as well.

❖ **The level of community participation for quality education**

The analysis results underscore significant challenges regarding community involvement in educational initiatives. A majority, 58.9%, disagreed on the effective involvement of communities in schools, indicating a gap in collaboration. Furthermore, only 35.6% of respondents felt that communities are committed to their schools, with 55.6% remaining

undecided. When evaluating the impact of community involvement on sustainable development, 61.1% of respondents were undecided, suggesting uncertainty about its effectiveness. As study indicating, without a clear understanding for its effectiveness, community involvement may not clear about the effectiveness (Daly, 2022). Hence, community involvement is major part to bring an improved educational improvement as well. Regarding decision-making processes, 50% expressed disagreement on improvements attributed to community participation.

Table 4.4 : Level of community participation analysis

No.	Issues Raised by Respondents	Frequency	%
a	Involving the community		
	SD	7	7.8
	DA	53	58.9
	UD	29	32.2
	A	1	1.1
	Total	90	100.0
b	Communities are more committed to their schools		
	SD	1	1.1
	DA	32	35.6
	UD	50	55.6
	111	3	3.3
	333	1	1.1
	411	1	1.1
	555	1	1.1
	630	1	1.1
	Total	90	100.0
c	Ensure more equitable utilization of schools' resources		
	SD	8	8.9
	DA	58	64.4
	UD	24	26.7
	Total	90	100.0
d	Sustainable development is enhanced		
	DA	35	38.9
	UD	55	61.1
	Total	90	100.0
e	It promotes better decision-making processes		
	SD	8	8.9
	DA	45	50.0
	UD	30	33.3
	121	1	1.1

	336	1	1.1
	412	1	1.1
	500	1	1.1
	700	1	1.1
	900	1	1.1
	916	1	1.1
	Total	90	100.0
f	Power and responsibility are decentralized		
	SD	67	74.4
	DA	13	14.4
	UD	10	11.1
	Total	90	100.0
g	Community participation involves people in community projects		
	SD	8	8.9
	DA	73	81.1
	UD	8	8.9
	A	1	1.1
	Total	90	100.0
h	People with an interest influence and share control over initiatives		
	SD	15	16.7
	DA	48	53.3
	UD	27	30.0
	Total	90	100.0

Similarly, community participation in projects was viewed more positively, with 81.1% supporting the idea. However, 53.3% felt that individuals with interests do not sufficiently influence or share control over developmental initiatives. Overall, the findings highlight the need for enhanced strategies to foster community engagement and empower local stakeholders in educational development.

❖ **Developing quality partnership and parents network for quality education**

The results reveal significant challenges regarding parental and community involvement in school improvement initiatives. A substantial 62.2% of respondents strongly disagreed that Parent-Teacher Association (PTA) members actively participate in school improvement management. study indicating, the involvement of PTA creating increase amount to educational results, which can brought a positive overall result to overall educational system (Epstein, 2002).similarly, 27.8% expressed disagreement. Furthermore, 60% of parents disagreed that they provide meaningful comments on their learning system, indicating a lack

of engagement. On the other hand, interview data revealed that over 80% of respondents have a positive attitude toward school environment engagement, which contradicts previous findings and may require further elaboration. In terms of stakeholder involvement in decision-making processes, 72.2% disagreed, suggesting limited collaboration in addressing educational issues in primary school. Research indicating, it is important to consider stakeholders involvement in decision making (DM), which ultimately brings an effective alternative solutions on educational related problems(Hill & Tyson, 2009).

Table 4.5 : Partnership & parent’s network analysis

No	Issues Raised by Respondents	Frequency	%
a	PTA members actively participate in school improvement management		
	SD	56	62.2
	DA	25	27.8
	UD	8	8.9
	A	1	1.1
	Total	90	100.0
b	Parents have provided comments on their children’s learning		
	SD	28	31.1
	DA	54	60.0
	UD	8	8.9
	Total	90	100.0
c	Stakeholders are involved in decision making on collaboration issues		
	SD	24	26.7
	DA	65	72.2
	UD	1	1.1
	Total	90	100.0
d	Teachers collect information about students’ progress		
	SD	23	25.6
	DA	67	74.4
	Total	90	100.0
e	Parents and community members involved in SIP Implementation planning		
	SD	24	26.7
	DA	59	65.6
	313	1	1.1
	542	1	1.1
	600	2	2.2
	612	1	1.1
	812	1	1.1
	Total	89	98.9
	Missing	1	1.1
	Total	90	100.0

Additionally, 74.4% of respondents indicating, teachers do not effectively collect information about students' progress or communicate with parents regularly. Similarly, involvement in School Improvement Plan (SIP) implementation planning was also concerning which, study agrees on a good collaboration can lead to an improved partner relationships & involvement supporting a good outlooks (Epstein, 2002). Also, 65.6% of respondents disagreeing that parents and community members participate in this process. However, the involvement from stakeholders lead to a more organized implementation systematic ways addressing strategic issues (Hill & Tyson, 2009). Overall, these findings highlight a critical need for strategies to enhance parental and community engagement in school governance and improvement efforts in within primary school.

4.2 Data analysis of Interview, observational checklist & school records

➤ Interview data analysis

The interview questionnaire consisted of five general questions aimed at exploring the practices and challenges related to community participation within primary schools. This study involved interviews with a targeted group of participants, including school principals, cluster supervisors, and teachers. So far, responses to four of the five questions (80%) have been collected and analyzed. The key participants: school supervisors, teachers, and principals provided valuable insights into the topic. The analysis emphasizes the significance of understanding both the practices that facilitate community involvement and the challenges that hinder it in the primary school setting. By addressing these aspects, the study aims to foster a more collaborative and effective educational environment that benefits students and the wider community.

The varying response rates observed reflects differing perspectives on community participation in schools and stakeholder involvement. This suggests opportunities for the school to improve communication and engagement with other groups of members within the school environment. Conversely, eight of the school principals have responded as the community had positive response on awareness creation and organizational set-up and low activity on financial and material supports. Six of supervisors have responded as the same as the eight principals but they responded that the community had had no involvement in the financial and material supports.

However, some issues justify further investigation to elaborate on what measures might be taken. To address these gaps, school principals, supervisors, and others need to improve communication, strengthen relationships, create clear procedures, ensure effective school improvement strategies, enhance improvement methods, and provide comprehensive community participation across all levels of the school environment.

➤ **Observational & Records Analysis**

The study conducted site visits to primary schools, using checklists to collect relevant data. As attached in Appendix C & D, the checklists incorporate and provide a thorough assessment of critical aspects related to learning facilities, the school environment, and classroom facilities. The checklist content centered on evaluating the availability of facilities, community participation provided to the school environment, and adherence to the availability and condition of a good school environment. The assessment approach aimed to enhance and address existing gaps. The key findings highlight whether the school's strategic plan includes intended outcomes, strategies, resources, and measures of achievement; the school's strategies and interventions to follow student progress based on makeup classes, tutorial classes, and special classes for girls; and community contributions in terms of money, materials, and labor. The detailed data collected through these structured checklists enabled a comprehensive assessment of the existing situational conditions of primary schools facing challenges, which may require elaborative methods for solutions. The site visits and checklists provide a comprehensive and systematic approach to assessing the conditions of primary schools. The data collected through these methods can be used to inform decision-making, allocate resources effectively, and implement targeted interventions to improve the quality of education for all students. The findings emphasize the need for ongoing monitoring and evaluation to ensure that schools are meeting the needs of their students and communities. In essence, this detailed assessment serves as a foundation for developing effective and sustainable solutions to the challenges faced by primary schools, ultimately contributing to improved student outcomes and a stronger educational system.

4.3 Problem Identified

The analysis reveals several interconnected problems hindering the effectiveness of the educational system. These include a severe shortage of materials and financial resources, a lack of stakeholder collaboration and annual self-evaluation, and high principal turnover rates. The school improvement program is perceived as insufficient, facing teacher resistance and limited professional support from the woreda education office. Stakeholder commitment is low, with inadequate follow-up and feedback mechanisms. Further concerns encompass the effectiveness of skills and values development, inadequate maintenance of physical facilities, low staff commitment, and insufficient community involvement. Parental and community engagement in school improvement initiatives is critically lacking, with PTAs not actively participating, parents not providing meaningful feedback, and limited stakeholder involvement in decision-making processes. Teachers also struggle to effectively communicate student progress to parents, and parents and community members are not sufficiently involved in School Improvement Plan (SIP) implementation planning.

4.4 Suggested Strategies

To address these challenges, a multi-dimensional strategy is required. This includes increasing funding and resource allocation to schools, fostering collaboration among stakeholders through regular meetings and joint projects, and implementing leadership development programs to reduce principal turnover. The school improvement program should be redesigned with teacher input and supported by the woreda education office, accompanied by regular follow-up and feedback mechanisms. Enhanced training and resources are needed to improve skills and values development, alongside a comprehensive plan for maintaining physical facilities. Strategies to boost staff commitment and community involvement, such as volunteer programs and educational workshops for parents, should be implemented. Finally, mechanisms to enhance parental and community engagement in school governance and improvement efforts, including PTA elaboration and increased communication between teachers and parents, are essential.

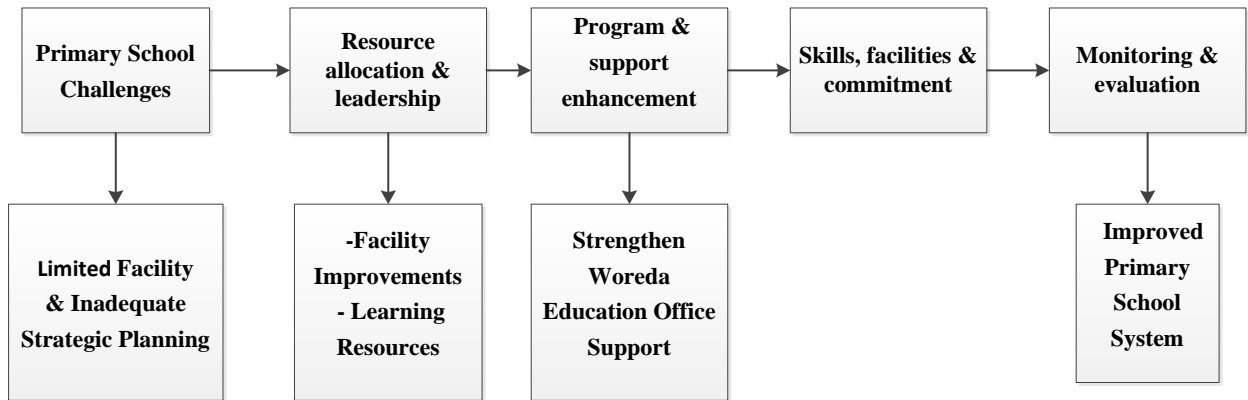


Figure 4.1: suggested strategy,

Source: (Fullan, 2016)

The provided figure 4.2 illustrates, a strategic framework for improving a primary school system, starting with the identification of "Primary School Challenges," specifically "Limited Facility & Inadequate Strategic Planning." This leads to "Resource Allocation & Leadership," focusing on "Facility Improvements" and "Learning Resources." Subsequently, "Program & Support Enhancement" aims to "Strengthen Woreda Education Office Support." These steps then influence "Skills, Facilities & Commitment," ultimately culminating in "Monitoring & Evaluation" to achieve an "Improved Primary School System." The figure depicts a linear, sequential process where addressing initial challenges through targeted resource allocation and program enhancement is expected to result in a better educational environment.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the study and draws conclusions based on the results of the study. It also presents recommendations for the actions and for further study based on the findings. The main purpose of this study was to examine contribution of community engagement & participation in school environment aiming to enhance academic performance & quality in Lemi kura sub city primary schools. Hence, to investigate contribution of community's participation in school environment & overlooks challenges through each of the study findings, the study tried to address research questions:

1. What are the challenges of community participation in education quality?
2. How communities participate in improving education quality in primary schools in Lemi Kura Sub-city?
3. To what extent the communities are participated in improving the quality education in primary schools of Lemi Kura Sub-city

The study tries to answer & address the above research question through each of the stages & tries to reflect on the basis of its analysis results as indicated in summary of the findings and then conclusion drawn to produce recommendation.

5.2. Summary of the Findings

From the study analysis of data, following summary points are forwarded:

- This study addressed the challenges of involving community members in improving school quality. Findings indicate that over 70% of respondents reported insufficient leadership support, while 76.7% reflected a lack of school materials, which negatively affects community engagement. Additionally, various challenges were identified, including low levels of community education and awareness regarding academic matters, communication issues between school management and community members, and a lack of information and clarity on the school agenda for discussions.

- In terms of community involvement, 58.9% of responses indicated that participation is insufficient, highlighting a lower level of engagement in school activities. The findings also revealed gaps in collaboration between school and community members. Community involvement manifested through participation in school management, attendance at meetings, contributions to the construction of school buildings and other infrastructure, and active engagement in academic matters.
- The findings showed that 62.2% of responses indicated a lack of Parent-Teacher Association (PTA) involvement, with 60% reporting a lack regarding learning systems in the school environment. Furthermore, over 70% highlighted limited collaboration in this area. Therefore, the study concludes that three essential strategies must be implemented to improve the academic system: enhancing community participation, fostering collaboration, and providing timely feedback. Engaging with the Lemi kura sub city primary school community is crucial for maintaining a safe and effective academic environment.

5.3. Conclusion

The analysis of survey results reveals a multidimensional challenge within the educational system, characterized by resource scarcity, limited stakeholder or absence of collaboration, lower community participation, insufficient program effectiveness, and inadequate community engagement. The study analysis highlights significant challenges within the educational system, primarily focuses on issues of critical lack of materials and financial resources. Showing with, 76.7% of respondents expressed dissatisfaction with resource availability, indicating that, this lack consequently affects educational quality. Additionally, a notable absence of collaboration among stakeholders, with 83.3% of participants pointing out existence of a concerns, coupled with high turnover rates among principals (68.9% indicating issues), complicates the effective implementation of educational programs. These systemic challenges showing, the urgent need for enhanced community engagement and collaborative efforts to create a more supportive educational environment.

On the other hand, the findings focus on the necessity of involving stakeholders in decision-making processes and improving support systems for principals. A significant portion of

respondents, 58.9%, indicated that, community participation is insufficient, which affecting educational initiatives. This lack of engagement is reflected in low participation rates in School Improvement Plans, highlighting the importance of developing strategies that foster collaboration among parents, teachers, and community members. By ensuring that all stakeholders play an active role, educational outcomes can be significantly improved, leading to a more effective and sustainable educational framework.

Hence, these issues collectively hinder the development of a high-quality educational environment and underscore the urgent need for comprehensive and targeted interventions

5.4. Recommendations

To address these challenges and foster sustainable improvement, the following actions are recommended based on research question:

✓ Challenges of Community Participation in Education Quality:

- Implement targeted training programs for community stakeholders to address barriers to effective participation.
- Increase funding and resources to mitigate material shortages that affect community involvement.
- Develop strategies to reduce principal turnover, ensuring stable leadership for community engagement efforts.

✓ Community Participation in Improving Education Quality:

- Establish regular community meetings to facilitate communication and collaboration among stakeholders.
- Encourage partnerships with local organizations to enhance community involvement in school improvement initiatives.
- Promote volunteer opportunities that allow community members to actively contribute to school activities.

✓ **Extent of Community Participation in Education Quality:**

- Create mechanisms for regular assessment of community engagement levels and their impact on educational outcomes.
- Creating a strong parent-teacher association to enhance parental involvement in school governance.
- Improve communication strategies to keep the community informed and involved in decision-making processes related to education.

By implementing these actions in a coordinated and sustained manner, the educational system can overcome its current challenges and create a more effective, equitable, and engaging learning environment for all students.

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APPENDICES A

A Questionnaire for stakeholders

College: Education and Behavioral Studies

Department: Educational Planning and Management

ADDIS ABABA UNIVERSITY

The objective of this thesis is to explore school community participation and its effects on the quality of education by assessing the current situational conditions of existing school educational status. It aims to identify major gaps and problems encountered in the primary school education environment. The study addresses school members, including teachers, principals, and other relevant stakeholders, seeking to identify challenges both within and around the school environment. Therefore, this questionnaire aims to gather relevant data that will help analyze the existing situation in the school environment and achieve the study's objectives.

Instructions for Completing the Questionnaire

Dear Respondent,

Thank you for participating in a research study aimed at assessing quality education in selected primary school of Lemi-kura sub city. Your feedback is valuable and is expected to help in assessing the quality of education and services in overall school environment. All information that you provide in the questionnaire will be treated as strictly confidential and will be used solely for the purpose of assessing & identifying factors responsible for enhancing quality education in primary schools.

N.B.

- No need of writing your name
- Please, follow the general directions given under each part and reply to questions by putting 'X' or '√' mark for your choices where appropriate and write brief response/s for open ended questions that requires your reflection.

PART ONE

i. Background information

1. Region_____ subcity_____ Woreda_____

2. Name of the school_____

Best Regards!

Misrak Abate: Phone contact +251912722356

Section 1: Demographic Background

1. Gender: Male : Female:

2. Age: a) less than 30yrs b) 30-40 c) 45-50 d) 50 & Above

3. Educational Level: a) not educated b) Grade 1-6 c) Grade 7-12

D) Diploma f) Degree or above

4. Employment Condition: a) permanent b) Contract c) Other

5. Year of Experience : a) less than 5 Year b) 5-10 Years c) 15-20 year
d) 25-30years e) above 30yr

PART TWO

The challenges of community participation

The success of SIP depends on the preparation to community participation for implementation of quality education. The following major issues are considered as relevant to assess the preparations and readiness made for community participation implementation in the context of decentralization. At the start, to what extent the following issues were addresses for its implementation in your schools? Please, put “√” mark in the boxes provided for each item.

1. The challenges of community participation

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly Disagree=1

No	Item	Scal				
		1	2	3	4	5
	What are the challenges of community participation in education quality?					
1	Shortage of materials and financial resources					
2	Absence of collaboration among stakeholders					
3	Absence of self-evaluation at the end of each academic year					
4	High turnover of principals					
5	Lack of awareness about the school improvement program among the school community					
6	Teachers resistance to the program					
7	The limitation of professional support from woreda education office					
8	Lack of commitment of stakeholders					
9	Lack of follow up and giving continuous feedback					

10. In your opinion, what specific strategies could be implemented to enhance community participation in addressing the challenges faced in improving the quality of education?

2. Community participation in improving education quality

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly Disagree=1

No	Item	Scal				
		1	2	3	4	5
	How communities participate in improving education quality?					
1	Mobilize Community in ensuring that all school age children in the community enrolls, attend and complete schooling					
2	Assist in textbook /teaching/instructional material provisions					
3	Identify and support needs of school staff					
4	Assist in the preparation, implementation and monitoring of the school's development plan and annual budget					
5	Strengthening the head teacher's hands in managing the school					
6	Strengthening the teacher's hands in teaching and learning the school					
7	Assist in transmitting skills, knowledge, value and traditions of the community to learners					
8	Monitor and maintain school's physical facilities for safe environment for children.					
9	Helps in targeting school resources more effectively and adequately					
10	Offers new opportunities for creative thinking and innovative planning and development at the school level					
11	Assist in improvement of staff commitment to the job					
12	Helps in improvement on the degree of educational wastage (drop outs and failures at the end of school programs)					
13	Assist in determining amount of class and homework assignments for students					
14	Ensure the fitness of school learning to the needs and conditions in the society					

15. What are some additional ways in which community members can actively contribute to improving the quality of education in their schools? _____

3. The level of community participation for quality education

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly Disagree=1

No	Item	Level of measure				
		1	2	3	4	5
	to what extent the communities are participated in improving the quality education?					
1	Involving the community will make the school to be more proactive and dynamic.					
2	Communities become more committed to their schools if they have a greater say in school planning, monitoring and evaluation.					
3	Ensure more equitable utilization of schools' resources and increase the transparency in financial transactions thereby encouraging potential donors					
4	Sustainable development is enhanced					
5	It promotes better decisions making process at the school level Increases democracy					
6	In a participation community, power and responsibility are decentralized.					
7	Community participation involves people in a community projects to solve their own problems.					
8	Participation process through which people with an interest influence and share control over developments initiatives and the resources that affect them.					

9. In your experience, how has community participation influenced the decision-making processes and overall effectiveness of educational initiatives in your local schools? _____

4. Developing quality partnership and parents network for quality education

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, strongly Disagree=1

No	Item	Level of measure				
		1	2	3	4	5
	Developing quality partnership and network parents and society enable schools to provide quality education					
1	PTA members actively participate in the school improvement management					
2	Parents have provided comments up on their children's learning					
3	Stakeholders are involved in decision making on the issues of collaborating with Leaders					
4	Teachers collect information about students' progress and communicate parents regularly					
5	Parents and community members have been involved in SIP Implementation planning					

5. What strategies do you think would further strengthen the partnership between schools and parents in enhancing the quality of education? _____

6. Overall comments

1. Overall, how satisfied are you with the quality of education at the primary school setup?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

2. What aspects of the school quality education & management system do you think need improvement? _____

3. Do you have any additional comments or suggestions? _____

4. What is the main problem in school educational system in improving community participation? _____

APPENDICE-B

Interview questions for school principals, cluster supervisors, woreda official supervisors/experts The objective of this interview is to collect necessary information for the study of “practices and challenges of community participation in selected primary schools”, and to identify major problems affecting the implementation of community participation at the school level and to come up with some solution that need to be considered for better learning outcomes.

Since your contribution for this study is highly valued, you are kindly respond to the interview questions presented and student researcher would like to assure that your responses are strictly confidential.

Part one: General information and personal data

Sex: _____ Age: _____ Level of Education: _____

Experience

As a teacher _____ as principal _____ as supervisor _____

as PTAs Current position: _____

Part two: Give your response to the questions raised in short and precise.

1. What is the purpose or objectives school improvement program?
2. What were the major activities performed during the preparation phase of the community participation in the Schools/woreda?
 - Awareness creation program
 - Organizational set-up
 - Financial and material support
 - Technical trainings
3. Were all the stakeholders involve in the preparation phase of school improvement program? How their participation rated?
4. Did all schools receive necessary documents about community participation guidelines? If your answer is yes, list some of them?
5. What resources have been mobilized to implement community participation in woreda?

APPENDICE-C
OBSERVATION CHECKLIST

AVAILABILITY OF FACILITIES IN THE SCHOOL COMMUNITY PARTICIPATION
(To be gathered from each sample schools during field observation)

No	Items/facilities	Facilities	
		Available	Not available
1	Learning Facilities		
	Availability of Libraries reference books		
	Availability of Laboratories materials & kits		
	Availability of Student Text book		
	Assessment of pedagogical center & teaching aid		
2	School Environment		
	Availability of Classrooms		
	Availability of Water supply		
	Availability of Dining room and facilities		
	Availability of Separate toilet for male & female students		
	Availability of Sport instrument		
	Availability of recreation center for both students & staff		
	Availability of Notice board		
	Availability of Facilities for disabled students First aid		
3	Classroom Facilities		
	Availability of Classroom is light		
	Availability of Student furniture(chair, table)		
	Availability of Black board and chalk		

APPENDICE-D

Document Review Checklist

Document review checklist will conduct based on the following school documents.

No	Items/facilities	Availability	
		yes	No
1	Vision and mission of the school		
2	Strategies and annual plan		
3	School strategic plan include intended outcomes, strategies, resources and measures of achievements		
4	The school has clear policy about learning safety/ discipline policy		
5	The school has strategies and intervention to follow student progress based on makeup classes, tutorial class, and special class for girls		
6	Report document (performance progress report, training report...		
7	Self-assessment document and data		
8	Student assessment format		
9	Community contribution is evident in terms of money, material, labor...		

APPENDICE-E

Research process flow