



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**AN ASSESSMENT OF COMMUNITY PARTICIPATION IN  
SCHOOL IMPROVEMENT PROGRAM IN GOVERNMENT  
PRIMARY SCHOOLS IN KIMBIBIT WOREDA, NORTH SHOA,  
OROMIA REGION**

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**JULY, 2023  
ADDIS ABABA, ETHIOPIA**

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PRIMARY SCHOOLS IN KIMBIBIT WOREDA, NORTH SHOA,  
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**BY  
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**A thesis submitted to the school of graduate studies of Addis Ababa  
University in partial fulfillment of the requirements for the degree of  
Master of Arts in Educational Leadership and Management**

**College of Education and Behavioral Studies  
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**JULY, 2023  
ADDIS ABABA**

## **DECLARATION**

This thesis is my original work and has not been presented for a degree in this University or any other university and that all sources of materials used for the thesis have been duly acknowledged.

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## Approval by the Examining Committee

The examining board has approved that this thesis is complied with the regulations of the University and met the accepted standards with respect to originality and quality.

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## List of Tables

Table 1 Sample and Sampling Techniques.	17
Table 2 Distribution of School community members by Age.....	20
Table 3 Distribution of School Community Members by Marital Status.....	21
Table 4 Perception Related to Participation/ activities towards SIP.....	22
Table 5 The roles of school principals in facilitation of community participating in SIP.....	28
Table 6 Results of Ordered Logistic Regression Model.....	31

## List of Figures

Figure 1	Community Participation Determinants/factors .....	14
Figure 2	Distribution of school community members by Education Level.....	19
Figure 3	Distribution of school community members by sex.....	20

## **List of Acronyms**

CP	Community Participation
EFA	Education for All
EFDA	Education for Development Association
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
KETB	Kebelle Education and Training Boards
MoE	Ministry of Education
NGO	Non-Government Organizations
PTA	Parent Teacher Association
SIC	School Improvement Committee
SIP	School Improvement Program
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations Children International Education Fund
USAID	United States of America International Development
WEO	Woreda Education Office
WETB	Woreda Education and Training Board

## Table of Contents

DECLARATION .....	III
Acknowledgments.....	II
List of Tables.....	III
List of Figures .....	IV
List of Acronyms.....	V
<i>Abstract</i> .....	VIII
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem .....	2
1.3. Research Questions .....	3
1.4 Objectives of the Study .....	4
1.5. Significances of the Study.....	4
1.6. Delimitation of the Study .....	4
1.7 Organization of the Study .....	5
CHAPTER TWO .....	6
REVIEW OF THE RELATED LITERATURE .....	6
2.1 The Concept of School Improvement .....	6
2.2 Definition of school improvement .....	6
2.3 The school improvement program initiatives in Ethiopia.....	7
2.4 Domains anchored on students learning outcomes .....	8
2. 5 Community Participation Empowerment in Implementation of SIP .....	11
2.6. Empirical Evidence of Community participation in SIP in Ethiopia.....	12
2.7. Conceptual Framework .....	13
CHAPTER THREE .....	15
RESEARCH DESIGN AND METHODOLOGY .....	15
3.1. Research Design.....	15
3.2. Source of Data.....	15
3.3. The study population.....	15
3.4 Sample Size .....	15
3.5 Sampling Techniques .....	16

3.6 Data Gathering Tools .....	17
3.7 Procedures of Data Gathering .....	18
3.8 Method of Data Analysis.....	18
3.9. Ethical Consideration .....	18
CHAPTER FOUR.....	19
DATA ANALYSIS AND INTERPRETATION .....	19
4.1. Background Information of Respondents .....	19
4.2 Analysis of questionnaire responses from community participation .....	21
4.3 Analysis of Factors Affecting Levels of Community Participation in School Improvement Program (SIP) in the Study Area.....	30
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION .....	34
5.1. Summary of Major Findings .....	34
5.2. Conclusions .....	35
5. 3. Recommendations .....	36
References .....	38
Appendixes.....	41

## ***Abstract***

*The purpose of this study was to assess community participation in school improvement program in five selected primary schools of Kimbibit Woreda. Community participation in education plays a determinant role in developing quality education. In light of this, the specific objectives of this study were to determine the levels of community participation in school improvement program, to examine the roles played by school principals to involve community in SIP and, analyze factors affecting levels of community participation in school improvement program. To carry out the designed objectives in effective manner, both qualitative and quantitative research approaches were employed. Five government primary schools were selected as sample for the study. Questionnaire, interviews and document analysis were the data collection tools, employed in this study. To analyze the collected data from sample primary schools the researcher used both descriptive and inferential statistics approaches by using Statistical Package for Social science (SPSS version 21). The major findings that were identified from this study showed that the level of community participation in school improvement program in sample primary school was low. The role played by school principals in urging to the community to participate in school improvement program (SIP) was found to be inadequate. Furthermore, regarding factors affecting the level of community participation in SIP, out of twelve explanatory variables, nine variables showed significant effect on the level of community participation in SIP. Thus, to alleviate the major factors encountered with community participation PTSA, KETB, SIC members at all levels in the process of school improvement program, it is necessary to provide clear and specific guide line, provide training to community representatives, conduct meeting, motivate and encourage PTSA, KETB, SIC members organizing experience sharing programs; provide rewards for those who have better performance in the implementation of school improvement program. A similar study should be done to assess the impact of community participation (involvement) in secondary schools of Kimbibit Woreda.*

\*

***Key words:*** - ***Community participation, School improvement program (SIP), School community member.***

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education is an effort to shape the future generation of a nation which is implemented under the responsibilities of the government, parents, and community. The education system is a shared responsibility between government, parents, and community (Sumarsono, Imron, Wiyono, and Arifin, 2016). The roles of such three elements hold an important meaning in the implementation of education, mainly on the development of the graduates. In his study, Rifa'i (2013) states that the community participation gives a positive impact on students' psychosocial development. The educational program which is managed collaboratively by the principal, teachers, and community is capable of improving the students' learning outcome.

In Ethiopia, the participation rate of primary school is growing from time to time, but the provision of quality of education is the problem of the country. Of course, nowadays providing quality education is the main problem of our country (SIP Report Meeting, 2003). It is also concern of nations in the world as a whole. It is for this reason that many countries of the world are undertaking different initiatives to produce quality education to their students. Ethiopia is included in the project (SIP Report meeting, 2003). Thus, in addition to expanding access to education, the question of quality is becoming the burning issue of the time. It was a response of this issue that, Ethiopia has at present, started the school improvement programs (SIP) to provide quality education.

The Transitional Government of Ethiopia (TGE, 2004) issued a New Education and Training Policy to respond to the successively accumulated deep rooted problems related to primary, secondary and higher educational relevance. Quality has especially been found in a very worrying condition. The General Quality Assurance Package Manual, (MOE,2007) has also suggested that putting in to practice to design a General Educational Quality Improving package (GEQIP) that contains six main programs such as; Teachers Development Program (TDP), School Improvement Program (SIP), Information Communication Technology Program (ICT), Education Leadership and Management Improvement Program, Civic and Ethical Education

Program and Curriculum Improvement Program began from the second half of 2006 all over the country.

The SIP framework indicated that each of the four domains has different elements. For instance, the teaching and learning domain has three elements: teaching, learning and evaluation, and curriculum (MoE, 2007, 2010). Under this domain, teachers are expected to participate in continuous professional development (CPD), use active learning methods, apply various assessment methods and use, revise and contextualize curricula. Similarly, the leadership domain consists of two elements: school management and leadership behavior (MoE, 2010).

Successful school improvement is dependent upon the schools' ability to manage change and development and ultimately enhance students' achievement (Harris, 2002; Hopkins, 2001; Miles et al., 1987; Reynolds, 2010). Hopkins (2005) also supplemented that, SIP is recognized as the dominant approach to strengthen schools' capacity for change and to enhance quality of students' learning. Bryk et al. (2010) further demonstrate that the different components of SIP (school leadership, professional capacity, parent-community ties, a student-centered learning environment, and instructional guidance) enhance students' learning outcomes.

The community has to participate in school improvement programs and have to make financial and material support. Community members have to be involved in decision making in school development programs and they have to be motivated to take responsibility in day to day routine work at classroom level. MOE (2010), states that to increase the quality of education and student's achievement, community participation is a vital component. But the current reality shows that in primary schools, Community participation seems to get less attention or practice compared to financial, material and labor contribution and also in planning, decision making and other school improvement related issues and this is true in Kimbibit Woreda primary schools (education office annual report 2021). Therefore, this study was conducted on assessment of community participation in school improvement program with a particular reference to five selected primary schools of Kimbibit Woreda, North Shoa, Oromia region.

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

Now-a-days, quality of education has been found to be the challenges of many countries of the world, especially in developing countries including Ethiopia. Undertaking different educational

initiatives is an important dimension to assure the quality of education. Hence, School improvement program becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (Plan international, 2004). Quality of education needs to be improved in order to enhance completion rates, maintain the confidence of parents in school system and increase student's results (JRM, 2004:8). On the other hand, lack of coordination of donor and government processes with respect to planning and implementation, lack of community participation, weak program management and implementation capacity, lack of sufficient qualified teachers are some of the problems in realizing the goals of education.

A number of studies reveal that active community involvement in school affairs consistently correlated with improved school performance (Deslondes, 2003: Epstein, 2005: Joseph, 2007). According to the Federal Ministry of Education (MOE) improving school and student's success is not achievable unless government efforts are supported by community participation. The MOE, in its five-year plan (ESDP IV) specified that community would contribute money, labor and local materials through its representatives.

Though, regarding community participation in school improvement program there has been merely one study conducted by (Abera Bereda, 2015).His research is focused on current practices of community participation in SIP, challenges that affect community participation in implementation of SIP & measures to be taken for challenges that affect community participation in SIP. But his study left out levels of community participation in school improvement program and roles played by school principals participating community in school improvement program.

Thus this study was intended to address the gaps observed in Abera Bereda through assessment of community participation in school improvement program, focusing on the assessment of community participation in school improvement program, roles played by school principals to participate community in school improvement program and the factors that affect the level of community participation in SIP in the study area.

### **1.3. Research Questions**

The study was guided by the following research questions:

1. What is the level of community participation in the implementation of SIP in the study area?
2. Do principals discharge their responsibilities in School Improvement Program?

3. What are the factors affecting Community Participation in the implementation of school improvement program (SIP) in the study area?

## **1.4 Objectives of the Study**

### **General Objective of the Study**

The main objective of this study was to assess community participation in School improvement program with a particular reference to the Five Selected Government Primary Schools of Kimbibit Woreda, North Shoa Zone, Oromia region.

### **Specific Objectives**

- To determine the levels of community participation in school improvement program (SIP) in the study area.
- To examine the roles played by school principals to participate community in school improvement program (SIP) in the study area.
- To analyze the factors affecting levels of Community Participation in school improvement program (SIP) in the study area.

## **1.5. Significances of the Study**

Participation has the potential of generating community ownership of schools, democracy in school governance, and accountability of teachers, trust and overall performance of schools in various ways especially where the level of participation is high. Thus the study would help highlight the current relationships that exist between schools and communities in the study area. Also, it will provide useful insights into the roles of communities and the challenges faced by communities in educational development in the study area. Furthermore, the study would serve as basis for intervention programs to policy makers and stakeholders in education. Finally, conclusions and findings from the study would serve as a useful base for further research in the area and also add to existing literature in the area.

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

This study was designed to assess community participation in school improvement program (SIP) in Primary Schools of Kimbibit Woreda, North Shoa, Ethiopia. Out of 30 Primary Schools in the study area only five Primary Schools were selected to investigate issues such as levels of community participation, to investigate the roles of school principals to participating community

in school improvement program & to identify factors that affect the levels of community participation in school improvement program in the study area.

## **1.7 Organization of the Study**

The first chapter describes background of the study, statement of the problem, research questions, and objectives of the study, significance of the study and delimitation of the study. The second chapter deals with literature review. The third chapter deals with research design and methodology. The fourth chapter deals with the data interpretation and analysis including the demographic information of the respondents. The final chapter presents summary, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 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. Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 2005). In addition, school improvement is about raising student achievements through focusing on the teaching learning process and the conditions which support it. It is about strategies for improving school's capacity for providing quality of education times of change (Hopkins, 2005).

Moreover, the notion that school improvement is not an event or incident; rather it is a process that takes time. When we are talking about school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). This improvement is not a routine practice which can be performed in a day-to day activities of schools. Educational institutions have different settings and capacity in providing their services to the needy. In general, as it was explained by different scholars, the term improvement is familiar to all. It simply means reforming, transforming or upgrading the quality of inputs, process, service or product.

#### **2.2 Definition of school improvement**

The school improvement has been defined in different ways by different scholars. However, the definitions have common elements in that SIP targets to improve students' learning outcome. According to Hopkins (2005) school improvement is defined as a distinct approach to educational changes that enhances student's outcomes as well as strengthens the school's capacity for managing improvement initiatives.

Hopkins further elaborated that school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it.

School improvement can be defined as “a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively” (Hargreaves and Hopkins, 2005 p.117). According to this definition school improvement involves activities that are carried out to create enabling internal school conditions with the ultimate aim of enhancing students' academic achievement.

Another definition for school improvement is given by Hopkins et al. (1994); school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieving educational goals more effectively. Also, they discuss on two meanings or, senses, of school improvement. The first is common sense which relates to general efforts to make schools better places. The second is a more technical or specific phrases, School improvement as an approach to educational change that enhances students' outcomes as well as strengthening the school's capacity for managing change.

According to Plan international (2004) school improvement means making schools conducive for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

### **2.3 The school improvement program initiatives in Ethiopia**

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts were made to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frameworks were developed and awareness raising training was conducted at different level (MOE, 2007).

However, school improvement program is a very widespread phenomenon and a wide variety of improvement efforts can be create. To be of any importance for school effectiveness, school

improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices school improvement program.

Accordingly, the MOE has developed the six general education quality improvement package (GEQIP) such as: i) school improvement program(SIP), ii) teacher development program (TDP), iii) school management and school leadership, iv) civic and ethical education program, v) curriculum improvement program and vi) information communication technology (ICT) program. School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Hence, the implication is that Ethiopia is to meet its EFL and MGD enrolment and completion targets, the quality of schooling must improve through employing different innovation strategies and the ministry of education, in collaboration with Regional Education Bureaus, to ensure the equitable provision of quality education (MOE, 2003).

## **2.4 Domains anchored on students learning outcomes**

SIP was introduced to Ethiopia since 2007 aiming at improving students' academic achievement through creating conducive teaching and learning environment with active involvement of teachers, school leaders, students, and parents in the teaching learning process. SIP was organized around four domains all of which are geared towards students' learning outcomes. These domains are (1) teaching-learning, (2) leadership, (3) community participation, and (4) favorable school environment.

### **Teaching- learning**

The teaching-learning domain is the heart of the SIP in the sense that all other domains work as a system to enhance the learning and teaching process so that students' achievement can be improved significantly (MoE, 2010a). Tadesse (2018) and Tomlinson et al., (2015) elucidated that effective schooling requires the use of instructional practices that enable all students to learn and develop their competencies by integrating the instruction and the curriculum with the learning environment and assessment. At the center of teaching and learning is in the pursuit of sustained school improvement in terms of students' learning outcomes (Hopkins, et al., 1994).

As schools are places where most educational policies are put into practice and teachers are the prime implementers of educational policy and strategies (Ayalew, 2009; MoE, 2015, 2017; Solomon, 2008; Tadesse, 2018), teaching demands a high degree of professional qualities and commitment (Tadesse, 2018). It has also been argued that teachers are main determinants of instructional practice and student learning outcomes (Schleicher, 2016). It is also believed that the strength of any educational system and the quality of education largely depend on the quality and commitment of its teachers (Ayalew, 2009; MoE, 2015; Solomon, 2008) since knowledgeable teachers have a powerful and long lasting influence on their diverse students' learning (Tadesse, 2018). Supporting this, UNESCO's report (2014) underscores that "an education system is only as good as its teachers" (p.3). Thus, securing the right type of teachers with -the right type of knowledge, skills and attitude is imperative (Anwar et al., 2016; Tesfaye, 2014).

On the other hand, assessment is another element of the teaching-learning domain that is used for cultivating the learner (formative assessment) (Bennett, 2011) and judging students on what and how they have learnt (summative assessment) (Wan, 2017). Although assessment informs how well students learn and how well teachers are teaching (Aytaged, 2013; Bennett, 2011; Tomlinson, 2014; Wiliam, 2011), most assessment practices were mainly 'paper and pencil tests' that cannot measure the different capabilities and skills of students in a continuous manner. Thus, to measure students' knowledge, skills and values, various assessment techniques ought to be applied with appropriate feedback (Tadesse, 2018). Cognizant of this, MoE (2017) and FDRE (2020) also suggest that teachers need to timely conduct continuous assessment, record students' results and give feedback.

The quality of the curricula also plays a great role for students' learning improvement. As curriculum and instruction are "the very heart and soul of schooling" (Slattery, 2006, p. xiv) and "the systole and diastole of schooling" (Eisner, 1993, p.38), much emphasis should be given for their link. Accordingly, the curricula to be endorsed by teachers are those that produce a better adjustment to life experiences, create social consequences and value, and foster social and personal transformation for students and society (Slattery, 2006). Changes of this magnitude necessarily require profound transformations in curriculum and instructional practices, in what and how teachers teach students (Bautista et al., 2015).

## **Leadership**

Bush (2010) and Hopkins (2005) considered school leadership as a critical factor that determines the success of schools. Studies indicated that the capacity of school leadership to manage change affects the improvement initiatives of schools (Cravens & Hallinger, 2012; Marsh, 2015) and realization of school improvement (Cravens & Hallinger, 2012; Pont et al., 2008). In the school improvement program, one of the key roles of leadership is establishing a clear vision for teaching-learning (Hopkins, 2002).

Initiating change by providing necessary vision and bringing about improvement in the school and involving the whole school community in schools' decisions has a great impact on the functioning of the school (Harris & Muijs, 2005; Pont et al., 2008). The ability to bring together the best team for the job is another role of school leaders since schools that have strong team are more likely to succeed in policy development and implementation (Hopkins, 2002). Pont et al. (2008) added that leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers as well as the school environment. Hopkins (2005) also pinpointed that the cultural changes that are required for school improvement entail a transformational leadership which focuses on people involved, their relationships and require an approach that seeks to transform feelings, attitudes and beliefs.

However, in Ethiopia, even though leadership improvement initiatives as part of the overall school improvement program have been launched (MoE, 2010a) and the main roles of the school directors are identified (MoE, 2007), school principals have constraints in effective communication, monitoring and supervision (MoE, 2015). Due to the recurring problems of school leadership, the new education and training policy also states that “the school principals who are going to be assigned to lead the school should have the necessary understanding, ability and significant preparation for school leadership” (FDRE, 2020, p.61).

## **Community Participation**

Community participation in the schools' affairs is another crucial domain of SIP. As Jeilu's (2009) survey in Amhara, Oromia, SNNPR and Addis Ababa revealed, the community supports schools by way of contributing cash for books, furniture and maintenance. Cummings and Nelsen (1997) in Getachew (2001) also stated that in difficult areas where resources are scarce and government support are unsatisfactory, community participation may be the

most possible strategy for realizing the goals of SIP. Consistent to this, MoE (2010b, 2015) as well as FDRE (2020) clarified that much is expected to mobilize the community in the overall schools' affairs as schools are the property of the community.

### **Conducive Environment**

Favorable school environment is another domain of SIP that helps to improve the academic achievement of students. According to MoE (2007) as well as FDRE (2020), the safe and healthy school environment with sufficient infrastructure and educational facilities such as classrooms, textbook, references, libraries, science kits, laboratory chemicals, sport materials, plasma TVs, and ICT centers can facilitate students' learning.

## **2.5 Community Participation Empowerment in Implementation of SIP**

As Anderson and Mundy (2014), the international literature on parent and community involvement in education at the school and the system level is structured around three broad themes: (1) parent and community participation in school governance and management; (2) parent involvement in teaching and learning; and (3) parent and community engagement at the system level (governance and accountability). The World Bank and other international donors have promoted considerable investment in policies and structures to involve parents and community members as key stakeholders and participants in School Based Management (SBM) structures associated with decentralization measures in developing world countries, such as School Management Committees.

Unfortunately, optimism about the positive effects of interventions to increase parental and community participation in school governance in developing country contexts is not well supported by research. Formal opportunities for parental involvement and community participation are neither always implemented nor necessarily translated into influence. According to Dunne (2007) in Anderson and Mundy (2014), decentralization policy and practice in six sub-Saharan African countries and conclude that core education decisions are hardly ever decentralized in a way that encourages genuine local community participation in decision-making. Lack of teacher and school leadership support in promoting parental and community engagement in school decision-making are also cited as significant barriers to effective participation. A focus on strengthening parental involvement without adequate attention to the other supports yields little improvement.

Anderson and Mundy (2014), stated that, Research in developed countries reveals that parental participation in school councils and other forms of school decision-making has lower impact on student learning than forms of parental engagement that focus on helping parents to better understand and support their own children's learning. A small body of evidence in developing countries affirms that interventions that provide ways for parents and community members to support their children's learning can be promising and valuable. These include; community programs that support parenting and parental involvement in early literacy and school transition; use of parent/community volunteers to enhance learning and school readiness; and community education campaigns to encourage school entry by children from vulnerable groups; and greater engagement of parents and children hesitant to enter school because of social stigma and exclusion.

Parental involvement in student learning may also positively affect teachers, as research shows that people who have close contact with schools such as parents who assist in classrooms— often have much more positive attitudes towards teachers than people with little direct contact. Building stronger links between the schools and the community can help to enhance the status of teaching and, indirectly, teacher motivation and commitment.

## **2.6. Empirical Evidence of Community participation in SIP in Ethiopia**

Different evaluations on the implementation of ESDP disclose that Ethiopia made significant progress in education as a result of ESDP I, II, III (MoE, 2005:10). The document also points out that access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were also important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Challenges, however, remain in order to realize quality and internal efficiency. It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular.

To overcome the short coming related to quality, MoE launched the general education quality improvement package in 2007 (MoE, 2007). The document consists of four major programs, teacher's development program, curriculum improvement program, education leadership and organization improvement program, and school improvement program and two complementary

packages; civics and ethical education and information communication technology. School improvement program is being implemented in Ethiopia to improve quality of education, and it is adopted from the Australian school excellence. It consists of four domains and twelve elements (MoE, 2007). The program was designed by MoE with different guiding manual which were disseminated to regions, training was given for different level educational leaders and expertise and teachers.

According to Abera Bereda (2015) Community participation is poor to the implementation of SIP in government general secondary schools. This insufficient participation is because of some of the problem related to the community & the school. The challenge which related to the school is reluctance of the community to participate in identification of the need assessment, planning, implementation and evaluation process. The school has lack of fixed time schedule to deal with the community about SIP. It has faced a great problem of getting the community to work & discuss with them.

According Habtesilassie Alemayehu (2014) evidences show that commitment of the PTA, KETB and SIC members in mobilizing the community in line with contribution in the form of money, in kind and labor, and budget preparation of the school was found at an average level. Moreover, the participation of the community with its representatives (KETB, PTA & SIC) to increase enrolment, to reduce dropout rate of students, to create awareness, and getting support from the community was poor. It indicates that lack of support in the part of KETB, PTA and SIC members resulted from low level of participation during planning and decision-making, the lower it will be during implementation.

## **2.7. Conceptual Framework**

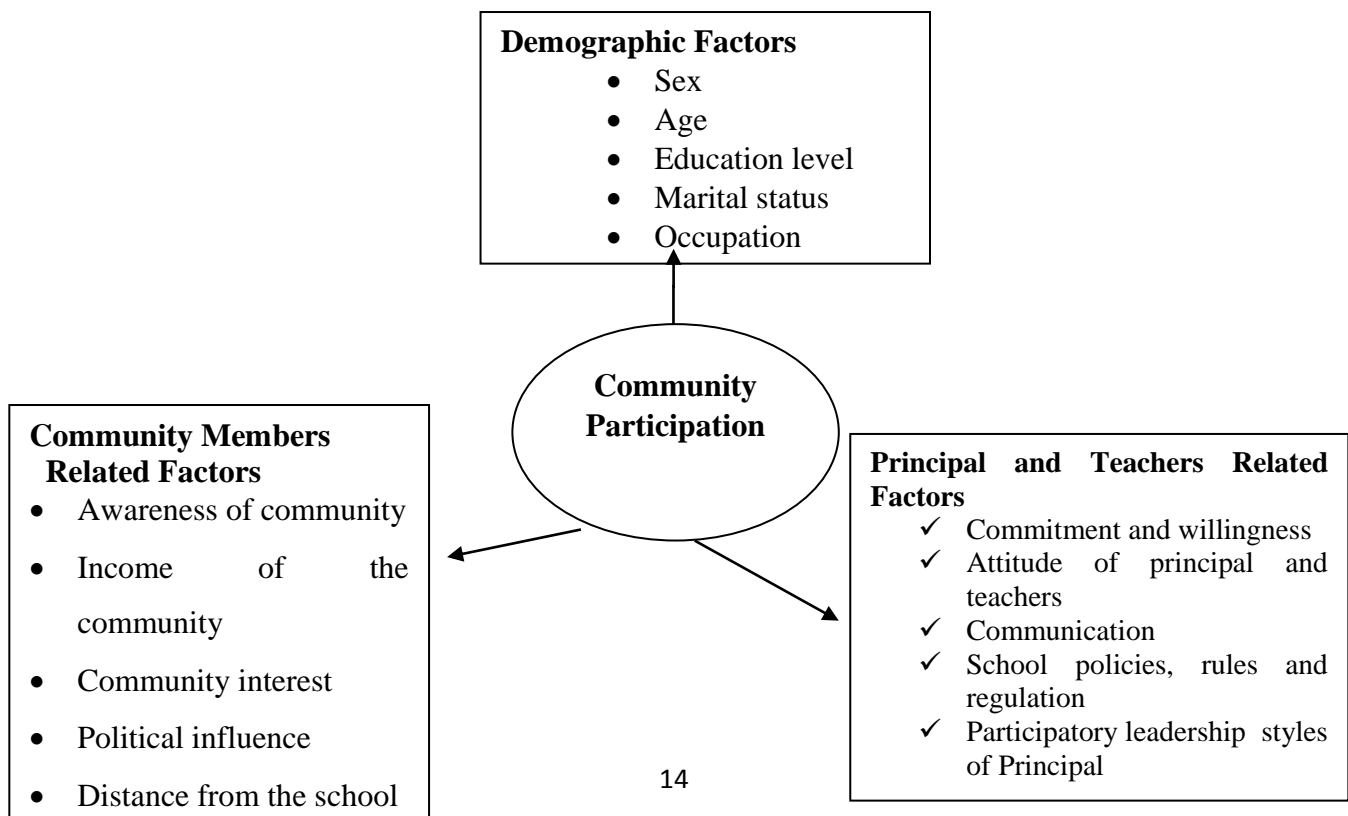
Community participation affects decisions and processes related to school conditions, accountability, relevance and generally improved quality of school level factors. These improved school level changes contribute to student outcomes that are also generally positively affected. This is very simplistic but it does point to a likely theory of change which starts with communities having opportunities to purposefully influence educational processes. Community participation (involvement) in Primary Schools is very fundamental for the development in education transparency and accountability to be realized. It is important that school principals

and leaders should relate well with parents and other members of the school community including learners for the ultimate goals of education to be realized.

Epstein (1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: improve school programs and school climate, provide family services and support, increase parent’s skills and leadership, connect families with others in the school and in the community, and help teachers with their work. The various types of involvement which explain how school leaders(administrators), families and communities can work productively together to create an impact on public secondary school management can be summarized as parenting, communicating, volunteering, learning at home, decision making, collaborating with the community.

In a decentralized education system, the community participates in decision making, planning, monitoring and evaluating the activities of the school improvement program. It has been conclusively stated that community participation in the SIP has a lot of benefits that include ownership of the school by communities, and ability of the communities to support the school financially and materially, and the school becoming environment where democracy is practiced (Kaunda, 2005:3).

**Figure 1: Community Participation Determinants/factors**



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

For this study, Descriptive survey design was employed. Both quantitative and qualitative approaches were used. Using mixed research method could avoid the biases of any simple method. The descriptive survey design was employed in this study on the ground that has been found to be helpful to obtain reliable and relevant information (Leedy & Ormord, 2005).

A descriptive survey design was employed with the intention to get the general picture of the current status of community participation in Government Primary Schools in Kimbibit woreda. In supporting this idea, Abiy et al., (2009) stated that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting.

#### **3.2. Source of Data**

The data for this study was collected from both primary and secondary sources. Primary data was obtained from principals, primary school cluster supervisors, woreda education office SIP focal person, school improvement committee members and teachers who have direct contact with the issue. The secondary data was obtained from document analysis. For this purpose, the document of school improvement program implementation was consulted.

#### **3.3. The study population**

Kimbibit Woreda is one of the 14 woredas in North Shoa Zone, which comprises 30 primary schools, 60 principals, 150 SIP committee members, 30 Primary school cluster supervisors and head teachers, Woreda official 10 SIP focal persons, 150 PTA members and 450 primary school teachers, a total of 850.

#### **3.4 Sample Size**

To select the sample size for the purpose of the study two sampling techniques were employed. For the purpose of the study, all the 60 principals were selected by availability sampling. To determine the sample size of schools found in Kimbibit Woreda, out of 30 primary schools, 5

Primary Schools (Sheno Karl, AdadiMato, Sombo, Zengo , and Mogoro) were selected by using cluster sampling technique. Cluster sampling is one of sampling technique used to take sample size based on the arranged cluster of the study area. Therefore, the five (5) clusters of primary schools of Kimbibit Woreda were included in the study to select sample schools. This would provide independent and equal chance to be selected for the schools. The researcher believed that the sample size of 5 primary schools were representative sample and would also help to manage the work of the study in terms of time and minimized cost.

### **3.5 Sampling Techniques**

The respondents for the purpose of this study were selected by using two types of sampling techniques. School principals, Woreda education office SIP focal persons and primary school cluster supervisors were selected by using availability sampling technique. Because they are responsible in facilitating and coordinating all the activities of school improvement program in primary schools. Accordingly, 60 principals, 30 primary school cluster supervisors and 10 Woreda education office SIP focal persons, a total of 100 were included in this study as the respondents. Because of assuming them that they would provide more information about the assessment of community participation in school improvement program in primary schools of the study area.

From sample primary schools 25 school improvement program committee members were selected by using availability sampling technique, with the assumption that all committee members have direct contact to the implementation of SIP and also they can provide relevant information for the purpose of the study. From 150 samples size of PTA members 25 of PTA members were selected by using simple random sampling technique.

To determine the sample size of teachers, from 450 teachers in the sample primary schools, 75 of them were included in this study as respondents. The respondent teachers from 5 samples primary schools were selected by using simple random sampling technique, particularly through lottery method with assumption that all teachers have equal chance of being selected and also to obtain representative sample.

**Table 1: Sample and Sampling Techniques**

No	Types of respondents	Total population	Sample size	Sampling techniques
1	Primary Schools	30	5	Cluster Sampling
2	Teachers	450	75	Simple Random Sampling
3	PTA members	150	25	Purposive Sampling
4	SIP committee members	150	25	Purposive Sampling
5	Principals	60	60	Availability Sampling
6	Primary school cluster supervisors and head teachers	30	30	Availability Sampling
7	Woreda education office SIP focal person	10	10	Availability Sampling

### **3.6 Data Gathering Tools**

For the purpose of collecting the necessary data questionnaire, interview questions, and document analysis check list were prepared for respondents.

#### **Questionnaire**

The questionnaires comprising both close ended and limited open-ended items were prepared to collect quantitative and qualitative data from sample primary school teachers, school principals and primary school cluster supervisors. This is because questionnaire is convenient to collect information from large number of respondents with in short period of time and in a cost effective way. Therefore, both close-ended and open-ended items were distributed for the respondents.

#### **Semi-Structured Interviews**

Semi-Structured interview was used to acquire qualitative data from sample school PTA members and Woreda education office SIP focal experts on the assessment of community participation in school improvement program. Semi-Structured interview is preferred because it has the advantages of flexibility in which new questions were forwarded during the interview based on the responses of the interviewee. This would help to get relevant information concerning the issue under the study. Therefore, semi-structured interview was conducted with 50 interviewees of sample primary schools.

#### **Document Analysis**

In addition to primary sources, relevant information was included from secondary sources. This technique would help the researcher to cross check the data that was obtained through primary

sources (i.e. questionnaire and interview). Document analysis would have focused on documents such as SIP implementation plan, SI committee manuals, self- assessment tools, evaluation tools and all SIP practices records.

### **3.7 Procedures of Data Gathering**

The researcher distributed the questionnaires for the sampled respondents. The questionnaire was distributed after brief orientation about the purpose of the study and the ethical considerations, follow up are made collaboratively with data collectors. The questionnaires that were distributed to teachers are collected after two days by the researcher. The questionnaire given to PTSA, KETB and SIC members was collected by the two data collectors (enumerators) after two days.

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

Based on the data collection instruments, quantitative data was analyzed and expressed by using percentage and average mean to present the high light of the information. Percentage and mean scores are used to assess community participation in school improvement program from each selected school. Qualitative data was analyzed in narration form as a backup to each section of quantitative data analysis. The response on the extent of community participation in school improvement program was collected using a Likert scale of (very low=1, low =2, medium=3, high =4, very high =5).

### **3.9. Ethical Consideration**

To conduct this research, supportive letters from the Department of Educational Planning and management is written from the university. After receiving supportive letter from the department, the researcher goes to the study area and contact with principals, SIP committee members, PTA members, teachers, primary school cluster supervisors and Woreda education office SIP focal persons to get their willing and to arrange their convenient time to the questionnaire and interviews. The respondents were informed of the purpose of the research. Finally, they were informed the information obtained from the respondents was used for research purpose only.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

This study collected both quantitative as well as qualitative data. The quantitative data was collected using the questionnaires administered to community members (teachers, PTSA, KETB & SIC). The qualitative data was collected using the interview schedule administered to the supervisor, principal and education officials (SIP expert, education office head).

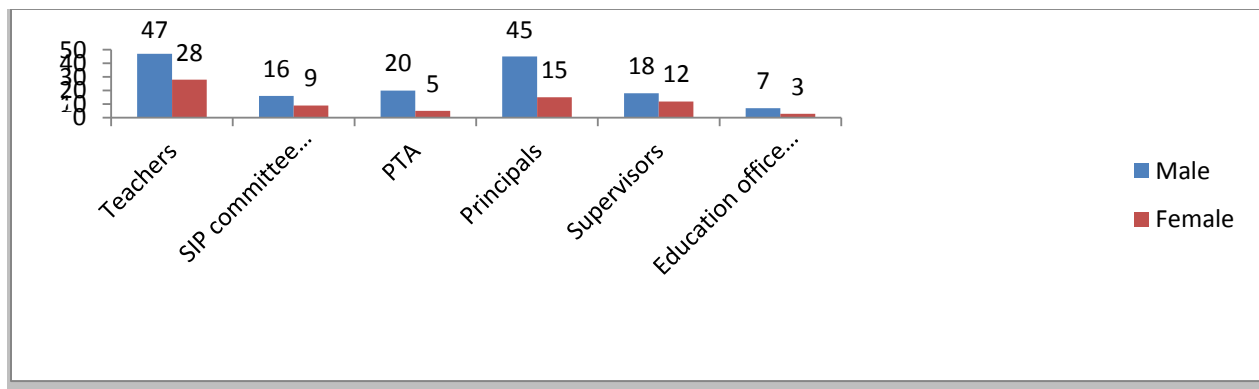
This chapter is organized in to two main sections the first section provides the demographic information of the respondents while section two gives the analysis for each of the following three study research questions:

1. What is community participation in the implementation of SIP in the study area?
2. Do principals discharge their responsibilities in School Improvement Program?
3. What are the factors affecting Community Participation in the implementation of school improvement program (SIP) in the study area?

#### 4.1. Background Information of Respondents

This section presents the demographic data of Sample Primary School community members. The demographic data of school community members was based on their sex, age, education level, marital status and their occupation. To establish the sex of the Sample Primary School community members, they were asked to indicate their sex.

**Figure 2:-Distribution of school community members by sex**



Source: - Own Survey 2023

Majority 153(68%) respondents of sample primary school community members were male while 72(32%) of school community members were female, the data shows more representation of males than female respondents. The result shown that female was not given equal opportunity for participation in community members like their male counterparts.

**Table 2:-Distribution of school community members by Age**

Age category	Frequency	Percentage	Cumulative %
21-25	108	48	48
26-30	91	40.4	88.8
31-35	16	7.2	96
>35	10	4.4	100
Total	225	100	100

**Source: - own survey (2023)**

The data shows that 108(48%) of the community members were aged between 21 and 25 years, 91(40.4%) of members were aged between 26 and 30 years, 16(7.2%) of members were between 31 and 35 years while 10(4.4%) of the members were >35 years. The data shows that community members in Sample Primary School participating in the school improvement programs were relatively youths and hence deemed as energetic and hence could positively be involved in the school improvement activities. Regarding the age distribution of respondents, most of them were found to be middle aged which is in the ranges of 21-25. Ethiopia is a predominantly young society, with 84 Percent.

**Figure 3: - Distribution of School Community Members by Education Level**

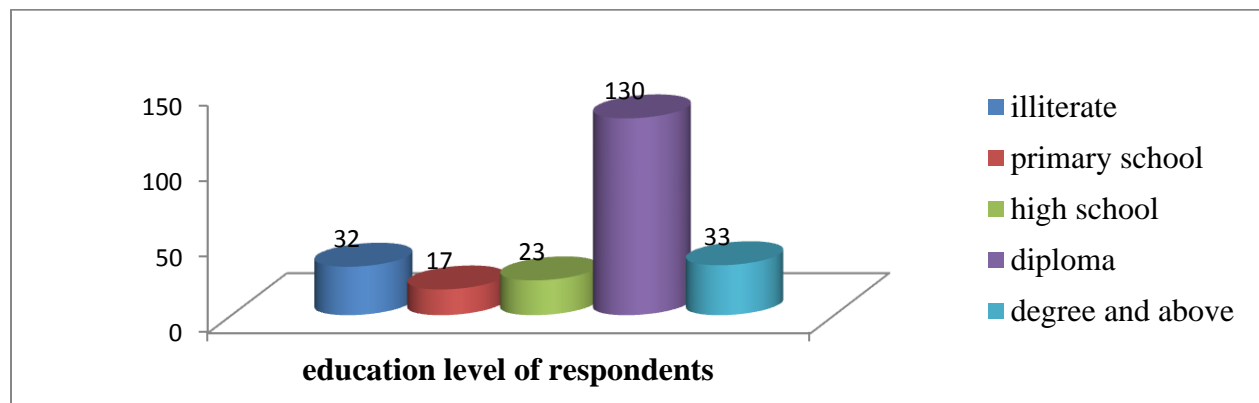


Figure 3 shows that 130(57.8%) respondents of the community members had acquired diploma level while 32(14.22%) of the members were illiterate and the rest 33(14.67%) were acquired degree and above level. The data shows that majority of the sample school community members had diploma level of education.

**Table 3: Distribution of School Community Members by Marital Status**

Variable	Frequency	Percentage	cumulative percent
Married	137	60.8	60.8
Single	68	30.4	91.2
Divorced	11	4.8	96
Widowed	9	4	100
Total	225	100%	

**Source: - own survey 2023**

Table 3 shows that 137 (60.8%) of respondents of community members were married, 68 (30.4%) of the respondents were single, 11(4.8%) of respondents were divorced and 9(4%) of the respondents were widowed.

#### **4.2 Analysis of questionnaire responses from community participation**

Respondents were asked to indicate the level of community participation in different activities related to school improvement program (SIP). The findings are shown below;

**Table 4: Perception related to participation/ activities towards SIP (n =125)**

No	Level of participation of community members in the following tasks of SIP?	Frequency / Percent				
		VL	L	M	H	VH
1	Participation when the identification of school need assessment of SIP (Problem identification of SIP) is done.	7 (5.6)	62 (49.6)	31 (24.8)	13 (10.4)	12 (9.6)
2	Participation during planning of SIP	15 (12)	61 (48.8)	32 (25.6)	13 (10.4)	4 (3.2)
3	Participation during implementation of SIP	5 (4)	58 (46.4)	28 (22.4)	17 (13.6)	17 (13.6)
4	The extent to which parents & community members contributed in fund raising of activities to SIP.	33 (26.4)	80 (64)	7 (5.6)	3 (2.4)	2 (1.6)
5	Involvement through extractions of resources & materials to SIP	17 (13.6)	52 (41.6)	27 (21.6)	16 (12.8)	13 (10.4)
6	The level(extent) to which participation in different school meetings to improve teaching & learning process(Students achievement & discipline)	6 (4.8)	29 (23.2)	74 (59.2)	6 (4.8)	10 (8)
7	Participation in creating conducive school environment& effort made to promote order and stability.	5 (4)	31 (24.8)	45 (36)	34 (27.2)	10 (8)
8	The participation of the community in physical labor support to SIP.	9 (7.2)	48 (38.4)	35 (28)	24 (19.2)	9 (7.2)
9	Community participation in academic activities such as parents helping children at home in their learning	6 (4.8)	5 (4)	32 (25.6)	64 (51.2)	18 (14.4)
10	Community participation in monitoring and evaluation of SIP	14 (11.2)	50 (40)	30 (24)	25 (20)	6 (4.8)
11	The level of community participation towards solving problems of school teachers.	5 (4)	61 48.8	33 (26.4)	14 (11.2)	12 (9.6)
12	The overall level of community participation in SIP	16.8 (13.4)	38 (30.4)	32 (25.6)	29.4 (23.5)	8.7 (6.9)

N.B: scale {VL. Very low= 1; L. Low= 2; M. Medium= 3; H. High= 4; VL. Very high= 5}

The respondents were asked to indicate the Perception related to participation/activities towards SIP. As indicated in Table 4 above, the respondents were asked to rate the Participation when the identification of school need assessment of SIP (Problem identification of SIP) is done. Accordingly, 62(49.6%) of the respondents revealed that community participation was low. While 31(24.8%) of respondents of members of the committees reported that it was medium, about 13(10.4%) of the respondents confirmed high participation, 12(9.6%) of the respondents were rated as very high and only 7(5.6%) of the members of the committees were rated as very low in the study area. This shows that the community members were not actively involved in identifying and prioritizing the school activities. From this, it is possible to suggest that the school need assessments are not identified by the community members which are indicated in SIP (2010) frame work.

## **2. Participation during planning of SIP**

The respondents were asked to rate the Participation during planning of SIP, accordingly 61(44.8%) of them rated as low, 32(25.6%) were rated as medium, 4 (3.2%) were rated very high 7(5.6%) were rated as very low. This shows that different SIP plans in sample primary schools was prepared in the absence of school community members and was merely left to school principals and staffs.

## **3. Participation during implementation of SIP**

As for the level of community participation during implementation of SIP in sample primary schools, respondents were asked to indicate their level of participation during implementation of SIP and the data collected was analyzed & presented in as follows,

As can see from Table 4 above, regarding community participation during implementation of SIP 58(46.4%) of community members rated low,28(22.4%) of them were rated medium, 34(27.2%) of community members were rated as high and very high and only 5(4%) of the community members were revealed very low. This indicated that there was low level of community participation during implementation of SIP.

## **4. Parents & community members contributed in fund raising**

As it was indicated in table 5, the extent to which parents & community members contributed in fund raising of activities to SIP, 80(64%) of respondents indicated to be low, 33 (26.4%) of respondents rated very low, 7 (5.6%) of them rated medium, 3(2.1%) of respondents rated as high and only 2(1.4%) of community members were rated as very high. This revealed that the

extent to which parents & community members contributed in fund raising of activities to SIP was low.

### **5. Involvement through extractions of resources & materials to SIP**

As indicated in Table 5 above, the level of community Involvement through extractions of resources & materials to SIP in sample primary schools according to respondents was 52(41.6%) low. Another 27(21.6%) said the level of community Involvement through extractions of resources and materials to SIP were medium. The rest 17(13.6%) were rated very low, 16(12.8%) were rated high and 13(10.4%) were rated as very high. This implies that majority of school community members agreed to their Involvement through extractions of resources and materials to SIP were low.

### **6. Participation in different school meetings to improve teaching & learning process**

On the level of community participation in school meetings, majority 74(59.2%) of the respondents indicated that they did participate averagely (medium), while 29(23.2%) respondents said that the participation is low. The remaining 10(8%) were rated very high participation, 12(9.6%) were rated as high and very low participation.

This shows that according to MOE (2010) school improvement frame work principals and teachers meet with parents & communities when necessary and at minimum twice per semester. But the findings on this indicated that majority of community members and parents were participating in school meeting at least once per semester & this is insufficient to improve the students learning outcomes.

### **7. Participation in creating conducive school environment**

The study also sought to find out from the respondents about community Participation in creating conducive school environment & effort made to promote order and stability. Accordingly, majority 45(36%) of respondents indicated that the level of community participation in creating conducive school environment was medium while 34(27.2%) respondents indicated high. Another 31(24.8%) of respondents rated low, 10(8%) rated very high and 5(4%) respondents indicated very low level of community participation in creating conducive school environment. This shows that majority of community members were not involved in creating conducive school environment that affects teaching and learning process in the school. But contradicting this result as cited by, Mehanty (1990) community involvement (participation) in creating conducive school environment meaning that participation in management of discipline has vital for the maintenance of school peace and also for the SIP.

### **8. Participation of the community in physical labor support to SIP**

Respondents were requested to indicate the participation of the community in physical labor support to SIP. Accordingly, majority 48(38.4%) indicated the participation was low. Another 35(28%) of respondents were rated medium(average) participation, while 24(19.2%) respondent indicated high participation and the remaining 18(14.4%) respondents rated as very high and very low participation. The data shows that majority of the respondents did not participate in physical labor support to SIP.

### **9. Community participation /parents helping children study at home**

The level of Community participation in academic activities such as parents helping children at home in their learning showed that majority 64(51.2%) of respondents were said they help highly their children at home, while 32(25.6%) respondents rated medium, 18(14.4%) rated very high 6(4.8%) rated very low & only 5(4%) respondents were rated as low participation to such academic activities. In contrast to this, Epstein (2012) agrees that an increased level of community participation enhanced in student achievement as well as improved student attendance and reduced dropout rates.

### **10. Community participation in monitoring and evaluation of SIP**

Regarding monitoring and evaluation of different activities related to SIP 50(40%) of community members were rated that effort made by school community in monitoring and evaluation in sample primary school was low. More over 30(24%) was rated as medium, 25(20%) was rated high, 14(11.2%) was rated very low & 6(4.8%) was revealed as very high. In the process of monitoring and evaluation, the community members must examine the extent to which the plan is implemented, what are the strengths and the weaknesses and what problems are faced. Regarding this the result confirmed that the involvement (participation) of school community members in monitoring & evaluation of SIP activities was low.

### **11. The level of community participation towards solving problems of school teachers**

When the researcher asked to rate the level of community participation in solving problems of school teachers and the respondents were indicated their ratings as presented in table 5 above. Majority 61(48.8%) of community members revealed their involvement towards solving problems of school teachers was low. Another 33(26.4%) of them were rated medium, 14 (11.2%) were rated high, 12(9.6%) were rated very high & merely 5(4%) of were revealed as very low. This indicated that the level of community participation towards solving problems of

school teachers in sample Primary schools was low.

## **12. The overall level of community participation in SIP**

The researcher undertook to find out the overall level of community participation in school improvement program (SIP) in sample primary schools and the results were as shown in table 5 above.

Regarding the overall level of community participation in school improvement program the data shows 38(30.4%) of respondents were rated as low participation, 32(24%) of respondents were rated as medium participation and 29.4(23.52) % of respondents were rated as High participation. This revealed that the overall level of community participation in school improvement program in sample primary schools was low.

This is consistent with the work of Abera Bereda (2015) which stated that community participation is poor to the implementation of SIP in government general secondary schools. This insufficient participation is because of some of the problem related to the community & the school. The challenge which related to the school is reluctance of the community to participate in identification of the need assessment, planning, implementation & evaluation process.

## **Open ended question responses in the questionnaire**

### **13. Main reasons for Low community participation at improving the school**

The respondents put the reasons as follows:

- (1) Low educational level, the community unwillingness to read and write and limited knowledge of the community, so it is technically difficult to participate productively.
- (2) The community is in centralized authoritative political situation – which create a passive culture to be “followers”, afraid to take initiative and to live under directions.
- (3) The lack of ‘trust’ or confidence so that the community are not use to tell the truth which is in the contrary with the government which creates many hypocrites as part of the community and
- (4) The community has lost their local institutions which can be trusted and local intelligence due to the pressure given by the political elites.

### **14. What are the solutions to be suggested?**

The community has great potential in assisting schools in developing and implementing program activities, but it all depends on how schools approach or empower people's potential, especially parents. The findings of the study indicate that the strategies that schools undertake to improve community participation are to establish effective communication with parents and learners of

the community and involve them in the implementation of school programs. Not all parents of students and the community who participated actively in the program or activities in the school. The way schools overcome this is to make home visits and meet with parents of learners. The school tries to give understanding that community participation is needed by the school, because without the help from the school community will not be able to run the school program optimally. Home visits are also used to convey the development of learners as well as problems at school.

In addition to home visit and meeting techniques, schools also use electronic techniques to further increase the interest of the community to actively participate in the school program. Schools have a variety of social media accounts in which there are postings of school activities and achievements that have been successfully achieved school. In establishing communication with parents, school students also use different social media. Another strategy that schools do is to use the demonstration technique, namely by holding an exhibition of the work of learners as well as achievements achieved learners. School invites parents and community to see the exhibition. It is hoped that the community will be awakened by the awareness that community participation in supporting the school program is very important to achieve the success of the school program.

#### **15. Present level of awareness of the community members in supporting SIP**

In sample primary schools most of the respondents claimed that the committees are not functioning in the way they were mobilized. Therefore, the purposes of committees in schools have to be revised so that they would promote the school-community relationships. Provision of technical support and orientation should be a major activity for empowering communities to take full responsibilities. Training of community members, parents, school functionaries and local government officials can increase participation. Training materials which help parents to improve the quality of education in schools should be developed. School committees ought to be oriented on required standards, financial procedures and expectations, to facilitate monitoring and evaluation activities. Strong and smooth relationship with parents so that they can mobilize participation of stake holders can improve school outcomes. Therefore, regional and zonal education office should arrange in service training for school principals, community

representatives and teachers in order to enhance their skill in facilitating and supporting the implementation of community participation in school development.

The school principals have to give attention to planning, and should initiate commitments in developing strategic plan that entirely involves conducting self-evaluation by participating key stake holder (teachers, students and parents) and deploy by building consensus among stake holders for effective program implementation. To improve the problems related to planning on the implementation, all stake holders should be involved in planning process. To do so primary school leaders are expected to mobilize the stake holders to actively participate in planning process. In order to improve student’s achievements in teaching learning process, Practicing and developing the extent, SIP implementation is crucial. School leaders should make the stake holder’s participation functional for its better contribution to the success of SIP plan.

**Table 5:** The roles of school principals in facilitation of community participating in SIP (n=125)

No	The roles of school principals in facilitation of community participating in SIP	Frequency/Percentage				
		SD	D	N	A	SA
1	The school principals inviting the community to participate in different school activities	26 (20.8)	56 (44.8)	21 (16.8)	18 (14.4)	4 (3.2)
2	The school principals establishing regular school community meeting in SIP	4 (3.2)	59 (47.2)	31 (24.8)	24 (19.2)	7 (5.6)
3	The school principals creating regular information access to community members about the school activities related to SIP.	6 (4.8)	80 (64)	20 (16)	12 (9.6)	7 (5.6)
4	The school principals regularly offer appropriate report based on the real achievements of the students to the community.	5 (4)	70 (56)	30 (24)	12 (9.6)	8 (6.4)
5	The school principals enhanced female participation & inclusive education using community participation in SIP	4 (3.2)	90 (72)	7 (5.6)	21 (16.8)	3 (2.4)

N.B {SD. Strongly disagree, D. Disagree, N. Neutral, A. Agree, SA. Strongly agree}

### 1. The school principals inviting the community to participate in different school activities

The respondents were asked to indicate their level of agreement, weather school principals were play their role inviting community to participate in SIP and the results were as shown in Table 6. As can see from the data 56(44.8%) &26(20.8%) respectively responded the effort and support

made by principals to participate community by inviting in SIP related activities rated disagree and strongly disagree. Another 21(16.8%) were rated neutral, 18(14.4%) rated agree and only 4(3.2%) rated as strongly agree. This confirmed that majority of respondents disagreed that school principals did not play their role (effort) by inviting community and participate in different school activities.

## **2. The school Principals establishing regular school community meeting in SIP**

Regarding principals establishing regular school community meeting the data was sought from community members analyzed & the findings were as presented in Table 6 above. With regarding to school principals establishing regular school community meeting to participate community in SIP, 59(47.2%) and 4(3.2%) respectively disagree and strongly disagree. About 31(24.8%) respondents were rated neutral, 24 (19.2%) rated agree and only 7(5.6%) rated as strongly agree. This revealed that the efforts and support made by principals establishing regular school community meeting in SIP was not adequate (low).

## **3. The school principals creating regular information access to community members about the school activities related to SIP.**

The school principals creating regular information access to community members about the school activities related to SIP, the data were sought from respondents & findings were presented in Table 6. Regarding to the roles of school principals creating regular information access to community members about the school activities related to SIP, 80 (64%) respondents rated as disagree, 20(16%) neutral, 12(9.6%) of them agree, 7(5.6%) respondents rated as strongly agree and 6(4.8%) of them strongly disagree. This shown that in sample primary schools the principals were not creating regular information access to community members about the school activities related to SIP.

## **4. The school principals regularly offer appropriate report based on the real achievements of the students to the community.**

On the question that the school principals regularly offer appropriate report based on the real achievements of the students to the community, 70(56%) respondents rated disagree, 30(24%) neutral, 12(9.6%) of them agree, 8(6.4%) respondents rated strongly agree and 5(4%) of them strongly disagree. This shown that in sample primary schools the principals were not

regularly offer appropriate report based on the real achievements of the students to the community.

### **5. The School Principals enhanced Female participation and Inclusive Education using Community Participation in SIP**

Respondents were requested to indicate principal's role in enhanced female participation & inclusive education using community participation. This is in accordance to their level of perception. Concerning the school principals enhanced female student's participation & inclusive education using community participation in SIP, 90(72%) respondents rated as disagree, 21 (16.8%) responded agree, 7(5.6%) responded neutral or undecided, 4(3.2%) responded strongly disagree, and 3(2.4%) of them strongly agree. As can be seen from the data in the sample primary school's principals (leaders) were not enhanced female student's participation and inclusive education using community participation in SIP.

The interview response from supervisors and education officials revealed that "the school principals usually establishing the community in school opening and closing days by sending either oral or written message through students but most of the community members do not attend the meetings. Therefore, the school has always got in a serious difficulty to discuss the school problems with the community. Most of the school stated that they do not have regular meeting with the community. Meaningful communication is essential in building & maintaining healthy relationship between school and parents. But communication between the school & the community in the primary schools of Kimbibit woreda as stated by supervisors and education officials was insufficient.

### **4.3 Analysis of Factors Affecting Levels of Community Participation in School Improvement Program (SIP) in the Study Area**

In order to analyze the factors affecting levels of Community Participation in school improvement program (SIP) in the study area, the dependent variable (level of community participation) is ordinal variable (High, Medium and Low), so, it is possible to apply ordered logistic regression model.

**Table 6: Results of Ordered Logistic Regression Model**

Variables	$\beta$	SE	Wald	Odds Ratio	SEP-value
Age	-3.865	1.348	8.221	0.023	0.004
Education level	1.289	1.314	3.033	3.629	0.082
Occupation	0.915	0.834	1.202	2.497	0.273
Awareness	0.946	0.461	4.198	2.575	0.040
Commitment	0.909	0.489	3.455	2.481	0.033
Leadership quality	2.169	0.726	8.924	8.671	0.003
Decision making	1.951	0.863	5.114	7.035	0.002
Income level	1.013	1.013	3.753	2.753	0.000
Accountability	1.032	0.429	5.785	2.806	0.016
Political influence	-1.134	0.532	4.535	0.321	0.033
Distance	-1.030	0.700	2.162	0.357	0.141
Training	1.112	0.720	2.384	3.040	0.123
Number of observation=125 Chi-square= 62.207 P-value=0.008 Pseudo=0.631					

According to ordered logistic regression output, out of twelve (12) variables which are included in the model, nine (9) explanatory variables (predictors) have significant effect on the level of community participation in SIP. The variables are age of respondents, awareness, commitment, leadership quality, decision making, income level, accountability & political influence. Since there is no need to present insignificant variables, the following paragraphs describe only the significant variables.

**Age:** It is evident from table 6 that age on community participation has negative and significant effect on the level of community participation since coefficient and p-value- ( $\beta=3.865$ ,  $p=0.004$ ) in the model. It can be incidental from the values of odds ratio that if the age of community is increased by one year the response variable the level of community participation will decrease by 0.023 regardless of other independent variables in the model. As the age of the respondent on community participation increases, their participation decrease and enable to participate in SIP related activities in school. This implies that the age of the community members become 51 and above their participation decrease in school improvement program.

**Awareness:-**It is evident from table 6 that awareness on community participation has positive and significant effect on the level of community participation since coefficient and p-value.946,

( $\beta=0$ ,  $p=.040$ ) in the model. It can be understood from the values of odds ratio that if the awareness of community participation is increased by one unit the response variable the level of community participation to change by 2.575 regardless of other independent variables in the model. As the awareness level of the respondent on community participation increases, their participation also increases. This implies that the awareness level of the community affects positively the participation level of respondents.

To support this, MOE (BESO-II project.2003:23), states that when there is awareness creation from the concerned bodies to the community it increases the participation level of community participation in education.

**Commitment:** - It is observed from the model results that commitment has positive and significant effect on the level of community participation. The ordered logit coefficient and p-value 0.909, ( $\beta=p=0.033$ ) revealed that commitment of community members has found to be statistically significant effect on the level of community participation in SIP and the prediction shows that if commitment increased by one unit the level of community participation will be change by 2.481 units regardless of other independent variables in the model. This implies that commitment of school community members and principals affects the participation level of community members.

**Leadership quality:** - The relationship between leadership quality and level of community participation has positive significant ( $\beta=2.169$ ,  $p=0.003$ ) association. It can be inferred from the values of odds ratio coefficient that if the school principals experience participatory leadership style, community members of participation level change by 8.671 while the other variables in the model are held constant. Participatory leadership in sample primary schools increases the participation level of respondents.

**Decision making:** - It is observed from the model results that decision making has positive and significant effect on the level of community participation in SIP. The ordered logit coefficient and p-value 1.951, ( $\beta=p=0.002$ ) revealed that decision making has found to be statistically significant effect on the level of community participation and the prediction shows that if the school principals and other managerial bodies participate community members in decision making process of SIP, the level of community participation expected to increase by 7.035 units regardless of other independent variables in the model. This implies that the principals and other authority members in SIP participate community members in the decision making process

enhance community participation in SIP in Sample primary school. Hence decision making has positive relationship with the level of community participation.

**Income level:** -It was hypothesized that income level has positive effect on the level of community participation. The result from the model output ( $\beta= 1.013$ ,  $p=0 .000$ ) also supported from the hypothesis that there is a positive influence of income level on the level of community participation. The results of odds ratio interpreted as a unit increase in the income level of respondents creates a 2.753-unit increase in the level of community participation. This implies that when income level of community member increases their participation level in school improvement program increase.

**Accountability:** -With the higher accountability in the school, the more likely to be the higher level of community participation in SIP which means from the model output it revealed that ( $\beta=1.032$ ,  $p=0.016$ ) has positive effect and significance. The odds ratio shows that accountability increased by a unit, it will have expected to change the level of community participation by 2.806 given other variables in the model are held constant. This revealed that school community members became accountable their level of participation in SIP increases.

**Political influence:** Political interference or influence was hypothesized to have negative influence on community participation. As a partial recognition of hypotheses, political interference or situation has a negative relation and statistically significant at ( $\beta=-1.134$ ,  $p=0.033$ ) with the level of participation of community members in school improvement program. The negative sign of beta shows that respondent's experiences (interference) have indirect relationship with participation of community members in different activities related to SIP. The odds ratio 0.321 when other factors held constant, the likelihood of participation of community members in school improvement program undertakings decreases by a factor of 0.321 as the school improvement programs are ridden by a political influence. This proves that the probability of participation of community members in school improvement program decreases as community consulted in every undertaking of school improvement program.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents summary of findings, conclusions, recommendations and suggestions for further study.

#### 5.1. Summary of Major Findings

The purpose of this study was to assess community participation in school improvement program in five selected primary schools of Kimbibit woreda. Three research questions were formulated to guide the study. Research question one required the level of community participation in school improvement program. Research question two sought to know roles played by school principals to participate community in school improvement program (SIP). The research question three to analyze the factors that affect the level of community participation in school improvement program (SIP). This study employed a descriptive survey research design & inferential statistics. Questionnaires were distributed to 75 teachers, 25 KETB & PTSA, & 25 SIC members and 125 (100%) were filled and returned. Teachers, PTSA, KETB and SIC members were participating in responding questionnaire.

Data were collected through questionnaire, interview guide and document analysis. Based on analysis & interpretation of the data, the following major findings were found out: -

The level of community participation in settling their responsibilities in identifying the need assessment of SIP, Implementation of SIP, level of participation in fund raising activities, extraction of resources and materials of SIP, participation in physical labor support to SIP, in administrative activates such as solving problems related to student's discipline, in monitoring & evaluation of SIP, and level of community participation was found low and below average.

The study revealed that the school principals don't establish regular school community meeting, principals were not take their responsibility in offering appropriate report on the real achievements of the students to the community and there was a decreased female participation & inclusive education in SIP.

As can see from the roles played by school principals to participate community in school improvement program 56(44.8%) of respondents were disagreed that they were invite community members to participate in school improvement program.

## **5.2. Conclusions**

Based on the major findings of the study the following conclusions are drawn. As the study indicated, the majority of the respondents Teachers, KETB, PTSA and PTA member's participation in identification of need assessment in SIP, planning of SIP, implementation of SIP, participation in fund raising activities, extraction of resources and materials of SIP, in administrative activities such as solving problems related to student's discipline, in monitoring and evaluation of SIP, & level of community participation in school improvement program was found to be low. From this it is possible to conclude that beyond establishing PTSA, KETB and SIC members in schools, they are not fully carrying out their roles and responsibilities given to them by school improvement program guideline (2010), the SIP plan was developed by individual school leaders or a few individual in the planning process and the involvement of community in SIP implementation was not at the required level. Due to this participation of the community in the school improvement program was not significant.

Regarding the level of community members (KETB, PTSA and SIC) participation in school improvement program in line with solving problems of school teachers, creating conducive school environment, in different school meeting to improve teaching and learning process was found to be medium.

The majority of respondents disagreed on the school principals in establishing regular community meeting, in regularly offering appropriate report based on the real achievements of the students to the community and in principals enhanced female participation using community participation in SIP. This indicates that the school principals in sample primary schools were not took their responsibility in participating community members.

Moreover, in principals inviting community to participate in different school activities related to SIP and in creating regular information access to community members about the school activities was cascade in the appropriate way and majority of the respondents were agreed.

The primary data which was collected from supervisor, woreda education office SIC experts and from the education office head was stated the school principals were not held the roles in creating regular information access and inviting community in regular school meeting.

The study has revealed meaningful participation of community members in school improvement program to improve schools and student's achievement.

### **5. 3. Recommendations**

On the basis of the finding and conclusions with regard to community participation in school improvement program (SIP) in sampled primary schools of Kimbibit woreda, the following recommendations are forwarded: -

The schools Administrators, PTSA, KETB & SIC members and educational officials have responsibilities to the community with complete and accurate information regarding school improvement goals & program, and community duties and responsibilities on SIP. Every stakeholder has responsibilities to know what the school does in relation to SIP, its problems and opportunities, to solve the problems. The school principals and teachers have the responsibilities to furnish parent community and the whole community with clear and accurate information regarding the objective of education, school goals and program, prepare training programs for parents to work together with the school.

The schools should prepare training program for parents how to help their children and work with schools. Schools have the responsibilities in identifying problems or factors that affect parent participation and should give ways and means with PTSA, SIC, KETB & Others take holders to solve the problems in discussion through meetings, conferences and workshops.

Hence to develop active school-community relationship and implement SIP effectively and collaboratively, the school administration, educational officials, PTSA, KETB SIC members should undertake the following activities:-create awareness on communities roles and responsibilities (by providing training), Create communication channels used to link information about SIP to community, Initiate the community to participate in over all activities of the school, PTSA, KETB, SIC and school staff should enlighten parents and other community members on their role to improve their children education through active participation. The following specific activities are important for active participation of community in SIP.

The school system should have a shared responsibility to improve students' learning outcomes. The partners/ communities know specific areas of education like need assessment, setting priorities, contributing resources, policy making and governance (the setting goals planning of programs and managing of budget) and the instructional process.

The woreda school-board and KETB should help to set direction and provide support for active participation of community by SIP. The Woreda School- Board /KETB improve community participation by providing concretes and forums for the community about SIP.

Educational experts' / school supervisor or SIP experts/ must encourage school community to involve by facilitating the strategies set by the school and monitor each school success. They should understand the nature or characteristics of each school to develop collaborative working & partnership.

Ensure awareness creation opportunities that are available to school staff, KETB, PTSA & SIC members to active participation of communities in SIP. Provides training for the community to develop partnership with school. Monitor the overall activities of community participation by SIP continuously with successful solution to challenge & existing problem. Provides opportunities for different schools to work together to resolve problems & share best practices.

The principals should be the key players in developing partnership with parents or the communities in the implementation of SIP. Provide community service, develop network with regular communication, and continually gather information from different stakeholder about active involvement of community in SIP.

PTSA, KETB & SIC members should actively participate to develop collaborative work between school & communities in SIP. They should provide training /orientation for community roles & responsibilities in SIP; build up positive attitude of the community about the school & to participate actively in SIP, participate in overall activities of school improvement program of the institutions /schools/ and Participate especially in monitoring, evaluation & school decision making.

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## Appendixes

### Questionnaire for Primary School Teachers

The purpose of this questionnaire is to assess Community Participation in School Improvement Program in five selected primary schools of Kimbibit Woreda, North Shoa, Ethiopia. Your cooperation in providing relevant and accurate data will be a great help for this study. Your response will be used only for the purpose of the study and be kept confidential. Therefore, please read each of the items and give response that corresponds to the situation in your school and your activities.

#### Part I: Demographic Data

**General direction: Please,**

- ✓ Do not write your name
- ✓ Follow specific instructions when filling out the questionnaire
- ✓ Write short answers in the space provided for question items that require your opinion or completion
- ✓ Write a mark ( X ) for the required information

1. Sex:                      1/ Male     2/ Female
2. Age:                      1/ 20-25 years               2/ 25-30 years   
                                 3/ 30-35 years               4/ > 35 years
3. Education Level:      1/illiterate     2/ Diploma        3/ Degree and above
4. Marital Status:        1/ Married                  2/ Widowed      
                                 3/ Single                    4/ Divorced

**Part II: Perception question related to participation/ activities towards SIP**

**Direction:** The following items are related the levels of activities/practices of community members in the implementation of SIP .Indicate your response by using “√” mark on the box placed each item on this scale {5. Very high 4.High 3.Medium 2.Low 1. Very low}

No	What do you determine the level of participation of members of the committees in KETB, PTSA, SIC & community members in the following tasks of SIP?	Level of participation				
		1	2	3	4	5
1	Participation when the identification of school need assessment of SIP (Problem identification of SIP) is done.					
2	Participation during planning of SIP					
3	Participation during implementation of SIP					
4	The extent to which parents & community members contributed in fund raising of activates to SIP.					
5	Involvement through extractions of resources & materials to SIP					
6	The level(extent) to which participation in different school meetings to improve teaching & learning process(Students achievement & discipline)					
7	Participation in creating conducive school environment& effort made to promote order and stability.					
8	The participation of the community in physical labor support of to SIP.					
9	Community participation in academic activities such as parents helping children at home in their learning					
10	Community participation in monitoring and evaluation of SIP					
11	The level of community participation towards solving problems of school teachers.					
12	The overall level of community participation in SIP					

13. In your opinion, if in the above area of community participation at improving your school, is “Low” & “Very low”, what is the main reason?

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14 / What are the solutions for the reasons you stated in question number 13 above?

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15 / At present, what is the level (extent) awareness of the community members about their roles & responsibilities regarding SIP? Is it adequate or inadequate towards improvement of your school? Please say something.

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**Part II: -The roles played by school principals to facilitate the participation of the community in school improvement program /SIP**

**Direction:**

The following items are related to the levels of activities / practices of community members in the implementation of SIP. Indicate your response by using “√” mark on the box placed each item on this scale {5 = Very high; 4 = High; 3 = Medium; 2 = Low; 1 = Very low}

No	The roles of school principals in facilitation of community participating in SIP	Level of Participation				
		1	2	3	4	5
1	The school principals inviting the community to participate in different school activities					
2	The school principals establishing regular school community meeting in SIP					
3	The school principals creating regular information access to community members about the school activities related to SIP.					
4	The school principals regularly offer appropriate report based on the real achievements of the students to the community.					
5	The school principals enhanced female participation & inclusive education using community participation in SIP					

**Part III-The Level of Community Participation in the implementation of School Improvement Program.**

**Direction:** The following items are related the levels of activities/practices of community members in the implementation of SIP .Indicate your response by using “√” mark on the box placed each item on this scale {5. Very high 4. High 3. Medium 2. Low 1. Very low}

No	What do you determine the Level of Participation of KETB, PTSA, SIC & community members in the following tasks of SIP.	Level of participation				
		1	2	3	4	5
1	Identification of school need assessment of SIP ( Problem identification of SIP)					
2	Participation by planning of SIP					
3	The extent to which parents & community members contributed in fund raising of activates to SIP.					
4	Involvement through extractions of resources & materials to SIP					
5	The level(extent) to which participation in different school meetings to improve teaching & learning process(Students achievement & discipline)					
6	Participation in creating conducive school environment& effort made to promote order and stability.					
7	The participation of the community in physical labor support of to SIP.					
8	Community participation in academic activities such as parents helping children at home in their learning					
9	Community participation in monitoring and evaluation of SIP					
10	The level of community participation towards solving problems in the SIP implementation of school teachers.					
11	The overall level of community participation in SIP					

**Part IV: - Factors affecting community participation in school improvement program.**

**Direction:** - The following are items related to factors which affect community participation in the implementation of SIP. So, that you are kindly requested to give the appropriate response to each questions.

**Part IV: - Factors affecting community participation in school improvement program.**

**Direction:** - The following are items related to Factors which affect community participation in the implementation of SIP. So, that you are kindly requested to give the appropriate response to each questions on this scale (5= agree 4= high 3= Neutral 2=. Disagree 1= impact)

No	Factors affecting community participation in SIP	Level of participation				
		5	4	3	2	1
1	Exchange of school principals and teachers challenge/factor to community participation in SIP and the whole school progress.					
2	Lack of SIP training influence community participation in SIP					
3	A level of income of community is the main factors to determine the participation/involvement in SIP.					
4	Lack of awareness affects the level of community participation in school improvement program.					
5	Levels of accountability of stakeholders/community/to participate in school improvement program?					
6	Levels of political intervention in SIP influence participation of community in your school.					
7	Impact of distance in community participation in the implementation of SIP					

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**Appendix C**

**Interview questions for Primary School Supervisor, Educational Office Sip Experts, and Education Office Head.**

The purpose of this interview is to gather information on the assessment of community participation in school improvement program in on five selected primary schools of Kimbibit Woreda. So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & researcher would like to assure that your responses are strictly confidential.

- Place of interview \_\_\_\_\_
- Date & Time of interview \_\_\_\_\_
- Role / position of interviewee \_\_\_\_\_

**Probing questions:**

1. Do you regularly visit primary schools; in particular, you are most wanted?
2. What are the contributions of School Improvement Program (SIP) in Community Participation?
3. What is the level of the community in school improvement program? Why do you think it is so?
4. In what ways do schools help or facilitate to promote community participation in School Improvement Program?
5. What are the main challenges of the community to participate in School Improvement Program? What do you think are the solutions for these challenges?
6. Do you think that PTSA, KETB & SIC members function properly to perform their responsibility to mobilize the community? It not, why not?
7. Do you think that schools perform their roles in promoting community participation? If not, why not?
8. Is there any training program at school levels that empower the community and school to stand cooperatively?

*Closing remarks by the interviewer,*

*Thank you for participation!*

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**Appendix D**  
**Interview guide questions for school principals**

The purpose of this interview is to gather necessary information on the assessment of community participation in school improvement program in on five selected primary schools of Kimbubit Woreda. So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & the researcher would like to assure that your responses are strictly confidential.

- Place of interview \_\_\_\_\_
- Date & Time of interview \_\_\_\_\_
- Role / position of interviewee \_\_\_\_\_

**Probing questions:**

1. Do your schools invite the community to participate in different school activities? If so how?
2. What strategies does the school use in school improvement program?
3. What are the major activities that the communities involved in the school improvement program at the current time?
4. Do you think the types and forms of support by the community to the school are sufficient? If not, why not?
5. What are the main challenges of community involvement in the school improvement program? What are the solution & causes for these challenges?
6. What are the opportunities of SIP in community participation?
7. Does the school give orientation to the community on their roles and responsibilities regarding to SIP? Is it adequate?
8. Does then school has regular meeting and formal communication channels with society about what is happening in the school? In which ways does it attempt to reach stakeholders?

**Closing remarks by the interviewer;**  
**Thank you for participation!**