

**COMMUNITY PARTICIPATION IN THE
IMPLEMENTATION OF SCHOOL IMPROVEMENT
PROGRAM IN GOVERNMENT PRIMARY SCHOOLS
OF GULLELE SUB-CITY IN ADDIS ABABA CITY
ADMINISTRATION**

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BY

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ACRONYMS

- ESDP---Education Sector Development Program
- ISIP---International School Improvement Program
- KETB---Kebele Education and Training Board
- MoE---Ministry of Education
- NGO---Non-Governmental Organization
- PTA---Parent - Teacher Association
- SIC---School Improvement Committee
- SPSS—Statistical Program for Social Science
- SNNPR—Southern Nations, Nationalities and People Region.
- UNESCO---United Nations Education , Science and Cultural Organization
- VEC-----Village Education Committee
- WETB---Woreda Education Training Board

ABSTRACT

The purpose of this study was to assess the current practices and the influence of school and community factors on level of community participation in the implementation of school improvement program in government primary schools of Gullele sub-city. To achieve these objectives, a descriptive survey design was employed. From a total of nineteen primary government schools, six primary schools were selected as a sample of the study using simple random technique. Data were collected from teachers, students, community representatives in Parent-Teacher Associations (PTA) and School Improvement Committee (SIC) and education officials, and Non Government Organization (world vision) through questionnaires and interviews. The survey questionnaires were distributed to 90 teachers, 228 students and 24 PTA and SIC members. Among the total of 342 distributed questionnaires 342 (100 %) questionnaires were filled and returned. Moreover, interviews were held with school principals, educational officials and Non Government Organization (NGO) representatives.

The data obtained from questionnaires were analyzed using percentage. And the data gathered via interviews were qualitatively described. Accordingly, the results of the study have suggested that the relationship between school and community was not close enough to lead to cooperative effort towards the implementation of school improvement programs and the effort of school administrators to involve the community in the implementation of school improvement program was inadequate. Financial constraints on the part of community significantly affected their participation in the implementation of school improvement program; and community awareness on school improvement program was low. Thus, to minimize problems related to community participation in school improvement program, school-community relationship should be strengthened; training should be organized for administrators, PTA and SIC and for the communities on how to involve and work with the community in school affairs; and orientation should be given to the community to enhance their awareness on roles and responsibilities they have to play in the implementation of school improvement program

CHAPTER ONE

Introduction

Schools are the place where parents send their children so that they could be groomed for life and work in the society. Although such a huge task is predominantly entrusted to the school, parents are also given and expected to play an essential role in the effort to be made to attain the school's objectives. Other agents in the community also have a respectable place in the same endeavor. The study, therefore, is about community participation in school improvement in the government primary schools of Gullele sub-city.

1.1. Background of the study

The community participation is one of the inputs employed for improving the access and quality of education in a country. Besides, a school finds it difficult to adapt itself to change or make the necessary improvements in its program without active participation of the community in its different affairs. In support of this, Shaeffer (1994) claims that educational programs that take place at school level are more likely to be more relevant, more supported, more successful, and more sustainable to the extent that they involve their communities in their planning, implementation, and evaluation. In agreement with the views of Shaeffer (1994), Bagin and Donald (2005) points out that there must be a structured, systemic and active participation of the people of a community in the planning, policy making, problem solving and evaluation activities of the school. When school opens its doors widely to the community to the participate actively in its different activities, it would be possible for it to keep up with social change and implement needed educational change.

Ethiopia has continued its effort to expand access of education on the one hand and improve quality of education on the other. Releasing these goals through government efforts and resources alone would not be an easy undertaking. That is why the active participation of the community has been found necessary. It is primarily to tap such a resource that the education policy of Ethiopia gives more attention and emphasis to

decentralized educational management. Power is also developed at the “Woreda”, “Kebele” and at school levels in order to make sure that there is a better level of participation of the community in decision making, implementation and monitoring of school activities(MOE,2002). Besides decentralization, Ethiopia has taken different measures to improve the access, equity and quality of education. The general Education Quality Improvement Package(GEQIP) is one of those measures formulated in 2006 and implemented since then to improve the quality of education and enhance students achievement. The package comprised of six pillars: School improvement program (SIP), Information and Communication Technology (ICT) , Civic and Ethical Education, Teacher Development Program (TDP) , Curriculum Improvement, and General Education Management and Leadership program(MOE,2007a).

The school improvement program (SIP) was introduced in some parts of Ethiopia in 2006 as a pilot program. Then by incorporating the best practices which were obtained from the pilot program, the SIP was promulgated at the national level in 2007 and has been implement throughout the country since then (MOE,2007b).

As mentioned in the school improvement framework(MOE,2007b), the SIP is aimed at maximizing students’ achievement and learning outcomes through improving the teaching-learning process focusing on the four major school improvement domains: learning and teaching, student environment, leadership management, and community involvement.

In all efforts of the SIP, all stakeholders including teachers, parents, other community members and students are expected to be involved. This is because, as emphasized by the MOE (2007b), collaboration and partnership between the school staff and other stakeholders like parents, students, teachers, principals, communities and other organizations are essential to improve schools and enhance learning. Therefore, to improve the quality of education and student’s achievement, community participation is a vital component. Thus, this research is intended to assess community participation in the implementation of school improvement program in government primary schools of Gullele sub-city.

1.2. Statement of the Problem

Quality of education has remained the challenge of many countries, especially developing countries. Owing to this, many of them have been undertaking different educational initiatives that they think are important to assure quality of education. In Ethiopia, in order to improve quality of education, different actions have been taken. School improvement program is one of the major educational initiatives initiated in 2007 to that effect.

In order to bring about improvement in schools the involvement of head teachers, students, parents, and other community members is essential. Collaboration and partnership between the school staff and other stakeholders is instrumental to improve schools and ultimately maximize learning outcomes of all learners (MOE, 2007b). According to the Federal Ministry of Education (MOE), improving schools and student's success is not achievable unless government effort is supported by community participation. The MOE, in its five years plan (ESDP III), specifies that the community would contribute money, labor and social materials, and its representatives, the PTA gets involved in the day to day management of schools.

A number of studies reveal that active parent \community participation in school affairs consistently correlates with improved school performance (Deslandes, 2003; Epstein, 2002; Joseph, 2007). When schools work with families to support learning, children are more likely to succeed in the school and achieve beyond. Moreover, parental involvement in children's education increases level of achievement, improve attendance, increases likelihood for home work tasks to be completed, and contributes to the formation of more positive attitudes towards the school (Epstein, 2002). Researchers and educators have long advanced the position that the involvement of parents, other family members and the community in children's education is associated with good school programs, improved school quality and higher levels of academic achievement (Joseph, 2007). Even though the works of many scholars such as those cited above indicated that participation of parents and community is an essential element of improving quality of education and schools, and the government of Ethiopia has paved the way to ensure that, it does not seem that schools in Ethiopia

have been obtaining a lot of benefits from such a resources. Researchers who conducted studies on the area (Awash,2001; Getachew, 2001; Matebe, 2006; Melesew, 2005) indicate that while community participation in contributing money and labor were found at medium level, school-community relationships community participation in a school management and decision-making ,and parental involvement in their children's education were all at low levels. Furthermore, the Ministry of Education(2005) notes that although community participation in the contribution of finance and educational materials is increasing from time to time, further efforts are needed to improve school-community partnership Thus, while the studies mentioned above considered the case in view of their respective areas, and the Ministry of Education put the problem at general level, the existence and causes of the problem community participation has largely remained an unstudied area when it comes to primary schools of the Gullele sub-city. Motivated by such a state of affairs, I made a preliminary investigation of the situation and identified a researchable problem of low level of community participation in the afore-mentioned primary schools. It is thus such conditions that indicated the existence of a gap and give background to the study, and it is on this background the researcher is intending to make attempts to fill the gap not filled by other previous researchers. It is also these situation that give justification to the effort make to examine the current practice and possible explanatory factors regarding community participation in the implementation of school improvement program in the primary schools of Gullele sub-city at particular time. In line with that, the study attempted to answer the following basic research questions.

- 1) What is the current level of school-community relations in the implementation of SIP in the government primary schools of Gullele sub-city?
- 2) Do school leadership practices affect community participation in the implementation of SIP in government primary schools of gullele sub-city?
- 3) What are the constraints on parts of the community affect community participation in the implementation of SIP in government primary schools of Gullele sub-city?

1.3. Objectives of the study

1.3.1. General Objective

The objective of this study is to assess the current practices and the influence of school and community factors on the level of community involvement in the implementation of school improvement program in government primary schools of Gullele sub-city.

1.3.2. Specific Objectives

In specific terms, the following study is intended to:

- A) Assess the current level of school-community relations in the implementation of school improvement programs.
- B) Analyze the influences of school leadership practices on community participation in the implementation of school improvement programs.
- C) Examine the extent to which financial constraints on the part of community affect their participation in school improvement programs.
- D) Investigate the association between lack of awareness on school improvement program and degree of community participation in school improvement programs.

1.4. Significance of the study

The importance of this study lies in what it does to:

- Create awareness about the problem, and its magnitude among PTA members, principals, teachers, school improvement committees, education officials, and other concerned bodies of the Gullele sub-city.
- Suggest possible options for the improvement of community participation in the implementation of school improvement programs in the government primary schools of Gullele sub-city.
- Serve as a stepping stone for those who may conduct further study on the area.

1.5. Delimitation(Scope) of the Study

The study is conducted in the government primary schools of Gullele sub-city. Private primary schools of the Gullele sub-city are not included in the study in order to make the study manageable in view of resources and available time for completion of study. This study also examined selected issues or factors (school and community) such as school and community relationships, school leadership practices, financial issues, and community awareness even if there are different factors affecting community participation in school activities. This is due to that the study make preliminary investigations these are considered as the major factors by the school community.

1.6 Limitations of the Study

School improvement program is relatively a newly introduced program in Ethiopia. Thus, the locally written literature particularly related to community involvement is not scarcely available. This shortage of reference materials specific to the Addis Ababa City Administration in the implementation of school improvement program and due to time and financial constraints, as well as to make the study manageable, it has been conducted at selected Woredas level. As a result, the findings which were the basis of generalization may not be free from limitations.

1.7. Definition of Terms

Community : represents student parents and other community members who contribute resources to the operations of the school.

Community participation : the involvement of the community in school improvement program in different forms (contributions in finance, materials, labor, management and administration of schools through their representatives, supervising students' learning at home and schools, etc.).

Financial resources : money provided by the community to help the school to meet its objectives.

Improvement : the action of providing better than the previous situation.

Parent-Teachers Association(PTA) : School committee who are elected by parents and teachers with main responsibility of bridging the school and the community.

Primary School : It is the grades from 1-8. The level has two cycles. First cycle is(grades 1-4) and second cycle is (grades 5-8).

School Improvement : a program designed to improve the performances of school for the purposes of improving students' learning.

School Improvement Committee(SIC) : Official organized committee which consists of the school principals, department heads, teachers, parents , students, and community representatives.

School leadership practices : strategies /activities that could be taken by school administrators to mobilize the community to involve in school activities.

1.8. Organization of the study

The study is organized into five chapters. The first chapter encompasses introductory part of the study including background of the study, statement of the problem, objectives of the study, delimitation of the study, limitation of the study and definition of terms. The second chapter presents review of related literature. The third chapter deals with research methodology and procedures. The fourth chapter contains presentation and analysis of data. The last chapter encompasses summary, conclusion and recommendation.

CHAPTER TWO

Review of Related Literatures

2.1. The concept of Community Participation and School Improvement

2.1.1. The Concept of Community Participation

Many authorities such as Shaefer (1994) and bodies such as the World Bank argue that the definition given the community participation differs from country to country and from writer to writer. Shaefer (1994) stated that the term participation is vague, confusing even contradictory which can be put a 'ladder' to describe degrees of participation ranging from non-participatory to increasingly participatory, it ranges from the mere use of service, to,

- involvement through the contribution of resources materials ,and labor , to
- involvement through 'attendance' and receipt of information, to
- involvement through consultation or feedback, to
- participation in delivery of a service, to
- participation as implementer of delegated powers, to
- participation in real decision making at every stage = identification of problems, the study of feasibility, planning, implementation, and evaluation.

The World Bank (2004) also stated that participation is a rich concept that means different things to different people in different settings. For some, it is a matter of principle, for others, a practices, and for some others, an end in itself. According to the World Bank, participation is "a process through which stakeholders influence and share control over development initiatives and the decision and resources which affect them" (World bank, 2004. 1).

The concept 'community' like that of 'participation' is an ambiguous and elusive concept. It has no single definition. MOE (1998. 43) defines 'community' as "a group of people living together in specific area and sharing similar economic, political, cultural and social experience". Bray(1987) defines it as a group of people who share social, economic and cultural interests. Bray (1987) makes a distinction

among three different types of communities in his study of community financing of education. The first one is geographic community, which is defined according to its members , place of residence, such as village or district. The second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial or religious identifications. Third one is communities based on family or educational concerns, which include parents association and similar bodies that are based on families shared concern for the welfare of students. Like that of 'community' and 'participation', community participation can be viewed differently by different authors. Halyday in Begin (2001) defines community participation as the coalition of the school and the community members in improving the quality of education. It is working together with the community for the improvements of the educational programs. As to Olsen (1963) community participation in an education system is partnership of home, school and community members to support a child's education process. He also states that community participation is the constructive involvement of people other than adults involved as students and part time employees, in school policy program planning and evaluation. Community participation is meaningful when the community is actively involved in all activities including planning, management, implementation and evaluation. It is based on the contribution of community participation that the MOE designed community school partnership as one of its strategies to be employed to improve school and to quality of education (MOE ,2007a).

On the whole , although community participation has been viewed in different ways by different writers. It may be taken as the diversity of forms in which a community gets involved to influence the outcomes of the schools such as contribution of finance, materials, labor, management as well as outcomes, school improvement is about raising student achievement through enhancing the teaching learning process and the conditions, which support it. It about strategies for improving the school's capacity for providing quality of education.

2.1.2. The Concept of School Improvement

The term 'school improvement' is used frequently by different people who have varying interest in education. 'School improvement' can refer to relatively minor changes where there is some change to the program without any change in basic goals and values; or it can refer to changes in the program and in the existing goals and values, which in total, could amount to considerable change(Marsh,1988).

According to Hopkins, et al.(1994:3) school improvement is

An approach to change that is concerned with process as well as outcomes, school improvement is about raising student achievement through enhancing the teaching learning process and the conditions, which support it. It is about strategies for improving the school's capacity for providing quality of education.

According to the Office of Superintendent of Public Instruction OSPI and the Washington Association of School Administrations (WASA,2005) . school is improvement 'a continuous process schools use to ensure that all students are achieving at high levels'. All schools in collaboration of families, students, and communities, can create better environment so that all students are successful.

School improvement is making schools better places for learning which relies on changes at both school level and within classrooms, which in turn dependent on school being committed to fulfilling the expectation of children and their parents. It is a systematic approach that improves the quality of schools (Plan International, 2004).

According to International School Improvement Program (ISIP) school improvement is defined as a systematic , sustained effort aimed at change in learning conditions in one or more schools, with the ultimate aim of accomplishing educational goals and effectively.

In general, as it was mentioned above, school improvement can be viewed differently by different people but when we critically look at the definitions their common theme is maximizing the level of all learners' achievement and schools' capacity to manage change.

2.2. Rationale for Community Participation in School Improvement Program

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parent community in the implementation of school improvement program. It is through such participation that the community comes to know the school. It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals and take positions on critical issues. It is also this that helps the community to become part of the decision-making process and assist the school to keep up with social change and bring about educational change (Bagin and Donald, 2005). One major benefit of strengthening parent-school bond is improved student learning. School can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families (Tamania, 2002). The greater the community involvement in the process of the school improvement program, the greater improvements of schools in achieving their goals of education (Tamania, 2002). As Chamber and et al. (1970) cited in Melesew (2005) suggest the rationales for community participation are to:

- enable the community understand all aspects of the school operations;
- determine how the community feels about the school and it wishes school to do;
- secure an adequate financial support for sound educational program;
- help the community feel a more direct responsibility for the quality of education the school provides;
- earn the good will, respect and confidence of the community in professional service of instruction and
- involve the community in the work of the school.

Improving students' performance is one of basic for increasing community involvement in the school improvement program. Therefore, the schools should provide a greater opportunity for the community to understand the complexities of the learning processes in schools. Being well aware of different school improvement activities is more likely for community to be more willing to support the activities of schools. Concerning rationale for community involvement Townsend(1994:156) also stated, "the greater the community involvement in process, the greater the input of the different groups within the community, then the more likely that what is generated will be an accurate reflection of that community". According to Townsend arguments the rationales for increasing community involvement in schools are :

- Community participation will contribute to the development of school policies and practices which could be most effective and equitable for that community.
- The capacity of the school to solve education problems is enhanced if parents and community members are part of the problem solving
- Community participation can contribute both to increase usage of the resources of the school and improved performance of the school's community as well. This increases the organizational effectiveness of the school.
- Community involvement can contribute to improve academic performance and fewer problems in schools.

Studies of collaborative efforts (Fullan, Padak, Peek, and Shalee, 1990 cited in Schmit and Tracy, (1996 :2) have demonstrated that increasing the involvement of the community in schools has resulted in increasing the support of schools, support by way of dollars and support by way of commitment. Use of community resources has the advantage to expand a new school and to fulfill the infrastructure of the school. In agreement with this idea, Keith and Girling(1991) cited in Schmitt and Tracy (1996:10) stated that, "strong community student's achievement."

Participation of community in schools increases school resources, which enable school to fulfill infrastructure, which may not be covered by the government alone. Community involvement also helps the school for professional development and student's achievement. Regarding this Wolfndale (1992:57) stated the rationale for

parental involvement in schools as providing children a more effective learning environment ; providing school with extra personal and human resources; giving parents new insights and understanding about their children, as they build bridges between home learning and school learning; and providing schools with parents who are knowledgeable about school needs.

In general, the rationale for community participation is that an important means of improving educational relevancy, quality, and access by :

- Providing more resources for the school;
- Increasing relevance of the school in terms culture, curriculum,for the child and for the community;
- Reducing the work burden of teachers and principals;
- Increasing feeling ownership and responsiveness of community toward school;
- Increasing the recognition of the value of education;
- Improving students performance and achievements.

Therefore, increasing the involvement of parents and the community members and their respective responsibility in running the school will increase the effectiveness of the school in regarding to the needs of the local community. School quality also improves when community becomes active participant in school activities.

2.3. Areas of Community Participation in School Improvement Program

There are different areas that a community could participate in the involvement of the schools In recent year, community participation has received increased attention in international and national policy, and many researchers and policy makers have documented areas of community participation. According to Schmitt and Tracy (1996 :10), the involvement of community in schools originates with a commitment at policy level on part of schools and results in program and processes that build a commitment at the support level on the part of community. For effective community participation in schools, educational policy makers for communit must provide the

impacts for community support. Regarding dimensions of community participation Shaefer(1994) has developed the following seven ladders for analysis:

1. the mere use of a resource(such as enrolling children in schools).
2. Participant through attendance and the receipt of information (e.g. parents meeting, implying passive attendance.
3. Involvement through contribution (feedback) on particular issues.
4. Involvement through contribution(extraction) of resources materials and labor.
5. Participation in the delivery of service ,often as partner with other actors.
6. Participation as implementation of delegated power .
7. Participation in decision making at every stage problem identification, feasibility study, planning , implementation and evaluation.

Regarding community participation, Muskin(2001) Swift - Morgan(2006:347) also stated six models community participation. These models for community participation includes: infrastructure and maintenance , management and administration, teacher support and supervision , pedagogy and classroom support , students' supervision, and students' recruitment.

With regard to education system of Ethiopia, types/areas of community participation in education are stated in the Guidelines for Organization of Education Management, community participation and Education Finance(MOE,2002:45-53). The Guideline has stated the following types/areas of community participation:

- Financing education
- Participating in school based research
- Promoting quality of education
- Participating in primary school curriculum design and textbook preparation or revision
- Increasing enrolment of girl students in school
- Up raising school -community relation
- Supporting teachers
- School management

In this study , the researcher gives more emphasis to community participation in school management , contribution resources (finance, materials, and labor), supporting students learning at school and at home and promoting quality of education to improve students' performance.

2.3.1. Community Participation in School Management

In a decentralized education system, the community participates in decision making , planning, monitoring and evaluating the activities of the school program. It has been conclusively stated that community participation in the management of school has a lot benefits that include:

Ownership of the school by communities , an ability of the communities to support the school financially and materially, and the becoming environment where democracy is practice(Kaunda,2005:3). These reasons and many more made the government and the communities devise the national strategy for community participation in school improvement policy. In Ethiopia, the community gets involved in school management through committees or associations, such as "Kebele" Education and Training Board(KETB), School improvement committee(SIC), and Parent-Teacher Association (PTA)(MOE, 2002). In relation to school management the communities or their representatives can participate in the following activities of school management:

A. Planning

The participation of the community in school planning through the representatives of PTA, SIC ,and others enables them to the sense of ownership. Their interest in working for the school will increase if they feel that they would be heard. This may lead to the generation of ideas that might ultimately help the instructional process (Bagin and Donald, 2005). Their participation at the stage of implementation will be very high. They will also do their best to make the plan successful because they consider it as their own, exert much effort and fulfill the necessary requirements for the feasibility of the planking(King,1966 cited and in Melesew, 2005).

According to the MOE, regardless of the form of participation , the school has to involve the SIC and PTA in the planning of school improvement

programs(MOE,2007a). Lack of support on the part of the community to the implementation of plans emanates . in part, from is lack of participation at planning stage. Therefore, for effective support and success of school, the local community needs to participate in the planning of the school activities through their representatives.

B. Decision Making

One of the areas of community participation in decision making at every stage ranging from the level of problem identification, planning, implementation, and evaluation of the results of the decision.

Community participation in decision making serves as a political model as well as a strategy for tapping additional local resources for education(Kennedy,1979). To this , Shaefer(1994) adds that "when community is involved in school decisions, it contributes more to the school, both financially and in kind". Thus, the more the community participates in decision making ,the more it provides not only more financial and material resource but also likely to support those decisions than if those were simply imposed upon it. Successful imlementaion of any decision is largely dependent on the extent to which the community has some sense of ownership of control and responsibility. As the result of participation, decision become better understood and implementation facilitated (Mbamba,1992). It is , therefore, the responsibility of school principals to create a conducive environment for active participation of the community in the decision making process of school. According to Ministry of Education(MOE,2002) the community can participate in different areas of decision making like approving the school yearly budget, disciplinary problems, solving immediate and urgent problems within the school ,etc.

In general, the community needs to involve in different areas that need decisions particularly on issues like construction of classrooms, supervision of school resources, and contribution of materials funds and labor.

C. Monitoring and Evaluation

Successful school improvement is linked to systematically planned and executed monitoring and evaluating process and final outcomes (Stoll and Fink, 1996). One of the tasks or responsibilities of the school improvement committee and PTA is therefore, to evaluate the performance of the school against its plan. In the process of evaluation, the SIC and PTA, must examine the extent to which the plan is implemented. What remains and what problems are faced. It must be clear that, more than inspectors who visit schools once or twice a year, parents and local people are better informed about what is actually occurring in schools(UNESCO,1985). Generally ,conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school and identification of its weakness and strengths so as to take corrective measures. This has ,thus, to involve the community at large.

D. Management of Discipline

Participation in the management of discipline has vital importance for the smooth running of school activities, and for the maintenance of school peace and for the proper functioning of the school(Mehantly, 1990).

In the school context, the purpose of discipline is to help boys and girls develop not only respect for themselves and the society at large, but also respect for school authorities and school regulations. As Mbiti(1984) indicates , the goal of discipline is to make it possible for individuals to succeed in their effect .Success in school is therefore ,possible when there is discipline . And ,to maintain discipline in schools, the cooperation of the school and the community is highly needed. It is not the study only of the school principals but also parents, teachers, the school community, students and the community as a who the effort made Thus, the community should involve through their representatives of PTA, KETB and sic in the effort made to promote order and stability in the school.

2.3.2. Community participation in Resource Mobilization

When makes effort to expand access, and promote the quality of education, its economy may not be fulfilling both the quality and quantity demands without community participation. Community involvement in resources is crucial to promote relevance, quality and access of education. In with this Comings and Nielsen(1997) in Getachew(2001:15) state that in difficult areas where resources are scarce and government support are unsatisfactory; community participation may be most possible strategies for realizing the goal of full access to quality education. According to Townsend(1994:53) community participation in funding schools implies that the government and educational system in many parts of the world are encouraging local communities to be more responsible for the local school, both financially and in terms of the to fulfill infrastructure, which enable the school to achieve its goals. In addition expanding community financing may encourage participants to value education more highly, and greater parental involvement can promote the effectiveness of the school system. In line with this world Bank (1995) in Rose(2003) proposes that, cost sharing with communities is desirable, particularly where public resource are insufficient. Local communities and parents are increasingly playing a role in educational especially with regard to sharing the cost of building, maintenance and fulfilling infrastructure.

In Ethiopia education system, to run schools effectively, financial, material and human resources are very important. Therefore, the PTA or SIC members can play roles in generating resources. The committees can mobilize the community to contribute money, labor, etc. to build classrooms and schools. In agreement with this idea the MOE (2002) stated that communities should contribute money, materials, and labor for new school building, purchasing basic equipment and materials, building classrooms and teachers houses particularly in rural areas. This is mainly because improving schools and providing quality education is possible when the community is mobilized to contribute resources. In addition, the community can be involved in the construction of new buildings, supervision of construction, maintenance of classrooms, and beautification of the school compound.

2.3.3. Parent Involvement in their Children's education

The major of the school improvement program is to improve student's achievement. Therefore, parents and community members are expected to participate in student learning at school and at home. When parents and other community members involved in children's learning process it is more likely that they succeed in school -attending regularly, earning higher grades passing their class, graduating and going on to post secondary education. When parents are involved in school , children go farther in school and the schools they go to are better (Henderson and Berla, 1994).

According to Sheldon and Epstein (2005:197) parental involvement in a comprehensive program of school, family , and community partnership has six forms . These include:

- a. The basic obligations of parents: parents help ready their children to learn at all ages by keeping them healthy and safe, and by supervising , disciplining and guiding them. They help children feel good about themselves and confident with others. They teach them a positive attitudes about learning and school.
- b. Communications between home and school: schools provide information to parents about student's progress and school programs. They provide ways for parent to share with school and staff information important to their children's learning (phone calls, notes, conferences, etc.)
- c. Parent involvement at school: parents assist teachers, administrators, and children in classrooms and school building by volunteering. They support their children by attending student performances, sports and other events, or attending workshop or classes for their own learning as parents.
- d. Parent involvement in learning activities at home: families learn together by talking and listening to each other , by playing games ,reading, going on trips, visiting museums, telling stories, singing and working on home work. Parents help children connect family learning to school learning.
- e. Parent involvement in governance and advocacy: parents help make decisions in the school through parent groups, building leadership teams, and other local

organizations. Parents work for school improvements at the district, state, and national level.

- f. Parent involvement through community collaborations: citizens in community agencies, business, and service groups, cultural organizations, government units and other groups must work together with schools in the best interests of children's learning.

Furthermore, a research conducted by Rietbegen (1996:124-127) indicated that parental involvement into school physically, such as attending school program, extracurricular activities, and teacher conference makes a real difference in student's achievement. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss how to help his or her children at home.

In Ethiopia education system, parent and community members are expected to involve in different school activities such as management, contribution of resources, helping children's learning at home and at school and in general to improve the relevance, access and quality of education system. Therefore, school improvement program is designed to improve students' achievement in collaboration with school-community and the school community is expected initiate and encourage the involvement of parents and other community members to involve in different school activities.

2.4. Factors Influencing Community Participation in School Improvement Program

Involving communities in school affairs requires facing and tackling a number of challenges. These challenges could be examined in terms of factors related to schools and communities as discussed below:

2.4.1 Factors Related to Schools

There are many factors that influence community involvement in different school programs that stem from the school side.

- A. School leadership: the principal and school committees head leadership played an important role in encouraging community participation or hindering their participation. The more democratic the leadership style of the principal is better

the participation of the community in school affairs will be(Sathory, 1974). As Townsend(1994:158) also noted that:

---unwillingness on the part of the principal , lack of incentives , lack of skill due to poor or no training regarding participation ,lack of provision of administrative support , apathy, difficulty of convincing people of the value of participation ,reluctance the community in the management of the school.

According to Rietbergen (1996) the leadership style of school principals can promote or hinder the participation of the community in different school activities. He also notes that the leadership style adapted by school principals affects the level of community participation . Furthermore, he claims that democratic nature of school principals, their provision of encouragements, and their human relation skill in persuading people to participate actively etc. can affect the level of community participation. In agreement with idea, Florez et al (2001)in Agbo (2007) indicate that the levels of community participation in school decision making are dependent largely on the leadership style of the principal and that it is important that the principal promotes democratic leadership in schools.

Furthermore, the study by Telem (2003) in Agbo (2007)found that the principal plays a central role in promoting parental involvement and limited parental involvement could be related to the governance structure of school, the leadership style of the principals and the principals feeling about parents ' status and power and school climate. Where schools are perceived as authoritarian institution, parents and community members do not feel welcome to participate in their children's education. They are not taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at school.

For success of school improvement program, and parental and other community members' involvement can be considered as the major asset. In this regard ,Harris and Lambert(2003:3-4) in order to enhance parental and community involvement school leadership needs to establish and maintain communication, in involvement in the day-to-day running of the school to allow parents and community some voice in

key school. In agreement with this, Hopkins(2001:45) has also described that schools have much responsibility to initiate communication and provide atmosphere which allows parent and community to involve in making decisions and academic matters for success of school improvement program.

In general school leaders have an impact on community involvement in different school activities and therefore, school leaders must initiate the community to visit schools. They must make known for community what the schools want to do to make the children in school effective and successful and they must call for support to community members to participate in planning, implementation, monitoring, evaluation of school activities and generating resources to run schools effectively.

B. Communication: the presence or absence of communication between school and community can influence the performance of students in particular and schools in general. According to Bagin (2001) communication between the school and the community has the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum involvement of parents, at home and at school, in their children's educational development. Bagin also stated that communication with the community can be through meetings, parent-teacher conferences or printed materials such as report cards, newsletters or bulletin, letters to parents and or through internet. According to Johnson(1995: 13-14) maintaining regular communication between school and parents/ community members through parent orientation ,meeting, parent-teacher conferences and telephone conversations, report card, parent new letters and other activities can enhance the performances of schools. Schools which have understanding about communicating with all parents and maintaining a variety of effective avenues for two way communication can involve the considerable number of parents and other community members

C. Principals and Teachers Interest: community participation is also affected by lack of principals' and teachers interest. The view of school principals and teachers towards ability of community members may also hinder the active

participation Of the community. Some school principals and teachers may feel that it is a waste of time involving community in school affairs. This position is contrary to what they are expected to do in the direction of building good understanding between the school and community. Emphasizing on this , (UNESCO, 2002) states that principals and teachers may perceive that school board and association members often have few decision making skills, and because of this perception, they are reluctant to involve either the community at large or its representatives in the management of schools.

According to Jenson et al.(1967:251) the problem of interest of community and that of the principal and the teachers to work together stems from different sources such as: unsatisfied experience on the part staff and local community; real or imagine barriers between parent and professionals; the problem of reaching the right people when their support is needed; and the felling on the part of principals and teachers that they need not be bothered with the chores of the parents and their children.

2.4.2. Factors related to Community

A number of factors are associated with the community itself when it comes to its level of participation in school affairs. Some of them are treated as below .

- A. Community interest: not all community members are willing to get involved in school activities. Some have negative schooling experiences themselves. Others are illiterate and do not feel comfortable talking to teachers , and getting involved in any kind of school activities. When what schools do not seem relevant to its needs, community shows reluctance or resistance. As a result, schools need to devise ways by which they could deal with such reluctance . In their effort to suggest solutions, Cummings and Dall (1995) note that when schools are faced with reluctance or resistance to their efforts, they have to make their programs transparent and reach the community using several mechanisms such as inviting elders , dignitaries, and celebrities to schools. Davies Kean and Eccles(2003) in Melesew(2005) also identified communities interest affect their participation in schools.
- B. Awareness of Community: Community members need to know that their inputs are important for schools to accomplish their tasks effectively. In line with this , Commings and Dall (1995:11) stated that parents and other community members should understand that without their support schools face

challenges to accomplish their tasks fully in order to achieve their intended educational objectives. But at localities where schools have been established and run by government communities assume that since government is in charge their participation is unnecessary.

As Jenson et. al(1967) state that people have different perceptions about the support they required to provide. Some look at financial support of schools program as a burden, while others see it as an imposition. Some others who have no children in schools question their being compelled to support the education of other people. He further claimed that misunderstanding of drawbacks which affect both the school and the community. To avoid this misunderstanding, interrelationships as well as support. Good relations are based on understandings of what a school is, what it does, how it does, and what it needs to do the job. Therefore, school staff should play a good role to avoid such misunderstandings. Furthermore, the principals need to utilize different means to inform the community about the school's progress and integrate the community as members of working school teams. This promotes awareness of community about the role they can play in schools.

C. Community Financial Resources: Financing education is one of the areas of community participation in schools. Therefore, the community is expected to contribute financial resources and their contribution depends largely on the resources they have. In line with this, the research conducted in eight rural communities of SNNPR on community participation in school by Swift-Morgan(2006:348) indicates poverty and poor relationship between school staff and community members are the many factors affecting community participation in schools. According to Swift-Morgan investigation communities are willing to participate in school, but the problem is that the communities are very poor and have no money to contribute for the schools. Gubert and Tounkana (2000) in Kaunda(2005:9) stated that community participation in many African countries is seriously hampered by poverty, illiteracy, lack of jobs for graduates and ignorance of the concept of free school. Sheldon(2000) in Jennifer D, et al.(2007) also noted that parents with access to more financial

resources are more likely to be involved. He also reported that the financially stable a family is the more time that parents have for their children and the more concern they have for their education . Lareau (1996) in Agbo (2007) also stated that low income parents are less likely to become involve in their children's education. On the whole, MInIstry of Education(MOE, 2005)claims that the following are among the factors that hinder community participations:

- Tendency to consider education as the responsibility of the government ,
- Failure to arouse motivation in a coordinated manner,
- Community financial position,
- Inability of community representatives to be actively involved due to the number of factors such as workload , other responsibilities, engagements, etc.,
- Time management ,
- Absence of system of accountability regarding the duties and responsibilities of community participation,
- lack of awareness and skill on the part of members of KETB and PTA to motivate the community,
- Focusing on the material financial contribution of the community and disregarding participation in management

In general community 's awareness, interest, financial positions affect the involvement of the community in school affairs.

2.5. Strategies of enhancing Community Participation in School Involvement

Schools should develop strategies instrumental to ensure the active involvement of the community in their various activities and programs. The following are from among the strategies.

a. Building the Capacity of School principals and Teachers

Principals and teachers play a pivotal in the success of the school. In successful schools principals create a strong sense of mission and vision; build a strong culture of collaboration; set appropriate curriculum implementation mechanisms ; posses an

instructional leadership that takes responsibility for student achievement ; develop and communicate plans for effective teaching; and nature cooperative relationship with parents and other community members in general (MOE,2005).

Accomplishing all the requires some degrees of competence and these , in turn , necessitate further and continuous training. Teachers also need to undergo similar training for the same purpose of enabling them create a participatory management style by involving the local people in planning, decision making ,implementing plans developing school based budget and monitoring and evaluation(MOE,2002) UNESCO(2002)also notes that school leaders and teachers need training in how to manage their autonomy and collaborative responsibilities.

Lack of training creates problems communication with community members . Supporting this idea , Holliday in Bagin(2001) explains that educators communicate poorly because they have little communication experiences almost no meaningful communication training. Thus, training principals and teachers on how to involve the community in school program activities is essential.

b. Creating a School Environment Conductive for participation

The school has to create an environment suitable for the community to participate in its activities. It must initiate the community to participate and appreciate its contribution When members of the community or their representatives are welcomed and get respected in their participation , they would more motivated and exert more and better efforts(Reid, 2000). Supporting this idea, Swift Morgan(2006)notes that school staff and education officials need to respect parents and community members and expand their roles in school governance. In addition to welcoming the participation of the community , schools have to adjust appropriate time and place for members of the community to participate on different school activities. Therefore, the school principals, teachers and others should create conducive school environment that invite the communities to participate in different school programs.

c. Creating Clear Roles to Community Members or their Representatives

It is necessary for schools to create clear and meaningful roles for community members to play their roles in the improvement of schools and the achievement of the overall educational goals. In order to obtain any kind of community participation, there needs to be an understanding among all stakeholders. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community members should be carried on by establishing communication channels. One of the strategies used for successful community participation in school improvement program is conducting a social marketing and awareness creation program. This helps to show the community its roles and what it needs to do in order to play the roles successfully. This could be carried out employing strategies such as meetings, parent-teachers conferences or printed materials such as report card, newsletters or bulletins, etc. Therefore, creating awareness on the part of the communities on how to support and contribute their efforts to school improvement is considered as prerequisite for their participation in different school programs.

d. Giving Orientation and Training to Community Representatives

Community members or their representatives may attend meetings passively without adding an input. This could be due to lack of confidence, or knowledge and skills. It is essential to give orientation and training for building capacity which could enable them to understand their right play expected roles, and discharge responsibilities accordingly (UNESCO, 2002). In agreement with this idea, the World Bank (1997) states that if communities or their representatives get training, they will maximize their effort and participate actively in school programs. Community participation can be facilitated if members of school boards and PTA get some orientation and rudimentary training in budgeting, planning, implementation, monitoring and evaluation.

e. Providing Community Service

The school has to design programs aimed at providing needed services in order for it to secure the participation of the community. Among these services are found community tasks carried out by students as part of their extracurricular activities, and student-teacher involvement in adult education. The school can also render services such as preventing traffic hazards, wastage disposal, and cleaning streets. Through the activities mentioned above the school becomes a center of community services (Aggrawal, 1996; Bagin, 2001). Therefore, the school has to have school regulation and guidelines for communication, community services and parent-teacher cooperation.

Generally, the Ministry of Education (MOE, 2005) states that some of the ways which are used to build community participation are as follows:

- All encourage achievements and changes must be made known to the community.
- A forum of open discussion must be prepared regarding the future vision of schools and their problems to initiate the community with a belief and commitment to solve the problems of schools.
- It is necessary to create a favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation educational programs.
- It is essential to give detailed information for the community about how schools are run, about the teaching learning process and other school functions by establishing formal reporting mechanisms.
- Schools must be able to participate in the community development activities.
- Schools must invite the community to come to school visit school activities by arranging some programs such as bazaar, parent's day, play and short festivals.
- A program must be arranged for parents to come to school physically as a team or individually, to enable them to evaluate and give their suggestions about their children's academic progress.
- Parents with outstanding contribution for the achievement of educational programs and those members of the community who actively participate in

school affairs must be acknowledged or awarded a recognition that gives them value in the society.

Therefore, the school has to involve the community in its different programs through the committees or associations elected from community. In addition to this, the school has to have planned communication mechanisms which enable the community to assist teachers and create a sense of ownership.

2.6. The Roles of NGO

Most NGOs in education have adopted a multi- integrated approach to development and are implementing education programs alongside other interventions such as health, agriculture, food security, water and sanitation, advocacy and orphan care. Community empowerment has been part and parcel of this integrated approach. They have used various strategies to empower the communities to play active in the development process.

MOE(2008) when government does not have the capacity to reach all out of school children and youth through formal schools, NGOs or other civil society actors mobilize community to build a school, secure enrollment and train the facilitators. When the center is operational and sustainable, it is actually then handed over to the government. Miller Grandvaux, Y. et.al.(2002,10) also stated as follows:

1. Resources: Most NGOs began working in communities to supply resources, sometimes in the form of disaster relief. Among the NGOs involved in education activities in the countries studied, all bring resources with them to communities within which they work. The resources are most apparent in the case of community schools, where NGOs might supply concrete things such as tin roofs and teacher salaries. In all cases, NGOs bring their skills and experience in to communities, shaping experiences of change in ways that can provide models for future community activities.
2. Community Participation: For government, community in education most often means supplying resources, both funding and labor to support local schooling. Initially, most mobilization or sensitization campaigns in education focused on encouraging parents to provide resources to create and support education needs

and to send their children, especially girls, to school. Increasingly, NGOs mobilization communities has expanded to other areas, such as assisting communities to assume responsibility for improving school quality. More participatory approaches, which include facilitating community discussion and negotiations to decide what their problems are, how they might be solved, and how to implement those solutions, are being used by NGOs, in part because they better support the double goal of most NGOs improving education and strengthening civil society.

3. Capacity Building: NGOs also assist in creating or training school communities and/or parent-teacher associations (PTA), organizations through which communities can gain control of their own schools. The improvement of educational quality, girl's participation and community involvement through building the capacity and motivation of school management committees are very important.

2.7. Experiences of Community Participation in Education

Although the kind and degree of participation vary from country to country, community involve in school affairs in almost all countries. And, it is important to examine the experiences of few countries and get some useful lessons to improve the practice in this country. The experiences of the following countries are presented below in view of their relevance to the situation in Ethiopia.

2.7.1. Other Countries

A. South Africa

According to Singh, et al.(2004) the South African schools act of 1996 provide formal power in education to parents as well as communities. It creates the expectation for parents to be meaningful parents in schools governance. It also encourages schools to become self-managed as well as self-reliant. The principal is no longer expected to carry the burden of managing the school alone

In South Africa, the introduction of Outcomes-Based Education paved the way for greater parent involvement in education. The system expects parents to play a crucial roles . They are required to the responsibility of education with the state . Singh et

al.(2004) also claimed that the system requires the learners , educators and the community to become a single , united voice in shaping the curriculum of the school. As to Singh et al.(2004), Outcomes Based Education Program stimulates parents to play a monitoring role on a number of issues including:

- Ensuring that educational outcomes are of the highest standards;
- Identifying and articulating the values and belief of those who share the learning site and helping to develop the vision of the school, the active promotion of the culture of learning through the creation of culturally encouraging and learner-friendly climate;
- Assuming in the development of determined achievers and the construction of a positive learning environment;
- Being agents for the gathering and utilization of all resources available in the community which could promote the learning process.

The experiences of South Africa indicate that the community participates in different school programs starting from resources generation to in shaping the school curriculum.

B. India

The government body that participates in school management is called Village Education Committee (VEC). This committee has the responsibility of monitoring the school in order to ensure its effective functioning . Decentralization of authority and devolution of power have been the community greater controlling and administrative roles . The responsibilities given to the VEC include constructing school building , managing teacher affairs, preparing school development plans , monitoring of student enrollment and regular attendance , and monitoring the regular functioning of the schools(UNESCO , 2002:12; Indian Department of education , 2001). The Indian experiences show that the communities have the chance to participate in different school programs such as administrative roles , constructing school buildings , monitoring student enrollment and in general , monitoring the regular functioning of the schools.

2.7.2. Country-Based Experiences

Community involvement has exist in various forms in Ethiopia. It may be possible to examine the types and the degrees of involvement in terms of the different political systems that existed in the country considering the variations in community involvement levels.

A. Imperial Period

Before 1974, educational administration was characterized by its being over centralized. Regarding this Pankhurst(1968) states that the Ministry of Education and fine Arts was given the responsibility to centrally administer, supervise and control all government schools. Due to this reason, parents participated only when money contribution for extra classroom building was needed. In agreement with this idea Seyoum(1988:56) explained that

---in the early 1940's and 1950's when student enrollment in elementary and secondary schools remained relatively low, schools where provided with whatever they needed by the Ministry of Education. Consequently, schools had hardly any need to create contact with the community. Thus, the school virtually remained an island into itself a kind of foreign body of their community.

In addition to that, Teshome(1998) mentioned that administration was highly centralized , and local community participation was inhibited in curriculum planning , personal and budgetary allocation and control.

Report of the Education sector Review(1972) also indicates that responsibilities and functional aspects of education were heavily centralized at the ministerial level . Supporting this Wondafrash(2001) stressed that the MOE was responsible for every education and there was no room to consider local conditions of the different parts of Ethiopia. Due to this the education system remained to be largely alien to community involvement.

On the whole, in the imperial period there was no clear education policy which provided community participation. Hence there was no satisfactory participation in educational activities and decision-making as well.

B. Dergue Period

After the downfall of imperial regime, the provisional Military Administration Council (Derg) issued Proclamation No. 103 of 1976. It was entitled a Proclamation to provide for the administration and control of schools by the people. It was issued to put schools under the direct administration and control of the people. And, the school committee was responsible for supervising and controlling of school management (Seyoum, 1988).

The above-mentioned proclamation was amended and replaced by the proclamation No. 260 of 1984. It was entitled a proclamation to provide for strengthening of the management and administration of schools. This established "Government School Committee". The composition of the committee is from peasant association, urban dwellers association, teachers and students and the director is vice chairman. The duties of the government school committee are: supervising the school program activities and utilization of subsidy; consulting and assisting the school management; coordinating the school and the community and reporting to the local representatives of the ministry whenever the director fails to perform his duty. (Seyoum, 1988).

Thus, the government school committee's focus was controlling and monitoring the school management. However, the school administrators who used to exercise independent control over their schools did not enthusiastically welcome the school committee. There had been occasions of misunderstanding and conflicts between administration and the school committee (Seyoum, 1988). In this period the communities and their representatives have some options to participate in school affairs such as making an overall supervision of administration of the property of the school, follow up the proper utilization of subsidy or budget allocations allocation to the school by the ministry, to consult and assist the school in accordance with the programs issued by the head master. However, because of the centralization system of education,

community participation was limited and school and community relationships failed to function properly.

C. Current Practice

In 1994, a new education the training policy was made. The policy indicates that educational management would be decentralized to create the necessary conditions to improve the relevance , quality, accessibility and equity of education and training. It also states that educational administration would be one of the democratic leadership by boards or committees, consisting of members from the community , teachers and students(TGE,1994)

Based on the policy, implementation strategy was issued in September 1994. The strategy states that educational organization and administration should be restructured in accordance with devolution of power from the central government to regions and local bodies. Furthermore, it describes that school should be strongly linked to the community. The management of each school should be democratized and run with the participation of the community.

The Ministry of Education has also published a guideline of Educational Management Organization, Community participation Finance, in 2002 to implement the policy. This guideline defined the composition of the WETB, KETB and PTA as well as specified the responsibilities and duties of boards, associations, education officials, teachers and the community. Furthermore, the MOE developed a manual for the school improvement program in which the role of the principals, supervisors, students, parents and the community was defined in detailed. In addition to this, the school parent community partnership is described(MOE,2005). In 2007 a frame work of school improvement program was issued and in this frame work , the standards, characteristics and indicators for community participation is stated(MOE,2007b).

As mentioned in the school improvement framework, the Regional, Zone, Woreda and local education administrators should design different strategies to enhance the relationship between school and community and implement the school improvement program more successfully in schools.

CHAPTER THREE

Research Design and Methodology

For effective accomplishment of the study, the following research design and methodology would be employed.

3.1. The Research Design

Since the general objective of the study is to assess the current practices and the influence of school and community factors on the level of community participation in the implementation of school improvement program (SIP) in government primary schools of Gullele Sub-City, descriptive survey design was employed. The underlying reason for employing this type of study was its appropriateness to describe present conditions and gather a large variety of data related to the problem.

3.2. The Sources of Data

In this study, the primary and secondary sources of data were employed.

3.2.1. The primary sources of Data

In order to get adequate information on the practices of community participation, the sources of primary data were principals, teachers, students, and community representatives in PTA and SIC members, education officials, and NGO's(world vision) representatives who are supporting primary school in resources and participating in implementation of education quality.

3.2.2. The Secondary sources of Data

The secondary sources of data are obtained from related books, journals, legal documents and relevant review of literatures. Moreover, education polices, education guidelines, syllabi or curriculum materials, and annual educational statistics of ministry of education and the works of others secondary sources.

3.3. Samples and Sampling Procedures

Using the technique, four woredas were selected from ten woredas of Gullele sub-city in Addis Ababa City Administration.

These include samples of schools, principals, teachers, students, and community representatives in PTA and SIC members as well as education officers and NGO's(world vision) representatives. The samples were selected by random sampling technique. This is because each respondent in school gets an equal chance to be selected for the study.

The selection procedures were indicated as follows:

A. Schools

The study area was the government primary schools of Gullele Sub-City. From 10 Woredas of the Gullele sub-city, 4 Woreads were selected as a sample of the study. These Woredas were chosen. because, firstly, the researcher is familiar with the sample area. Secondly, these Woredas in Gullele sub-city have similar conditions and taking 4 Woreds that is 40% would be representatives.

Thirdly, the topography of the study area is not convenient to develop infrastructure, so that the participation of community in primary schools improvement program is expected to be high. Fourthly, considering the time constraints, if additional woreda would be added, the data collection would not be manageable.

The total number of primary schools in these sample woredas is six. Since all schools are in the Gullel Sub-City and have the same characteristics, from these total schools all of them were selected for the study.

B. Teachers and School Principals

In the sample schools, there are 90 primary school teachers and 6 primary school principals included. From each sample of primary school teachers were selected using simple random sampling technique and because of descriptive

research. Since school principals can encourage or discourage community involvement through their activities and have better exposure to the issue under investigation, sampling technique was employed to include all the principals of the sample schools. Accordingly, 6(100%) of principals were included in the study as sources of information.

C. Students

Students were taken as one source of data to furnish important information about community participation in the implementation of school improvement program. The selection of students from grade 5-8 was purposive. Because, Firstly, grade 5-8 students are mature enough both age wise and academic wise to read and write in Amharic and can fill a questionnaire. Secondly, students at these grade levels have relations with schools for more than and above five years. Thirdly, these students may give an adequate information about the community participation in the implementation of School Improvement Program in the primary schools. In each grade level(5-8), there are fifty students in a sample section. The three sections(A,B,and C) were selected from each sample school by systematic random sampling using n^{th} intervals (10^{th}) at interval of students' list according to their classroom name list arrangement by the classroom teachers.

D. Parent-Teacher Association(PTA) and School Improvement Committee(SIC)

Since the community representatives in PTA and SIC members are expected to develop and initiate the interaction between school and communities, all the community representative members 2 PTA and 2 SIC members from each sample school that is a total of 24 community representatives were included through sampling techniques.

Regarding community representatives, two PTA members were taken purposively for interview because the researcher believed that they could provide more information on the under investigation.

E. Educational Officials

Regarding officials, 4 Woredas educational officers were included as the subjects of study.

Table- 1 Number of Sample woredas, Schools and Teachers.

No	Name of woreda	No of schools	Sample schools	percent	Name of schools	No of teachers				Total	
						Male		Female		N	%
						N	%	N	%		
1	Woreda-1	2	2	100%	Qusquam	7	46.7	9	60	16	100
					Dilbetigle	9	60.0	7	46.7	16	100
2	Woreda-2	1	1	100%	Addis Tesfa	6	40.0	8	53.3	14	100
3	Woreda-3	2	2	100%	Eyerusalem	8	53.3	6	40.0	14	100
					Tsehay Chora	7	46.7	9	60.0	16	100
4	Woreda-6	1	1	100%	Addis Zemen	6	40.0	8	53.3	14	100
	Total	6	6	100%		42	46.7	48	53.3	90	100

Table-2 Number of Sample students from Sample Schools

No	Name of Sample Woredas	Name of Sample Schools	Number of Sample Students				Total	
			Male		Female		N	%
			N	%	N	%		
1.	Woreda-1	Qusquam	15	39.47	23	60.53	38	100
		Dilbetigle	21	55.26	17	44.7	38	100
2.	Woreda-2	Addis Tesfa	19	50	19	50	38	100
3.	Woreda-3	Eyerusalem	16	42.1	22	57.89	38	100
		Tsehay Chora	17	44.7	21	55.3	38	100
4.	Woreda-6	Addis Zemen	14	36.8	24	63.2	38	100
	Total		102	44.73	126	55.26	228	100

3.4. Instruments and Procedures of Data Collection

Data were collected using the following instruments and procedures.

3.4.1. Data gathering Instruments.

In this study, different types of data gathering instruments were employed for anyone of the sources of the data. Accordingly, three complementary techniques of the data collections namely questionnaire, interview and resource checklist were employed to gather data from the respondents.

A. Questionnaire

First, questionnaires were designed as both close-ended and open-ended items and distributed to teachers, students and community representatives in PTA and SIC members. The questionnaires were developed based on the review of related literatures and were commented by the advisor and one MA language teacher for its relevance, completeness, and clarity, then, it was translated into Amharic language by the researcher and by one MA language teacher in Entoto Amba Secondary school and also commented by my two colleagues (language teachers) at high school for the appropriateness of the translation. There are two types of sets of questionnaires, teachers' closed-ended questionnaire has five parts that consists of 22 closed-ended items and students' questionnaire has one part that consists of 14 closed-ended items.

Before being used for the actual subjects, the questionnaires were piloted in one of the primary schools which is out of the sample schools to measure the validity and reliability of the instruments. The purpose of this test was to check an its appropriateness of the items in the instrument and to make necessary amendments based on the obtained feedback from the respondents. Accordingly, 32 copies of draft questionnaires prepared in Amharic for clarity and were distributed to 8 teachers, 4 PTA members and 20 students respectively. However, the pilot test result did not show major defect on the developed questionnaire. But, only few amendments were made on questionnaire before the final version was prepared. Some improvements were made based on the results of the pilot test.

B. Interview

This technique was employed to acquire qualitative data about various components of the programs and to complement obtained relevant data that were not handled by questionnaires. There nine open-ended questions for the school principals and PTA members and seven open-ended questions for Woredas educational officers and NGO's(world vision) representatives. Interview was conducted to gather data from woreda's educational officials, primary school principals, PTA, and NGO's(world vision) representatives concerning the practices of community participation in the implementation of SIP. Structured and unstructured questions were used to guide the interview. After explaining the purpose of the interview for the interviewees and getting their consent, the researcher has conducted the interview. Since they were not voluntary to be recorded by tape recorder the researcher recorded the information by taking notes on the main themes of the discussion. The interview was conducted in Amharic language.

C. Resource Checklist

Before gathering information through the questionnaire, the availability of science laboratory services, laboratory materials and equipments, library sources, pedagogical centers, computer laboratory services room, waters and electricity service and other schools' facilities were checked. And also the implementation of science practical work, budget allocation, follow up, and support on practical work in sciences laboratory focused during these facilities were checked.

3.4.2. Data Collection Procedures

The researcher distributed the questionnaires to 90 teachers, 228 students, and 24 community representatives in PTA and SIC members. The questionnaire distributed to teachers were collected after two days by the researcher and his assistant data collectors. Orientation was given for the student respondents about the purpose of the questionnaire and how the questionnaire filled and return back. The questionnaire for community representatives in PTA and SIC members were distributed and collected through the school principals after a week. Among the total distributed questionnaires,

that is 90(100%)of teachers, 228(100%) of students, and 24(100)% of PTA and SIC members filled and returned.

3.5. Pilot test

Before the main study was conducted the pilot test was carried out in Atse Neakutoleab primary school which is not included in the sample study to measure the validity and reliability of the instruments. The purpose of this test was to checked the appropriateness of the items in the instruments and to make necessary amendments based on the obtained feedback from respondents. However, the pilot test result did not show major defect on the developed questionnaires. Hence, only few amendments were made on questionnaires before the final questionnaire was prepared.

Furthermore, reliability estimates for total closed-ended items were computed using spss version 20 computer software, in order to know the internal consistency of the questionnaire. As a result, the reliability estimates for the total items using Cronbach alpha were found to be 0.732 for both teachers and PTA members and 0.796 for students' closed- ended items. According to Louis Cohen (2007:506) a reliability coefficient is greater than 0.90 considered to be very highly reliable, 0.80-0.90 highly reliable, 0.70-0.79 reliable, 0.60- 0.69 minimally reliable and less than 0.60 unacceptably low reliable. Therefore, the reliability of the questionnaire was considered as to be good.

3.6. Methods and of Data Analysis

In this study, the quantitative data gathered through questionnaires were categorized, tallied and tabulated. The data were analyzed using frequency and percentage to provide better understanding of the results. Frequency and percentage were utilized to analyze and determine different characteristics(sex, age, services and qualification) of the respondents and to describe and analyze the data obtained through questionnaires. The data obtained through interview and structured questions were grouped into themes based on the basic research questions and were described following the discussion of quantitative data. And finally, the data were analyzed using narrative description.

CHAPTER FOUR

Presentation and Analysis of Data

This chapter presents, analyses and interprets the data. First, the data are presented in tables and then analyzed.

4.1. Characteristics of Study participants.

Table 3. Respondents' Educational level and Service years

1	Qualification	Respondents			
		Teachers		PTA and SIC	
		N	%	N	%
	a. Primary school completed	-----	-----	-----	-----
	b. Secondary school completed	-----	-----	2	8.33
	c. Certificate	17	18.88	1	4.17
	d. Diploma	33	36.66	11	45.83
	e. BA/BSC	40	44.44	10	41.7
	f. MA/MSc	-----	-----	-----	-----
	Total	90	100	24	100
2	Service years				
	a. Below 5 years	4	4.44	-----	-----
	b. 5-10 years	5	5.55	-----	-----
	c. 11-15 years	18	20		
	d. 16-20 years	32	35.55	-----	-----
	e. 21-25 years	20	22.22		
	f. Above 25 years	11	12.5	-----	-----
	Total	90	100	-----	-----

As shown in the above table, 2(8.33%) of PTA and SIC were secondary school completed, 17(18.88%) of teachers and 1(4.17%) of PTA and SIC were certified from teachers' training institute, 33(36.66%) of teachers and 11(45.83%) of PTA and SIC were diploma holders. On other hand, 40(44.44%) of teachers and 10(41.7%) of PTA and SIC were first degree holders. Thus, the data indicate that majority of respondents

are first degree holders and some of PTA and SIC members have completed secondary education.

As to the experience of teachers in teaching, 4(4.44%) of were below 5 years, 5(5.55%) of teachers have 5-10 years services, 18(20%) of teachers have 11-15 years services. On other hand, 32(35.55%) of teachers have 16-20 years services, whereas, 20(22.22%) of teachers have 21-25 years services. Only 11(12.5%) of teachers have above 25 years services. This shows that majority of respondent teachers have good teaching experience. The importance of the respondents qualification and services is that the experienced teachers in schools can reflect the status of community participation in their schools and may facilitate the involvement of community or parent in the implementation of school improvement program. Experienced teachers can provide an adequate information about community participation in the implementation of SIP.

4.2. Responses Provided to Questions

In this part, the study is presented, analyzed, and interpreted in relation to questions responded to by the respondents.

4.2.1. School-Community Relationships

For the effective implementation of school improvement programs, a link between school and community is vital. The following presents the views held by teachers and PTA and SIC members on school -community relations

Table 4: School-community relationships

No	Items	Respondents	Always		Mostly		Sometimes		Rarely		Not at all		To	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Parents involve in parent-teacher conferences	T	2	2.22	14	15.55	28	31.1	34	37.77	12	13.33	90	100
		P and S	---	2	8.3		4	17.6	12	50	6	25	24	100
2	Consultation with teachers about the progress and weakness of students	T	---	16	16	17.77	23	25.55	45	50	6	6.66	90	100
		P and S	2	8.3	4	16.7	10	41.7	5	20.8	3	12.5	24	100
3	Parents visiting their children in school while learning	T	---		17	18.88	31	34.44	32	35.55	10	11.11	90	100
		P and S	1	4.3	3	12.5	7	29.2	9	37.2	4	16.7	24	100
4	Having discussion between school and communities about school's problems and solutions	T	8	8.8	20	22.22	30	33.33	22	24.44	10	11.11	90	100
		P and S	---		3	12.5	10	41.7	9	37.5	2	8.3	24	100
5	Sending their children on time to school	T	40	44.44	45	50	57	63.3	54	60	36	40	90	100
		P and S	4	16.7	3	12.5	10	41.7	5	20.8	2	8.3	24	100

N.B= T=Teachers P and S= PTA and SIC

As indicated in the item 1 of table 3, 2(2.22%) of teachers rated about the community participation in parent-teacher conferences as always frequent. On other hand, 14(15.55%) of teachers and 2(8.33%) of PTA and SIC members responded respectively that the community participate mostly in parent-teacher conferences. And 28(31.11%) of teachers and 4(17.6) of PTA and SIC members rated that the community participation is sometimes in parent-teacher conferences. On contrary, majority of the respondents 34(37.77%) of teachers and 12(50%) of PTA and SIC members agreed that the community rarely participate in parent-teacher conferences. At the extreme side, 12(13.33%) of teachers and 6(25%) of PTA and SIC members respectively rejected and claimed that there was no any community participation in parent-teacher conferences. Thus, as the majority of respondents rated, the results obtained suggested that the community is rarely participating in parent-teacher conferences. But, for schools to be successful in achieving their objectives, they are expected to work in collaboration with the community.

With regard to the extent of community consultation with teachers about the progress and the weakness of children's performance, 16(17.77%) of teachers and 4(17.6%) of PTA and SIC members agreed that most of the community consults teachers about students performance. On other hand, 23(25.55%) of teachers and 10(41.7%) of PTA and SIC members responded that the community sometimes consults teachers on the students' progress and weaknesses. And the majority respondents that is 45(50%) of teachers and 5(20.8%) of PTA and SIC agreed that the community rarely consulted with teachers about students' progress and weaknesses on their learning. Still, 6(6.66%) of teachers and 3(12.5%) of PTA and SIC members rated that the community did not consult with teachers about students learning. More of respondents rated that the communities rarely consult with teachers on the progress and weakness of children's learning.

The frequency of community visit of children while learning at school, 17(18.88%) of teachers and 3(12.5%) of PTA and SIC members respectively responded that the community most of the time visited the school while students are learning, where as 31(364.44%) of teachers and 7(29.2%) of PTA and SIC members respectively replied that the communities sometimes visited the school while students are learning. And some

of the respondents that is 32(35.55%) of teachers and 9(37.2%) of PTA and SIC members rated that the community rarely visit children while learning in the school. Still a significant number of respondents that is 10(11.11%) of teachers and 4(17.6%) PTA and SIC members responded that the communities never visit children's learning in the school. Thus, more respondents rated that the communities rarely visit children's learning in the school.

Regarding to the frequency of having discussion between the school and community about school's problems and solutions, 8(8.88%) of teachers rated that always the school and community discuss on school's problems and solutions, and 20(22.22%) of teachers and 3(12.5%) of PTA and SIC member respondents rated that most of time the school and community discuss about school's problems and solutions. However, 30(33.33%) of teachers and 10(41.7%) of PTA and SIC members respectively rated that the discussion of school and community on school's problems and solutions was sometimes. On other hand, 22(24.44%) of teachers and 9(37.25%) of PTA and SIC members respectively responded that the discussion between school and community about school's problems and solutions was rare. Still significant number of teachers 10(11.11%) and PTA and SIC members 2(8.33%) responded that there was no discussion between school and community about the school's problems and solutions. In this item, indicated that the school and community discussed sometimes on the school's problems and solutions.

40(44.44%) of teachers and 4(16.5%) of PTA and SIC members reported that parents sending their children on time to school was all the time, whereas, 45(50%) of teachers and 3(12.5%) of PTA and SIC members replied that parents most of the time sending their children on time to school. On other hand, 57(63.33%) of teachers and 10(41.7%) of PTA and SIC members respectively reported that parents sending their children on time to school was sometimes Level. However, 54(60%) of teachers and 5(20.8%) of PTA and SIC members respectively reported that parents sending their children on time to school was rarely. Still a significant respondents, 36(40%) of teachers and 2(8.3%) of PTA and SIC members replied that parents did not sending their children on time to school. This shows that the parent involvement in parent-teacher conferences, consultation with teachers

about the progress and the weakness of students and parent visiting their children in school while learning were rare. Whereas, having discussion between school and communities about school's problems and solutions and sending their children on time to school were at sometimes.

Similarly, the interviewees with school administrators suggested that even though the face different problems to operate their function properly, the discussion between school and communities to solve the problems was not as expected because of different reasons such as financial and time constraints. Thus, the communication between school and community about the school's problems and solutions was not adequate.

4.2.2. School Leadership Practices

School leadership is supposed to carry out some essential tasks in order to involve community members in school improvement programs. These are presented in the following table.

Table 5: School Leadership Practices related to involvement of Communities in school.

No	ITEMS	Respondents	Always		Mostly		Sometimes		Rarely		Not at all		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1	Inviting the community to participate in different school activities	T	10	11.11	25	27.77	30	33.33	25	27.77	----	---	90	100
		P and S	3	12.5	9	37.5	8	33.3	3	12.5	1	4.3	24	100
2	Establishing regular school-community meetings to discuss about school's problems and solutions	T	12	13.33	16	17.77	26	28.88	24	26.66	12	13.33	90	100
		P and S	2	8.3	8	33.33	10	41.8	3	12.5	1	4.3	24	100
3	Creating access to information for community members about school activities	T	8	8.88	18	20.0	25	27.77	26	28.88	13	14.44	90	100
		P and S	1	4.3	5	20.8	7	29.2	9	37.5	2	8.3	24	100
4	Giving orientation on the roles of community regarding the SIP	T	5	5.55	17	18.88	32	35.55	24	26.66	12	13.33	90	100
		P and S	5	20.8	7	29.2	8	33.3	3	12.5	1	4.3	24	100
5	Initiating PTA members to mobilize the community to participate in school activities	T	-----	-----	22	24.44	35	38.88	33	36.66	-----	----	90	100
		P and S	3	12.5	9	37.5	10	41.8	1	4.3	1	4.3	24	100

.N.B: T=teacher
P and S =PTA and SIC

10(11.11%) of teachers and 3(12.5%) of PTA and SIC members respectively responded that the school administrators invited the community to participate in different school activities was always. whereas, 25(27.77%) of teachers and 9(37.5%) of PTA and SIC members respectively responded that the school administrators mostly invited the community to participate in different school activities. while 30(33.33%) of teachers and 8(33.3%) of PTA and SIC members responded that the school administrators invited community to participate in the school activities was sometimes. On other hand, 25(27.77%) of teachers and 3(12.5%) of PTA and SIC members respectively responded that the efforts of the school administrators rarely invited the community to participate in school activities. And 1(4.26%) of PTA and SIC members responded that the school administrators did not invite the community to participate in school activities. In this item, the effort of school administrators invited communities to involve in school activities was sometimes.

During the interview, principal-1 said that:

The school usually invites the whole school community, not only at the opening and closing days of the school. The school sending messages through written letters, through students, but most of them did not come to school and the school has problems to get the community and discuss with them about the performances of the school and progress and weakness of students' performances. However, the school usually meets and made discussion with community representatives such as PTA and SIC members in different school activities(my trnslation) (March. 26,2014)

Regarding the activities of school administrators, to establishment regular school-community meetings, 12(13.33%) of teachers and 2(8.33%) of PTA and SIC member respondents asserted that the school administrators always established regular school-community meetings the community, where as 16(17.77%) of teachers and 8(33.3%) of PTA and SIC member respondents respectively believed that the school administrators most of the time established regular school-community meetings. On other hand, 26(28.88%) of teachers and 10(41.74%) of PTA and SIC members respectively responded that the school administrators sometimes established regular school-community meetings. However, 24(26.66%) of teachers and 3(12.5%) of PTA and SIC member respondents respectively agreed that the school-community meetings were rarely . Still a significantly, 12(13.33%) of

teachers and 1(4.26%) of PTA and SIC member respondents believed that the school administrators did not hold regular school-community meetings. This shows that the school administrators sometimes established school- community meetings.

One of the interviewees, principal- 5 said that:

The school has a monthly regular meeting with the community representatives those are PTA and SIC members to discuss on school issues. But the school did not have regular meetings with the whole community rather the school usually invited the community school needs them and also school invite the all community at a semester, and opening and closing of the school(my translation).

(March.12,2014)

Another interview, principal-3 added that :

In our school there is a monthly meeting program with PTA and SIC members to discuss on different issues of the school but we did not have regular meetings with the whole community rather than the school usually invited the whole community twice a year in the opening and closing days of the school (my translation)

(Febr.26,2014)

From the responses of the interviewees, the school did not have regular school and community meetings to the whole community to discuss the overall on school performances and students learning. Unless the school leaders conduct regular school and community meetings and discuss on the school issues, the school improvement program may not be successfully implemented and lead to the expected improvement.

As the effort of school administrators to create the access to information for the community about the school activities, 8(8.88%) of teachers and 1(4.26%) of PTA and SIC members respectively asserted that the school creates access of information to the community was all the time, whereas, 18(20.0%) of teachers and 5(20.8%) of PTA and SIC members respectively agreed that the school creates access to information for the community was

most of the time. 25(27.77%) of teachers and 7(29.2%) PTA and SIC member respondents believed that the school sometimes creates access to information for the community. On other hand, the majority of respondents that is 26(28.88%) of teachers and 9(37.5%) of PTA and SIC members respectively agreed that the access to information was rare. However, 13(14.44%) of teachers and 2(8.33%) of PTA and members responded that the school did not create access of information to the community about the school activities. Thus, the majority of respondents agreed that the degree of access to information for the community about school activities was rare.

In relation to access of information to community about school activities, one of the interviewees, principal-3 said that:

Access of information to the community was limited. Since it was limited to information passed through students and PTA and SIC members at the meeting days, and during the opening and closing days of the school to community (my translation).

(February.28,2014)

Agreed with this idea, Bagin and Donald(2005:13) stated that sound and constructive relation between the school and the community are achieved through a process of exchange information. Ideas and view points through school community meetings and out of which common understandings are developed and decisions are made concerning essential improvements in the educational programs.

With regarding to the school administration effort to orient the community on its roles in school improvement program, 5(5.55%) of teachers and 5(20.8%) of PTA and SIC members respectively responded that the school administrators conduct orientation all the time . Whereas, 17(18.88%) of teachers and 7(29.2) of PTA and SIC members responded that the school administrators most of the time oriented the roles of the community on school improvement program. Majority of the respondents, 32(35.55%) of teachers and 8(33.3%) of PTA and SIC members respectively responded that the school administrators sometimes oriented the roles of the community on SIP. However,24(26.66%) of teachers and 3(12.5%)

of PTA and SIC members reported that the school administrators rarely orient the community on their roles on SIP. On the contrary, a significant proportion of respondents, 12(13.33%) of teachers and 1(4.26%) of PTA and SIC members responded that the school administrators did not give any orientation to the community regarding school improvement program. This shows that the effort of the school administrators to orient the community on their roles and responsibilities regarding to school improvement was sometimes.

In line with this, one of the educational officers said that:

Still we focused on giving orientation and training for school administrators, teachers, PTA and SIC members and other school community members about school improvement program. But, office tried to mobilize school to design strategies with community representatives to give orientation or training through conferences, meetings, and workshops, etc. (My translation)

(Febr.27,20014)

This indicates that the effort of school administrators to orient the community on their roles and responsibilities regarding to school improvement program was unsatisfactory. This also indicates that the school administrators did not fully discharge their responsibilities in relation to involve the community in the implementation of school improvement by creating awareness employing different activities such as workshops, training and conferences. However, the findings indicated that the effort of the school administrators to orient the community on their roles and responsibilities in SIP was sometimes.

Regarding the frequency of effort of school administrators to initiate PTA and SIC members to mobilize the community to involve in school activities, 3(12.5%) of PTA and SIC members reported that the school administrators all the time initiate. 22(24.44%) of teachers and 9(37.5%) of PTA and SIC members respectively agreed that the school administrators always initiated PTA and SIC members to mobilize the community to involve in school activities, whereas, 35(38.88%) of teachers and 10(41.8%) of PTA and SIC members respectively responded that the school administrators sometimes initiated the PTA and SIC members to mobilize the community to involve in SIP. 33(36.66%) of teachers and 1(4.26%) of PTA

and SIC members responded that the school administrators rarely invited the PTA and SIC members to mobilize community to involve in school improvement program. However, 3(12.5%) of PTA responded that the school administrators always oriented whereas, 1(4.3%) of PTA and SIC members agreed that the school administrators did not invited the PTA and SIC members to mobilize the community to involve in school improvement program. This shows that the school administrators sometimes initiated the PTA and SIC members to mobilize the community to involve in school activities.

The idea of the respondents was also confirmed during the interview. In line with this, One of the educational officers said that:

Regarding to initiate the community representatives, we have initiated PTA and SIC members to mobilize the community to participate and Contribute resources to the school development, developed the relation between school and community all the time (my translation).

(March. 18, 2014)

Supporting this idea, principal-5 said that:

The school has meeting days once a month with PTA and SIC members and during this time and we inform them to initiate and mobilize the community to participate in different school activities and to cooperate with school to improve the school environment and to contribute resources to the development of the school .However, the effort of these committee members was not satisfactory because of different reasons such as lack of commitment , lack of incentives, personal problems, etc. (My translation)

(March,12,2014)

The result obtained on school leadership practices in relation to participating communities in school improvement programs such as inviting the community to participate in different school activities, and establishing regular school-community meeting to discuss about school's problems and solutions were sometimes, giving orientation on the roles of community regarding school improvement program and

initiating PTA members to mobilize the community to participate in school activities were only sometimes. Whereas, creating access to information for community members about school activities was rare.

From the interviewees and the responses from the questionnaires, one can understand that the effort of schools to initiate the PTA and SIC members to mobilize the community to involve in different school activities was satisfactory even if the effort of the committee was not adequate.

4.2.3. Community Support to Schools

Table 6 : Support provided by community

No	Items	Respond Ents		Very high		High		Medium		Low		Very high		Total	
		No	%	N	%	N	%	N	%	N	%	N	%	N	%
1.	Financial support	T		4	4.44	9	10	30	33.33	31	34.44	16	17.77	90	100
		P and S		----	-----	3	12.5	7	29.2	8	33.3	6	25	24	100
2.	Materials support	T		9	10	19	21.11	22	24.44	27	20	13	14.44	90	100
		P and S		1	4.25	1	4.26	5	20.83	10	41.5	7	29.2	24	100
3.	Physical labor support	T		10	11.11	14	15.6	30	33.3	29	32.27	7	7.9	90	100
		P and S		4	16.7	3	12.5	4	16.7	8	33.35	5	20.83	24	100
4.	Administrative support in solving problems related to students discipline	T		14	15.55	17	18.88	20	22.22	28	31.1	11	12.22	90	100
		P and s		----	-----	2	8.33	5	20.83	11	45.8	6	25	24	100
5.	Academic support such as parents helping their children at home in their learning	T		17	18.88	19	21.1	23	25.55	23	25.55	8	8.88	90	100
		P and s		1	4.26	2	8.33	4	16.7	10	41.7	7	29.2	24	100

N.B: T= teachers

P and S = PTA and SIC

This table shows 4(4.44%) of teachers rated high, and 9(10.0%) of teachers and 3(12.5%) of PTA and SIC members respectively responded that the community contribution in finance was high, 30(33.33%) of teachers and 7(29.2%) of PTA and SIC members responded that the community contribution in finance was at medium level. On contrary to this, the majority of teachers that is 31(34.44%) of teachers and 8(33.3%) of PTA and SIC members asserted that the community participation in finance was low. On other hand ,16(17.77%) of teachers and 6(25%) of PTA SIC members reported that the community contribution in finance was very low. This is indicating that the financial contribution of the community was at low level.

In relation to the financial contributions of the community, one the interviewees, principal-4 said that:

The contribution of the community in terms of finance was very low. When the school faced serious financial problem the school asked them to contribute money according to their capacity. The school principal was also said that the main reasons for low level of financial contribution was put on low level of income of the general communities(my translation).

March.12,12014)

In material support, 9(10.0%) of teachers and 1(4.26%) of PTA SIC members respectively responded that the community participation by providing materials was very high. Whereas, 19(21.1%) of teachers and 1(4.26%) of PTA SIC members responded community contribution in materials was at high. On other hand, 22(24.44%) of teachers and 5(20.83%) of PTA SIC members reported that the community participation in materials was at medium level. The majority of the teachers that is 27(30%) of teachers and 10(41.7) of PTA and SIC members responded that the community contribution in materials was low. However, 13(14.44%) of teachers and 7(29.2%) of PTA and SIC members rated that the materials providing by community was very low. Thus, 27(30%) of teachers and 10(41.7) of PTA and SIC members indicating the low level of community participation in terms of supplying materials to the schools.

In relation to provide materials by community, in interview discussion, the NGO(world vision) representative mentioned that:

Their organization provided educational materials such as different books, computers, and exercise books(for students) to improve the school programs. He said that regarding to make the school conductive environment, they provided shelves and chairs for the school offices and library service. And NGO(world vision) provides sand and sement for the maintenance of the schools' toilet room buildings. Community, parent, and NGO(world vision) together built lunch rooms for students, toilet, and bought full furnitures (chairs, tables different books) to students. And also they give training on different issues for the school teachers and students. Therefore, it is possible to conclude that in relation to community participation, community, parent and NGO (world vision) participation have a positive impact up on implementation of school improvement program.

(March 14,2014)

In relation to the contribution of materials ,three of the interviewees of school principals said that:

Still now different materials were provided by NGOs(world vision) such as computers, educational materials ,books, exercise books, shelves and different materials for school maintenances and buildings. Most of the time, communities were requested to contribute money for schools to buy materials , and community participation by way of providing materials to the school was low.

(March.18,2014)

Regarding the physical labor, 10(11.11%) of teachers and 4(16.7%) of PTA and SIC members respectively responded that the community participation in labor was very high. Whereas , 14(15.55%) of teachers and 3(12.5%) of PTA and SIC members responded that community participation in labor was high. On the contrary,30(33.33%) of teachers and 4(16.7%) of PTA and SIC members agreed that community participation in labor was

medium level. On other hand, 29(32.22%) of teachers and 8(33.3%) of PTA and SIC members reported that the community participation in labor was low. However, 7(7.77%) of teachers and 5(20.83%) of PTA and SIC members responded that the community participation in labor was very low. The respondents that is 30(33.33%) of teachers and 4(16.7%) of PTA and SIC members implies that there is a medium level of community participation in physical labor.

In relation to solving problems of student discipline, 14(15.55%) of teachers responded that community participation in solving problems related to the students discipline was very high, and 17(18.88%) of teachers and 2(8.3%) of PTA and SIC members respectively reported that the community participation in solving problems related students discipline was high. 20(22.22%) of teachers and 5(20.8%) of PTA and SIC members asserted that community participation in solving problems related to students discipline was a medium, 28(31.1%) of teachers and 11(45.8%) of PTA and SIC members respectively reported that the community participation in solving problems related to students discipline was low. However, 11(12.22%) of teachers and 6(25%) of PTA and SIC members respectively responded that the community participation in solving problems related to the students discipline was very low. In this item, the highest percentage indicates low level of community participation in solving student disciplinary problems.

With respect to academic support 17(18.88%) of teachers and 1(4.26%) of PTA and SIC members respectively responded very high, where as 19(21.1%) of teachers and 2(8.33%) of PTA and SIC members asserted that the academic support of parents in their children's learning at home was high. The 23(26.74%) of teachers and 4(16.7%) of PTA and SIC members respectively rated the academic support of parents in their children's learning at home was moderately. 23(25.55%) of teachers and 10(42.6%) of PTA and SIC members respectively reported that academic support of parents in their children's learning at home was low. Still significantly, 8(8.88%) of teachers and 7(29.2%) of PTA and SIC members responded that the academic support of parents in their children's learning at home was very low.

In relation to this, among the community representative members, one member said that:

“when parents participate in school where their children are enrolled through the follow up the children at home and evaluate the teaching learning process of the school, I believe that parents participation improves the school improvement programs in primary school.”

(March.25,2014)

Thus, the obtained results of the study indicated that there is low level of parental involvement in helping their children’ learning at home. This result suggests that community support in finance, materials, and administrative areas such as solving students disciplinary problems and academic support of parents at home in their children’s learning was at low level.

In relation to this, Epstein(2002) in her research pointed out that students at all grade levels do better in academic work and have more positive attitudes towards school with higher aspirations, and other positive behaviors if they have parents who are , knowledgeable, encouraging, and involved. This shows that parent involvement at home and at school is essential for students’ success in their learning. However, this does not seem to be done as regards parents in the area of concern of this study.

The result suggests that the financial support, materials support, administrative support in solving problems related to students discipline and academic support that is parents helping their children at home in students’ learning were at low level. Whereas, in labor support was at moderate. However, to run schools effectively participation of community in cash and kind is very important.

4.2.4. Community Awareness on Roles and Responsibilities

For this part, the data was collected from teachers, and community representatives (PTA and SIC) members about community awareness on their roles and responsibilities regarding to school improvement program are presented and discussed in the table-7.

Table 7 : Community awareness on school improvement program

No	Items	T N=90		P and S N=24	
		No	%	No	%
1.	Have community members take training about their roles and responsibilities regarding school improvement program ?				
	a. Yes	69	76.66%	22	91.66%
	b. No	21	24.4%	2	8.33%
	Total	90	100%	24	100%
2	How extent are PTA and SIC members aware of their roles and responsibilities in SIP?				
	a. Very high	8	8.88%	-----	-----
	b. High	23	25.55%	2	8.33%
	c. Moderate	33	36.66%	4	16.66%
	d. Low	18	20.0%	15	62.5%
	e. very low	8	8.88%	3	12.5%
	Total	90	100%	24	100%

N.B:

T = Teachers

P and S = PTA and SIC members

Giving orientation and training about the roles and the responsibilities for the community participation in the implementation of school improvement program is quite important. The table above shows 69(76.66%) of teachers and 22(91.66%) of PTA and SIC members were responded positively. However, 21(24.4%) of teachers and 2(8.33%) of PTA and SIC members reported that orientation and training were not given. According to the majority's views, it may be taken that most of the communities did not take any orientation and training on roles and responsibilities regarding school improvement program.

Regarding to the orientation and training on roles and responsibilities for the community one of the interviewees, woreda's educational officer said that :

We tried to give orientation for the community in addition to community representatives , whereas , schools have given orientation and training for community representatives. Our office had a general meeting with school principals and the office oriented all principals to give orientation to the community especially for student parents about school improvement program and try to work collaboratively with the community. In addition to these, Education bureau and our Sub-city trained PTA and SIC members at different times (my translation).

(March..4,2014)

Regarding to the extent of awareness the community on their roles and responsibilities, 8(9.3%) of teachers were responded very high, whereas 23(25.55%) of teachers and 2(8.33%) of PTA and SIC members respectively rated high. The majority of respondents that is 33(36.66%) of teachers and 4(16.66%) of PTA and SIC members respectively rated moderate. On other hand, 18(20.0%) of teachers and 15(62.5%) of PTA and SIC members indicated that community awareness on their roles and responsibilities regarding to the implementation was low. However, 8(8.88%) of teachers and 3(12.5%) of PTA and SIC members respectively rated very low. This shows that even if orientation and training were given for schools, the community was not adequately familiar with their roles and responsibilities.

To have meaningful participation of the community in the implementation of school programs, there is a need to create awareness about the roles and responsibilities of the community have in the programs through parent-teacher conferences, training and workshops, etc. The findings of this study indicated that community awareness of the community on school improvement program might be an obstacle for the community participation in the implementation of school improvement program.

4.2.5. Factors that are hindering Community Participating in the Implementation of School Improvement Program.

Regarding hindrances for active participation of community, the following results were obtained.

TABLE 8 : Factors that are hindering community participation in SIP.

No	ITEMS	Respondents	Very severely		Severely		Moderately		Slightly		Not at all		Total	
			N	%	N	%	N	%	N	%	N	%	N	%
1.	Lack of encouragement by the school administrators	T	14	15.55	34	37.77	27	30	11	12.5	4	4.44	90	100
		P and S	2	8.33	11	45.58	9	37.5	2	8.33	---	---	24	100
2.	Lack of information about different school activities	T	16	17.8	33	36.7	26	28.88	10	11.1	5	5.6	90	100
		P and S	3	12.5	10	43	8	33.3	2	8.3	1	4.7	24	100
3.	Lack of financial resources	T	9	10	27	30	25	27.77	20	22.2	9	10	90	100
		P and S	9	37.5	12	50	1	4.7	2	8.3	---	---	24	100
4.	Lack of awareness on their roles and responsibilities on part of community participation	T	14	15.55	38	42.2	22	24.44	14	15.55	2	2.22	90	100
		P and S	11	45.58	9	37.5	3	12.5	1	4.7	---	---	24	100
5.	Lack of interest on part of the community	T	4	4.44	34	37.77	30	33.33	20	22.22	2	2.22	90	100
		P and S	10	42.6	7	29.2	4	16.7	2	8.33	1	4.7	24	100

N.B: T= Teachers

P and S = PTA and SIC

The 14(15.55%) of teachers and 2(8.33%) of PTA SIC members reported that lack of encouragement by school administrators has hindered the participation of the community in school improvement program very severely. Majority of the teachers, 34(37.77%) of teachers and 11(45.58%) of PTA and SIC members respective responded that the lack of encouragement on the part of school administrators has affected community involvement in school improvement program severely. 27(30%) of teachers and 9(37.5%) of PTA and SIC members reported that the lack of encouragement on the part of school administrators moderately affect community participation in the implementation of school improvement program. On other hand, 9(10.0%) of teachers and 2(8.3%) of PTA and SIC members respectively reported that the lack of encouragement on the part of school administrators slightly affected. The remaining respondents that is the only 4(4.44%) of teachers replied that lack of encouragement on the part of administrators has affected community involvement in SIP very severely. Majority number of responses respondents indicating that lack of encouragement by school administrators severely affect community participation in SIP.

In relation to encouragement by school administrators, one of the interviewees, principal-6 said that:

The school and other community members are trying to do their effort to bring parents and other community members to the school and discuss with us about their children's achievement and different processes of the school. We tried our best effort to bring them and discuss with us. Any how our school knows the community practices to work together in the school even if still have a problem of getting the community and discuss with them(my translation).

(Febr. 26,20014)

The 16(17.77%) of teachers and 3(12.5%) of PTA and SIC members respectively reported that lack of information about school activities has affected community involvement in implementation of SIP very severely, whereas , 33(36.66%) of teachers and 10(43%) PTA and SIC members respectively responded that lack of information about school activities has affected community involvement in SIP severely. On other

hand, 26(28.88%) of teachers and 8(33.3%) of PTA and SIC members respectively replied that lack of information about school activities has affected community involvement in SIP moderately.

10(11.1%) of teachers and 2(8.3%) of PTA and SIC members responded that lack of information on school activities has affected community involvement in SIP slightly. However, 5(5.55%) of teachers and 1(4.7%) of PTA and SIC members of respondents rated that lack of information about school activities does not affect community involvement in school improvement programs. As majorities said, the lack of information about school activities has severely affected community involvement in SIP.

In this respect, Bagin(2001) communication between school and community has the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum involvements of parents, at home and in school, in their children's educational development. Bagin also suggested that communication with the community can be through meetings, parent-teacher conferences or printed materials such as report card, newsletters or bulletin, letters to parents and or through internet.

However, the findings of this study indicated that low access of information the community has on school activities severely affecting community participation in school improvement program.

The 9(10.0%) of teachers and 9(37.5%) PTA and SIC members respectively reported that lack of financial resources has affected community participation in school improvement program very severely. Whereas, 27(30%) of teachers and 12(50%) of PTA and SIC members replied that lack of financial resources has affected community involvement in SIP severely. On other hand, 25(27.77%) of teachers and 1(4.7%) of PTA and SIC members respectively responded that lack of financial resources moderately affect community involvement in school improvement programs. The 20 (22.22%) of teachers and 2(8.33%) of PTA and SIC members reported that lack of financial resources on the part of the community has slightly affected community participation. However, 9 (10.0%) of teachers reported that lack of financial resources did not affect community participation in the implementation of

school improvement program. This shows that lack of financial resources on the of the community severely affected community participation in SIP.

The interviewees with school principals and woredas educational officials commonly confirmed that :

financial constraints on the part of the community as the main hindrances specially to fulfill financial demand. In line with this, the Ministry of Education(MOE,2005) stated that the financial position of the community is one of the main hindrances of community involvement in school improvement program. Thus, the finding of this study shows that community involvement in school improvement program is affected by financial constraints .

(Febr.28,2014)

The 14(15.5%) of teachers and 11(45.58%) of PTA and SIC members respectively responded that lack of awareness on part of the community on their roles and responsibilities has affected very severely, whereas, The majority of responses of the respondents , 38(42. 22%) of teachers and 9(37.5%) of PTA and SIC members respectively responded that lack of awareness on roles and responsibilities has affected community participation in the implementation of school improvement program severely. On other hand, 22(24.44%) of teachers and 3(12.5%) of PTA and SIC members respectively reported that lack of awareness on part of the community participation affected in implementation of school improvement program moderately, 14(15.55%) of teachers and 1(4.7%) of PTA and SIC members respectively reported that lack of awareness on part of communities about their roles and responsibilities affected community participation in the implementation of school improvement program slightly. However, 2(2.22%) of teachers reported that lack of awareness on part of the community participation in the implementation of school improvement program did not affect on their roles and responsibilities.

As majorities said, this is also indicated on table ---7 item -1 and -2 and the interview results with the school principals the community has low level of awareness on roles and responsibilities they have to pay in school improvement program and this affects their participation in SIP.

The 4(4.44%) of teachers and 10(42.6%) of PTA and SIC members respectively reported that lack of interest on part of community to involve in school program and activities

has affected community involvement in the implementation of school improvement program very severely. Whereas, 34(37.77%) of teachers and 7(29.2%) of PTA and SIC members respectively responded that lack of interest on part of communities has affected community involvement in the implementation of SIP severely. 30(33.33 %) of teachers and 4(16.7%) of PTA and SIC members asserted that lack of interest on the part of community to involve in school program and activities affected moderately.

The 20(22.22%) of teachers and 2(8.33%) of PTA and SIC members respectively reported that lack of interest on part of community to involve in school programs and activities has affected their participation slightly. However, 2(2.22%) of teachers and 1(4.7%) of PTA and SIC members respectively reported that lack of interest on the part of community did not affect their involvement in school programs and activities.

According to presented in table above, lack of encouragement of by school administrators, lack of information about the school different activities, lack of financial resources, lack of communities' awareness on roles and responsibilities on SIP, and lack of interest on the part of communities participation in school improvement programs severely affecting factors of community participation in the implementation of school improvement program.

4.2.6. Students' Characteristics

Table 9: Student Respondents by Sex and Age

No	Items	Sex				Total	
	Age	Male No %	Female No %			No	%
1.	12-15	61 26.75%	57	25%		118	51.75%
2.	16-18	34 14.9%	70	30.7 %		104	45.6%
3.	19 and above	6 26.3%	-----	-----		6	26.3%
	Total	101 44.3%	127	55.7%		228	100%

As indicted in the above table, a total of 228 students were participated in the study. As can be seen from the table, 127(55.7) of the students respondents were females

while 101(44.3) of the students were males. The majority of the student respondents were females. This shows that the number of female students in primary schools are in a good progress in the sample of primary schools. With respect to their age, 104 (45.6) of students are in the range of 12 and 15 years and 118(51.7) of students are in the range of 16 and 18 years. Only 6(26.3) of the students are 19 and above years. The majority of students are in the range of 12-15 of years old.

This indicate that the age of students related to primary school education. This also indicates that the students at these grade levels have relations with primary school education may give an adequate information.

4.2.7. Students' Responses Provided to Questions about Extent of their Families involvement in SIP

Parents participation in the implementation of school improvement programs is very important. Therefore, the following table presents the views held by students on parents participation in school education.

Table 10 : Parents Participation in School

No	ITEMS	V. high		High		Medium		Low		Very low		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1.	Parents contribution in money for the school	16	18.6	34	39.53	91	105.8	66	76.74	21	24.41	228	100
2.	materials support for children such as exercise books, pens ,reference books., etc.	23	26.74	29	33.7	43	50	39	45.34	91	105.8	228	100
3.	Parents contribution in physical labor for school	46	54.48	58	67.44	36	41.86	76	88.37	15	17.44	228	100
4	Maintenance of school fence	23	26.74	41	47.67	53	61.6	43	50	67	77.9	228	100
5	Parents encouragement of school-age children to come to school	25	29.06	37	43.02	55	63.95	33	38.37	78	90.69	228	100
6	Parents effort in solving problems related to students discipline	34	39.53	34	39.53	39	45.35	45	52.33	76	88.37	228	100
7	Parents contribution in academic support that is helping children at home in their learning	16	18.6	43	50	61	70.93	80	93.02	24	27.9	228	100
8	Parents level of visiting Schools	37	43.02	43	50	67	77.9	27	31.39	45	52.33	228	100
9	Parents level of evaluating school teachers	43	50	33	38.37	48	55.8	67	77.9	30	34.88	228	100
10	parents effort in checking school attendance	49	56.97	18	20.9	64	74.41	67	77.9	21	24.41	228	100
11	Parents involvement level in management of school	33	38.37	57	66.28	69	80.23	33	38.37	36	41.86	228	100
12	Level of parents meeting with school teachers	28	32.56	64	74.41	36	41.86	76	88.37	24	27.9	228	100
13	Parents involvement in planning yearly schedule with the school	37	43.02	45	52.32	51	59.3	49	56.97	36	41.86	228	100
14	Parents effort in helping their children to do their home work	40	46.5	45	52.32	57	66.28	50	58.14	36	41.86	228	100

In this table, 16(18.6%) of students rated that parents' money contribution for the school was very high, whereas, 34(39.53%) of students responded that parents' money contribution for the school was high. On the other hand, 91(105.8%) of students responded that the parents' money contribution for school was moderate. However, 66(76.74%) of students reported that the parents' money contribution was low. 21(24.41%) of students replied that the parents' money contribution was very low. The results obtained suggested that the parents contribution of money for school was moderate.

In my interview, with one of the PTA members from Addis Tesfa primary school, he reported as follow:

"even though our community participation has many challenges like shortage of money and time, it is useful for the students to improve school program".

(Feb. 14, 2014)

This is also supported by other interviewee, principal-2 said that:

The community is expected to provide money to school to run their tasks effectively. The school administrators with community representatives decided to pay money once a year per student to fulfill educational materials. However, this is not sufficient and their contribution is very low in terms of money because of financial constraints of the community.

(My translation) (Febr. 26 , 2014)

Therefore, from the responses of the participants, it is possible to conclude that there was low level of community participation in finance and these were due to lack of finance in the main. In this respect, Lareau(1996) in Agbo(2007) state that low-income parents are less likely to become involved in their children's education. This shows that financial constraints on the part of the community affect their participation. However, the result of the findings indicated that parents contribution in money for the school was moderate

Regarding material support, 23(26.74%) of students reported that parents' participation in material contribution for children was very high. 29(33.7%) of students replied that parents' participation in material contribution for children was high. On other hand, 43 (50%) of students responded that parents' participation in supporting materials was at medium. And 39(50%) of students responded that parents' participation to support

children in materials was low. However, 91(105.8%) of students responded that parents' participation to support children in materials was very low. This shows that low level of parents participation in terms of supplying materials to children.

In relation to the contribution of the community in terms of materials , all the interviewees of school principals replied that most of the time communities were requested to contribute money for the school to buy materials rather than to contribute materials. It might have been due to this that community participation by way of providing materials to the school was low.

In relation to support in physical labor, 46(54.48%) of students responded that the parents contribution in physical labor for school was very high. 58(67.44%) of students responded that parents contribution in physical labor for school was high. 36(41.86%) of students reported that parents contribution in physical labor for school was at medium. On other hand, 76(88.3%) of students rated parents' supporting school in physical labor was low. However, 15(17.44%) of students reported that parents' supporting in physical labor was very low. This implies that there is low level of parents contribution in physical labor.

23(26.74%) of students reported that the participation parents in maintenance of school fence was very high, whereas, 41(47.67%) of students responded that the participation of parents in maintenance of school fence was high. On other hand, 53(61.6%) of students responded that the participation of parents in maintenance of school fence was at medium. 43(50%) of students replied that the participation of parents in maintenance of school fence was low. However, 67(77.9%) of students responded that the participation of parents in maintenance of school fence was very low. This shows that the participation of parents in maintenance of school fence was at very low.

Regarding to encouragement of school-age children to come to school, 25(29.06%) of students reported that the parents encouragement of school-age children to come to school was very high, whereas, 37(43.02%) of students responded that the parent encouragement of school-age children to come to school was high. On other hand, 55(63.95%) of students replied that the parents encouragement of school-age children to come to school was at

medium. However, 33(38.37%) of students responded that the parents encouragement of school-age children to come to school was low. The remaining respondents that is 78(90.69%) of students reported that the parents encouragement of school-age hindering to come to school was very low. This shows that the parents encouragement of school-age children to come to school was very low.

34(39.53%) of students responded that the parents effort in solving problems related to students discipline was very high. And 34(39.53%) of students reported that the parents effort in solving problems related students discipline was high. On other hand, 39(45.35%) of students reported that the parents effort in solving problems related to students discipline was at medium. 45(52.33%) of students replied that the parents effort in solving problems related students discipline was low. However, 76(88.37%) of students reported that the parents effort in solving problems related to students discipline was very low. The result obtained indicates that very low level of parents effort in solving student disciplinary problems.

As Mbiti(1984) indicates that , the goal of discipline is to make it possible for individuals to succeed in their effort. Success in school is, therefore, possible when there is discipline. And, to maintain discipline in schools, the cooperation of the school and the community is highly needed. It is not the duty only of the school principal but also parents , teachers, the school community, students and the community as a whole. Thus, the community should involve through their representatives of PTA KETB and SIC in the effort made to promote order and stability in the school. However, the parents effort in solving problems related to students discipline was very low.

16(18.6%) of students reported that parents contribution in academic support that is helping children at home in their learning was very high. 43(50%) of students responded that parents contribution in academic support that is helping children at home in their learning was high. On other hand, 61(70.93%) of students responded that parents contribution in academic support that is helping children at home in their learning was at medium. However, 80(93.02%) of students responded that parents contribution in academic

support in helping children at home in their learning was low, whereas, 24(27.9%) of students reported that parents contribution in academic support in helping children at home in their learning was very low. Thus, the result indicated that there is low level of parental involvement in helping their children's learning at home.

A research conducted by Rietbegen(1996:124-127) indicated that parental involvement into school physically, such as attending school program, extracurricular activities and teachers conferences makes a real difference in students' achievement. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss how to help his/her children at home. However, the parents contribution in academic support in helping their children at home in their learning was very low.

In relation to parent visiting school, 37(43.02%) of students responded that parent level of visiting schools was very high, whereas, 43(50%) of students reported that parent level of visiting schools was high. 67(77.9%) of students responded that parent level of visiting schools was moderate. 27(31.39%) of students replied that parent level of visiting schools was low. However, 45(52.33%) of students responded that parent level of visiting schools was very low. This shows that the parent's visiting schools was at medium. This also indicates that the parents dislike visit schools in some selected woredas.

43(50%) of students replied that parents level of evaluating school teachers was very high. 33(38.37%) of students reported that parents level of evaluating school teachers was high. 48(55.8%) of students reported that participation of parents level of evaluating school teachers was moderate. On other hand, 67(77.9%) of students responded that the parents level of evaluating was low. The remaining respondents that is 30(34.88%) of students replied that the parents level of evaluating school teachers was very low. This indicates that the parents level of evaluating school teachers was at low.

Successful school improvement is linked to systematically planned and executed monitoring and evaluating process and final outcomes(Stoll and Fink, 1996). One of the tasks(responsibilities) of the school improvement committee and PTA is, therefore, to evaluate the performance of the school against its plan. In the process of

evaluation, the SIC and PTA, must examine the extent to which the plan is implemented, what remains and what problems are faced. However, the findings of this study indicated that the parents level of evaluating school teachers was very low.

In relation to checking school attendance, 49(56.79%) of students responded that the parents effort in checking school attendance was very high. 18(20.9%) of students responded that the parents effort in checking school attendance was high. On other hand, 64(74.41%) of students responded that the parents effort in checking school attendance was moderate. However, 67(77.9%) of students responded that the parents effort in checking school attendance was low. 21(24.4%) of students reported that the parents effort in checking school attendance was very low. Majority of responded that the parents effort in checking in school attendance was low level. This show that the follow up of communities in school's activities were quite low in the study area.

Regarding to parents involvement level in management of the school, 33(38.37%) of students responded that the parents involvement level in management of the school was very high. 57(66.28%) of students reported that the parents involvement level in management of the school was high. Moreover, 69(80.23%) of students replied that the parents involvement level in management of the school was at moderate. 33(38.37%) of students responded that the parents involvement in management of the school was low. However, 36(41.86%) of students reported that the parents involvement level in management of the school was very low. Thus, from the result obtained, parents involvement level in management of the school was at moderate.

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

findings of the study indicated that the parents involvement level in management of the school was at moderate level.

28(32.56%) of students reported that the level of parents meeting with school teachers was very high. On other hand, 64(74.41%) of students responded that the level of parents meeting with school teachers was high, whereas, 36(41.86%) of students responded that the level of parents meeting with school teachers was at moderate. However, 76(88.37%) of students reported that the level of parents meeting with school teachers was low. 24(27.9%) of students replied that the level of parents meeting with school teachers was very low. This shows that the level of parents meeting with school teachers was at low.

This indicates that the present status level of parents meeting with school teachers relation in facilitating the implementation of school improvement program in schools does not seem to be at the desired level.

According to planning yearly schedule with school,37(43.02%) of students responded that parents involvement in planning yearly schedule with school was very high, whereas, 45(52.32%) of students reported that parents involvement in planning yearly schedule with school was high. On other hand, 51(59.3%) of students responded that parents involvement in planning yearly schedule with school was moderate. 49(56.97%) of students reported that parents involvement in planning yearly schedule with school was low. However, 36(41.86%) of students replied that parents involvement in planning yearly schedule with school was very low. This indicated that parents involvement in planning yearly schedule with school was at moderate level.

According to the MoE , regardless of the form of participation, the school has to involve the SIC and PTA in the planning of school improvement programs(MOE, 2007a). Lack of support on the part of the community to the implementation of plans emanates. In part, from is lack of participation at planning stage. Therefore, for effective support and success of school, the local community needs to participate in the planning of the school activities through their representatives. However, the parents involvement in planning yearly schedule with school was at moderate level.

40(46.5%) of students reported that parents effort in helping their children to do their home work was very high, whereas, 45(52.32%) of students agreed that parents effort in helping their children to do their home work was high. On other hand, 57(66.28%) of students reported that parents effort in helping their children to do their home work was at moderate. However, 50(58.14%) of students responded that parents effort in helping their children to do their home work was at low level. On the contrary, 36(41.86%) of students replied that parents effort in helping their children to do their home work was at very low level. This shows that the parents effort in helping their children to do their home work was at medium level. This shows that the follow up of parents effort in school's activities were quite low in the study area.

A research conducted by Rietbegen(1996:124-127) indicated that parental involvement into school physically, such as attending school program, extracurricular activities and teacher conference make a real difference in student's achievement. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss how to help his or her children at home. However, the findings of this study indicated that low parents' effort in helping their children to do their home work highly affecting children's educational achievement.

The data of educational resources are presented in tables and then analyzed.

TABLE 11: Resource Checklist

No	ITEMS	Available	Not available
1	Library services	X	
2	Pedagogical centers	X	
3	Computer services/centers		X
4	Science laboratory services	X	
5	Playing ground		X
6	Electricity service	X	
7	Community attendance in their participation in the school		X
8	Water supply		X

From the above table, the resource checklist was another complementary technique employed during the research to collect data. A checklist of activities was developed

by researcher and results were recorded based on the stated conditions. In order to improve the school improvement program more effective and learning environment conducive, library services, science laboratory services, pedagogical centers and an electricity services are available. On other hand, computer centers, playing ground, and water supply are not available. The researcher checked the community participation attendance in the schools that helps to know how many parents and communities were participated and who are providing free labor, money and raw materials to the school development throughout the year. Communities , parents and NGOs (world vision) together provided different educational materials such as, chairs, table, different reference books, and shelves to the schools. Therefore, from the above checklist observation it is possible to conclude that parents and community participation have positive impact up on school improvement program.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The purpose of this study was to assess the current practices and associated factors of community participation in the implementation of school improvement program in government primary schools of Gullele Sub-City. In order to achieve this purpose, the following basic research questions were asked.

1. What is the current level of school-community relationship in the implementation of school improvement program in government primary schools of Gullele sub-city?
2. Do school leadership practices affect community participation in implementation of school improvement program in government primary school of Gullele sub-city?
3. What are the constraints on parts of the community that affect community participation in the implementation of SIP in government primary schools of Gullele sub-city?

The study was conducted in Gullele Sub-City in Addis Ababa City Administration. Six government primary schools were included in the study. A total of 342 questionnaires were distributed to 90 teachers, 228 students, and 24 PTA and SIC members and 342(100%) were filled in and returned. Structured types of questions were also employed for interview with 6 school principals, 4 woredas' education officials and 1 of the NGO's (world vision) representatives.

The data gathered from the interviews were organized and analyzed. The interview guides comprise a series of open-ended structured questions. The major findings of the study are summarized as follows:

5.1.1. School Community Relationships

- Community participation in the parent-teacher conferences was rare. Besides, the community rarely contacted teachers to discuss about progress and weakness of the students, and parents rarely visit their children at school.

- As regards discussion between school and community, results suggested it was only sometimes that participation of the community has taken place.

5.1.2. School Leadership Practices/activities

Results of the study indicated that the efforts of school administrators to involve the community in different school improvement programs were at low levels. In such areas as inviting the community participation in school improvement program, establishing regular school-community meetings were at sometimes, creating access to information for the community was rare, orienting roles and responsibilities of community regarding school improvement program was done sometimes, the leadership effort was not found to be adequate whereas the effort of school administrators in initiating community representatives of PTA and SIC members to mobilize the community to involve in different school activities was found adequate.

5.1.3. Community Support of School

- Community participation in contributing finance and materials was low, and physical labor was medium.
- Administration support in dealing with disciplinary problems and academic support of parents in their children's learning at home was also found to be at low level. This is due to lack of financial resources, weak relation between school and community, and lack of awareness.

5.1.4. Awareness of the Community on their Roles and Responsibilities

Outcomes of the study suggested that orientation /training given for the community to have sufficient understanding about their roles and responsibilities regarding the implementation of school improvement program was inadequate.

5.1.5. Factors that are hindering Community Participation in SIP

The results from questionnaires and interviews revealed that factors such as: lack of encouragement by school administrators, lack of information about school activities to the community, lack of financial resources on the part of the community, and lack of awareness on roles and responsibilities on the part of the community regarding school improvement programs have severely affected community participation in the implementation of school improvement program.

5.2. Conclusions

Based on the results of the study, the following major conclusions are drawn:

- Communities' participation in contributing resources such as finance , materials and labor has a positive effect for the implementation of school improvement program,
- Other forms of assistance such as academic support, parents helping their children's learning at home and solving problems related to student discipline have positive impacts on children's educational achievement,
- From the findings, the mobilization of community to the implementation of school improvement program helped to send children to school regularly specially female students,
- Lack of awareness on their roles and responsibilities on the part of community participation affecting the accomplishment of their tasks effectively regarding school improvement program,
- From findings, the interviews held with education officers regarding the issue about encourage of community participation is that giving training to some selected community members, giving opportunities to them to participate in planning, evaluation and decision –making would have been nice.

5.3. Recommendations

Based on the results and conclusions of the study, the following recommendations are forwarded:

To develop the school community relationship and implement the SIP effectively and collaboratively, the administrators, educational officials, PTA and SIC members, teachers and concerned bodies should undertake the following activities:

- Provide sufficient information about school improvement program through meetings, conferences, and workshops by the responsibility of school principals, teachers, and educational officials.
- Promote the understanding level of the community on their roles and responsibilities they are supposed to play through workshops, parent-teacher conferences and meetings,
- Design programs and strategies to link school and community through various mechanisms such as regular contact with the community, organizing forum with the community, and organizing community visit to the school. These should be with school leaderships, Woredas educational officers, PTA and SIC members and the school staff.
- Appropriate and continuous training should be designed and implemented to school administrators, teachers, and community representative members in PTA and SIC on how to design, implement and how jointly create conducive environment within the school to involve the community in the implementation of SIP. These should be done with the MoE, Regional State, Sub-City Educational offices, NGOs(world vision), World bank and others should further strengthen their cooperation to uphold such practices,
- Schools should raise the capacity of parents to be involved in their children's education and assist parents to know ways of assisting their children's education both at home and at school and contact with parents through letters to parents , newsletters, internet and report cards to discuss about students' achievement and weakness individually or in a meeting.

- PTA members and the school staff should enlighten parents and other community members on their roles to improve their children's learning through active participation in school. This might be done through parent-teacher conferences, parents' forums and newsletters, etc.
- Finally, the researcher would like to recommend others to carry out further research on the community participation in the implementation of school improvement programs.

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Appendix- A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional Development Studies

Teacher s, PTA and SIC members Questionnaire

The purpose of this questionnaire is to collect data on the participation of community in school improvement program in government primary schools of Gullele Sub-city in Addis Ababa Region. And to provide insight about directions to be followed in future. Your cooperation in providing relevant and accurate data will be of great help for the study. Your response will be used only for the purpose of the study and be kept confidential. Therefore, please read each item and give response that corresponds to the situation in your school and your activities. It is not necessary to write your name.

Thank you for your cooperation

PART ONE - Personal data

Direction -Write the required information \encircle the letter of your response.

1. Name of school-----
2. Sex A . male----- B. female-----
3. Age-----
4. Educational Qualification and Service years
 - a. Primary school completed-----
 - b. Secondary school completed-----
 - c. Certificate-----
 - d. Diploma-----
 - e. BA\BSC\Bed-----
 - f. If any other , please, specify-----
 - g. Service in teaching -----

PART TWO : School -Community relation

Direction - the following items are related to School-Community interaction. Kindly, read each of the items carefully and give your response by using "X" mark in the boxes.

No	Items	always	mostly	Sometimes	rarely	Not at all
1.	Parents involve in parent-teacher conferences					
2.	Consultation with teachers about the progress and weakness of students					
3.	Parents visiting children in school while learning					
4.	Having discussion between school and communities about school's problems and solutions					
5.	Sending their children on time to school					

PART THREE : Community support of school

Direction: the following items are related to support provided by community. Kindly, read each of the items carefully and indicate your response by inserting an 'X' mark in the boxes.

NO	Items	Very high	High	Medium	Low	Very low
1.	Financial support					
2.	Materials support					
3.	Physical labor					
4.	Administrative support in solving problems related to student discipline.					
5.	Parents helping their children at home in their learning					

6. If your response to question 1-5 in the above table is low and very low, what is your reason (s)?

Q1. -----

Q2. -----

Q3. -----

Q4. -----

Q5. -----

PART FOUR - School Leadership practices/activities

Direction - the following items are related to activities of school leadership is suppose to carry out in order to involve community members in school improvement programs. Kindly, indicate your response by using "X" mark in one of the boxes placed against each item.

No	Items	always	mostly	sometimes	rarely	Not at all
1.	Inviting the community to participate in different school activities					
2.	Establishing regular school-community meetings to discuss in different school activities					
3.	Creating access to information for community members about the school activities					
4.	Giving orientation on roles of community regarding to the SIP					
5.	Initiating PTA members to mobilize the community to participate in school activities					

PART FIVE- Community awareness on Roles and Responsibilities

DIRECTION- the following items are related to community awareness on their roles and responsibilities. Kindly, encircle the letter of choice

- Have community members taken training about their roles and their responsibilities regarding school improvement program?
A. yes B. no C. have no idea
- If the answer to question 1 "yes", to what extent a community members aware of their roles and responsibilities in school improvement program A. very high B. high C. moderate D. low E. very low.

PART SIX - Factors that are hindering community participation

DIRECTION - THE following are the phrases about factors that hinder community from active involvement in different school improvement programs. Kindly, insert "X". mark under that corresponds your agreement in one of the boxes.

No	Items	Very severely	severely	moderately	slightly	Never rat all
1.	Lack of encouragement by schools administrators					
2	Lack of information about different school activities					
3	Lack of financial resources on the part of communities					
4	Lack of awareness on roles and responsibilities on part of the community participation					
5	Lack of interest on part of the communities					

6. What other factors do you think are hindering community from participating in school improvement

program? Please, specify-----

7. What specific measures should be taken by the following stakeholders in order to raise the level of community participation? Kindly, specify

a. Gullele Sub-city Education Officials-----

b. Woredas Education officials -----

c. School principals -----

d. Teachers-----

e. Parents-----

f. Other community members-----

g. NGOs-----

Appendix- B

Interview Guide Questions to Primary School Principals and PTA members.

The purpose of this interview is to gather necessary information for the study "Community Participation in the implementation of school improvement program in government primary schools in of Gullele Sub-city in Addis Ababa Region." So, your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to this interview questions presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance

1. Does your school invite the community to participate in different school activities? If so how?
2. What strategies does the school use to participate the community in school improvement program?
3. What are the major activities that the communities involved in school improvement program?
4. What are the sources of finance for the school improvement program?

Does the community help the school in money?

Is it sufficient? If not why?

5. Does the community provide different materials to the school? What kind of materials? Is it enough? If not why?
6. Do you think the types and forms of support by the community to the school are sufficient? If not why?
7. Do the schools give orientation to the community on their roles and responsibilities regarding to SIP? Is it adequate?
8. Are there problems that affect the involvement of the community in school improvement program?

What are these? What are the causes?
9. What must be done to improve the involvement of the community in school improvement program?

Appendix- C

Interview Guide Questions of Woredas Educational Officials and NGO's (World vision) representatives

The purpose of this interview isto gather necessary information for the study
"Community Participation in the implementation of school improvement program in Government primary schools in of Gullele Sub-city in Addis Ababa Region ." So, your contribution to the success of this study is highly valued , you are kindly requested to honestly respond to the interview questions presented and the researcher would like to assure that your responses are strictly confidential.

Thank you in advance

1. Do you regularly visit primary school in your Woreda?
2. What are the contributions of the community to improve school?
3. In what ways schools do to promote community participation in school improvement program?
4. Do you think that schools perform their roles in promoting community participation? If not why?
5. Is there any training given by your organization at school level that empower the community and school to do cooperatively?
6. Are there problems that hinder community to participate in school improvement program While you give assistances? What are these?
7. What must be done to improve the involvement of community in school improvement program?

Appendix- D

Addis Ababa University School of Graduate Studies

College of Education

Department of Curriculum and Teachers' Professional Development Studies

Questionnaire to Be Filled by the Students

Dear Students -

First of all I would like to give my gratitude for your cooperation to fill these questionnaire. The main aim of this questionnaire is study the assessment of community participation in primary school improvement programs. To this end you are politely requested to give the right answer to the following questions accordingly to their direction.

Direction - Answer the following questions by writing or putting an "X" mark on the provided space. No need of writing your name

Name of your school-----.

1. Sex A. male ----- B. female-----

2. Age-----

3. Grade-----

Community participation in school

Direction - the following items are related to Community Participation in your school. Kindly read each of the items carefully and give your response by putting "X" mark in the boxes.

Part Seven: parents participation in school

No	Community participation in School	Very high (5)	High (4)	Medium (3)	Low (2)	Verylow (1)
1	Parents contribution in money for the school					
2	Materials support for children such as exercise books,pens, reference books ..etc.					
3	Parents contribution in physical labor for school					
4	Maintenance of school fence					
5	Parents encouragement of school-age children to come to school					

6	Parents effort in solving problems related to student discipline					
7	Parents contribution in academic support that is helping children at home in their learning					
8	Parents level of visiting schools					
9	Parents level of evaluating school teachers					
10	Parents effort in checking school attendance					
11	Parents involvement level in management of school					
12	Level of parents meeting with school teachers					
13	Parents involvement in planning yearly schedule with the school					
14	Parents effort in helping their children to do their home work					

15. What are the main hinders for effective community participation in school improvement program? Specify, -----

Appendix- E

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional

Development Studies

The purpose of this Resource Checklist is to check necessary educational resources and gather information in government primary schools for the implementation of school improvement program in Gullele Sub-city

Resource Checklist

Name of Woreda-----

School-----

Date-----

Table 12: Resource Checklist

No	ITEMS	Available	Not available
1	Library services		
2	Pedagogical centers		
3	Computer services		
4	Science laboratory services		
5	Electricity		
6	Playing ground		
7	Community attendance in their participation in the schools		
8	Water supply		

ክፍል ሁለት፡- የትምህርት ቤትና የሕብረተሰብ ግንኙነት በተመለከተ

መመሪያ፡- የሚከተሉት ጉዳዮች የትምህርት ቤቱንና የሕብረተሰቡን ግንኙነት የሚመለከቱ ተግባራት ናቸው። ስለሆነም እያንዳንዱን ጥያቄ በጥንቃቄ በማንበብ መልስዎን የ “X” ምልክት በማድረግ በሳጥኑ ውስጥ ያመልክቱ።

ተ.ቁ	ጥያቄዎች	ሁል ጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	በወላጅ መምህራን ተማሪ ህብረት /ወተጫህ/ ስብሰባዎች የማህበረሰቡ ተሳትፎ					
2	ሕብረተሰቡ ከመምህራን ጋር የተማሪዎችን መሻሻልና ድክመት በተመለከተ የመመካከር ሁኔታ					
3	ሕብረተሰቡ በትምህርት ቤት ውስጥ ቢመገኝት ተማሪዎች የሚማሩበት ጊዜ ክትትል የማድረግ ሁኔታ					
4	በትምህርት ቤቱ ጉዳዮች ዙሪያ ከትምህርት ቤቱ ሠራተኞችና ከሕብረተሰቡ ጋር ውይይት ማካሄድ					
5	ተማሪዎችን በሠዓቱ ወደ ት/ቤት ይልካሉ?					

ክፍል ሶስት፡- የትምህርት ቤት አመራር ተግባራት ጋር የሚዛመድ ጉዳዮች

መመሪያ፡- የሚከተሉት ጥያቄዎች የትምህርት ቤቱ አመራር የተማሪ ወላጆችና ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ- ግብር ትግበራ ላይ እንዲሳተፉ ለማድረግ ከሚያከናውናቸው ተግባራት ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ለጥያቄዎች ካቀረቡት አማራጮች መካከል በመምረጥ በሳጥኑ ውስጥ “X” ምልክት በማድረግ ያመልክቱ።

ተ.ቁ	ጥያቄዎች	ሁል ጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	ማህበረሰቡና በተለያዩ ትምህርት ቤት ጉዳዮች ላይ እንዲሳተፉ መጋበዝ					
2	ቋሚ ወይም መደበኛ የትምህርት ቤት ማህበረሰብ ግንኙነት መመስረት					
3	ስለትምህርት ቤቱ ተግባራት ወላጆችና ለአካባቢ ህብረተሰብ ተገቢ መረጃ የሚያገኙበት መንገድ መፍጠር					
4	ሕብረተሰቡ በት/ቤት ማሻሻያ መርሃ ግብር ያለውን ሚናና ሐላፊነት ማሳወቅ					
5	የወተመህና /የወላጅ ተማሪ መምህር ሕብረት/ እና የትምህርት ቤት ማሻሻያ ኮሚቴ የአካባቢ ሕብረተሰብ በትምህርት ቤቱ ተግባራት እንዲሳተፉ እንዲቀሰቅሱ ለማድረግ ማበረታት					

ክፍል አራት፡- ማህበረሰቡ ለትምህርት ቤቶች ከሚደረገው እገዛ ጋር ግንኙነት ያላቸው ጉዳዮች

መመሪያ፡- የሚከተሉት ጥያቄዎች የትምህርት ቤቱ አመራር የተማሪ ወላጆችና ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ- ግብር ትግበራ ላይ እንዲሳተፉ ለማድረግ ከሚያከናውናቸው ተግባራት ጋር ግንኙነት ያላቸው ናቸው፡፡ ስለሆነም ለጥያቄዎች ካቀረቡት አማራጮች መካከል በመምረጥ በሣጥኑ ውስጥ “X” ምልክት በማድረግ ያመልክቱ፡፡

ተ.ቁ	ጥያቄዎች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	የገንዘብ ድጋፍ					
2	የማቴሪያል /ቀስቀስ/ ድጋፍ					
3	የጉልበት ሥራ ድጋፍ					
4	የአስተዳደራዊ ጉዳዮች					
5	የተማሪ ወላጆች ለልጆቻቸው ውስጥ የሚያደርጉት የትምህርት ድጋፍ ወይም ክትትል					

6. ከተራ ቁጥር 1-5 ለቀረቡት ጥያቄዎች የእርስዎ ምላሽ “ዝቅተኛ” ወይም በጣም ዝቅተኛ ከሆነ ምክንያቱዎን ያስቀምጡ፡፡

ጥያቄ ቁ.1. _____

ጥያቄ ቁ. 2. _____

ጥያቄ ቁ. 3. _____

ጥያቄ ቁ. 4. _____

ጥያቄ ቁ. 5. _____

ክፍል አምስት፡- የማህበረሰቡን ሚናና ሐላፊነት ማሳወቅን የሚመለከቱ ጉዳዮች

መመሪያ፡- የሚከተሉት ጉዳዮች የማህበረሰቡን ሚናና ሐላፊነት የማመለከቱ ጉዳዮች ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ለጥያቄዎች ካቀረቡት አማራጮች መካከል ምላሽ ምን ያክብቡት።

1. ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ዙሪያ ላይ ሊኖረው የሚገባውን ሚናና ሐላፊነት በተመለከተ የተወሰዱት ሥልጠና አለ?

ሀ. አዎ ለ. የለም ሐ. በዚህ ዙሪያ ሃሳብ የለኝም

2. ከላይ ለቀረበው ጥያቄ 1ምላሽዎ “አዎ” ከሆነ ሕብረተሰቡ በት/ቤት ማሻሻያ መርሃ-ግብር ያላቸውን የሚናና ሐላፊነት ምን ያህል ነው?

ሀ. በጣም ከፍተኛ ለ. ከፍተኛ ሐ. መካከለኛ
መ. ዝቅተኛ ሠ. በጣም ዝቅተኛ

ክፍል ስድስት፡- የማህበረሰቡን ተሳትፎ የማገድ ወይም መሰናክል የሆኑ ጉዳዮችን የሚመለከቱ

መመሪያ፡- የሚከተሉት ጉዳዮች ማህበረሰቡን በተለያዩ የትምህርት ቤት ማሻሻያ መርሃ-ግብር የሚያደርጉትን ንቁ ተሳትፎ የሚገድቡ ጉዳዮችን የሚመለከቱ ናቸው። ስለሆነም የእርስዎን ምላሽ ከተሠጡት አማራጮች ትይዩ የ“X” ምልክት በሳጥኑ ውስጥ በማድረግ ያመልክቱ።

ተ.ቁ	ጥያቄዎች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	በጣም ውስን	ጭራሽ የለም
1	የት/ት አመራር የማበረታታት ችግር					
2	ስለ ት/ቤቱ ተግባራት የመረጃ እጥረት መኖር					
3	የገንዘብ እጥረት ወይም ዝቅተኛ የኢኮኖሚ ምንጭ					
4	ሕብረተሰቡ በት/ቤት ማሻሻያ መርሃ-ግብር ላይ ያለውን ሚናና ሐላፊነት ተረድቶ የመንቀሳቀስ ችግር					
5	በት/ቤት ጉዳዮች ላይ ለመሳተፍ የሕብረተሰቡ ፍላጎት ዝቅተኛ መሆን					

6. በትምህርት ቤት ማሻሻያ መርሃ-ግብር ህብረተሰቡ ንቁ ተሳትፎ እንዲያደርግ መሰናክል ከሆኑትና ከላይ ከተዘረዘሩት ችግሮች በተጨማሪ ሌሎች ችግሮች ካሉ ይግለፁ _____

7. ህብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ላይ ንቁ ተሳትፎ እንዲኖረው ምን መደረግ አለበት ይላሉ?

ሀ. በጉለሌ ክፍለ ከተማ ትምህርት ጽ/ቤት በኩል _____

ለ. በጉለሌ ክፍለ ከተማ አስተዳደር በኩል _____

ሐ. በትምህርት ቤቱ ርዕሳነ-መምህራን በኩል _____

መ. በመምህራን በኩል _____

ሠ. በተማሪ ወላጆች በኩል _____

ረ. በሌሎች የሕብረተሰብ ክፍሎች በኩል _____

ሰ. መንግስታዊ ያልሆኑ ድርጅቶች _____

Appendix- G

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

ለአንደኛ ደረጃ ርዕሳን መምህራን እና ወተመህ አባላት የቀረበ ቃለ-መጠይቅ

የዚህ ቃለ መጠይቅ ዋና ዓላማ በጉለሌ ክ/ከተማ ውስጥ በሚገኙ የመንግስት አንደኛ ደረጃ ት/ቤቶች የአካባቢው ሕብረተሰብ በትምህርት መሻሻል ላይ ያለውን ተሳትፎ በተመለከተ መረጃ ለመሰብሰብ ነው። መረጃው የሚጠቀመው ለዚህ ምርምር/ጥናት ብቻ በመሆኑ ከእርስዎ የሚገኘው ምላሽ በሚስጥር የሚያዝ ይሆናል። ስለዚህ ለጥናቱ ስኬታማ ነው ትክክለኛ መልስ እንዲሰጡ በአክብሮት እጠይቃለሁ።

በቅድሚያ ለሚያደርጉት ትብብር አመሰግናለሁ።

1. የእርስዎ ት/ቤት አካባቢ ሕብረተሰብ በተለይ የት/ቤቱ ጉዳዮች እንዲሳተፉ ይጋብዛልን?
2. ሕብረተሰቡ በት/ቤት መሻሻል ላይ እንዲሳተፍ ምን አይነት ስልቶችን ይጠቀማሉ?
3. የአካባቢ ሕብረተሰብ በምን በምን ጉዳዮች ላይ ተሳትፎ ያደርጋሉ?
4. የእርስዎ ት/ቤት የገቢ ምንጭ ምንድን ነው ሕብረተሰቡ ት/ቤቱን በገንዘብ ያግዛልን? ከሆነስ በቂ ነው? ካልሆነስ ለምን?
5. ሕብረተሰቡ ት/ቤቱን የተለያዩ ቁሳቁሶች በመስጠት ይተገብራልን? ምን አይነት? በቂ ነው ብለው ያስባሉ? ካልሆነስ ለምን?
6. እንደ እርስዎ አስተያየት ሕብረተሰቡ የሚያደርጋቸው የአይነትና የመጠን ተሳትፎዎች በቂ ናቸው ብለው ያስባሉ? ካልሆነ ለምን?
7. እንደ እርስዎ አስተያየት ሕብረተሰቡ በት/ቤት ውስጥ ለሚከናወኑት ተግባራት እውቀትና ግንዛቤ አለው ብለው ያስባሉ? በቂ ነው ብለውስ ያስባሉ?
8. ሕብረተሰቡ በት/ቤቱ ጉዳዮች ላይ እንዳይሳተፍ የሚያደርጉ ችግሮች አሉን? ካለስ ምን ምን ናቸው? ከምን የመነጨ ይመስልዎታል?
9. የሕብረተሰቡ ተሳትፎን ለማሻሻል ምን መደረግ አለበት ይላሉ?

ላደረጉት ትብብር አመሰግናለሁ!!

Appendix- H

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

ለወረዳ ትምህርት ባለሙያዎች እና መንግስታዊ ያልሆነ ድርጅት (World vision) ተወካይ የቀረበ ቃለ-መጠይቅ

1. በወረዳው ውስጥ የሚገኙትን የአንደኛ ደረጃ ት/ቤቶችን ይጎበኛሉ?
2. ለትምህርት ቤት መሻሻል የህብረተሰቡ አስተዋፅኦ ምንድን ነው ይላሉ?
3. ት/ቤቶች የህብረተሰቡን ተሳትፎ ለማሳደግ በምን በምን ነገሮች ላይ መስራት አለባቸው ይላሉ?
4. ት/ቤቶች የህብረተሰቡን ተሳትፎ ለማሳደግ ኃላፊነታቸውን ተወጥተዋል ብሎ ያስባል? ካልሆነስ ለምን?
5. የህብረተሰቡንና የት/ቤቱን ተግባር የመስራት አቅም ለማጎልበት በድርጅታዎ በት/ቤት ደረጃ ስልጠና ወይም ውይይት ተከናውኖ ያውቃል?
6. እርዳታ ሲያደርጉ ህብረተሰቡን በት/ቤቱ ጉዳዮች እንዳይሳተፉ ምን ምን ችግሮች አሉባቸው? እነዚህስ ምን ምን ናቸው?
7. በመጨረሻም የህብረተሰቡን ተሳትፎ ለማሳደግ ምን መደረግ አለበት ይላሉ?

ላደረጉት ትብብር አመሰግናለሁ!!

Appendix- I
በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ት/ቤት
የሥነ-ትምህርት ኮሌጅ

የሥርዓተ ትምህርትና የመ/ራን ሙያ ልማት ጥናት ክፍል
በ1ኛ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

የተወደዳችሁ ተማሪዎች:-

ከሁሉ አስቀድሜ ይህንን መጠይቅ ለመሙላት ስለተባበራችሁኝ ላመሰግናችሁ እወዳለሁ። የዚህ መጠይቅ ዋና አላማ በ1ኛ ደረጃ ት/ቤት የማህበረሰብ ተሳትፎ /community participation/ በመማር ማስተማሩ ላይ ያለውን አስተዋፅኦ ላቀረቡት ጥያቄዎች በመመሪያው መሠረት ትክክለኛውን ምላሽ እንድትሰጡኝ በአክብሮት እጠይቃለሁ። ምላሽ ስትሰጡ ስም መጻፍ አያስፈልግም። ሚስጥሩ የተጠበቀ ነው።

መመሪያ:- ከዚህ በታች በሠንጠረዥ ውስጥ የተመለከተው የቤተሰቦቻችሁን ተሳትፎ ያመለክታሉ ተብሎ በተዘረዘሩት ጉዳዮች ፊት ለፊት ባሉት አመልካቾች ሣጥን ውስጥ የ “X” ምልክት ያድርጉ። ስም መጻፍ አያስፈልግም።

የትምህርት ቤቱ ስም _____

ጾታ _____ ወንድ _____ ሴት _____

ዕድሜ _____

ክፍል _____

ተ.ቁ	የቤተሰብ ተሳትፎ	1	2	3	4	5
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	ወላጆች የገንዘብ ድጋፍ ያደርጋሉ					
2	ወላጆች የቁሳቁስ መፅሐፍ፣ እስኪርብቶ፣ ማጣቀሻ መፅሐፍ ደብተር ድጋፍ ያደርጋሉ					
3	ወላጆች የጉልበት ስራ ድጋፍ ያደርጋሉ					
4	የት/ቤቱን አጥር ይጠግናሉ					
5	ለትምህርት የደረሱ ሕፃናትን ት/ቤት እንዲመጡ ያበረታታሉ?					
6	የተማሪዎችን ዲስፕሊን ችግር ዙሪያ መፍትሔ ይሰጣሉ					
7	በቤታቸው ለሕፃናት ትምህርታዊ ድጋፍ ይሰጣሉ?					
8	ወላጆች ት/ቤት ይጎብኛሉ?					
9	ወላጆች የት/ቤቱ መምህራን ይገመግማሉ?					
10	የት/ቤት አቴንዳንስ ይቆጣጠራሉ?					
11	ወላጆች ት/ቤትን ለማስተዳደር ይሳተፋሉ?					
12	ወላጆች ከመምህራን ጋር ይወያያሉ?					
13	የት/ቤቱን እቅድ ከት/ቤቱ ጋር ያቅዳሉ?					
14	የቤት ስራ እንድሰራ ይረዱኛል					

15. በት/ቤት ማሻሻያ መርሃ-ግብር የሕብረተሰቡን ተሳትፎ የሚገድቡ ዋና ዋና እንቅፋቶች ምንድን ናቸው? ይቀሳቸው። _____

Appendix- J

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ጥናት ትምህርት ክፍል

የትምህርት ግብአቶች ፔክሊስት

የዚህ የትምህርት ግብአቶች ፔክሊስት አላማ በጉለሌ ክ/ከተማ በሚገኙ የመንግስት የመጀመሪያ ደረጃ ት/ቤቶች ለት/ቤት ማሻሻያ መርሃ-ግብር የትምህርት ግብአት መረጃ መሰብሰብ ነው፡፡

የትምህርት ግብአት ፔክሊስት

የወረዳ ስም

የት/ቤቱ ስም

ቀን

ክፍል 12: የትምህርት ግብአት ፔክሊስት

ተ.ቁ	የትምህርት ግብአቶች	በቂ ነው	በቂ አይደለም
1	ቤተመፅሐፍት አገልግሎት		
2	የትምህርት ማበልፀጊያ ማዕከል		
3	ኮምፒውተር አገልግሎት		
4	የሣይንስ ትምህርት ቤተመከራ		
5	መብራት		
6	የመጫወቻ ሜዳ		
7	የሕብረሰብ ተሳትፎ አቴንዳንስ		
8	የውሃ አቅርቦት		

Appendix-K

Teachers' & PTA's Pilot test result of Reliability Statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Parents involve in parent- teacher conferences	48.7000	62.233	-.002	.742
Consultation with teachers about the progress and weakness of students	48.4000	49.822	.785	.675
Parents visiting children in school while learning	49.3000	56.456	.465	.710
Having discussion between school and communities about school's problems and solutions	49.0000	51.333	.790	.680
Sending their children on Financial support	47.3000	48.678	.795	.670
Materials support	48.2000	50.622	.762	.679
Physical labor	49.3000	65.344	-.344	.749
Administrative support in solving problems related to student discipline	49.0000	62.000	.000	.744
Parents helping their children at home in their learning	48.0000	60.000	.018	.761
Inviting the community to participate in different school activities	48.7000	65.789	-.268	.758
Establishing regular school- community meetings to discuss in different school activities	48.7000	55.344	.471	.707
Creating access to information for community members about the school activities	48.4000	64.711	-.169	.765
Giving orientation on roles of community regarding to the SIP	49.7000	59.567	.414	.720
Initiating PTA members to mobilize the community to participate in school activities	49.1000	60.989	.178	.729
have community members taken training about their roles and their responsibilities regarding school improvement program	49.0000	64.444	-.235	.745
if the answer to question 1 "yes"	48.9000	62.544	-.017	.741
Lack of encouragement by schools administrators	49.2000	63.956	-.185	.742
Lack of information about different school activities	48.6000	57.156	.496	.711
Lack of financial resources on the part of communities	48.8000	62.844	-.035	.740
Lack of awareness on roles and responsibilities on part of the community participation	47.8000	56.400	.270	.725
Lack of interest on part of the communities	48.6000	48.489	.885	.665
	48.3000	48.011	.767	.670

Appendix- L
Students' Pilot test result of Reliability Statistics

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Parents contribution in money for the school	43.8000	99.289	.744	.763
Materials support for children such as exercise books, pens, reference books..etc	43.0000	107.333	.555	.781
Parents contribution in physical labor for school	44.3000	97.122	.487	.777
Maintenance of school fence	44.3000	97.122	.511	.775
Parents encouragement of school-age children to come to school	43.8000	95.511	.584	.768
Parents effort in solving problems related to student discipline	43.9000	92.767	.786	.751
Parents contribution in academic support that is helping children at home in their learning	43.8000	111.511	.086	.815
Parents level of visiting schools	44.6000	96.933	.760	.758
Parents level of evaluating school teachers	44.2000	122.622	-.217	.830
Parents effort in checking school attendance	44.7000	102.233	.396	.786
Parents involvement level in management of school	44.6000	102.267	.380	.787
Level of parents meeting with school teachers	44.8000	101.511	.539	.775
Parents involvement in planning yearly schedule with the school	44.4000	120.933	-.178	.819
Parents effort in helping their children to do their home work	43.3000	97.567	.663	.764

Declaration

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

- Name Tariku Gurmesssa Jalu
- Signature 
- Date June 6/2014

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

Name _____

- Signature _____
- Date _____