

**LEADERSHIP ROLE OF PRINCIPALS IN CREATING EFFECTIVE
SCHOOL-HOME-COMMUNITY PARTNERSHIP: THE CASE OF
NORTH SHOA ZONE SECONDARY SCHOOLS**

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**Evaluation of Principals' Leadership Role in Creating
Effective School-Home-Community Partnership: The
Case of North Shoa Zone Secondary Schools**

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Acronyms

ANRS	Amhara National Regiona 1 State
FDRE	Federal Democratic Republic of Ethiopia
FSC	Family School Communication
FGD	Focus Group Disscusion
KETB	Kebele Education Training Board
MOE	Ministry of Education
PTA	Parent Teacher Association
SHC	School-Home and community
SIP	School Improvement Program
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational Scientific Cultural Organization
ZEO	Zone Education Office

ABSTRACT

The aim of this study was to examine the principals' leadership role in maintaining effective school-home and community partnership in secondary schools of north Shoa zone. Descriptive survey research design was employed. The size of population was 1299. Of this total population, 16 principals, 194 teachers, 176 student council and 128 PTA and KETB were included in the sample and they were selected using stratified sampling and random sampling techniques. Both closed and opened ended questionnaire, focus group discussion and document analysis were the data collection instruments. These instruments were developed by the researcher.. Descriptive and inferential statistical analysis techniques were employed to compute the data. 198 out of 210 questionnaires were properly filled in and analyzed. The result weighted mean and standard deviation for formulating partnership plan revealed in the principal and teacher respondents. This indicates that principals were not that much effective in formulating partnership plans. The weighted mean and standard deviation also computed in communicating and specifying the role of key players reveals average for principals and teachers responses. This shows that principals were not highly effective in this variable. The principals mainly use informing parents about the academic performance of children , report cards, parent -teacher conference, regular meetings, school newsletters and periodic reports as communication means. The documents analysis and focus group discussion also indicated the same result in all aspects of the variables as that of the questionnaire. The study concluded that principals were not effective in formulating partnership plans, and communicating and specifying the role of key players. Likewise, it may be concluded that principals did not use varied effective communication means to ensure school-home and community partnership. Thus, provision of training on the area of listed variables, improving the leadership style, and using varied effective communication means were some suggested possible recommendation to the principals.

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Education is widely recognized as one indicator of development. One of the basic purposes of education is, therefore, to produce trained man power which can overcome development impediments of a given country. It is believed that society's future development depends on the success of schools in effectively carrying out their objectives. To achieve these objectives with the provision of quality education, effective partnership among school, home and the community is indispensable.

Partnership is a crucial element to bring about a whollistic school development. According to Epstein (2002) partnership assumes mutual responsibility and mutual respect. All partners in school, home and community partnership share the responsibilities and receive rewards based on the work they do together to enhance the academic and social growth of children. The resources of the various stakeholders are aligned, so everyone is making a contribution to the common goal of learning. Partnership recognizes the importance and potential influence of all members who work with and invest in the education of children whose future, in turn will affect the quality of life in the entire community (Caplan, 1992; Henderson and Barla, 1994).

For many grounded reasons, the school, family and community should develop partnership for the betterment of children's learning in education. Firstly, partnership can improve school climate. It also provides family service and support. It is through partnership that provision of family service and support and increasing parental skills in leadership is possible. Moreover, partnership helps to connect families with other in the school and in the community and help teachers in their work. More than anything else, partnership helps youngsters to be successful in school and in their later life. When parents,

teachers, students and others work with one another as partner, a caring community will flourish around students and begin their work (Epstein, 2002).

Epstein (2002) states that frequent interaction of schools, families and communities help students to receive common message from various people about the importance of school, of working hard in the field of education, of thinking creativity, of helping one another, and of staying in school. In the overlapping sphere of influence, the family, the school and the community may be drawn together in order to make students learn and grow locating the students at the center since the school, home and community partnership may be designed to engage, energize and motivate them to be successful.

Regarding school-community engagement, Gelsthorpe and West-Burnham, (2003) state that schools are vital organizations in the economic and social fabric of any community through the educational leadership which provide support and sustain direction between the community and the school. Thus, they should care children's and their families as they have their own share should do their own job for the betterment of children's learning. Educators in the school should view students as their children. When these facts come to reality, the family, the school and the community are likely to be seen as partners to their shared responsibilities.

With regard to the role of parents in school community partnership, Ministry of Education (2006) states that parents are the first influential teachers of their children. Because of their irreplaceable roles, it is important that parents stay involved in their children's lives both at home and at school since the impact of the family is more directed, immediate and sustainable. For this reasons, education in school is one form, and the education receive at home should be connected to the school in order to provide continuity. In addition, research has shown that increased family involvement boosts students' attendance and attitudes towards school, decreases students discipline problems and increase achievement and aspiration (Caplan, 1992; Henderson and Berla, 1994).

Regarding the involvement of the community engagement, Gelsthorpe and West-Burnham, (2003) state that the role of the community is vital just as important as the role of the school itself. The Amhara National Regional Education Bureau (2006) state that the rich and poor, the young and the elders, and others participation is one of the critical strategies that shall be promoted to achieve the goals set in education. The community is always anxious to see that its young become capable citizens. Therefore, the participation of community is pivotal in the preparation of education plans, monitoring and evaluating plans and programs, in contributing labor, money, knowledge to improve education in safe-guarding the school and the school community (FDRE, 2004 and ANRSEB, 2006).

As a result, the report of Federal Democratic Republic of Ethiopia (FDRE) (2004) on the development of Education in Ethiopia to the forty-seventh session of the UNESCO International Conference prevailed that a sense of ownership is observed by the communities towards school, and the community is participating in the construction of additional class rooms, in supporting the school maintenance, and in supervising school construction. However, their involvement is mainly limited to fund raising and labor contribution, (MOE, 2002 and 2006 and ANRSEB, 2006).

To maintain effective partnership of family and the community, the principals who are the highest ranking administrators of the schools play significant roles since they are responsible for overall operation of their schools. They also need to understand that schools are public institutions, which belongs to the people of the community by providing leadership to all key stakeholders through maintaining open, two-way communications between school and community. Generally, it is the principals who can play a pivotal role in maintaining healthy relationship among the schools, the family and the community, (MOE, 2002; Epstein, 2002 and ANRSEB, 2006).

Though partnership between the school, home and the community is advocated in countries education system, it is difficult to meet the intention unless principals are playing their leadership roles.

1.2 Statement of the Problem

The school, home and the community should work together putting the students at the center (Epstein, 2002). The school is designed to support and build the community around. It should also ensure that it always has close relation with the community.

Parents can be introduced in general way what is taught in the school including why and how certain subjects and topics are being taught. This may help to bring parents closer to the school and school closer to parents felt needs (MOE,2006).This all may be possible with the high involvement of the principals' leadership. It is with their role that cooperating school, parents and the community may be possible for school reform (Fullan, 2001).

Fostering a high level of parent involvement is a very high priority for principals (Burnett and Greenough, 2002). This requires partnership plan as formulating a plan will force you to think about where you want your partnership to go and how you are going to go there. It will become a road map to follow as your partnership grow and develop by providing a definite direction and a much clearer, focused idea of what can be expected from your partnership.

Epstein,(2002) and Davis, (2005) state that principals' leadership support is critical in encouraging all educators, students, teachers, and community members participating in involvement activities. Effective and meaningful school, home, and community partnership is collaboration of invested individuals contributing to the academic, social and personal success of the school community. In order for the collaboration to be successful each partners duties and responsibilities need to be specified and well defined. Moreover, it is vitally important that roles are understood and communicated to all partners

(Becher, 1984). Establishing open, two-way communication means between the school and the families should be maintained through its own structure of principal's leadership (Epstein, 1995).

In (2006) the case of Ethiopia, Ministry of education (MOE) launched school improvement program (SIP) as a new initiative to reform the education system and improve school. Building effective partnership between parents, the community and the school is one of the domains or key pillars in this initiative. Besides, the MOE (2002) also put a direction that head teachers are responsible for creating trust between the parent, the community and the school. Following, SIP blue prints and frame works have been published. Various trainings, review meetings, and seminars have been conducted at national, zonal, and Woreda levels to implement the program and improve the practice of principals in the schools.

In the Amhara National Regional State, SIP is fully under implementation in almost all schools. However, the school –community partnership tends to keep little success regardless of the efforts made by the government. Currently various research works show that SIP is not implemented well. For instance, (Ahmed, 2009) and (Asmare, 2010) studied the implementation of school Improvement Program (SIP) and found out that the SIP was not implemented well. As a domain, the school community partnership in implementing SIP was poor. In addition, different educational conferences with the woreda, zonal, and regional Bureau educators attribute sluggish partnership around the school, parents and the community.

Similarly, the report of North Shoa Zone Education Office,(2012) shows that the school community relation was unsatisfactory in all of the zonal secondary schools. The researcher has also observed the problem in his twelve years service of teaching and eight years service of leading schools as a principal.

In this case attention needs to be shifted to the principals' leadership role and responsibilities they carry out to maintain partnership in the school, home and

the community. In other words, the principals' leadership role needs to be assessed. Though researches have been conducted in different countries to find out the role of principals leadership to maintain SHC partnership, studies are scant regarding this issue particularly in Amhara Regional State, North Shoa Zone.

Locally, Fetene (2001) has conducted a research to examine the practice of primary school principals in the implementation of school improvement program. In this study, he found out that lack of principals' commitment, readiness, skills and weak participation and communication among school communities hinder the full implementation of SIP. Hence, it is important to check whether principals are playing their leadership role to maintain school, home and community partnership.

Accordingly, the main purpose of this study is to investigate the extent to which principals play their leadership role in creating and maintaining effective school home and community partnership in Amhara Regional State, North Shoa Secondary Schools. To this end, the following basic questions were raised.

1. To what extent do principals play their role in formulating partnership plans?
2. How effective are principals in communicating and specifying the role of key players in maintaining effective school-home-community partnership?
3. What communication means do principals often use to ensure effective school-home-community partnership? How effective are the communication means?

1.3 Objective of the Study

The general objective of the study was to investigate the extent to which principals play their leadership role in creating and maintaining effective school home and community partnership in Amhara Regional State, North Shoa Secondary Schools. Specifically the study has the following objectives.

1. To investigate the principals leadership role in formulating partnership plans.
2. To assess principals' effectiveness in communicating and specifying the role of key players, students, teachers, parents and community member given their own share in the process of partnership.
3. To identify the communication means principals use to maintain school, home and community partnership and to see the effectiveness of these means.

1.4 Significance of the Study

The study will be of a great importance in providing the necessary data regarding the role of principals' leadership in organizing the school, home and the community to make students successful in their academic matters. Thus the study will contribute and may be significant in:

- Helping school principals identify the weakness and strength of their leadership role in creating school, home and community partnership in connection with increasing students learning and improving schools.
- Giving relevant information to zonal Education office and other concerned bodies to re-examine the approach principals are adopting school, home and community partnership. This could help them how principals' leadership role matters in creating school, home and community partnership so that action can be taken to improve the principals' leadership in the area.

- Initiating students, teachers, parents and community members involve in the process of maintaining partnership among school, home and community in order to increase students' achievement.
- Serving as an initial document for other researchers to conduct further research in the area.

1.5 Delimitation of the Study

Even though, the roles of principals' leadership to maintain effective partnership is being critical both at the primary and secondary school levels, the study was confined to secondary schools of North Shoa Zone Amhara Regional State. The study was also delimited to evaluating principal's leadership roles and responsibilities towards formulating partnership plan, provision of leadership in communicating and specifying the roles of key players such as students, teachers, parents and the community and the communication means they used to create such partnership. The study was further confined to exploring the practice of school-home and community partnership in the academic year of 2005 (2012/2013).

1.6 Limitation of the study

It is clear that research work cannot be totally free from limitations. Due to this fact, the researcher faced with the following difficulties in the course of the study. Firstly, due to managerial work load and other duties in the school, there were shortage of time to do the work in full effort and to complete and submit the work on time. Secondly, there was lack of cooperation by some secondary school principals and teacher to fill out and return the questionnaire on time. Thirdly, absence of related documents and literature in the area of study inhibited the research activities to a certain extent.

In addition, most sampled secondary schools were very far and inaccessible for transportation, so it was difficult for the researcher to reach them and collect the data easily.

1.7 Definition of Terms

Principals –the head of the school that is in charge of giving the proper leadership to the school community and the necessary relationship with external environment.

Leadership: it means "a process of encouraging and helping others to work enthusiastically toward objectives". In the context of this study it refers to the principal by which his staff student and parent/community are influenced to achieve schools goals in a specific situation. (Hersey, Blanchard, and Johnson, 1996)

Role: it is an organization term that refers to the set of expected behaviors associated with an individual's activity in groups. (Darmanin,1985). In this research it means an action related to the various tasks of the principal in dealing with this staff, parent/community and/or other relevant groups.

Community: people who live in a geographic or catchment area and whose children share the same school. In this study community refers to the people or society in its general sense. It means all the people including those who have children in school and those who do not have. (Moe, 1986b)

Key players –all stakeholders that include teachers, students, parent and community members.

1.7 Organization of the Study

This study has been organized in to five chapters. The first chapter consists of background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation and limitation of the study, definition of operational terms and the organization of the study. The second chapter presents the review of related literature. Chapter three deals with research design and methodology of the research. The fourth chapter contains presentation, analysis of the results and discussion. The fifth chapter contains summary of the major findings of the study, conclusion and recommendations. Finally, references and appendices have been attached at last.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Conceptualizing School-Family and Community Partnership

Globally, partnership is often used to refer to the significant cooperative relation between parents, schools and communities. Hence , it is constructed as a process in which those involved aim to provide mutual support and attitude their contribution to each other so as to promote the learning, motivation and development of children in schools as it is through partnership, families and schools can achieve the goals of helping all children success (Deslands, 2009 ;Hughes and ELLIS, 2002).

Researcher also support the notion that involvement of parents, school and the community has positive impact for the betterment of education and student's achievement and success in school. Epstein (2002) point out that the theory of over lapping share of influence shows that the three major contexts in which students learn and grow the family , the school and community may be drown together and becomes partners in work of education. The studied parties namely, the students, the families and the community have some practices that they conduct jointly and there are some practices they conduct separately to influence children learning and educational development (Rosenberg,2009).

As result, in school where partnership are maintained ,teacher and administrators create more family-like schools in which each child's individuality is recognized . in addition , in such school children feel special and families are always welcome . on the other side ,in a school where partnership are maintained , parents create more school like families in which each child is recognized as student in which their skills are feeling of success are build and the importance of homework are school are reinforced. (Epstein, 2002).

Schools provide learning opportunities for the whole community. Therefore, community leadership is an essential element of educational progress (Gelssthorrep and West- Burnham. 2003). In a school where partnership are maintained, the communities including groups of parents working together create school like opportunities, events and program that enforce and reward students for good progress, creativity , contribution and excellence . on the side of the community, they also create family lie settings ,services , and events to enable families to better support their children . Community minded families and student s help their neighbor hoods and other families (Epstein, 2002; Hughes and Ellis, 2002 and Deslands, 2009).

All the above concepts are to abstract; rather they are consistent with the theory of over lapping sphere of influence stated earlier. Regarding their applicability (Epstein, 2002) lists out that they will found daily in conversations, news stories and celebration of many kinds. In a family like school, for example, a teacher may say “I know when the student is having a bad day and how to help him a long. “a student may sleep and call a teacher “mom “or “dad “and then laugh with a mixture of embarrassment and glee. A school – like family, a parent might say, “I make sure may daughters known’s that homework comes first. “a child might raise his hand to speak at the dinner table then joke about acting as if he were still in school. When communities reach out to students and their families, youngsters might say, “this program rally supports its schools.”

To sum up , the concept of school-like family and family-like school make people remember about positive examples of schools, teachers, and places in the community that were “like a family” to them. They may remember how a teacher paid individual attention to them, recognized their uniqueness, or praised them for real progress, just as parents might. They might re call things a home that was just like schools (Epstein, 2002).

2.2. School, Home and Community Partnerships: Rationale

The new concept, in partnerships, in twenty first century say that when parents, teachers, and the community combine with the children as a whole deep learning is possible, and that the learning emerges from such a combination has an influence on the community (Gelsthorpe and west-Burnham, 2003). Thus, the school-home-community partnerships in education have long been considered an essential component of children' academic success in schools.

Ruge (2003) further contends that partnership of the home, the school, and the community develops mutual respect, understanding and ways of working together in order to improve students' learning out comes. For this reason, it involves principals, teachers, other administrative personnel, parent's community members and students in acknowledging and valuing each other roles in contributing to student's success.

Research has also shown that all families care about their children, want them to success and are eager to obtain better information from school. Similarly communities have also desire so as to remain good partners in their children's education (Caplan *et al.*, 1992). Epstein, (2002) in her theory of overlapping sphere of influence states that schools, families and the community are major institutions that they socialize and educate children. And the main principles of the theory is that the desired goals, being successful in academic areas, is the interest of all these parties, and these can be achieved through their co-operative action and support.

On the other side, academic success in education requires resources, and its shortage becomes problems for educational achievement. The resources demands in most cases are beyond the scope of the school and of most families. Therefore, community involvement is highly important (Epstein, 2002) .Strengthening the concept, analysts from different sides also affirms that the

virtue and value of community is an essential for schools (Lindle and McClure, 1997).

2.3 Principals Leadership Role in Improving and Sustaining School-Home and Community Partnerships

A principal is the leader of the school with appropriate management responsibilities for activities performed in the school. As a result; they should play a vital and multifaceted role in setting the direction for schools to create school-home and community partnerships (Burnham and Bush, 1994 and Fullan, 2006). Strengthen the idea, Ministry of Education (2006) states that principals, the higher ranking administrators, in the school, play a leading role in maintaining health relationships between the school and the community. They are generally responsible for creating trust between parents, the school and the community in partnerships. Hence, to develop effective school, home and community partnerships programs, the principal along with students, teachers, parents and community members must identify goals for their collaboration. Each member of the team has important roles to play, and there should be unique contributions to make to the partnerships as are system and structure to follow the co-ordination of efforts to achieve the common goals i.e. maintain partnerships in among partners for children's success in education (Epstein, 2002)

Research shows that almost all school administrators would like to involve families and community members. However, the main question for many schools administrators is how a principal goes about the process of improving school and parent relations so that the student will have improved learning outcomes (Hughes and Ellis, 2002; Epstein, 2002 and Deslandes, 2009)

Look at a school as an organization, there are different roles, and one is being a leader. Being a leader of a school, the roles and responsibilities of principals in creating school-home and community partnership include the following (Fullan, 2001; Epstein, 2002 and Hughes and Ellis, 2002)

First, climate of trust and collaboration between the school and parent is essential for effective planning to establish effective parent involvement. A principal must ensure that effective communication is in a place and that parents know that their participation in school matters and is critical to student success.

Second recognize that there is no “cookie cutter“ for parent involvement, each school requirements will be different, and will be driven by different strengths, and backgrounds, such as, its history, culture and climate and student performance. A careful needs assessment and knowledge of norms and values must be studied before a plan is greed up on by the stakeholders of the school.

Third, parent involvement is often thought of as means to raise money or plan special activities but in reality parent involvement includes any number of activities but including reading with children tutoring, and in some cases monitoring the cafeteria.

In addition, according to Hughes and Ellis (2002), Epstein(2002) and Fullan (2006),below are lists of responsibilities of a principal that are critical in the organization, and development, and implementation of strong and effective school, family and community partnerships. These leadership roles of a principal include:

- Lead a team of staff, parents, students (when appropriate), and community members in the design and development of the school, family and community partnership plan. Call teachers attention to the importance of planning and conducting school, family and community partnership with students families.
- Provide leadership for the other key players (students, teachers ,parents of families, and community members
- Allocate funds for the planned programs of school, family and community partnership

- Provide time and place for partnership team meetings, including arrangement for teachers, on the team to meet at the same time or provisions for the school to be open for meetings.
- Monitor and evaluate the effectiveness of the partnerships activities, revising as necessary
- Provide opportunities for staff, parents, and other community members to get to know each other.
- Establish, and encourage open, two-way communication strategies between the school and the families
- Recognize and thank partnership team leaders and members, active family volunteers and other participants in involvement activities

2.4. Partnership Team for Partnerships

Principals have multiple responsibilities that often worked at cross purpose with their role of being ahead .However, school leadership is not only confined to the principal, rather it is dispersed to other including vice principal, team leader, curriculum leader's, class teacher , etc (Burnham and Bush, 1994). Growth and refinement of practices can be created when principals, teachers, students, and others are working together(Gelstherope and West-Burnham,2003) .Besides, though a principal or a teacher may be a leader in working with groups in the community, one person cannot create a lasting, comprehensive program that involve all families as their children progress through the grades .

As a result, Epstein (2002) state that from the hard work of many educators and families in many schools, they had learned that, along with clear policies and strong support educational leaders and from school principals. Action teams for partnerships in each school are an essential structure.

Harvard family Research Project (2000)finds out that the action team structure, in maintaining partnerships, facilitate schools capacity to make holistic and

integrated improvement efforts by bringing together educators, parents, community members, and other representatives from existing school programs.

In connection with the team approach, Epstein (2002) clarifies that as long as the names refer partnerships, and conveys the fact that educators, families and the community work together sharing responsibilities for the success of all students, a school can simply call its team with any name. Thus, the research prefers to use partnership team for partnerships.

The partnership team for partnerships guides the development of a comprehensive program of partnerships with in a single plan and program, through the provision of leadership to key players (students, teachers, parents and community members). Thus, establishing effective a two-way communication means among these parties is mandatory to maintain strong school-home and community partnerships.

2.5. Partnership Plans

Planning can be defined saying a forward looking proactive options seeking a better future by encouraging educational partners to join together in defining and achieving important results and contribution (Farrigia and Baldackchino, 2002). In similar way, (Hughes and Ellis, 2002) contends that successful school home and community partnership begs for an effective partnership plan. Today, two out of three new business ventures fail-mostly due to lack of a clearly spelled out business plan. For those who create a solid, well thought out plan, success nearly doubles. The same can be said for school-family and community partnerships. If schools fail to plan for effective partnerships, their involvement efforts may not bring about the desired result.

A partnership plan is a document you create when you take an idea and work through all the factors that will have an impact on the successful start up, operation and management of your school-family and community partnerships.

As a result, 'Ibid' (2002) points out that the partnership plan should:

- Define the goals and outcomes for this effort, including both immediate and future directions, and describe the means you will use to attain those goals.
- Outline the details of the role each partner will play in helping reach the overall educational goals.
- Anticipate potential barriers along the way and formulate responses to them.
- Identify strategies to evaluate the success of the partnerships in meeting the planned goals, and formulate a process to advertise findings and regularly revise the plan.
- The planning process should answer many questions you may not have thought about as well as prompt questions that may turn into opportunities in the future. Because there is no one formula for success in creating school-family and community partnerships, your plan should be based on your local needs and circumstances. Although creating a plan may take a great deal of time and energy, it will be well worth the effort.

What are the important and commonly functioning steps to make a partnership plan in order to develop strong and positive school, home and community partnership? (Epstein, 2002, and Hughes and Ellis, 2002) state four common steps to create partnership plans in order to maintain effective school-home and community partnership.

Step 1 Create partnership team

Based on our ideal vision, creating effective school-home and community partnership; we may transform our schools to achieve useful results in the area. To achieve these results, a team approach is an important way to build school, family and community partnership. The partnership team takes

responsibilities for assessing present practices. Organizing options for new partnerships, implementing selected activities, evaluating selected activities, evaluating next steps and to continue to improve and co-ordinate practices of partnerships. Members of the partnership team lead these activities, but they are assisted by other teachers, parents, students, administrators, and community members (Epstein, 1995 and 2002).

Step 2 obtain funds and other support

A modest budget is needed to guide and support the work and expense of each school's partnership team. Funds, in a school, may come from a number of sources such as government, family involvement, school income and the like (Ibid, 2002).

Step 3 Identify starting point

The team needs to assess the current status of the school collaboration with families and community members (Hughes and Ellis, 2002). To start, the team should know where the school is headed in creating school-home and community partnership so that the team justify where the school want to go. In some cases, most schools have teachers who conduct some practices of partnership with some families. This implies that the partnership plan doesn't begin at ground zero. Every educational institution has a positive quality. The main question is how can good practices be organized and extended so that they may be used by all teachers, at all grade levels with families (Epstein, 2002).

Step 4- Developed a three year partnership plan and a one year action plan

The team need to set up a three year plan of action and a one year action plan that include goals and objectives, outlining options for new partnership activities. In connection with this, the team needs to create regular process in revising the partnership plan when necessary (Ibid, 2002).

2.6. Principals Leadership and the Role of Key Players

Principals provide leadership to schools as they are the leaders of the institutions in every aspect of school improvement. The school-community engagement highly lies at the heart of educational leadership. However, the school leadership shouldn't necessarily be confined to one person in the schools since a sound partnership orientation in between school-home-the community provide students with support for learning in terms of shared expectations, consistent structure, cross setting opportunity to learn and modeling (Patrikakou et al., 2005 and Fullan, 2006).

To change these in to reality, there should be shared leadership in among the key players (students, teachers, parents and community members) as when individuals are bound to share ideas, beliefs, values and actions, partnerships emerge (Patrikakou et al., 2005). Thus, the principals are also expect to provide leadership to each key players play their own role in creating school-home-community partnership for students success.

2.6.1 Teachers' Role in Partnerships

In maintaining partnerships, teachers can forester parent engagement to school mainly applying three distinct type of behaviors appear in the research as Deselandes (2009) states. These identified behaviors include:

- Classroom related behaviors- Baker (1997) cited in Deslandes (2009) states out those teachers can develop special projects to involve parents in the school and in the classroom. Ensuring parents' involvement in class is in direct support of instruction, and matching the skills of parents with the tasks they are asked to carry out in the class foster parent engagement.
- Communication related behaviors- communication related behavior involves alternating the schedule to accommodate the schedule of parents, modifying the format of parent conferences to make them less

intimidating and more meaningful for parents, providing a private environment in which to have parent teacher conferences. In short, communication related behavior fosters parent engagement soliciting parents views on key matters concerning their children's education.

- Teachers skills, attitude, and believes in parent engagement.
 - Teachers' skills being able to communicate effectively with parents in particular linguistic and culturally diverse parents avoiding jargon words contribute to parent engagement. Their skills, in building mutual understanding with parents about school expectations also contribute to parent engagement. Teachers attitude and believe also include making trust in making parents and students, positive dispositions toward parent involvement in school etc fosters parent engagement.

Therefore, teachers should participate in the leadership of partnerships. Hence, at least two or three teachers must be members of the partnership team to serve and to lead the school-home-community partnership for students success.

These teachers may include master teachers, lead teachers, and department heads, along with classroom teachers from different grade levels (Epstein, 2002). Regarding the teachers' roles and responsibilities, Hughes and Ellis, (2002), and Epstein (2002) point out the lists of responsibilities that are critical in increasing student achievement and developing effective school-home-community partnerships. Based on their roles, teachers in the partnership team contribute ideas for family and community involvement activities linked to academic goals for students. They also work with other teachers in the school, to reinforce the importance of connections with students' families, help teachers share their own best practices to involve families. It is also the responsibilities of teachers, to maintain high expectations for every child, treating all children and their families with respect, and to say welcome every family members feel comfortable. Moreover, teachers also provide a variety of

opportunities for parents to collaborate in the teaching of children including home work activities, class projects, classroom volunteer work, field trips, etc.

For this reason, the school partnership team should collect information from all teachers in the school on their family and community involvement activities. In this way, individual teachers' efforts contribute to the schools' over all partnerships' programs allowing with school wide activities (Epstein, 2002). To teachers play roles in creating school-home-community partnerships, the principals' leadership is the key to the system as they are not the only crucial for school wide improvement in creating partnerships (Fullan, 2006).

2.6.2 Students' Role in Partnerships

The main goal of school-family-community connections in creating partnerships for children's learning is to create a culture of success- one that enhances learning experiences and competencies across home and school as partnerships means shared goals, contributions and accountability in among partners. The idea can be further elaborated in that the benefits of school, family and community partnerships for students involve them in academic achievement, social and emotional learning (Patrikakoui et al, 2005).

Consequently, students should have their own roles in the school leadership (Ruge, 2003). Thus, they must join and serve the school partnership in high schools. Other members on the school partnership team value the students' ideas for and reactions to plan for partnerships. In elementary, middle and high schools, students are the main actors in their own education. Even if they are not members of partnership team in primary schools, the students play key roles in conducting family and community involvement activities. Students deliver message from school to home and home to school. Students often interpret and explain notes and memos to parents. They are also leaders in discussions with parents about home work, report cards, schools events and problems, they may have at schools. Therefore, students at all grade levels should be well informed about the goals of the partnership teams and have

input to each other activities to involve their families. Only with student involvement and support will programs of school, family and community partnership succeed (Epstein, 2002).

Principals in their leadership, therefore, should have skills, attitudes, beliefs and behaviors, and should play their own roles towards students' involvement in the process of creating school-family-community partnerships.

2.6.3 Parents' or Families' Role in Partnerships

Parents have an enormous impact on the education of their children at home whether they think they do or not, and they play a vital role for children's success at school (Deselandes, 2009). Stating Douglas, (1964), Dean, (1995) explains that parental attitudes, for example, make a difference to children's success at school. Children whose parents hold high expectations of them are more likely to make good progress than those whose parents expect little. Even when parents are involved in helping children with reading children make better progress. Generally, studies in different countries shows that schools in which 'pupils' do well as defined by achievement and behavior are all characterized by good 'home -school' relationships (Dean, 1995).

In any ways, additionally, there are many reasons for parent-school engagement. Deselandes, (2009) points out four reasons for parent school engagement. These reasons include the following:

First, the parents' personal constructions of the parental role make them engaged in parent-school engagement activities. Parents are much more likely to become involved in their children's educations when they believe that such involvement is a key part of what it means to be responsible parent. Evidences indicate that parents become engaged to the extent that they believe such engagement is part of their parental duties.

Second, parents' personal sense of efficiency for helping children succeed in school is the other reason for parent engagement in school. When parents feel

they have the opportunities, skills, and knowledge required to help their children, they are more likely to become engaged. Parents' efficiency is also significance factor in parent decision to become engaged. They are likely to become more engaged with school when they believe they can exercise control over their children's education, and, in some cases, when they believe there is a problem to be solved with their own children.

Third, parents' beliefs about the extent to which school personnel want them to be involved in their children's education at home and in the school. When parents think that their involvement is needed, desired and expected by teachers, they are more inclined to become involved in their children's education, in some fashion.

Fourth, parents beliefs about the desire of their children for them to be involved in their children education at home and in the school. Since engagement is encouraged when parents believe their own children want them in school.

Parents and family members play many roles in leadership for their children education and in making partnerships in home and in school as well. Parents and other family members are essential members of the partnership team; as a result, they may serve as co-chairs of the team. A PTA or KETB representatives may be one of the parents on the partnership team contribute ideas on topics that will be important for families, friendly schedule, recruit families to lead and implement activities and encourage families to participate in activities (Epstein, 2002).

Moreover, (Hughes and Ellis, 2002) point out that parents have many roles in which they can play. Firstly, parents can play as learners. Parents obtain new skills and knowledge that will help directly and indirectly with the child's educational and social development. Second, parents play as supporters. Parents enroll their children in school and ensure they are properly dressed, get to school on time, and attend each day. Third, parents can play as

communicators through which they establish and maintain effective two-way communication flow with the child and the school. Being the child's first teachers, parents build the child's foundation for moral, intellectual, emotional and social development. In addition, parents provide enrichment activities that reinforce school learning, including reading to children, taking them on trips to the library and museums, and other home and community learning activities. The final role of parents to this review of related literature is parents play as partners. Parents move from the role of primary educators to a situation in which they share this role with the school.

In short, the family and school partners foster students academic, social, and emotional learning outcomes. To promote shared responsibilities between families and school, and to make school- family partnership front, real partnership should be set (Patrikakou et al., 2005). However, the principal's leadership is prominently decisive.

2.6.4 Community Members' Role in Partnerships

Community is one of the most frequently used words, and refers to 'locality', interest group, a system of solidarity; a group with a sense of mutual significance; a group characterized by moral agreement, shared beliefs, shared authority, or ethnic integrity,...; a group which members met in some kind of fashion (Lindle and McClure, 1997). If this so, the school partnership team may, for instance, want business partners, religious leaders, police officers, unions, educational institutions, health care organizations, and others for partnerships. Therefore, the school principals should work with the community groups and leaders, as it is one of their roles in creating partnerships, to serve the team taking their own leadership role, to locate resource, and to take their own share for creating partnerships (Epstein, 2002).

Hence, Lindle and McClure, (1997) states out that principal as educators should enjoy and work together in closer harmony with the community in order to fit their practices to local needs and better serve their students. Shifting a

greater share of responsibility to the community is adduced as the solution to a host of problems as all agree that closer ties to the communities are good thing.

2.7 Communication

Communication is an activity which takes place when a message is transferred satisfactorily from one party to another so that it can be understood and acted up on if necessary. Schools need good communication because many changes are taking place in educational institutions, since effective communication is more than every critical for their effectiveness (Burnham and Bush, 1994). Regarding communication in schooling, Patrikakou et al, (2005) contends that the child/family and schooling system are functional, where school and home communicate to provide children with congruent message about their learning. Communicating activities include school-to-home and home-to-school communications about school and classroom programs and children's progress in partnerships. Two-way communications by teachers and families increase understanding and cooperation between school and home since it encourages parents or other family members to provide reactions, ideas and preferences and to ask questions about the different school programs and children's progress in schools. In addition, thoughtful two-way communications also show students that their teachers and parents are working together to help students that their teachers and parents are working together to help students succeed in school, and it reflects the reciprocity that a collaborative relationships must have in order to be most effective. Establishing positive, proactive, persistent and personalized communication strategies between parents and educators increase parent participation in learning activities at home and at school (Epstein, 2002 and Patrikakou et al., 2005).

Rosenberg (2009) states that families, school and communities can create a shared responsibilities for children learning and academic success. This is possible through setting effective communication among school-home-community. Communication should also be regular, two-way and meaningful

and accomplished by using a variety of written, oral, and visual ways. Therefore, flexible communication strategies should be designed to meet the needs of all involved in order to improve students achievement (Ruge, 2003).

Hence, designing effective forms of school to home and home to school communications about school programs and children's progress should be the task of the school principals giving their own share to all key players as Deselandes (2009) states that effective communication with parents about students work and progress encourage parent engagement. As a result, school leaders need to establish a regular schedule of communication with parents that should ensure form of communication that are culturally appropriate to parents' educational expectations for their children.

2.7.1. Communication with Parents

Family- school communication needs to be taken seriously and must be valued, recognized, and schools leaders with education and training programs to prepare them to communicate effectively with families in an approachable manner. It is also equally important to empower and encourage families to communicate effectively with schools (Dean, 1995; Epstein, 2002; Patrikakou et al., 2005 and Deselandes, 2009).

Effective communication is multi dimensional. It may be formal or informal that happens in different places (both in the school and in other sites such as community centers) (Burnham and Bush, 1994). Epstein (2002) and Dean (1995) point out that different forms of communication with parents and community members practiced include, parents teachers conferences, newsletters, regular meetings, report cards, opening and closing ceremonies, notices, memos, oral, written and face-to-face methods.

Below are these lists of communication means which school leaders use to develop strong and effective school-home-community partnerships.

- Conferences with every parent at least once a year with follow-ups needed (Epstein and Sheldon, 2006).
- Regular schedule of useful notices, memos, phone class (Epstein and Sheldon, 2006).
- Student pick up report cards with conferences on improving grades (Graham- clay, 2005 and Epstein and Sheldon, 2006).
- Visual communication means (Diagrams, graphs, body languages) (Burnham and Bush, 1994).
- Regular meeting -parents need a good deal of information, and they have a unique view of their children which is much more compressive than a teacher's can possibly be. Teachers have, therefore, much to learn from parents about the children. The parents inform the teacher about the child and how they view what seems to be happening in school and the teacher informs the parents about the progress that the child is making, the work which the child's class will be doing and how they can help (Dean, 1995).
- Discussions' - both teachers and parents also need opportunities to disuses frankly the problems they are encountering, and how they can work together to overcome them. It involves listening on the part of the teacher as well as on the part of the parent. Here, the major piece of communication with parents is now the children's progress. Teachers must inform parents of where their children have reached (Dean, 1995).
- Newsletters- teachers may also like to consider a year group news letter which forms parents about the work in hand and how parents can help. This might also include information about school journey and visits and what is needed for them as well as what may be needed form different aspects of other work (Dean, 1995).
- Formal meeting- the details of information are well explained/reported so as to:

- Widen access to information about the school's curriculum plans and objectives for individual children and classes, and for parents and for the school as a whole,
- Provide parents with the information necessary to support all informed dialogue with the school and with the child themselves about their achievements prepares and future work throughout their school career.
- Encourage partnership between school and parents by sharing information and explaining its implications, and
- Enable a school to report on the overall accomplishments of its children in ways that not only parents but also the wider community can appreciate (Dean, 12995).

Generally, in strengthening their children's emotional, social and academic learning and being partners to schools, effective two-way communications contribute a lot and have the following result for parents. Parents understand school programs and policies. Parents can also monitor and aware of children's progress. In addition, effective communication helps parents to respond effectively to students problems. To sum up, parent's interaction with teachers and schools is also possible through effective communications (Epstein and Sheldon, 2006).

2.8 School Effectiveness

Effectiveness can be described to which the desired level of output is achieved (Scheerns and bosker/1997). According to this definition of effectiveness, the production or return of secondary school can be measured by the numbers of pupils who successfully pass to the next higher grade. This type of effective measure has problem when it comes to the education .these authorities that argued that “should only performance in basic skills be studied or should the concern also be with higher cognitive process, and should social and/or effective returns on education be established?”Other problems related to

economic analysis of schools are the difficulty in placing a monetary value on inputs and process and the prevailing lack of clarity on how the production operates (Scheerns and bosker, 1997).

This show the complex nature of measurement in education effectiveness. It is assessing objective needs in a subjective process (Dimmock, 1993)

2.8.1 Characteristics of Effective School

The characteristics of 'good 'or effective school have been extensively researched and there is convergent much greater understanding of research on school improvement is still developing (maden, 2001).However scheerns and bosker (1997) identified characteristics of effective school as strong leadership, emphasis on the acquiring of basic skills, an orderly and secure environment, high expectation of pupils attainments and frequent assessment of pupil progress.

Maden(2001:343) on the other hand put teachers successful as strong positive leadership by the head and senior staff, good atmosphere or spirit ,generated both by shared aims and values and by a physical environment that is as attractive and stimulating as possible ;high consistent expectation of all pupils; clear and continuing focus on teaching and learning ;well-developed procedures for assessing how pupils are progressing ;responsibility for learning shared by the school; participation by pupils in the life of the school; rewards and incentives to encourage pupils to succeed parental involvement in children's education and in supporting the aims of the schools; and extra-curricular activities which broaden pupils 'interest and experiences expand their opportunities to succeed and help to build good relationship with in the school.

Research has shown that there is no silver bullet -no single thing that schools can do to ensure high student performance. Rather, as mentioned in ACT

(2009) high performing schools tend to show evidence of the following of characteristics.

1. Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms principal often plays this role, but so do teachers and other staff. Including those in the district office, effective leaders advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. High Level of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions

5. Curriculum, Instruction and Assessment Aligned

Curriculum is aligned with Essential Academic Learning Requirements (EALRs). Research based materials and teaching and learning strategies are implemented. There is a clear understanding of assessment system, what is measured is various assessments and how it is measured.

6. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The result of the assessment is used to improve student performances and also to improve the instructional program.

7. Focused Professional development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

8. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Level of Community and Parent Involvement

There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staffs in schools, Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. Similarly, evidence from research findings of the Education Improvement Commissions (EIC) effective schools have the following characteristics :a clear, focused vision for learning ; a safe, orderly environment ;acclimate of high expectations that all students can achieve success; focus on high level of student achievement through excellent curriculum delivery; strong leadership by the principal; frequent monitoring of student progress and strong home-school relations(EIC ,2000).

CHAPTER THREE

DESIGN AND METHODOLOGY OF THE STUDY

3.1. Research Design and Methodology

The study was targeted at assessing the principals' leadership role in creating effective school-home community partnership. It was also designed to obtain pertinent and relevant information concerning the current status of school-home-community partnership in the sample schools. Thus, descriptive survey research method employed to carry out the study. Moreover, both qualitative and quantitative research approaches were used for the study.

3.2 Source of Data

Both primary and secondary sources of data were used for the study. The primary data were collected from secondary school principals, teachers, students and parents/community in 16 secondary schools of North Shoa Zone. On the other hand, documents such as performance accomplishment reports, minutes of staff, PTA and KETB and the school annual plans were used as secondary sources.

3.3 Target Population

The setting of this research was 16 secondary schools out of 24 schools, in North Shoa Administrative Zone. Eight schools were excluded from being taken as sample because four of them are only higher preparatory schools and the other four schools were newly opened ones and their principals have less than two years experience. The target population of this research were teachers, school leaders who work in these 16 schools, students and parents/community. The population therefore, constituted 979 teachers, 16 principals, 176 student representatives (student council), and 128 parents/community representatives (PTA and KETB) with a total population of 1299 as target population. From these 194 teachers, 16 principals, 176 student representative and 128 parent/community representatives were taken as sample of the research as shown in Table 1.

Table 1: Target population and sample of the study

No.	Name of secondary schools	No. of teachers	No. of principals	No. students representative	No. of parent/community representative	Sample			
						No. of teachers	No. of principals	No. students representative	No. of parent/community representative
1	Debrebrehan secondary school	91	1	11	8	18	1	11	8
2	Debresina secondary school	51	1	11	8	10	1	11	8
3	Shewarobit secondary school	62	1	11	8	12	1	11	8
4	Ataye secondary school	72	1	11	8	14	1	11	8
5	Mehal meda secondary school	112	1	11	8	22	1	11	8
6	Molale secondary school	89	1	11	8	18	1	11	8
7	Ankober secondary school	36	1	11	8	7	1	11	8
8	Alyu amba secondary school	14	1	11	8	3	1	11	8
9	Chacha secondary school	50	1	11	8	10	1	11	8
10	Deneba secondary school	54	1	11	8	11	1	11	8
11	Enewari secondary school	62	1	11	8	12	1	11	8
12	Bulga secondary school	48	1	11	8	10	1	11	8
13	Mekoy secondary school	62	1	11	8	12	1	11	8
14	Baso secondary school	64	1	11	8	13	1	11	8
15	Gina ager secondary school	40	1	11	8	8	1	11	8
16	Arbegnoch secondary school	72	1	11	8	14	1	11	8
	Total	979	16	176	128	194	16	176	128

Source: Report of North Shoa Zone Education Office in 2005 E.C and Woreda Education Office

Regarding the sampling techniques, the study was conducted in 16 government secondary schools of North Shoa Zone. These schools were chosen based on stratified sampling method. The researcher decided to employ this sampling method to include schools from urban and rural areas. The principals, parents and students were chosen using purposive sampling. That is, the principals as well as members of student's council and members of Parent Teacher Association (PTA) and Kebele Education Training Board (KETB) from sixteen selected schools were included in the sample. This was done because all the 16 schools do not have equal number of teachers. Thus, simple random sampling technique mainly lottery method was used to select teachers from each school. Once the researcher determined the number of teachers, he selected them by writing their name on piece of papers from their attendance sheet and then by rolling and drawing the papers as per the sample size of each school.

3.4. Data Collection Instruments

Questionnaire, Focus group discussion and school documents analysis were employed as instrument for data collection as described below.

3.4.1. Questionnaire

Questionnaire with close ended and few open ended items were developed and distributed to school leaders and teachers. The questionnaires were helpful to the researcher to collect data from large number of respondents from 16 secondary schools.

To this end, questions were prepared with careful thought and procedure. To do so, the research and its objectives were defined and sample considerations were made. Then, questions were prepared using the language that was understood by the respondents.

3.4.2 Focus Group Discussion

The researcher prepared focus group discussion guides to PTA, KETB and student council members with whom the discussion were held in a permissive environment in order to extract options and share the ideas and perception through group interactions.

3.4.3 Document Analysis

To see what was going on in the sample schools, the researcher used document analysis. Hence, the school annual plans, the minutes of staff, PTA and KETB, letters, and school newsletter were investigated and the results were analyzed. The documents were used to triangulate the data obtained through the questionnaire and focus group discussion.

3.5 Data Collection Procedure

By presenting the letter of cooperation written from the department of EDPM, AAU, the researcher made contact with North Shoa Zone Education Office and got permission to carry out the study in the secondary schools of the zone. After receiving the letter from the ZEO, the researcher went to the sample secondary schools. The researcher had contact with responsible person from each sample school before the day of distributing the instruments. Appointments were arranged with the respondents especially for focus group discussion.

Before collecting data from the field, pilot test had been conducted in ‘Senbete’ and ‘Chefarobit’ secondary schools of Amhara region Oromia special zone for ensuring the clarity and reliability of the items before distribution. After conducting pilot test and necessary corrections were made (for example 8 questions which lacked clarity for respondents were made improved; 3 questions that have happened to be redundant were discarded; and 2 relevant new questions were added). After this, the questionnaires were distributed for the sample respondents with short orientation and follow up collaboratively

with research assistants. The research assistants helped the researcher by distributing and collecting the questionnaire from teachers while the researcher distributing for school leaders. Focus group discussion was held by adjusting the convenient time and place for respondents. During focus group discussion, short notes were taken. At the end, the questionnaires were collected and focus group discussions were held, data had been organized and arranged for analysis and interpretation.

3.6 Data Analysis Techniques

The researcher used the following techniques of data analysis. First, the data collected using close ended items of the questionnaire were coded, organized, using statistical packages for social science (SPSS). Because of the descriptive nature of the study, mainly percentages, mean score value and standard deviations were used as appropriate to analyze the collected data.

Other data collected by focus group discussion, open-end items of the questionnaire and document analysis were analyzed qualitatively. This was done by consulting the note book. Narratives, quotations and the use of thematic categories were the main approach to report the major findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with two parts. The first part reports on the characteristics of the study population, which includes personal and professional characteristics. The second part presents the analysis of the main features of principals' leadership role to create effective school-home and community partnership.

4.1 Characteristics of the Study population

In order to maximize the diversity, different categories of respondents were involved in this study. This includes principals, teachers, students and parents/community of secondary schools were targeted in responding to the questionnaire and focus group discussion.

Accordingly, questionnaire was prepared and distributed (210 copies) to be filled by the respondents. Then, the questionnaire was collected. However, for various reasons the anticipated number of questionnaire was not completed and the rate of return was 198 (94.29%).Of these, 16 (100%) were principals and the number of teachers who responded to the questionnaire was 182(93.81%).In focus group discussion, out of 304 only 235 respondents participated.

Table 2: Respondents by sex, age and responsibility

Responsibility	Sex				Total	Age			
	Male	%	Female	%		16-20	21-25	26-30	Above 30
School Principals	16	100	-	0%	16	-	-	4	12
Teachers	129	70.1	53	29.9	182	-	33	93	56
Student council	78	59.09	54	40.90	132	88	44	-	-
PTA and KETB	91	88.35	12	11.65	103				

Regarding the age structure and sex of the respondents, their age range for principals 4 (25 %) were from 26 to 30 years and 12 (75%) were above 30 years, for teachers 33 (17.93%) were from 21 to 25 years, 93(51.12%) were from 26 to 30 years and 56 (30.77%) were above 30 years and for students 66.67% (88) were from 15 to 20 years and 44 (33.33%) were from 21 to 25 years .Sex wise as can be seen from table 2, 223(51.50 %) were males and 107 (36.44%) were females .

Table 3: Respondents by Educational level and work experience

NO	Attributes (items)		Teachers		Principals		Remark
			No	%	No	%	
1	Educational qualification	Certificate	5	2.75%	-	-	
		diploma	56	30.76%	-	-	
		Degree (BA)	113	62.09%	11	68.75%	
		Master(MA)	8	4.35%	5	31.25%	
2	Work experience	1-5 years	64	35.16%	2	12.5%	
		6-10 years	46	25.27%	3	18.75%	
		11-15 years	41	22.53%	5	31.25%	
		≥16 Years	31	17.03%	6	37.5%	
3	Training in principal ship (only for principals)	Trained	-	-	5	31.25%	
		Untrained	-	-	11	68.75%	

Concerning the educational background, the data in table 3 reveals that of principals 11(68.75%) and 5 (31.25%) of the respondents had degree and masters respectively. These data imply that, school leadership in north Shoa zone was entirely dominated by males only and most principals were degree holders; they did not fit for the position which demands masters' degree. On the side of teachers 8(4.35 %) had second degree, 113(62.09%) were first degree holders, 56(30.76%) were college diploma holders and 5(2.75%) were graduates of teacher training institution.

With regard to work experience 2(12.5%) of the principal and 64 (35.16%) of teacher respondents in the sample had services of 5 years and less, 3 (18.75%) of principals and 46 (25.27%) of teacher had served in the range of 6 to 10 years, 6(31.25%) of principal and 41(22.53%) of teacher had served in the range of 11 to 15 years, and 6(37.5%) of principal and 31(17.03%) of teacher were with services 16 and above years

The background information in table 3 further indicates that of the 16 principals the majority 11(68.75%) did not get training in principalship. Only 5(31.25%) of the respondents were trained in principalship. This indicates that the given on-the-job trainings (mentorship and internship programs) to the principals were far below the desired level.

Therefore, it is believed that the responses and other relevant data were graded, organized and analyzed in such away as to determine the outcome of the study.

4.2 Presentation of the Result

4.2.1 Principals' leadership effectiveness in formulating partnership plans

The first purpose of this study was to examine how effective are principals in formulating partnership plans to create effective school-home and community partnership. The weighted means, percent and standard deviation of the principals' and teachers scores for each of the effectiveness in formulating partnership plans dimensions are presented below.

Table 4: Principals' and teachers effectiveness in formulating partnership plans dimensions as perceived by teachers and principals.

No	Items	Respondents		Response value					WM	SD
				5	4	3	2	1		
1	Organized partnership teams ?	Principal	No	1	2	5	5	3	2.56	1.12
			In %	6.25	12.5	31.25	31.25	18.75		
		Teacher	No	15	41	51	49	26	2.84	1.17
			In %	8.24	22.53	28.02	26.92	14.29		
2	Identify partnerships practices?	Principal	No	1	3	6	6	-	2.94	1.04
			In %	6.25	18.75	37.5	37.5			
		Teacher	No	15	35	54	50	28	2.78	1.17
			In %	8.24	19.23	29.67	27.47	15.38		
3	Allocated budget for partnership activities?	Principal	No	3	7	3	2	-	3.56	0.92
			In %	18.75	43.75	18.75	12.5	6.25		
		Teacher	No	32	39	63	33	15	3.21	1.18
			In %	17.58	21.43	34.63	18.13	8.24		
4	Conduct need assessment	Principal	No	1	3	5	4	2	2.69	1.15
			In %	6.25	18.75	31.25	25	12.5		
		Teacher	No	10	30	72	51	19	2.68	1.02
			In %	5.49	16.48	39.56	28.02	10.44		
5	Did leaders facilities team activities	Principal	No	-	4	6	5	1	2.81	0.88
			In %	-	25	37.5	31.25	6.25		
		Teacher	No	4	24	45	69	40	2.36	1.03
			In %	2.19	13.19	24.73	37.91	21.99		
6	Prepare a sound partnership plans?	Principal	No	-	3	10	3	-	3.0	0.62
			In %	-	18.75	62.5	18.75	-		
		Teacher	No	8	18	45	70	41	2.37	1.2
			In %	4.39	9.89	24.73	38.46	22.53		
7	Design useful implementation mechanism s?	Principal	No	2	2	5	7	-	2.98	1.0
			In %	12.5	12.5	31.25	43.75	-		
		Teacher	No	5	20	60	74	23	2.51	0.94
			In %	2.75	10.99	32.98	40.66	12.63		
8	Does partnership plan is participatory ?	Principal	No	-	2	7	5	2	2.0	1.02
			In %	-	12.5	43.75	31.25	12.5		
		Teacher	No	-	14	51	57	60	2.10	0.95
			In %	-	7.69	28.02	31.32	32.97		
9	Monitor and evaluation mechanisms for the activities in the partnership plan?	Principal	No	1	1	4	7	3	2.38	1.08
			In %	6.25	6.25	25	42.75	18.75		
		Teacher	No	-	19	53	57	51	2.23	0.97
			In %	-	10.44	30.22	32.32	28.02		

NB. The weighted mean values were interpreted as 2.0-2.50 low, 2.51-3.0 medium and 3.1 and above high.

As it can be seen from item 1 of table 4 the respondents were asked to indicate it organized partnership team consisted of teachers, students, parents and community members. Accordingly, 3(18.75%) of principals and 56(30.75%) of teachers responded that of organization for partnership team in formulating partnership plan was high while the majority of respondents 13(81.25%) and

126(69.25%) of principals and teachers respectively responded that they had medium and below. Furthermore, the weighted value of two groups of respondents response fall between 2.51 and 3.0 strengthened that the level of organization for partnership team was medium.

As indicated in the same table of item 2 respondents were asked to identify current practices of school-home and community partnership. Accordingly the means score (2.94 of principals and 2.78 of teachers) fall between 2.51 and 3.0. Similar proportion of respondents 62.25% of principals and 56.14% of teachers responded that it was average and above. Thus it could be possible conclude that they commonly agreed that the identification of current practices in school-home and community partnership in formulating partnership plans was average and above.

Item 3 of table 4 the respondents were asked to indicate whether budget was allocated to guide and support the school-home and community partnership activities. Accordingly, majority of respondents 13(87.5 %) of principals and 134(73.64 %) of teachers responded that allocated budget to guide and support partnership activities was average and above. Moreover, the mean score in two groups or respondents (3.56 for principals and 3.21 for teachers) should that allocated budget to guide and support partnership activities was high. From this, it can be concluded that allocated budget are an important to support and guide the school-home and community partnership activities.

With regard to the identification of change needed in school-home and community partnership (item 4 of table 4) indicates a majority of respondents, 11 (67.75%) of principals 142(76.02%) of teachers responded that the identification of change needed in school-home and community partnership was average and below that. Furthermore, the weighted mean value of two groups of respondent fall between 2.51 and 3.0 (medium) level of identification.

Item 5 of the same table 4 should the majority of respondents 12(75 %) of principals and 154(84.68%) of teachers responded that it was average and below. Furthermore, the weighed mean value of principal was found to be medium. (2.81) were as the teacher level was found to be low (2.36), indicating that principals create less opportunity partnership work together.

As indicated in the same table item 6, the respondents were asked to whether or not a sound school-home and community partnership was prepared. Accordingly the respondents 13(81.25%) of principals and 71(38.52 %) of teachers responded that they had medium and above level to prepare sound school-home and community partnership. While remaining 3(18.75%) and 11(61.48%) of principals and teachers respectively indicated that it was low. On the other hand, the weighted mean value of principals was medium (3.0) and teachers was low (2.37).

As can be seen from item 7 of table 4 the respondents were asked to indicate plan mechanism that would help teachers' value school-home and community partnership. Accordingly 5(31.25) of principals and 60(32.98%) of teachers responded to be average. While 4(25%) of principals and 25(13.65%) of teachers responded that it was above average position. On the other hand, the mean value of the respondents (2.98) for principals and 2.51 for teachers in both cases fall between 2.51 and 3.0 indicated that the level of plan mechanism that help partnership was medium. On the contrary 7(43.75) of principals and 97(53.29) responded that it was below the average.

Item 8 of table 4 respondents were requested to rate the level of participation of partnership for preparing planning. Accordingly, 9(56.25%) of sample principals and 65(35.71%) of sample teachers were responded that it was average and above. On the contrary 7(43.75%) of principals and 117(64.29%) of teachers of responded that it was below the average. Furthermore the weighted mean value in both cases fall between 2.0 and 2.50 indicated that principals did not mainly use these items as preparation of partnership plans.

In item 9 of the same table, respondents were asked to indicate the extent to which the monitoring and evaluation mechanisms for the activities of partnership plan was clearly outlined. Accordingly, 10(62.5%) of principals and 108(59.34%) of teachers responded that principals prepared clearly outline for monitoring and evaluation mechanisms for the activities of partnership plan was low. Moreover the weighted mean score in two groups or respondents (2.38 for principals and 2.23 for teachers) the degree to which the monitoring and evaluation mechanism clearly outlined for activities in the partnership plan was low. From this, it can be concluded that principals did not mainly use these items as preparation of partnership plans.

Furthermore, from the FGD conducted with student councilmembers, PTA and KETB members indicated that most of PTA and KETB were devoted for individual life activities and they did not conduct and each of them had no adequate knowledge, skills and experience to benefit the school by serving on formulating planning school activities. From this, it can be concluded that participation of PTA and KETB members in formulating partnership plan was not satisfactory (low) as desired level.

4.2.2 Principals Leadership Effectiveness in Communicating and Specifying the Role of Key Players

The other purpose of this study was to examine the effectiveness of principals in for communicating and specifying the role key players in maintaining effective school-home and community partnership. The weighted means, percent and standard deviation of the principals' and teachers scores for each of the effectiveness in communicating and specifying the role of key players.

Table 5: Principals' and teachers effectiveness in communication.

No	Items	Respondents		Response value					WM	SD
				5	4	3	2	1		
1	Communicate the leadership roles of important partners	Principal	No	-	3	7	6		2.81	0.73
			In %		18.75	43.75	37.5			
		Teacher	No	12	29	60	61	20	2.88	1.08
			In %	6.59	15.93	32.97	33.52	10.98		
2	Discuss ways partnership?	Principal	No	1	2	5	6	2	2.63	1.05
			In %	6.25	12.5	31.25	37.5	12.5		
		Teacher	No	-	10	44	66	62	2.01	0.89
			In %	-	5.49	24.18	36.26	34.07		
3	Communicate through students?	Principal	No	3	3	4	6	-	3.18	1.13
			In %	18.75	18.75	25	37.5	-		
		Teacher	No	35	43	47	37	23	3.21	1.06
			In %	19.23	23.63	25.82	20.33	12.64		
4	Welcome all partners?	Principal	No	1	2	5	5	3	2.56	1.12
			In %	6.25	12.5	31.25	31.25	18.75		
		Teacher	No	4	41	43	55	37	2.65	1.19
			In %	2.53	23.63	24.18	30.22	21.19		

NB. The weighted mean values were interpreted as 2.0-2.50 low, 2.51-3.0 medium and 3.1 and above high.

As we can see from item 1 of table 5 the respondents were asked to indicate the level of principals to communicating the leadership roles of important partners. Accordingly, 7(43.75%) of principals and 60(32.97%) of teachers responded that it was medium, while 3(18.75%) of principals and 41(22.52%) of teachers responded that it was above average position. On the other hand, the weighted mean value of the respondents (2.81 for principals and 2.88 for teachers) in both cases fall between 2.51 and 3.0 indicated that the level of communicating of leader roles in the important partners was medium. On the contrary, 6(37.5%) of principals and 81(44.50%) of teachers responded that it was below the average.

Item 2 of table 5 respondents were asked the rate of discussion about possible partnership ways with the community members. Accordingly, majority of respondents 8(50%) of principals and 54(29.67%) of teachers responded that it was average and above. Furthermore, the weighted mean value of the respondents (2.63 for principal's medium and 2.01 for teachers below medium). On the contrary 8(50%) of principals and 128(70.33%) of teachers responded that it was below the average.

With regard to item 3 of table 5, the respondents were requested to put the use of students as a communication agent between the school and partnership. Accordingly, the majority of respondents, 10(62.5%) of principals and 115(63.18%) of teachers responded that students as a communication agent between school and partnership was medium and above. Moreover, the weighted mean value of two groups of respondents which are 3.18 and 3.21 for principals and teachers respectively strengthened that students as communication agent was high.

As indicated in the same table of item 4, the respondents were asked to rate how well the family and community members were welcome. Accordingly, 8(50%) of principals and 90(49.45%) of teachers confirmed that the level of welcome ceremony for family and community members was average and above. Furthermore, the weighted mean score (2.56 for principals and 2.65 for teachers) falls between medium level of welcome family and community members. On the contrary 8(50%) of principals and 92 (50.55%) of teachers responded that it was below the average.

Table 6: Effectiveness of principals and teachers in specifying the role of key players.

No	Items	Respondents	Response value					WM	SD	
			5	4	3	2	1			
1	Initiate parents to create conducive environment?	Principal	No	1	1	7	5	2	2.63	0.94
			In %	6.25	6.25	43.75	31.25	12.5		
		Teacher	No	21	33	42	64	22	2.82	1.20
			In %	11.54	18.13	23.08	35.17	12.08		
2	Motivate parents play significant roles?	Principal	No	1	2	8	5	-	2.94	0.82
			In %	6.25	12.5	50	31.25	-		
		Teacher	No	23	37	54	50	18	2.94	1.17
			In %	12.64	20.33	29.67	27.47	9.89		
3	Consider partners important school success?	Principal	No	3	4	6	3	-	3.43	0.99
			In %	18.75	25	37.5	18.75	-		
		Teacher	No	25	46	60	41	10	3.19	1.1
			In %	13.74	25.27	32.97	22.53	5.49		
4	Let parents take part in school events?	Principal	No	-	1	5	6	4	2.19	0.88
			In %	-	6.25	31.25	37.5	25		
		Teacher	No	-	12	60	70	40	2.24	0.87
			In %	-	6.59	32.97	38.46	21.98		
5	Let parents to collaborate in teaching?	Principal	No	-	2	4	8	2	2.38	0.86
			In %	-	12.5	25	50	12.5		
		Teacher	No	-	17	63	64	38	2.32	0.92
			In %	-	9.65	35.15	35.17	20.12		
6	Community's contribution appraisal?	Principal	No	-	3	4	6	3	2.44	0.99
			In %	-	18.75	25	37.25	18.75		
		Teacher	No	8	23	57	53	41	2.47	1.02
			In %	4.39	12.64	31.32	29.12	22.53		

NB. The weighted mean values were interpreted as 2.0-2.50 low, 2.51-3.0 medium and 3.1 and above high.

Item 1 of table 6 requires the respondents to indicate the degree to which parents were initiated to create an environment supportive to children physically, psychologically and emotional development. Accordingly, 9(56.25%) of principals and 96(52.74%) of teachers respond that it was average and above, while 7(43.75%) of principals and 86(47.26%) of teachers indicated that it was low. Moreover, the weighted mean value of two groups of respondents which are 2.63 for principals and 2.82 for teachers indicated medium.

Item 2 in the same table, respondents were asked to the rate the extent of parent participation in playing their partnership roles. Accordingly, 11(68.75%) of principals and 114(62.64%) of teachers confirmed that parent participation playing their partnership roles was average and above. Moreover, the weighted mean score of respondents (2.94 for principals and 2.94 for teachers) regarding the extent to which principals and teachers helped parents to play their partnership roles fall between 2.51 and 3.0 indicating medium level (average level). On the contrary 5(31.25%) of principals and 68(37.36%) of teachers rated that it was below the average.

Item 3 of table 6, respondents were requested to the consideration of parents, families and community members as important resources for school success. Accordingly, majority of respondents 13(81.25%) of principals and 131(71.98%) of teachers to consider parents, families and community members as important resource for the success of school was average and above. Moreover, the weighted mean score in two groups of respondents (3.43 for principals and 3.19 for teachers) should that parents, families and community members as important resource for school success was high and above. From this, it can be concluded that parents, families and community members were an important resource for school success.

Item 4 in the same table respondents were asked to indicate the level of involvement of parents and the community in school opening and closing ceremonies. Accordingly, majority of the respondents 15(93.75%) of principals

and 170(93.41%) of teachers responded that they had average and below level of involvement , while remaining 1(6.25%) and 12(6.59%) principals and teachers respectively indicated that it was high. Furthermore the weighted mean value of two groups of respondents fall between 2.0 and 2.50 indicated that the level of involvement of parents and community members was low.

As indicated in the same table of item 5, the respondents were asked the way of opportunities for parents to collaborate in teaching. Accordingly, the weighted mean value of two groups of respondents (2.38 for principals and 2.32 for teachers) falls between low (2.0-2.50) level of opportunities. Similarly, significant proportion of respondents, 10(62.5%) of principals and 102(56.04) of teachers responded that it was below the average. Thus, it could be possible to conclude that principals create fewer varieties of opportunities for parent/community collaboration in teaching.

Item 6 of the same table, respondents were asked to indicate the acknowledgment and reward partnership team for their contribution as a major technique of promoting partnership participation. Accordingly 7(43.75%) of principals and 88(48.35%) of teachers responded that it was average and above, while remaining 9(56.25%) and 94(51.65%) of principals and teachers respectively indicated that it was low. Furthermore, the weighted mean value of two groups of respondents falls between 2.0 and 2.50 indicated that most of the time monetary rewards and consistence psychological rewards necessary for partnership in order to promote in communicating and specifying their roles.

Issues related to principals leadership effectiveness in communicating and specifying the role of key players were also raised for FGD participants. In response to this issue, participants explained that in relative terms key player's (students, teachers, parents and community members) concern school and their participation to communicating and specifying their roles have shown progress.

4.2.3 The Communication Means of Principals to Create Effective School-Home and Community Partnership

The third purpose of this study was to examine what communication means principals used to ensure effective school-home and community partnership. The weighted means, percent and standard deviation of the principals' and teachers scores for communication means principals used to ensure effective school-home and community partnership.

Table 7- Means utilized to ensure communication as perceived by teachers and principals.

No	Items	Respondents		Response value					WM	SD
				5	4	3	2	1		
1	Hold conference on partnership issues?	Principal	No	5	4	5	2		3.75	1.03
			In %	31.25	25	31.25	12.5			
		Teacher	No	42	55	56	26	3	3.56	1.04
			In %	23.09	30.22	30.76	14.29	1.65		
2	News letter are used to inform school accomplishments?	Principal	No	1	2	6	4	3	2.66	1.1
			In %	6.25	12.5	37.5	25	18.75		
		Teacher	No	13	29	56	46	38	2.63	1.18
			In %	7.14	15.93	30.77	25.27	20.88		
3	Let staff, parents and other community members to know each other?	Principal	No	-	2	5	7	2	2.44	0.87
			In %	-	12.5	31.25	43.75	12.5		
		Teacher	No	-	24	45	51	62	2.17	1.04
			In %	-	13.19	24.73	28.02	34.07		
4	Periodic report are used to inform accomplishments?	Principal	No	-	1	9	5	1	2.63	0.69
			In %	-	6.25	56.25	31.25	6.25		
		Teacher	No	-	18	52	59	53	2.19	0.97
			In %	-	9.89	28.57	32.42	29.12		
5	Use telephone for communication facilitation ?	Principal	No	1	2	8	5	-	2.94	0.67
			In %	6.25	12.5	50	31.25			
		Teacher	No	-	28	65	53	36	2.46	0.97
			In %	-	15.38	35.71	29.12	19.78		
6	Use key local community members for communication agent	Principal	No	2	3	6	5		3.13	0.99
			In %	12.5	18.75	37.5	31.25			
		Teacher	No	26	38	53	49	16	3.05	1.18
			In %	14.29	20.88	29.12	26.92	8.79		

NB. The weighted mean values were interpreted as 2.0-2.50 low, 2.51-3.0 medium and 3.1 and above high.

Item 1 of same tables 7, the respondents were asked whether parents teacher conference was held to discuss on school-home and community partnership issues. Accordingly the weighted mean value of two groups of respondents 3.75 for principals and 3.56 for teachers indicating that most of the time needed to discuss on school-home and community partnership issues to promote the communication means of principals to create effective school-home and community partnership.

As indicated in the same table item 2, the respondents were asked to rate the degree to which the school news letter was used as a communication means. Accordingly, the weighted mean score value (2.66 for principals and 2.63 for teachers) falls between a medium level. Similarly proportion of respondents, 7(43.75%) of principals and 84(46.15%) of teachers responded that it was below the average.

Item 3 of the same table should that majority of respondents 9(56.25%) of principals and 113(62.09%) of teachers responded that it was below the average. On the other hand, the weighted mean value of two groups of respondents (2.44 for principal and 2.17 for teachers) falls between below average level of opportunities for staff, parents and other community members to get know each other.

As we can seen item 4 of the same table, the respondents were asked to indicate the importance of periodic report. Accordingly, 10(62.25%) of principals and 70(38.46%) of teachers responded that the periodic report as a communication means was average and above. Moreover, the weighted mean value of the respondents (2.63 for principals 2.19 for teachers) indicates that periodic report was medium level and below average level respectively. On the contrary 6(37.5%) of principals and 112(61.54%) of teachers responded that it was below the average.

Item 5 of the same table, respondents were asked to indicate the importance of telephone to facilitate the communication means between parents and

teachers. Accordingly, 11(68.75%) of principals 93(51.09%) of teachers responded that it was average and above. On the other hand, the weighted mean value of respondents (2.94 for principals and 2.46 for teachers/indicate that use of telephone as a communication means was medium level for principals and below average level for teachers. On the contrary 5(31.25%) of principals and 89(48.91%) of teachers responded that it was below the average.

In item 6 of table 7 the respondents were asked to point out the role of local community members as a communication agent. Accordingly, majority of the respondents 11(68.75%) and 117(64.29%) of principals and teachers respectively responded that they had medium and above level of local community members as a communication agent for the school and the community, while remaining 5(31.25%) and 65(35.71%) of principals and teachers respectively indicated that it was low. Furthermore, the weighted mean value of two group of respondents respond that their level of local communication as communication agent was high.

Issues related to the communication means of principals to create effective school-home and community partnership were also raised for FGD participants. In response to this issue, participants explained that principals to communicate the partnership had limitation in using variety of communication means in order to create effective school - home and community (SHC/ partnership).

Table 8- The effectiveness of school-home and community communication

No	Items	Respondents		Response value					WM	SD	
				5	4	3	2	1			
1	Inform parents children academic performance ?	Principal	No	3	4	5	3	-	3.38	1.06	
			In %	18.75	25	31.25	25				
		Teacher	No	16	43	65	48	10	3.04	1.03	
			In %	8.79	23.63	35.71	26.37	5.94			
2	Report cards are used as communication tool?	Principal	No	4	4	6	2	-	3.63	0.99	
			In %	25	25	37.5	12.5				
		Teacher	No	40	56	70	16		3.67	0.93	
			In %	21.89	30.77	38.46	8.79				
3	Regular meeting as means to inform parents about the accomplishment of the school?	Principal	No	1	1	8	6		2.81	1.1	
			In %	6.25	6.25	50	37.5				
		Teacher	No	-	43	59	61	19	2.69	0.94	
			In %	-	23.63	32.42	33.51	10.44			
4	Children's Problems are communicated through direct contact?	Principal	No	1	2	7	6	-	2.88	0.81	
			In %	12.5	12.5	43.75	31.25				
		Teacher	No	19	32	53	52	27	2.76	1.16	
			In %	10.44	17.58	30.22	28.57	14.84			
5	Let parents class room visit about children's learning?	Principal	No	-	1	6	8	1	2.44	0.71	
			In %	-	6.25	37.5	50	6.25			
		Teacher	No	-	8	49	78	47	2.09	0.83	
			In %	-	4.39	26.92	42.86	25.83			
6	Frequently communicate are held with parents ?	Teacher	No	-	31	49	57	45	2.36	1.04	
			In %	-	17.03	26.92	30.85	24.72			
		In %	7.14	15.93	30.77	25.27	20.88				

NB. The weighted mean values were interpreted as 2.0-2.50 low, 2.51-3.0 medium and 3.1 and above high.

As we can seen from item 1 of taken the respondents were asked to indicate whether parents were informed about the academic performance of their children. Accordingly, 12(75%) of principals and 124(68.13%) of teachers responded that always and most of the time inform parents about academic performance of their children was one of the major a communication means of principals, while 3(25%) of principals and 58(31.87%) of teachers responded that it was rarely inform parents about academic performance of their children as a communication means of principals. Furthermore, the weighted mean value of two groups of respondents which is 3.38 for principals and 3.04 for teachers indicating that most of the time principals use to inform parents about academic performance of their children was a major communication means.

Item 2 of the same table shows that majority of respondents 14(87.5%) of principals and 166(91.21%) of teachers responded that it was average and above. On the other hand, the weighted mean value of two group of respondents (3.63 for principals and 3.67 for teachers) indicating that most of the time report cards as a means of channel of communication between the school and the parents/community. Moreover, results from the FGD revealed that report cards as a means of communication between school and parents/community.

As can be seen from item 3 of the same table 14(87.5%) of principals and 139(76.37%) of teachers responded that it was average and below. On the other hand, the weighted mean value of two groups of respondents (2.81 for principals and 2.69 for teachers in both cases fall between 2.5 and 3.0 indicated that the level of regular meeting as a communication means of partnerships was medium. On the contrary 2(12.5%) of principals and 43(23.63%) of teachers responded that it was above the average.

Item 4 of the same table shows that majority of respondents 10(68.75%) of principals and 103(56.59%) of teachers responded that it was average and the above. Furthermore, the mean value of two groups of respondents responded that their level of direct contact with families a communication means of principals was an average level. On the contrary 6(31.25%) of principals and 79(43.41%) of teachers responded that it was below the average.

With regard to degree of classroom visit (item 5) of table 6 indicates that the majority of respondents, 9(56.25%) of principals and 125(68.69%) of teachers responded that their degree of class room visit was below average. While the remaining 7(43.75%) of and 57(31.31%) of principals and teachers respectively indicated that it was average and above. Furthermore, the weighted mean value of two groups of respondents responded that their level for classroom visit was below the average.

As indicated in the same table item 6, the respondents were asked to indicate the level to which teachers and parents communicate frequently. Accordingly, majority of respondents, 102(55.576%) of teachers responded that their degree of communication was low. Moreover, the weighted mean value of the respondents (2.36) that their level of communication was below average.

Issues related to the communication means of principals to create effective school-home and community partnership were also raised for FGD participants. In response to this issue, participants explained that principals to communicate the partnership had limitation in using variety of communication means in order to create effective school - home and community (SHC/ partnership).

4.2.4. Result of open Ended Question

In addition to the listed communication means in the closed ended items given in the questionnaire for principals and teachers, one open ended question was used to know if there was other communication method used in their schools to maintain successful school- home and community partnerships.

Hence, they listed out the following as techniques of communication to have linkage with parent's .Having listed the communication means, the researcher has used descriptive statistical tool, percentage to see how effectively and frequently the methods were used in the target schools.

4.2.4.1 Communication Methods Listed out by Principals

- The respondents mentioned the method used for communication was by Preparing a letter for each student's parent and by writing the name of the parent or the family including the student name to call his/her parents/careers on the meeting day with the paper or the letter of the respondents. Here, the letters were used to invite parents for further discussion.

- Parents on their that were interested responded that was for the comments written on their student's exercise book.
- Preparing an educational exhibition and inviting parents to attend the school different accomplishments was also what was mentioned by the informants.

4.2.4.2 Communication Methods Listed Out by Teachers

- The methods of communication disclosed by the respondents include sending messages to the students parents through other student about their child's status of educational performance, calling for discussion.
- Others also added that holding meeting with students parents was among the communication methods.
- Moreover, having discussion with the students' parent when the school had meeting was the methods of communication pointed out by the respondents.
- Call students' parents and have discussion with them together with the school principals in case the students were behaviorally disruptive and/or academically very poor was also among what had been mentioned.

The result clearly showed that discussion and communication using note books were the major piece of communication methods which were used by principals and teachers. This shows that there was limitation in using variety of communication means in order to create effective school - home and community (SHC/ partnership. The limitation in using various communication means might be lack of awareness that communication between the school and the family is one of the most important instruments of establishing and maintaining partnership relations between schools, families and community members.

4.2.5. Result of Document Analysis

This section is designed to collect data to countercheck the information gained from principals and teachers through the questionnaire. As a result, attempt was made to consult the school annual plans, team plans, the minutes of staff, PTA and KETB and the different communication means such as letters, report cards, school newsletters and others used to keep in touch with the parents families and the community members. Hence the results are presented as follows.

1. To what extent do the principals. Teachers. PTA and KETB discuss on the formulation of partnership plan, specifying the role of key players and effective communication means that they use?

The document consulted in the seven schools showed that teachers, PTA and KETB members did not discuss the issues of formulation partnership plan to lead the activities of partnership strategically. There were no agenda in taking share for maintaining SHC partnership and in using the communication means which enable them to keep in touch with parents and community members, In the five school /Ankober, Chacha, Arbegnoch ,Gina-ager and Enewari) a separate team was established to lead the domain of community participation. In the remaining four schools (Debrebrehan, Debresina, Ataye and Mahlmeda), the activity of partnership was included in the school improvement plan.

Regarding the communication means used all the school principals used separate individual letters to students' parents for school regular meetings. Five of the schools (Debrebrehan, Shewarobit, Ataye, Mekoy and Mahlmeda) used mini media to remind their students to call their parents for the school meetings.

2. To what extent principals are communicating and specifying the roles of students, teachers. Parents and community members in order to play their own roles and to create school- home and community partnrtdhips?

With regard to distributing leadership to key players, there were no as such significant discussion that took place to communicate and specify their own roles for each. In all schools the roles (students, teachers, parents, and community members) should play were not clearly stated in the school documents (as lists of activities to be indentified), and were not distributed as well.

3. What new practices were observed in the target schools in maintaining SHC partnerships?

From the documents observed, there were no significant new practices seen in these schools showing better SHC partnerships.

4.3 Discussion on Findings

The main intention of this study was to investigate the role of principals effectiveness in maintaining school- home and community (SHC) partnership. This section discusses the results that were obtained in relation to the literature.

4.3.1. Principal Leadership Role in Planning Partnership

In this study, it was found out that principals formulate partnership plan at an average level. The qualitative result obtained from document analysis and focus group discussion clarified that these schools did not have well written partnership plan. The plan had only paper value. In contrast to the finding of this study. Epstein (1995), Molly et al.(1995) and Hughes and Ellis(2002) suggested that undertaking a planning phase before implementing collaborative activities among school, home and the community is an effective way to build the intensive relationships that successful collaboration requires. The writers further explained that partnerships activities involve planning, implementing and evaluation partnerships activities. Therefore principals who a pivotal positions in the school and accountable for leadership and management of schools should first establish a partnership team and let them

complete an inventory of present practices of the school, family and the community partnerships as there are tasks of collaboration. Again the team needs to outline or update a vision of how practices of partnership will develop and improve over three years. Then, the team needs to prepare a detailed one year action plan for partnership indicating how the partnership team and others will schedule and conduct involvement activities to reach specific results during the school year. Finally, at the end of the year, the school, family and community partnership program would be evaluated in order to improve the next school year. But the result of this study goes in line with the findings of local researchers, Bazezew Gelaw(2010) and Asmare Engida (2010) reported that community participation in implementing School Improvement Program (SIP) was poor and was not implemented in the study area. On the contrary, the ministry of education (2002) stated that the role of school principals is to lead and manage the planning, delivery of education and improvement of schools through strategic leadership. This implies that principals are accountable for the overall leadership, management and development of the schools within state wide guidelines and policy. This ineffectiveness of principals might be because of lack of training in the area and being busy on the routine managerial tasks as schools are busy places.

4.3.2. Communicating and Specifying the Role of Key Players

The result of this study indicated that principals' leadership roles effectiveness in communicating and specifying the role of key players (students, teachers, parents and community members) was at an average level.

Firstly, SHC partnership is needed for students achieve high result. Amhara National Regional state Education Bureau (ANRSEB) (2006) stated that students are stakeholders to the education sector, and need quality education and training. To realize this, they are expected to participate in attending education, training and leadership. In addition, students are the reasons for the interaction among the school, home and community. Ruge (2003) points

out that the role of students in the process of maintaining SHC partnership. Students often have roles of trust and responsibilities within their family life. They have opportunities making and contribute to relationships. They carry oral and written information between home and school. Teachers and parents should acknowledge and support the role of student in the development of effective partnership between home and school. In the document analysis and focus group discussion the researcher had there was no students' contribution with the school annual and team plans, in all schools.

In relation with parents, principals did not effectively lead them to play their own share in developing SHC partnership. In line with this finding, Habtamu Belew (2010) concluded that parents are not participating in the schools where their children are going, Contrary to the finding of this study, Nzanutuma (1993) stated that parents are always concerned about the education and the well being of their children, so, they should play many roles in children's education. Hughes and Ellis (2002) added that parents provide an appropriate environment where the child will flourish physically, psychologically and emotionally. It is the role of parents to communicate with the child and the school. Working with the school and the community, parents can help study issues and solve problems as parents were from the primary educators to a situation in which they share this role. This discrepancy between the finding and the literature might be due to lack of training in the principals' leadership.

Similarly, in their leadership, principals should communicate and specify the role of teachers. But in this study, principals did not effectively specify teachers' role for the task of partnership. Similar finding was reported by Getahun Birhanu(2009) states that schools are not emphasizing teachers' roles. Similarly Booyse and swan pole(2006) reported that a fairly high percentage of principals indicated that teachers should be involved in issues dealing with classroom related matters rather than administrative matters, on the contrary ANRSEB (2006) states that teachers are stakeholders to educational sector and have highly valuable roles in the organization and

management of education .In addition. Hughes and Ellis (2002) stated that teachers are responsible in developing effective school, home and community partnership. Welcome every family into the classroom, and make family members feel comfortable, establish open two- way communication with parents and other family members, provide variety of opportunities for parents to collaborate in the teaching of their children including home work, field trips and the like.

4.3.3 Communication Means and Their Effectiveness

Result from the questionnaire document analysis and focus group discussion showed that, principals used few communication means to ensure effective SHC partnership. In line with the result, Elmeski (2006) found out that, the communication among school and home is largely deemed as non credible, untimely, inadequate and non transparent. In this study the recognized communication means were informing parents about their children academic performance and progress, parent teacher conferences, regular meetings, direct contact with families, school newsletters and periodic reports. The finding goes in line with other researches (Grham- Clay -2005 and Harvard family Research project 2010), Dean (1995) for example suggested that the major piece of communication with parents is discussion about the children's` academic progress through informing parents. Besides walker and Dempsey (2002) reported that meetings and direct discussions, the most" Popular" practiced in many educational institutions, should be facilitated between parents and the school administration in order to encourage their active participation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to investigate the principals' leadership roles and responsibilities in creating successful school- home and community (SHC) partnership in North Shoa zone secondary schools. The study was conducted to answer the following basic questions:

1. To what extent principals play their role in formulating partnership plans?
2. How effective are principals in communicating and specifying the role of key players?
3. What communication means do principals use to ensure effective school-home and community partnership? How effective are the communication means?

A descriptive survey design research was employed to conduct this study, Triangulation, the practice of relying on multiple methods, was used to ensure trustworthiness. Questionnaire, focus group discussion and document analysis were data gathering instruments. They were developed by the researcher based on the finding from the literature and his own views and experiences of working as a school principal. Information was collected from principals and teachers using a set of questionnaire and student council, PTA and KETB using focus group discussion. In addition, data were gathered from school documents, such as, staff, PTA and KETB minutes, letters, school newsletters and school and team plans. The population size was 1299 and of these 514 was selected as a sample of the study. But 433 respondents were used in analyzing the data. Both descriptive and inferential statistics were employed to answer the research questions.

The major findings were summarized as follow.

- The result from principals' and teachers' response indicated that principals formulate partnership plan to maintain SHC partnership at an average level.
- With respect to partnership (teachers, students and parents/community members) participation in the formulating of partnership planning of school activities, almost all respondents indicated that their role in planning was medium and low.
- The effectiveness of principals in communicating and specifying the roles of key players in maintaining effective school-home and community partnership is taking place at an average level. The documents analysis and focus group discussion also revealed that there were problem in distributing leadership to other key players giving their own share.
- In communicating students' academic performance and achievements the school principals have been found to use a multiple of communication means. Yet, class room visits by parents and the community were not used by the principals communication channels. Moreover, introducing staff and parents were not emphasized as alternative means of communicating learners' academic performance and achievements.
- Regarding the effectiveness of the communication means that principals used, the result from principals' and teachers' responses showed that informing parents about children's performance and progress, report cards, parent- teacher conferences, regular meetings, direct contact with families, and school news letters were the effective communication means used by the principals. On the contrary, introducing staffs, parents and community members, allow classroom visit to parents and community members, and local community members as communication were not the effective communication means used by the principals.

5.2. Conclusion

The notion of partnership is relatively a new concept in our case. It is a process which takes time not only to plan, and implement but also to understand it by every stake holders. This research tried to assess the extent of principals' leadership in North Shoa secondary schools, and reached in the following concluding remarks.

Literature support the notion that, organizations which create a solid, well thought out plan comes to success. The same can be said for SHC partnership. The researcher found out from the quantitative and qualitative data that principals under discussion were not effective in formulating partnership plans to actively engage parents and the community members' .Parent- community partnership is one of the domains in the SIP launched recently by Ministry of Education. Hence, principals tried to lead this domain through formulating partnership plan with in a separate team. In the investigated schools the plan made was for the sake of saying schools had separate plan for school-community partnership. In addition, the activities done in these schools were not with reference to the plan prepared.

School principals have key roles to build linkage to parent – school partnership. However, one person's leadership cannot create long lasting effect. The other stake holders (students, teachers, parents and community members) involvement is irreplaceable. Contrasting to this, the study result prevailed that, principals' leadership effectiveness in communicating and participating key players was weak. The quantitative and qualitative data indicated that principals exercised unshared or undistributed leadership style.

It is widely recognized that, effective family school communication and related family involvement in education contribute to improve students' achievement. Thus, schools must employ a variety of techniques for communicating with parents and the community. But the principals in the investigated schools set few effective communication means to ensure successful SHC partnership. For

this reason rather than creating family – school partnership, interactions under this circumstance may create separation and distance in between the parties.

The principals used a multiple of channels as a means of communication. However, the study concluded that of all means of communication, classroom visits by parents and the local community as well as introduction of staff and parents were not emphasized to be used as alternative means of communication about students academic performance.

5.3 Recommendations

Based on the summary and conclusion made, the following applicable recommendations are forwarded so as to improve the leadership roles of principals on creating successful SHC partnership.

If principals are expected to facilitate relationship and partnerships with the family and/or the community, they must understand communication and involvement strategies. Thus, specific, ongoing training is required to build this understanding. Thus, to increase the effectiveness of principals in community involvement in their schools

I. Zone and Woreda education office should:-

- Assess the school systems' parent and community involvement training needs, and then provide appropriate technical assistance, training, resources and mentoring on formulating partnership plan, distributing leadership and using effective communication means.
- Work with colleges and/or universities to develop and offer course work on family involvement for current principals, as it enables principals' play their leadership role in creating SHC partnership.

II. Principals in the schools should have skills and capacity in formulating partnership plans. The principals must be capable and influential in schools to bring common and shared values among the stakeholders.

- Principals should develop personal initiation to improve their own leadership skills(formulating partnership plan, distributing leadership and using effective communication means) so as to maintain partnership
- Principals should assert the involvement of school staff members, students, and parents /community in establishing and periodically reviewing the school goals.
- The school principals should work with the staff and stakeholders (students, teachers and parents/community) in setting high and achievable standard of students. In turn, to strengthen the effectiveness of school development.

III. To build the leadership and organizational school structure that is necessary to support family and community partnership at the schools level, principals should:-

- Establish team approach structure to lead SHC partnerships involving key players (teachers, students parents, and the community members) using appropriate communication means convenient to real situation, This team may plan, implement and evaluate partnership. This team structure approach will also oversee leadership training, monitoring and support for family & community involvement & partnership.

Iv. To improve the family- school communication styles, principals should

- Use varied methods such as media, meetings, formal and informal discussions, panels using newsletters, parent teacher's conferences, phone calls and other convenient communication means regularly provide parents information on their rights and responsibilities, on promotion issue disciplinary issues on the important to meaningful parent involvement.

V. The active participation of stakeholders in school Principals creates conducive atmosphere and development. Successfully principals take their responsibilities in organizing teachers, students and parents/community.

- The school principals are highly required to allow students to form and strengthen their council
- Principals should thoroughly establish and maintain close relationship with parents/local community.

VI. Moreover to improve the effectiveness of principals in all aspects of leadership roles further study in the area which consider the role of teachers, students, parents and community members should be undertaken in order to have comprehensive idea about the matter.

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APPENDIX A

College of Education and Behavioral Science

Department of Educational leadership and Management

Questionnaire to be filled by school principals

Dear principals

The purpose of the questionnaire is to assess your leadership roles and responsibilities in creating school-home and community partnership particularly through making partnership plans, communicating and specifying the role of key players and establishing effective communication means.

The researcher expects that the results of the study will enhance the effectiveness of leadership roles and responsibilities by suggesting solutions. Therefore, you are kindly requested to give your responses genuinely and responsibly for the questions included in the questionnaire.

Be sure that your responses will be kept confidential and used only for academic purpose.

Thank you in advance for your cooperation

Azeref Haile /Graduate Student

Part I

Background Information

1. Name of the school _____

Please put an “x” mark in front of each box which fits with your profile

2. Qualification Certificate

Diploma

First Degree

Second Degree

3. Experience: **1-3 years**

4-6 yeas

7-9 years

10years and above

4. Training Status in Principal ship: Trained

Untrained

Part II: Leadership in school-home and Community Partnership

Direction:-Below are 30 different statements about the roles of principals in creating school-home and community partnership on the area of making partnership plan, communicating and specifying the role of key players and establishing effective communication means .Hence, circle the number from the boxes in front of each statement to indicate to what extent the activities are being practiced in your schools

Scales:-

5=excellent

4= very good

3=good

2=poor

1=very poor

Statements about principals leadership roles		Excellent 5	Very good 4	Good 3	Poor 2	Very poor 1
A. Preparation of partnership plan To what extent does the principal in your school-----?						
1	Organized partnership team consists-teachers, students, parents and community members?					
2	Identify the current practices of school-home and community partnership?					
3	Allocated budget to guide and support the school-home and community partnership activities?					
4	Identify the changes needed in school-home and community partnership?					
5	Asses the school-home and community?					
6	Prepared a sound school-home and community partnership plan?					
7	Plan mechanism that would help teacher's value school-home and community partnership?					
8	Participate students, teachers, parents and community members in planning partnership among school-home and community?					
9	Clearly outline the monitoring and evaluation mechanisms for the activities in the partnership plan?					
B. Communicating and specifying the roles of key players To what extent does the principal in your school----?						
10	Communicate the leader ship roles of important partners					
11	Discuss about possible partnership ways with the community members					
12	Use students as communication agent between the school and partnership?					
13	Initiate parents to create an environment supportive to children physically, psychologically and emotional developments?					
14	Help parents to play their partnership roles?					
15	Consider parents, families and community members as important resource for the school success?					
16	Welcome family and community members					
17	Involve parents and the community in school opening and closing ceremonies?					
18	Provide varieties of oppourtunities for parents to collaborate in teaching?					
19	Acknowledgment and reward partnership team, students parents, and/or community members of their contribution?					

C. Communication means						
To what extent does the principal in your school-----?						
20	Inform parents about academic performance of children?					
21	Use report cards as a means to inform parents about the child's academic performance of children?					
22	Hold parent-teacher conference on school-home and community partnership issues?					
23	Use regular meeting as means to inform parents about the accomplishments of the school?					
24	USE direct contact with families of students having academic or behavioral problems?					
25	Use a school news letter with up-to date information about the school major accomplishment and special events?					
26	Create opportunities for staff, parents and other community members to get know each other?					
27	Use periodic report to inform about school-home and community partnership plans and accomplishments?					
28	Use telephone to facilitate the communication between teachers and parents about children's learning?					
29	Allow class room visit to parents and community members to communicate about children's learning?					
30	Use key local community members as communication agent to exchange information to and from the community?					

31. Please specify if there are any other effective communication means used in your school to create effective school-home and community partnership-----

APPENDIX B

College of Education and Behavioral Science

Department of Educational leadership and Management

Questionnaire to be filled by school principals

Dear Teachers

The purpose of the questionnaire is to assess your leadership roles and responsibilities in creating school-home and community partnership particularly through making partnership plans, communicating and specifying the role of key players and establishing effective communication means.

The researcher expects that the results of the study will enhance the effectiveness of leadership roles and responsibilities by suggesting solutions. Therefore, you are kindly requested to give your responses genuinely and responsibly for the questions included in the questionnaire.

Be sure that your responses will be kept confidential and used only for academic purpose.

Thank you in advance for your cooperation

Azeref Haile /Graduate Student

Part I

Background Information

1. Name of the school _____

Please put an "x" mark in front of each box which fits with your profile

2. Qualification Certificate

Diploma

First Degree

Second Degree

3. Experience: 1-3 years

4-6 yeas

7-9 years

10years and above

Part II: Leadership in school-home and Community Partnership

Direction:-Below are 30 different statements about the roles of principals in creating school-home and community partnership on the area of making partnership plan, communicating and specifying the role of key players and establishing effective communication means .Hence, circle the number from the boxes in front of each statement to indicate to what extent the activities are being practiced in your schools

Scales:-

5=excellent

4= very good

3=good

2=poor

1=very poor

Statements about principals leadership roles		Excellent 5	Verygood 4	Good 3	Poor 2	Very poor 1
A. Preparation of partnership plan To what extend does the principal in your school-----?						
1	Organized partnership team consists-teachers, students, parents and community members?					
2	Identify the current practices of school-home and community partnership?					
3	Allocated budget to guide and support the school-home and community partnership activities?					
4	Identify the changes needed in school-home and community partnership?					
5	Did Leaders in our school facilitate teachers, home and community working together?					
6	Prepared a sound school-home and community partnership plan?					
7	Plan mechanism that would help teachers value school-home and community partnership?					
8	Does Participate students, teachers, parents and community members in planning partnership among school-home and community?					
9	Clearly outline the monitoring and evaluation mechanisms for the activities in the partnership plan?					
B. Communicating and specifying the roles of key players To what extent does the principal in your school----?						
10	Communicate the leader ship roles of important partners					
11	Discuss about possible partnership ways with the community members					
12	Use students as communication agent between the school and partnership?					
13	Initiate parents to create an environment supportive to children physically, psychologically and emotional developments?					
14	Help parents to play their partnership roles?					
15	Consider parents, families and community members as important resource for the school success?					
16	Welcome family and community members					
17	Involve parents and the community in school opening and closing ceremonies?					
18	Provide varieties of opportunities for parents to collaborate in teaching?					
19	Acknowledgment and reward partnership team, student's parents, and/or community members of their					

	contribution?					
C. Communication means						
To what extent does the principal in your school-----?						
20	Inform parents about academic performance of children?					
21	Use report cards as a means to inform parents about the child's academic performance of children?					
22	Hold parent-teacher conference on school-home and community partnership issues?					
23	Use regular meeting as means to inform parents about the accomplishments of the school?					
24	Use direct contact with families of students having academic or behavioral problems?					
25	Use a school news letter with up-to date information about the school major accomplishment and special events?					
26	Create opportunities for staff, parents and other community members to get know each other?					
27	Use periodic report to inform about school-home and community partnership plans and accomplishments?					
28	Use telephone to facilitate the communication between teachers and parents about children's learning?					
29	Allow class room visit to parents and community members to communicate about children's learning?					
30	Use key local community members as communication agent to exchange information to and from the community?					
31	Teachers and parents communicate frequently about students' performance?					

31. Please specify if there are any other effective communication means used in your school to create effective school-home and community partnership-----

APPENDIX C

College of Education and Behavioral Science

Department of Educational leadership and Management

Focus group discussion guide for PTA and KETB

Place-----Time-----

1. What is your contribution to create effective school-home and community partnership?
2. To what extent does the school principal encourage the local community and representative to participate in planning?
3. To what extent does the school principal encourage and support PTA and KETB to participate in the management of school?
4. How often do your members' conducting meeting to discuss with teachers and the local community in order to report school performance evaluation?
5. To what extent does your principal communicate the minimum attainment level required to promote students for the school community?
6. To what extent the students, PTA and KETB initiating and facilitating participation of community?
7. Do principals develop a mechanism by which competent teachers, students and community/parent share their experience?
8. What does the community participation looks like to create effective school-home and community partnership?
9. To what extent the principals, teachers, PTA and KETB members discuss on the formulation of partnership plan
10. To what extent principals are communicating and specifying the role of students, teachers and parents/community members in order to play their own roles and to create school-home and community partnership?

If you have any additional suggestion, option, comment and recommendation you are well come

Thank you

APPENDIX D

College of Education and Behavioral Science

Department of Educational leadership and Management

Focus group discussion guide for Students

Place-----Time-----

1. What is your contribution to create effective school-home and community partnership?
2. To what extent does the school principal encourage the local community and representative to participate in planning?
3. To what extent does the school principal encourage and support PTA and KETB to participate in the management of school?
4. How often do your members' conducting meeting to discuss with teachers and the local community in order to report school performance evaluation?
5. To what extent does your principal communicate the minimum attainment level required to promote students for the school community?
6. To what extent the students, PTA and KETB initiating and facilitating participation of community?
7. Do principals develop a mechanism by which competent teachers, students and community/parent share their experience?
8. What does the community participation looks like to create effective school-home and community partnership?
9. To what extent the principals, teachers, PTA and KETB members discuss on the formulation of partnership plan
10. To what extent principals are communicating and specifying the role of students, teachers and parents/community members in order to play their own roles and to create school-home and community partnership?

If you have any additional suggestion, option, comment and recommendation you are well come

Thank you

APPENDIX E

የስነ-ትምህርት እና የስነ-ባህሪ ሳይንስ ኮሌጅ
የትምህርት እና ስራ አመራር ትምህርት ክፍል
ከተማሪዎች ጋር ለሚደረግ የጋራ ውይይት የተዘጋጁ ጥያቄዎች
ቦታ-----ጊዜ-----

1. የት/ቤቱና የአካባቢው ማህበረሰብ የነቃ ተሳተፎ እንዲያደርጉ የአንተ አስትዋፅኦ ምን መሆን አለበት?
2. የአካባቢው ማህበረሰብና ተወካዮቻቸው በት/ቤቱ እቅድ ዝግጅት ላይ እንዲሳተፉ የት/ቤቱ አስተዳደር የሚያደርገው ድጋፍ እስከምን ድረስ ነበር?
3. የወላጅ መምህር ህብረት እና የቀበሌው ትምህርትና ስልጠና ቦርድ በት/ቤቱ አስተዳደር ላይ በንቃት እንዲሳተፉ የት/ቤቱ አስተዳደር የሚሰጠው ድጋፍ እና ማበረታታት እስከ ምን ድረስ ነበር?
4. የት/ቤቱን የስራ ደረጃ ለማወቅ እና ለመገምገም በሚደረገው የውይይት ስብሰባ ላይ የስራ ባልደረቦችህከመምህራንና ከአካባቢው ማህበረሰብ ጋር በምን ያህል የጊዜ ልዩነት ይወያያሉ?
5. የት/ቤቱ አስተዳደር በተማሪዎች ውጤት ላይ ከት/ቤቱ ማህበረሰብ ጋር እስከ ምን ደረጃ ይወያያል?
6. ተማሪዎች ወላጅ መምህር ህብረት እንዲሁም የቀበሌው ትምህርትና ስልጠና ቦርድ የአካባቢው ማህበረሰብ በትምህርቱ ስራ ላይ በንቃት እንዲሳተፉ የማነሳሳት እና የማበረታታት አቅማቸው እስከ ምን ድረስ ነበር?
7. የት/ቤቱ አስተዳደር ባለሙያዎች ታታሪ ተማሪዎች መምህራኖችና ወላጆች ልምዳቸውን ለሌሎች እንዲያካፍሉ ምቹ ሁኔታዎችን የፈጠረበት አጋጣሚ አለን?
8. የት/ቤቱን ማህበረሰብ ከአካባቢው ማህበረሰብ ጋር የበለጠ ለማቀራረብ የአካባቢው ማህበረሰብ ተሳትፎ ምን ይመስላል?
9. የት/ቤቱ አስተዳደር ባለሙያዎች መምህራን የወላጅ መምህር ህብረት እና የቀበሌው ትምህርትና ስልጠና ቦርድ የት/ቤቱን ከሌላው ማህበረሰብ ጋር ለማቀራረብ የሚረዱ አንዳንድ መመሪያዎችን ለማውጣት እስከ ምን ድረስ ይወያያሉ?
10. ተማሪዎች መምህራንና ወላጆች በት/ቤት ተሳትፎ ላይ የበኩላቸውን ሚና እንዲወጡ የት/ቤቱአስተዳደር እስከ ምን ድረስ ከእነሱ ጋር ይወያያል?

ተጨማሪ ሀሳብና አስተያየት ካለዎት ይግለጹልን

APPENDIX F

የስነ-ትምህርት እና የስነ-ባህሪ ሳይንስ ኮሌጅ
የትምህርት እና ስራ አመራር ትምህርት ክፍል

ከወላጅ መምህር ህብረትና ቅበሌ ትምህርትና ስልጠና ቦርድ ጋር ለሚደረግ የጋራ
ውይይት የተዘጋጁ

ጥያቄዎች

ቦታ-----ጊዜ-----

1. የት/ቤቱና የአካባቢው ማህበረሰብ የነቃ ተሳተፎ እንዲያደርጉ የአንተ አስተዋፅኦ ምን መሆን አለበት?
2. የአካባቢው ማህበረሰብና ተወካዮቻቸው በት/ቤቱ እቅድ ዝግጅት ላይ እንዲሳተፉ የት/ቤቱ አስተዳደር የሚያደርገው ድጋፍ እስከምን ድረስ ነበር?
3. የወላጅ መምህር ህብረት እና የቀበሌው ትምህርትና ስልጠና ቦርድ በት/ቤቱ አስተዳደር ላይ በንቃት እንዲሳተፉ የት/ቤቱ አስተዳደር የሚሰጠው ድጋፍ እና ማበረታታት እስከ ምን ድረስ ነበር?
4. የት/ቤቱን የስራ ደረጃ ለማወቅ እና ለመገምገም በሚደረገው የውይይት ስብሰባ ላይ የስራ ባልደረቦችህ ከመምህራንና ከአካባቢው ማህበረሰብ ጋር በምን ያህል የጊዜ ልዩነት ይወያያሉ?
5. የት/ቤቱ አስተዳደር በተማሪዎች ውጤት ላይ ከት/ቤቱ ማህበረሰብ ጋር እስከ ምን ደረጃ ይወያያል?
6. ተማሪዎች ወላጅ መምህር ህብረት እንዲሁም የቀበሌው ትምህርትና ስልጠና ቦርድ የአካባቢው ማህበረሰብ በትምህርቱ ስራ ላይ በንቃት እንዲሳተፉ የማነሳሳት እና የማበረታታት አቅማቸው እስከ ምን ድረስ ነበር?
7. የት/ቤቱ አስተዳደር ባለሙያዎች ታታሪ ተማሪዎች መምህራኖችና ወላጆች ልምዳቸውን ለሌሎች እንዲያካፍሉ ምቹ ሁኔታዎችን የፈጠረበት አጋጣሚ አለን?
8. የት/ቤቱን ማህበረሰብ ከአካባቢው ማህበረሰብ ጋር የበለጠ ለማቀራረብ የአካባቢው ማህበረሰብ ተሳትፎ ምን ይመስላል?
9. የት/ቤቱ አስተዳደር ባለሙያዎች መምህራን የወላጅ መምህር ህብረት እና የቀበሌው ትምህርትና ስልጠና ቦርድ የት/ቤቱን ከሌላው ማህበረሰብ ጋር ለማቀራረብ የሚረዱ አንዳንድ መመሪያዎችን ለማውጣት እስከ ምን ድረስ ይወያያሉ?
10. ተማሪዎች መምህራንና ወላጆች በት/ቤት ተሳትፎ ላይ የበኩላቸውን ሚና እንዲወጡ የት/ቤቱ አስተዳደር እስከ ምን ድረስ ከእነሱ ጋር ይወያያል?

ተጨማሪ ሀሳብና አስተያየት ካለዎት ይግለጹልን

DECLARATION

This thesis is my original work and all the sources of information for the study have been duly acknowledged. I neither presented this master thesis at home nor abroad in a format other than the research paper.

Name: Azeref Haile

Signature: _____

Date: _____