

PRACTICES AND CHALLENGES OF KEBELE EDUCATION AND TRAINING BOARD PARTICIPATION IN THE MANAGEMENT OF PREPARATORY SCHOOLS IN NORTH SHOA ZONE OF OROMIA REGIONAL STATE

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**Practices and Challenges of Kebele Education and Training
Board Participation in the Management of Preparatory
Schools in North Showa Zone of Oromia Regional State**

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STATEMENT OF THE AUTHOR

First I would like to explain that this thesis is my own work and that all sources of materials used have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MA degree in school leadership at Addis Ababa University and can be accessed through the University library. I seriously declare that this thesis is not submitted to any other institution anywhere for award of any academic degree or others.

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ACRONYMS

FDRE	Federal Democratic Republic of Ethiopia
KETB	Kebele Education and Training Board
MOE	Ministry of Education
PTA	Parent Teacher Association
WEO	Woreda Education Office
ZED:	Zonal Education Department
UNESCO	United Nations Education, Scientific and Cultural Organization

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ABSTRACT

The main objective of this study was to assess the practices and challenges of KETB participation in the management of selected preparatory schools, in North Shoa Zone, Oromia Regional State. The selected schools for this study were Gohatsion, Gebre Guracha, Degem, Fitcha, Debre Tsige, and Muke Turi preparatory schools from 18 preparatory Schools. Samples were taken from six schools from a total of 174 teachers, 72 KETB and PTA members for questionnaires and 12 Principals and 6 Supervisors for interview were selected by using total population and available sampling technique. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. The quantitative data obtained through questionnaire were present and interpreted by using tables. The data collected through questionnaire were analyzed quantitatively using descriptive statistics particularly frequency, percentiles and mean. On the other hand, the data found from interview and document analysis were analyzed qualitatively using narrative descriptive method. The major finding indicated that the participation of KETB members in the school management were poor, and lack of interest and awareness, lack of knowledge, shortage of time and pressure from school principals were some challenges for poor KETB participation on the school management functions. KETB poor participation highly affected the school improvement and students' achievement. Therefore, based on the findings of the study, it was recommended that facilitating training and creating a suitable environment to fully participate KETB members is mandatory. Additionally, KETB members should improve their interest by giving incentives, training and commitment and try to participate the community and local NGOs to improve the school teaching learning.

Key words: Practices, Challenges, Participation, School Management

CHAPTER ONE: INTRODUCTORY ASPECTS OF THE STUDY

This section consists of the background of the study, statement of the problem, objective of the study, significance of the study, Limitation of the study, the definition of key terms and delimitation of the study.

1.1. Introduction and Background of the Study

“Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmers, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students (FDRE, Education and Training policy, 2002)”

“Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. (FDRE, Education and Training policy, 2002)”

Among various educational institutions, schools are institutions which work within communities of people. They need the assistance of the community to accomplish their objectives (Morgan, 2006), that means, the local community members have to participate in the management and decision making areas of school. The participation of community members in school management contributes a lot in increasing the improvement of school effectiveness. This enables educational decision to fall at the hands of the community so as to give solutions to educational problems relevant to the local need (Cummings, 1998: 448)

Following the World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world including Ethiopia (Bray, 2001). The argument is that *“those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children”* (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the locals’ participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001). This is the reason why the MoE established, PTA and KETBs

A KETB is legally nominated body that oversees all schools in a kebele. The board is composed of eight members. These are the kebele administrator as a chairman of the board, the school headmaster as a member and secretary of the board, three representatives from parents, two representatives from youth and women associations, and one representative from the Kebele Teachers Association. The establishment of the board is expected to alleviate physical distance between rural schools and woreda and to enable schools to get decisions made promptly. In addition, the board is intended to coordinate the community in a school catchment area and to solve educational problems of a kebele, to identify and bring school aged children to school, to promote girls education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage) and to facilitate expansion of private schools.

As long as schools have established a strong and effective relation with the community, many things will get improved in the school management system. For example, there will be improvement in the quality, dropout and enrollment (Sheaffer, 1994). These are approving school expenditure, practices in school budgeting processes, monitoring teacher performance, publicizing the practices of learning in the community, raising funds for the school, serving as a channel for parental concerns, encouraging parents to monitor and assist in student learning at home, or facilitating communication and cooperation between school management, parents and the community.

Even if KETB established to achieve such goals according to impact assessment of USAID's educational program in Ethiopia 1994-2009 EC (2002-2017) GC KETB is symbolic and couldn't stand for its objectives especially in secondary and preparatory schools. Having this in mind the researcher tried to assess the challenges and practices of KETB specifically in the management of Preparatory Schools located in North Shoa Zone of Oromia Region, Ethiopia.

Moreover, in the North Shoa Zone, since, there is scarcity of studies which focus on the practices and challenges of KETB participation in the management of schools, the researcher tried to investigate this topic by taking this zone as area of the study.

1.2. Statement of the Problem

Education is considered as the fundamental responsibility of central government for many years and decades; this weakened links with local communities. As a result, vast human and materials resources of the community could not be utilized to establish and strength the school system. This is the reason for transfer of the educational management away from the center to local communities. Ethiopia has recognized that the weak management and implementation capacity at school level was one of the barriers to access, equity in education (MoE, 2005). Therefore, the government acknowledged the importance of school management or KETB for school-based decision-making. KETB constitute part of the formal structures of governance through which the communities are enabled to participate in the education of their children. It is assumed that through

such structures educational provision is enhanced and school governance and educational quality is improved (Onderi, Andrew, and Makore, 2012).

Kebele Education and Training Board (KETB) has the responsibility to approve annual plans and budgets of schools and follow up its implementation; increase the awareness of the community; support extra-curriculum activities; monitor the proper upkeep and use of school property; monitor the performance of the school principal, teachers as well as other non-teaching staff to ensure that the teaching-learning process is carried out as Planned; mobilize the community to support school and the like (FDRE, 2002) even if KETB has these all activities, duties, practices and challenges are not well assessed.

KETB in our country considered as the representative of the community to participate in decision making activities especially in finance and disciplinary issues but students not represent in this board and it may be one of the challenges of KETB to achieve its objective.

The KETB is accountable to the kebele council. Like the PTA, its duties and responsibilities are defined at regional level (BBO, 2006, p. 27). Tadesse (2007) also noted in his investigation, that the KETBs were nominated because of political consideration rather than because of their qualification or experience; and that they were unable to identify their duties and responsibilities and perform their functions effectively.

Because of the above point of views and due to lack of enough investigation related to the practices and challenges of KETB participation in the management of preparatory schools, the investigator tried to assess the practice and challenges of KETB participation in preparatory schools specifically on North shoa zone preparatory schools.

The same result was also found by Erdolo (2014) on the study Factors Affecting the Roles and Responsibilities of Kebele Education and Training Board in Secondary School Management in Hadiya Zone of SNNPR indicated on the analysis of focal group discussion

To assess the practice and challenges of KETB participation in management of preparatory schools of North Shoa Zone, the investigator raised the following research questions:

1. What are the current practices of KETBs members' participation in the management functions of Preparatory Schools in the North Shoa Zone?
2. In what extent the participation of KETB members in different management functions affect the preparatory schools of North Shoa Zone?
3. What are the major challenges that affect the participation of the school KETB members in preparatory schools management of North Shoa Zone?

1.3. Objectives of the Study

1.3.1. General objective

The general objective of the study is to assess the practice and challenges of Kebele Education and Training Board participation in the management of preparatory schools in North Shoa Zone.

1.3.2. Specific objectives

The specific objectives of the study were to:

- Assess the current practices of KETB members' participation in the management of Preparatory Schools in North Shoa Zone.
- Find out the extent of KETB members participation in the management functions affect the Preparatory Schools in North Shoa Zone.
- Identify the major challenges that affect the participation of KETBs members in school management of preparatory school of North Shoa Zone.
- Suggest the measures to be taken to improve KTEB participation in the management of preparatory school of North Shoa Zone.

1.4. Significance of the Study

The researcher believes that the finding of this study will have basically the following significances:

- ❖ It will have a great significance in addressing and evaluating the practices and challenges of KETB participation on the management of schools.
- ❖ It will help to identify the contribution of KETB participation on the education quality of the schools
- ❖ It will provide information about what is expected from KETB members, Woreda's education office, school managements and the community to do their best for the young generation.
- ❖ It may help educational leaders at Woreda level to train and develop the skills of KETB members.
- ❖ It may initiate the interest of other investigators to study on the related problem of KETB.
- ❖ Finally the study will give a concept for the researchers who are interested to study on this area.

1.5. Limitation of the Study

Shortage of time and finance as well as lack of cooperation from some of the subjects of the study to provide the necessary sources of data and information posed difficulties in the effort made to investigate the problems and to conduct the study. It is clear that research work could not be totally free from limitations. Due to this fact, the researcher faced lack of cooperation of some woredas; reluctance of some principals, Teachers, KETB, PTA and Supervisors to fill in and return the questionnaire as a result it were difficult to collect the questionnaire by the time table set at the beginning. In addition to this, most sample schools were in accessible for transportation. So it was difficult to reach them and collect the data.

1.6. Delimitation of the Study

The Oromia Regional State has 18 Zones. Of these, North Shoa Zone is deliberately selected for the study because of geographical proximity and convenience to the researcher.

Investigating a research on all school management and community participation problems are challenging and unmanageable because of this the researcher tried to analyze the practices and challenges of KETB on the managerial participation on preparatory schools, in addition to this lack of enough investigation on this area especially in North Shoa zone make the researcher interested to study the practice and challenges of KETB participation on North shoa zone preparatory schools. Preparatory schools are selected for the purpose for gathering valid data on the topic to be studied. In this study only the government preparatory schools were selected because there was no private preparatory school in the zone.

1.7. Definitions of Key Terms

Community – local people lives in the woreda and kebele who share such as culture, language, tradition, law, geography, class and race.

KETB: A KETB is legally nominated body that oversees all schools in a kebele. The board is composed of nine members. These are the kebele administrator as a chairman of the board, the school headmaster as a member and secretary of the board, three representatives from parents, two representatives from youth and women associations, and one representative from the Kebele Teachers Association.

Participation – involvement of community members in school management process.

Policy, can be defined broadly as the dynamic and value laden process through which a political system handles a public problem. It includes the government's expressed intentions and official enactments as well as its consistent patterns of activity and inactivity (Fowler, 2004:9)

Preparatory schools: The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work.

School Leadership – the process of setting direction and goals for the school and putting in place the necessary mechanisms and strategies to achieve the intended outcomes.

School Management: the process of leading people to achieve effective school operation of which key elements are planning, fitting policy, making decision, communicating with community, government and non-government organization.

Woreda – a division of area marked off developed for administration purpose with defined authorities and responsibilities [proclamation no.7/1992].the estimated population size of about 100,000

Zone – an intermediate administration level between region and woreda.

1.8. Organization of the Study

This Thesis has five chapters. The first chapter has the introductory part and includes back ground of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and operational definition of key terms. Chapter two discusses over the review of related literatures. The third chapter presents the research design and methodology and the last chapters four and five includes data analysis and summary, conclusion and recommendations respectively.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This section deals with the definition and concept of community, KETB, challenges that affect KETB and strategies that will improve KETB participation in the management.

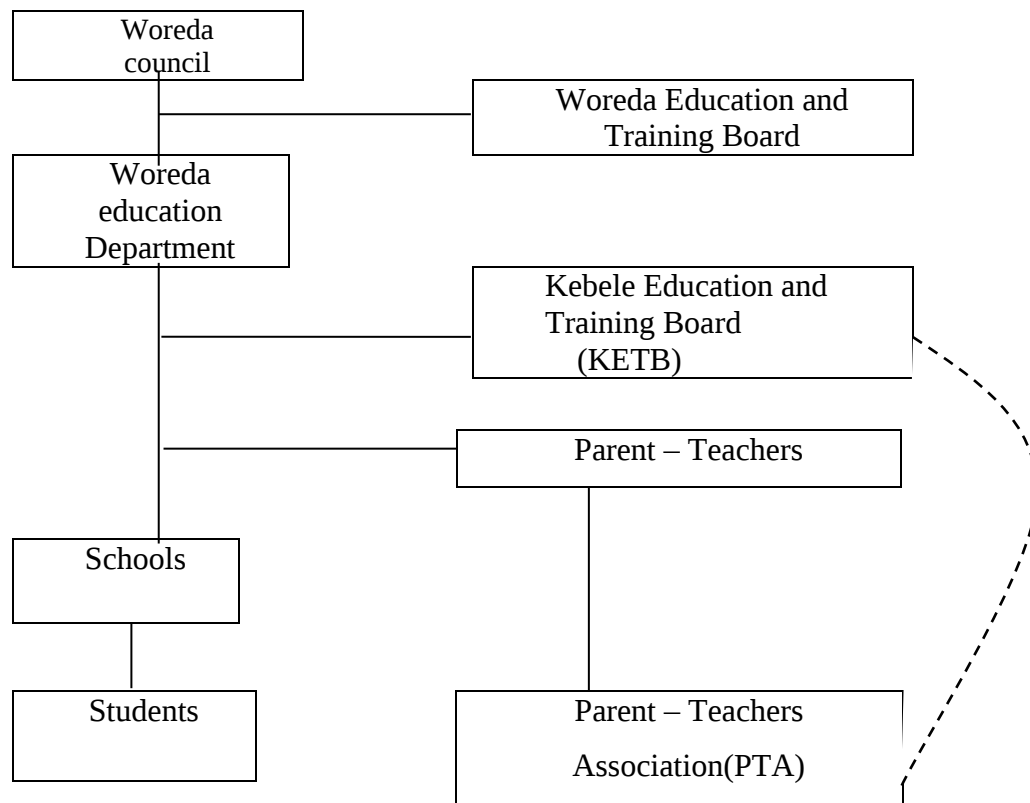
2.1 Kebele Education and Training Boards (KETB)

Following the World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world including Ethiopia (Bray, 2001). The argument is that “those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children” (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the locals’ participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001). This is the reason why MoE established, PTA and KETBs.

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The KETB is accountable to the kebele council. Like the PTA, its duties and responsibilities are defined at regional level (BBO, 2006, p. 27). Tadesse (2007) also noted in his investigation, that the KETBs were nominated because of political consideration rather than because of their qualification or experience; and that they were unable to identify their duties and responsibilities and perform their functions effectively.

Figure 3.1: Organization structure of local school governing bodies in Oromia Regional State.



Source: *Biiroo Barnootaa Oromiyaa [Oromia Bureau of Education] (BBO, 2006, p. 28).*

Figure 3.1 depicts PTA, KETB and WETB organization structure.

PTAs are accountable to parent-teachers association whom they represent. However, they report their activities to KETB. PTAs are regularly to meet on every 29th of each month (Ethiopian calendar and a local holiday), in order to minimize absentees from meeting, unless wanted for urgent matters. Though the headmaster is not a member of the PTA, he/she is to attend PTA meetings for giving information without any formal authority or voice in the meeting or in decisions.

KETBs are directly accountable to WEOs who nominate and incorporate them. KETBs are not representative of the community but they are supposed to listen to and represent the community. Unless urgent, the board regularly meets bimonthly. Students are not represented in the PTA, KETB and WETB.

2.2. Roles and Responsibilities of KETB in School Management

Education is considered as the fundamental responsibility of central government for many years and decades; this weakened links with local communities. As a result, vast human and materials resources of the community could not be utilized to establish and strength the school system. This is the reason for transfer of the educational management away from the center to local communities.

In supporting this ideas, Swift-Morgan (2006) state that Ethiopia's current education policy calls for greater community engagement as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management. MoE gave special emphasis to the importance of community involvement in the school management; therefore, it developed a guideline in 1994 for kebele Education and Training Board to be established in all schools with clearly specified roles and responsibilities.

A school committee comprised of teachers, school leadership, parents and /or community members, is a common mechanism of promoting community involvement in education (Barrera *et al.*, 2009).

Parent Teacher Association and Board governors constitute part of the formal structures of governance through which parents and the community are enabled to participate in the education of their children. It is assumed that through such structures education provision is enhanced and, school governance and educational quality are improved (Onderi, Andrew and Makori, 2012).

Kebele Education and Training Board (KETB) has the responsibility to approve annual plans and budgets of schools and follow up its implementation; increase the awareness of the community; support extra-curriculum activities; monitor the proper upkeep and use of school property; monitor the performance of the school principal, teachers as well as other non-teaching staff to ensure that the teaching-learning process is carried out as Planned; mobilize the community to support school and the like (FDRE, 2002)

The representation of the community in the school affair through school committee (school board) does not indicate participation meaningful and active it has to go the extent to participate in planning, decision making, budgeting, monitoring and evaluation, student and staff discipline management (Shaeffer, 1994). Parents and the community involvement is made possible when the school is governed by a relatively decentralized management where parents, as school board and PTA members, have a say in the planning, implementation and evaluation of the school development activities (Zenebe, 2006).

Therefore, the community participation should be carried out in schools by giving due attention to the management functions and by allowing the community to take part freely in all managerial activities.

Accordingly, MoE (1994b) have established the KETB, and gives the overall responsibilities for managing the school in that kebele. The member of the boards are drawn from representative of the kebele administration, principal of the school as secretariat, representation of PTA members, representative of woman and youth association, and representative of teacher associations.

These school boards in each school are instrumental organs towards empowering communities to exercise their rights, duties and responsibilities.

Kebele education and training board (KETB) participation is playing an important role in all aspects of education from raising resources to managing schools. But, KETB to carry out more what expected from them to support the school, they must further enhance participation of the community on different on management functions. Supporting to contributing resource UNESCO (2006) stated that community participation in school management has very often been to requests or even demands for contribution in kind, in cash or labor.

To make participation meaningful and active it has to go to the extent of participating in planning, decision-making, budgeting, monitoring, evaluation and managing disciplinary issues and process.

2.2.1. KETB participation in planning

Planning is the process of deciding in advance, what is to be done, how it is to be done, where, when and whom. Among the managerial functions planning is the first and most important one which gives direction to educational institutions. Planning involves determination of objectives to be achieved as well as the activities required to achieve the objectives (Birhane *et al.*, 2009).

The involvement of the community in plan helps to create a sense of ownership on the community and to strengthen the relationship between the school and society. A school committee or council, comprised of teachers, school leadership, parents and/or community members, is a common mechanism of promoting community involvement in education (Barrera *et al.*, 2009). Therefore, the school has to engage the school board members in the planning of school activities (FDRE, 2002). If this not carried out, there will be a gap between the society and the school. Hence, the school may encounter difficulties in implementing the plan.

2.2.2. KETB participation in decision making

Decision-making is the process of choosing one course of action from the available alternatives (Alpha University College, 2006). When the group of people works together well, decision making improves. The areas that school board, and community need to participate in decision making includes decision on the overall school policy, overall management of the school, financial management, monitoring of teacher attending and sanction of teachers leave (Coladarci, 1995; Davidoff and Lazarus, 2002; Sujatha, 2000).

Some decisions may not involve the community. For instance, decisions about the assignment of staff and pupils, method of instruction, scope and sequence of curriculum, etc., are professional judgments. The principal and staff must take responsibility for these decisions and make them based upon their best professional judgment.

The principal should, however, make explanations to, discuss with, and seek input from the community (Davidoff and Lazarus, 2002). School leaders need to give emphasis to the importance of school board members' involvement in the decision making process of school management. Therefore in order to make a sound and genuine decision, school leaders must foster the active participation of the school board members in their decision making process.

2.2.3. KETB Participation in resource management

According to UNESCO (2002), the participation of the KETB in financing schools takes three forms: monetary contribution, contribution in kind and contribution in the form of free labor. To run school activities properly and effectively, the use of these resources should be managed effectively by the school board and the community. Usually, parents and the community at large limit themselves to be resource of finance, material support and physical labor. However, parents and school committees have to go beyond this and assume a large role in examining and improving school budgets and in deciding how resource spent (Shaffer, 1994; UNESCO, 2002).

Responsibilities for budget preparation, however, rests with the school principal, while the prepared budget document has to be submitted the school board, which adopts rejects or modify it. Appraising how it is spent must come at last, which is the responsibility of the school board. Along the same lines, FDRE, (2002) Empowers the community to participate in the financial management of school through Kebele Education and training Board . These members have the right to follow up and control how schools are utilizing the available resources.

2.2.4. KETB participation in monitoring and evaluation

Monitoring and evaluation will help forecast on future plan and assist in avoiding to repeat previous mistakes. It is also an opportunity to learn from experiences and accomplishment for continuous improvement when things are going properly, to stay on the track, when there are undesirable deviations from the plan, to revise as required (Koufman, 1995).

According to Townsed (1994), the two purpose of monitoring and evaluation conducting by school board and PTA are to enable decision making to be based on acceptable data and to provide accountability for what has already occurred.

To this end, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school, to identify its weakness and strengths, and to take corrective measures. However, in order to do these, principals are expected to be open and democrat so that they can involve the community in the monitoring and evaluation process of their schools (UNESCO, 2002).

2.2.5. KETB participation in disciplinary issues

The main purpose of any educational system is to cultivate the individual's capacity for problem solving and adoptability to the environment by developing the necessary knowledge, ability, skill attitude and good discipline. Several authors approved the discipline and learning must go hand in hand for effective teaching.

Therefore, the discipline is the most important for the criteria and maintenance of effective learning situation and its need high involvement of community or their representatives. Parents must be invited to visit school and have a task with teachers about their children's school work. In addition to this Shamrock (2002) has argued teachers should take close contact with parents in order to identify the overall problems of the child at home and at school. This indicates that the interaction of parents and community or community representative is very important for maintaining good discipline in the school.

2.3. Community Participation

UNESCO (2002) categorizes community participation as: Voluntary participation where the community takes the initiative itself to participate in running educational activities; Induced participation where the administrator takes initiatives to promote participation; and compulsory participation (manipulated to mobilize the community to get man power or financial contribution).

Community participation can also be classified based on the extent or degree of influence practiced on decision-making. These include purely formal participation (nominal participation) where the flow of information is one way from principal to community.

It is simply to attend meetings to receive information. Participation confined to consultation is the second type where the community is not only informed but also able to react and assert its opinion. The third type is participation-involving power sharing where the community controls the decision making process (UNESCO, 2002). Though there are different types of community participation, to choose the best types, we have to consider the situation.

According to Epstein, 1995 cited in Davis (2000), there are five general categories of partnerships that exist between schools, families, and communities. These are: a) parenting: Helping families establish home environments to support children as learners

b) Communications: The use of effective forms for school-to-home and home to-school communications c) Volunteering: The recruitment and organization of the school's volunteer program d) learning at Home: Helping families assist their children with homework and recognizing other learning at home opportunities e) Decision-making: Including parents, with the community: The identification and integration of resources and services from the community.

2.3.1 Community

Community is defined as a social unit where the locality in which they reside is an integral part; within which members interact together to do things and to achieve what they want. By participating in various groups and collective action, communities are able to act together regarding the common concerns of their lives (Aref & Asnarulkhadi, 2011). Community is also referred to the group of people who are sharing similar experience if properly coordinated can provide greater support; if this participation properly managed it can bring about the desired achievements in education system. However, due to different factors local communities lack coordination through their representative like school committee and other to participate in educational issues and contribute less to the success of their respective schooling activities.

Community participation is the process by which community groups assume control and authority over decisions and resources of local school. Community participation is a meaningful when the communities are actively involved starting from planning, management and managing, evaluation evaluating and implementation (Narayan and Ebbe, 1997; Importo and Jeff, 2003). Community participation itself is not a goal in education delivery, nor a panacea to solve complicated issues contributing to poor educational quality rather it is a process that facilitates the realization of improving educational quality and the promotion of democratic within society (Uemura, 1999).

According to Norman (2000), community participation is one of the key ingredients of empowered community. Participation is the heart that pumps the community's lifeblood- Its citizen in to the country's business. To this effect, community participation is being carried out in the management of schools through members of Kebele Education and Training Board.

2.3.2. Participation

Though it varies from place to place, several participating communities share several characteristics. According to Norman (2000), participating community, many people are involved, power and responsibilities are decentralized. Norman (2000) also states that participating communities encourage citizens to offer their best for the common good, make no distinctions among various groups, and operate openly and with an open mind.

Community participation can be made efficient and effective if it is based on basic principles of participation. Some of these principles are stated as follows: a) Conducting meeting-frequent meetings must be made with the community in order to discuss on the interest and problems of the school, b) Identifying a leader who believes in the importance of education and who has an acceptance by others, c) Providing parents with a real role in the day-to-day management of the school (MoE, 1998).

Community participation is not a convenience or simply a means to an end .It is a concept and a practice based on solid rational and experiences of many countries and communities in their development endeavors in education and other sectors (Zenebe, 2006).

2.3.3. The Rationale for Community Participation in the School Management

There are numerous benefits from well-implemented school and community partnership programs. They include increased student attendance, higher achievement, and report-card grades, fewer behavioral problems, and an increase in positive attitude about school and homework (Adelman and Taylor, 2007).

Community participation is the main factor that can affect the processes of community development could not be achieved (Aref and Asnarulkhad, 2011). Norman (2000) also attempted to describe the importance of community participation as follow: Community participation is a condition for success. Studies have documented those communities that engage their citizens achieve more results, and develop in a more holistic and ultimately more beneficial way. Community participation, then, is critical to community success.

Therefore, genuine participation increases the likelihood that communities will have ownership of their development projects (Solomon *et al.*, 2007).

Community participation is much useful for the progress and development of school organizations. School is not static rather it is dynamic so that in order to adapt itself with the changing environment, it requires the active involvement of the community. to this effect, Zenebe (2006) has justified community participation as: a) A means for exercising and expanding democratic processes, and enhancing public accountability and transparency b) A matter of citizenship right c) A mechanism for influencing policy and strategic directions and actions; d) A tool for sensing people's real needs and acting collectively to solve problems and address established needs.

Onderi and Andrew (2012) stated that community involvement and active support in teaching and learning is critical to sustained educational quality; their support is critical factor in the success of the school and their cooperation with teachers enhances pupils' performance. Community participation can strengthen and tie the bond between the society and the school. Therefore, the fundamental reason for creating close and intimate relations between the school and community are economic, and educational and socio-psychology (Zenebe, 2006).

2.4. Areas for Community Participation in School Managements

The purpose of school board is to determine the feasibility of adopting community involvement model for lifelong learning. As Schmitt (2003) stated that among the tasks to be accomplished by the group are determination of the level of interests, degree of

commitments, and practices of financial support for the concept that exist in schools and the greater community.

On the other hand, from the experience of most countries community elects their representatives to govern the school they own. They should, therefore are kept informed on regular bases about how money is being spent and how effective education being provided. According to Bagin (2001), a school board must know something about the nature of public opinion in order to run good to school system.

If they fail to do what the public wants sharp criticism and opposition will be followed. Therefore, to every school board constantly faces the task of trying to satisfy all the people and groups in the community. The school board embodies the principle of collaboration between parents and staff and community partnership. Its members need to include parents, principal and teachers.

2.5. Relationship between the School Board and the Community

The board should assist community members in exchanging information to familiarizing community with the schools and their functions sharing ideas and working on problems which affect children. In general, the board has the responsibilities to make positive relationship with the community by enhancing their involvement in different affairs of the schools (Gallagher,1997).

The board and the community relation as function on all levels of the school system establish program to improve and maintain optional levels of students' achievement and public support (Holiday, 1998 cited in Feleke, 2012).

The function that consists of communication with the involvement of the internal and external publics in the school system designed to promote a positive and challenging school climate include student achievement and staff productivity are promoted. It encourages maximums involvement of parents at home and in school in their children's educational development involves citizens in cooperate learning practices partnership and other means to make full use of human and offer learning resources in the

community. It also builds public knowledge of the purposes and need of the school system leading to public understanding and support (Holday,1998)

Sometimes there is challenging the board in communication with people "many citizens do not exactly what school board members do not get paid for services and other have no idea of the amount of time spent the board members on school matters or the number of materials they attend (Gallagher 1997). In addition to this some practices of the board and its members are offensive to the public (Reader, 1954 in Feleke, 2012). According to Reader (1954) these offensive practices that weaken the relation between the board and community are giving the impression that the school belong to them rather than to the public wasting money in the school through in efficient business procedures and also awarding contracts for sheets supplies equipment and other materials to themselves their relation or their friends.

2.6. Composition of the School Board

According to the FDRE (1998) "the board members or the local committee should be those individuals who believe in the importance of education and schooling, who have confidence of a number of other community members. In support of this (Chuabe and A.Chuabe, 2000 cited in Feleke, 2012). States that individuals intervened in affairs of the school and belonging to different classes, should be committee, parents, teachers, principals, financial support of the school and others should be included in a proper ration. This is to minimize of internal conflict and the existence of different interest groups in communities.

For these and other reasons efforts must be made to represent all groups in the board. In order to make decisions that satisfy both groups most of the time especial emphasis has been given to women membership in the committee because they play crucial role in making (FDRE, 1998).

2.6.1. Selection of school board

Regarding membership of the school board different methods have been used to select members of the board. One of the methods used is election of individual by people (MoE, 2002). According to Mc Coy (1961) "popular election recommended that permit the people to elect individuals who have public spirited, commitment and self-interests to same public education. Another method is appointment of members of the committee by the local councils or mayor.

2.6.2. Size of board members

The KETB is a representative of the community which is formed with the aim to direct the educational activity of their children and youth. Allan, L. and Lunenburg (1991) noted that the board, as representative of the community, is assumed to have significant decision-making responsibilities in the overall operation of schools.

That is, the board can enable the local community to actively involved in the endeavors exerted to tackle the problems of the schools in the area, can also give and promote timely decisions to schools.

A KETB is legally nominated body that over sees all schools in a kebele or municipal. The board of the board composed of eight members. These are the Kebele (municipal) administrator as the chair of the board the school principal as a member and secretary of the board, three representatives from the PTA, two representatives from youth and woman association and one representative from schools teachers association.

The board intended to coordinate the community in a school catchment area and to solve educational problems of schools. Encourage enrollment, promote girl education solve counter factors by motivating the community around the schools.

2.6.3. The School boards Term of office

The office term of the board would be the same with that of the kebele council that have four years duration and extend when they serve well, the community could appoint or

remove a member any time (MoE 1994). The board those who stay for a long period in the office can gain enough knowledge skill and experience that to manage effectively. On the contrary short term of Office will result in the election of new board members with less skill; knowledge experience has negative consequence of the effectiveness of the board in school management (Mc Coy, 1961).

2.7. Challenges that Affect the Participation of KETB in School Management

The challenges that affect the KETB participation may source from the school principal, Kebele (municipal) administrator, parents or community and school PTA in different contexts. The challenges also vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality.

School boards are performing many tasks in managing the school, but most of them are not successful in the improvement of the schools. The work of Amend and Cistone (NWREL, 2001 cited in Feleke, 2012) identify and describe some factors that hinder the board's success in carrying out their new responsibilities. Firstly, the lack of knowledge of school board members in which they have little knowledge regarding to their newly assigned responsibilities in case of planning, organizing, decision making process and others in the school manner, secondly the lack of group process skills from the board members side. Moreover, they may also lack the necessary training and orientation, and this contributes to their inability to actively participate in school management.

Besides, inappropriate or shortage of time arranged for board meetings influences the level of their participation in school management (Copper and Ulrich, 1996). So schools should pay attention to these factors so that the level of participation can be enhanced.

Regarding the attitude of principal and teachers towards school board, UNESCO (2002) noted that principals and teachers sometimes refuse to encourage the school board and association members to actively participate for they fear that these community groups would get over all control of pedagogical matters with which they have no mastery. Besides, the school principals, in particular, sometimes hesitate that the community may

want to have control over the school management and because of this fear he or she consciously limits the degree of participation (Naryan,1995).Moreover, principals and teachers may perceive that the school board and association members often have few decision making skills, and because of this perception ,they degrade the capacities of the community representatives to participate on the management of school (UNESCO,2002).So, principals and teachers shall have a health attitude on the capacities and participation of the community representatives.

2.8. Effects of community participation in education

There are strong claims that community participation can lead to improved school performance (Bray, 2001; Muskin, 1999; Shaffer, 1994; Watt, 2001). Many educators who have worked in the field of community participation have analyzed and illustrated increase in school performance from different settings. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaffer, 1994). Despite this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education (Shaffer, 1994).

There are some prominent community-state partnership experiences, one of which is the Escuela Nueva (New School) program in Colombia (Colbert, 2009).

The program is government initiated student centered multi-grade teaching program for rural children. Parents, teachers and the community are the real actors in education. The model is known for achieving both positive quantitative and qualitative results. The program improved student active learning and study habit, reduced student repetition and dropout rates. It has also improved self- esteem, democratic and civic behavior. Students under the program achieved high scores in language and mathematics in the third and fifth grades. Later this program has been reproduced at national level and in other countries including Latin American and some African countries with a careful study, planning, implementation, management and monitoring.

Other writers submit their evidence and explanation regarding the effects of community participation in education. Bray (2001) notes that community participation increase sense of community ownership and a better understanding of the true nature of the educational problems facing a country. He states that community participation contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers performance and condition of their service; and enhancing equity. Similarly, Uemura (1999) submits that community participation in education ensures optimization of the use of limited resources; development of relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realization of democracy; and improvement of accountability.

The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational resources, increasing enrollment, and improving equity (Muskin, 1999; Swift-Morgan, 2006). In the target areas of this study, however, there are no prior studies that have been conducted to trace past effects and challenges of community participation in education.

2.9. Strategies of Improving KETB Participation

In the named earlier section, it has been stated that KETB participation can be disadvantaged by different factors. However, KETB participation can be improve by making use of various strategies.

2.9.1. Providing training to school principals

The number of solution that can be used to improve KETB participation is substantial. The most important of these, however, is for the principal the school to be totally committed (Labahn, 1995). Principals are key contributes to helping parents and other educators understand each other (World Bank, 2008). School principal can play a vital

role in improving the involvement of community in preparatory schools. Therefore, to do participative management, leaders need to have adequate training (UNESCO, 2002)

2.9.2. Providing training to KETBs' members

Since school board members are representing the community, they need to build their capacity. Therefore, KETB has to be providing training to school board in relation to budgeting, planning, implementation, monitoring and evaluation .This helps the KETB effectively function in the management of schools (Sujatha, 2000).

2.9.3. Creating conducive environment

The creation of good atmosphere in the management of schools is a vital for the effective involvement of KETB. According to Zenebe (2006), strategies such as creating an enabling environment, dealing with influence groups, building trust and confidence trust and confidence within the community, and forming a team for goal setting and engagements are some of the major ones. Therefore, principals have to motivate and respect community representatives in the management of schools. Schools should be flexible and democrat to deal with KETB. This can help the KETB to have say and develop a feeling of ownership in the school management system.

School need to have norm of openness to the outside community, to new ideas and new ways of doing things, and to change (Barrera *et al.*, 2009). With this, the quality of education may lead to the awareness that education is not restricted to professionals but rather the concern of the entire community (UNESCO, 2002).

2.10. Community Participation in School Management in Ethiopia

Historical study of Ethiopia indicate that traditional education system of the country was religious oriented; the two institutions that monopolized traditional education for centuries were the Orthodox Church and Mosque" (Seyoum, 1996). During this time, the purpose of education was to prepare young men for the service of the church. The role of the parents and the communities was confined to rewarding the priests with

material, gift depending on their wealth (Tekeste, 2006). In general, during this time the community was taking part in education system by providing food, financial and material resources to the priests and religious students. However, the people were not able to say anything about the education.

Modern education in Ethiopia has started since the establishment of Menelik II School in Addis Ababa in 1906 E.C, starting this time until early 1950, the government took full responsibilities to establish schools and hire teachers for the schools (Ayalew, 2000); Seyoum,1996). The administration of schools was highly centralized and was the responsibilities of individual school directors.

As a result, the schools had not been in close contact with the community and remained as Island or foreign body. Their contact with community was limited to “visits once or twice a year when school celebrate school day or parent's day" (Seyoum, 1996). Later on the environment of students increased and the government was not able to build many schools as needed because of financial constraints (Gebrekidan, 2001).

It was at this stage that the government had issued order No 94 of 1947 to establish local board of education which was authorized for the accounting of local education expenditure of the ministry (Jeilu, 2001).

The main responsibility of the local board of education was to ensure the expenditure of the education tax on elementary in that province. However, the expenditure for education from local education tax and from the government fund could not keep pace with the ever increasing students' enrolment (Gebrekidan, 2001).

Consequently, the MoE in the Dergs regime outlined the establishment of new relationships for the education system in decentralized structures intention of democratizing education which calls for community participation as an immediate goal MoE (Jeilu, 2001). The desire was encouraging community participation through the establishment of school committee. Accordingly percolation No 103 of 1976 gave emphasis to the establishment of the school committee that comprises parent, teachers, students and community representatives. The committee was given authority to manage

and control schools in accordance with directive laid down by the MoE. In line with the guideline, the committee was responsible for overseeing and operation of each school system by means of generating resource their own localities (Swift-Morgan, 2006).

Following this proclamation, No 260 of 1984 came up and strengthened the management of school by establishing school committee. Each of these committees had members elected by urban dwellers or peasant associations. The government school committee was assigned to supervise the proper management and utilization of subsidies and overall administrations of the school property to ensure that it is used for what it is designed to (Gebrekidan ,2001).

Though, there was little shift of authority and responsibilities to the lower administrative levels and community organizations in Emperor's and Dergue regime, the system of educational management was highly centralized and bureaucratic that gave seldom responses to local initiatives and needs (Mulgeta, Akililu, and Seyoum In Jeilu, 2001). With the intension of addressing this problem, the new strategy which emphasizes on importance of decentralization has been set since 1994. In a decentralization education management system greater autonomy for decision and policy making are being made closer to the local community and organizations (Ayalew, 2000).

The transition from the previous regime in 1991 into the current one was made possible by offering nations, nationalities and people's greater decision making and institution building in their own regions.

Thus, the devolution decision making authority to regional states has changed by roles and responsibilities of educational organizational management (Ayalew,2000) the education and training policy of (MoE,1994) states that clear guide line starting the rights and duties of all involved in education will be issued to ensure participatory and proper professional relations in their activities in line of this policy the Ministry has set standard for itself, Regions, Zones, Woredas and Schools (MoE,1988). Accordingly, the Ministry is responsible for providing professional support setting national education and training policy and setting country wide national standards. On the other hand, regions

are responsible in managing elementary, secondary, preparatory schools and college institutes.

Furthermore Zones, Woreda and Schools have shared responsibilities to implement the policy (Ayalew, 2000). But much of the authorities to make decision on different school affairs were not passed to the grass root levels. Thus, community participation was eroded and the objectives' of the policy were not fully achieved (MoE, 2002). After realizing the weakness of policy implementation, the ministry has set another revised guideline in 2002. The new guideline briefly and clearly states that the roles and responsibilities of MoE, Regional Educational Bureaus, Zonal Education Departments, Woreda Education Offices, Woreda Education and Training Boards, Kebele Education and Training Boards, Parent Teacher Associations and the school principals. The guideline gives more emphasis for shared decision making power at local level with more community participation.

SUMMARY

To sum up the above review of related literature, KETB in education affairs is one of the most over used in School management but least understood concepts in developing their duty and responsibility. Many authorities agree that the definition, Schools are institutions that can prepare KETB to contribute to the betterment of the society and school in which they operate by equipping them with skill important in school management. Being so, KETB in education lies on a school management function to high level of participation. Since school board members are representing the community, they need to build their capacity. Therefore, KETB has to be providing training to school board in relation to budgeting, planning, implementation, monitoring and evaluation. This helps the KETB effectively function in the management of schools (Sujatha, 2000).

The creation of good atmosphere in the management of schools is a vital for the effective involvement of KETB. Strategies such as creating an enabling environment, dealing with influence groups, building trust and confidence trust and confidence within the community, and forming a team for goal setting and engagements are some of the major ones. Therefore, principals have to motivate and respect community

representatives in the management of schools. Schools should be flexible and democrat to deal with KETB. This can help the KETB to have say and develop a feeling of ownership in the school management system. School need to have norm of openness to the outside community, to new ideas and new ways of doing things, and to change (Barrera *et al.*, 2009). With this, the quality of education may lead to the awareness that education is not restricted to professionals but rather the concern of the entire community (UNESCO, 2002). The number of solution that can be used to improve KETB participation is substantial.

The most important of these, however, is for the principal the school to be totally committed and Principals are key contributes to helping parents and other educators understand each other (World Bank, 2008). School principal can play a vital role in improving the involvement of community in preparatory schools. Therefore, to do participative management, leaders need to have adequate training (UNESCO, 2002)

CHAPTER THREE: RESEARCH METHODOLOGY AND PROCEDURES

In this section of the study description of the study area, description of research design, sources of data, instruments of data collection, population, samples and sampling techniques, method of data collection method of data analysis and ethical considerations were included.

3.1. Description of the Study Area

North Shoa Zone is found in Oromia regional state. Fitcha is the center of the Zone, which is 110 Km distance away from the capital city of Ethiopia. And North Shoa Zone has 14 woredas and one administration town. The geographical area of the zone is divided into highland, Sub lowland and low land. The climatic condition of the North Shoa zone is sub-tropical and tropical. According to the statistical data in 2007, population and housing census result of North Shoa Zone, the population of the zone is 1,431,305, of whom 717,552 are men and 713,753 are women. The socio-economic background of the zone is mostly based on agriculture. The major types of crops that are produced are cereals. The languages used in the zone are almost 'Afaan Oromo' and also 'Amharic' in few towns and rural areas.

According to the evidence of North Shoa Zone education office, one college and one University, 18 preparatory and thirty eight secondary schools are found in the zone. The researcher was conducted on the selected six preparatory schools. These were Gohatsion Preparatory School which is found in Gohatsion town, Wore Jarso wereda, Gebre Guracha Preparatory School which is found in Gebre Guracha town, Kuyu Preparatory School and Fitcha Preparatory School.

Degem Preparatory School, which is found in Degem town, Degem woreda, Debre Tsige Preparatory School and Muketuri Preparatory school which were found in Debre Tsige and Muke Turi towns respectively.

The map of the study site is indicated on page 85.

3.2. Design Method of the Study

The research design used in this study was a descriptive survey. The researcher has chosen this method mainly because the principal objective of the study was concerned with exploring the practices and challenges of KETB participation in management of Preparatory Schools.

This method allows getting in-depth understanding of the research problems. In addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher tried to undertake the investigation on KETB members, Principals, and Supervisors with regard to the participation of KETB on management of preparatory schools and to identify the challenges of KETB participation. Therefore, descriptive survey design is preferable over the others for this kind of study.

The research approach that is to be employed for this study was mixed approach i.e. the combination of quantitative and qualitative approaches.

The basic assumption behind using this approach is that using both quantitative and qualitative approaches provide better understanding of the research problem and answer the research questions than any other approach (Creswell, 2014).

3.3. Sources of Data

In order to gather sufficient information related to the problem under study, the researcher used primary data sources and secondary data sources. The primary sources of data were obtained from KETB members, School Principals and supervisors from the North Shoa Zone preparatory schools through questionnaire, interview. And secondary sources of data were gathered from documents, publications, journals, books, and reports written on KETB participation.

3.4. Sample and Sampling Procedures

The populations of the study were 174 teachers, 12 principals, 6 supervisors and 72 members of school committees (KETB, PTA) in 18 North Shoa preparatory schools. To select the sample for the study the researcher was used total population sampling technique (to take teachers from different schools), availability sampling technique (to use supervisors and principals) and proportional technique (to select schools).

Preparatory School

The total number of preparatory schools in the Zone is 18. A researcher to control and manage the research One-third (about 33%) of the schools were selected for the study since including about one out of three of the total number of schools were provided the data and information required to generalize for the population. 6 schools were selected as samples for the study. Proportional sampling technique was used to select schools from the five Woredas and one town administration. Accordingly, Gohatsion, Gebre Guracha, Degem, Debre Tsige, Muketuri Preparatory Schools and Fitcha Preparatory schools respectively were selected for the study.

Teachers

The researcher used total population sampling technique to select participants for the study each school teachers. Thus, the following numbers of samples were selected from each of the schools selected as samples for the study:

Among 40 Gohatsion Preparatory School teachers 40 (100%) were taken.

Among 46 Gebre Guracha Preparatory School teachers 46 (100%) were used on the study.

Among 17 Degem Preparatory School teachers 17 (100%) were taken for the study.

Among 18 Debre Tsige Preparatory School teachers 18 (100%) were used on the study.

Among 27 Muketuri Preparatory School teachers 27 (100%) were used on the study, and

Among 26 Fitcha Preparatory School teachers 26 (100%) were used on the study.

KETB and PTA members

The number of members of KETB and PTA in each school is 12 (100%) of the members were selected using purposive sampling technique in view of using all members being from each school. Thus, the following numbers of samples were included from each of the schools selected as samples for the study:

12 from Gohatsion Preparatory schools, 12 from Gebre Guracha Preparatory schools,

12 from Debre Tsige Preparatory school, 12 from Degem preparatory school,

12 from Fitcha Preparatory school, 12 from Muketuri School,

School Principal

The numbers of principals in each school are not more than three. Thus, they all were taken as subjects of the study by available sampling techniques. Gohatsion, Fitcha, Degem, Muketuri Preparatory schools has 2 principals in each. Whereas Gebre Guracha preparatory school has 3 principals and Debre Tsige preparatory school has 1 principal.

Woreda Education Bureau Supervisor

The number of supervisors in each school is one. Thus, they all (6) taken as participants of the study by availability sampling technique.

3.5. Instruments and Procedures of Data Collection

According to Patton (1990), multiple data gathering instruments are sought and used because no single sources of information can be trusted. Therefore, the researcher tried to use three kinds of data gathering tools; questionnaire, interview and document analysis.

3.5.1. Questionnaire

A questionnaire provides enough time for the respondents to read and give well thought responses. It enables the researcher to collect data from large group of individuals within a short period of time, and it is also easy to administer to a number of participants in one place at a time.

The questionnaire was prepared in English for teachers but for members of committees it was translated into Afaan Oromo language. This is made to avoid ambiguity and language difficulty that may encounter during questionnaire administration. The questionnaires had both closed and open-ended and it contains likert scale types. The questions in the questionnaire were divided into three sections. The first section requires the participants to give biographical information, the second set of questions based on the five point Likert scale responses and the third section consists of open ended type of items to collect data. Pilot test was conducted to check validity and reliability of the questionnaires.

3.5.2 Pilot study

The main purpose of the pilot study was to improve some important aspects of the data collection instrument for instance to determine the quality of questions, whether the items are ordered properly and check out the sequence of the questions.

Before the actual studies are carried out, the questionnaire and the semi structured interview guide were prepared for this study and tested by pilot study on 15 teachers and

8 KETB and PTA committees, two school principals and 1 supervisor. The pilot study was made at Tulu Milki preparatory school.

Additionally, the reliability of the entire questionnaire or internal consistency used for this study was analyzed by Cronbach's alpha coefficient reliability test. And the normal range of Cronbach's alpha reliability coefficient is between 0 and 1. The closer the coefficient is to 1, the greater the internal consistency of the scale items. And the result of all the questionnaire reliability used for this study was 0.99.

3.5.3. Interview

Semi structured interview questions was employed as an instrument to collect the significance and relevant information from supervisors and principals to carefully examine their feelings and opinions about the current participation and difficulties that hinder KETB participation in management of preparatory schools. The reason for using semi structured interview is that it can permit the exploration of issue, which flexibility for the interviewer and interviewee has better chance to explain more explicitly what he or she knows about the issue and helps the researcher to cross check the data collected through the questionnaire. Items for the interview were developed by the researcher based on the basic research questions. Its validity and reliability were checked by pilot test with 15 teachers, 10 KETB and PTA committees, 2 School principals and 1 Supervisor. The instrument had six items, and the interview administered with two parts: the interviewees' personal characteristics and items relevant to practices and challenges of KETB participation in school management.

3.5.4. Document analysis

In order to find facts in the study area, the researcher tried to review different documents of the selected 6 preparatory schools, minutes and reports (monthly, quarterly and annual in afaan oromoo for 3 hours using Recorder and handbook). This helps the researcher to make a crosscheck data collected through questionnaire and interview and exploit additional information that cannot be obtained through the remaining instruments. Decisions regarding to discipline, purchasing, school improvement

program, and developing income of the school and other participation of KETB were briefly assessed on this instrument.

3.6. Data Collection Procedures

The questionnaires and interview questions were developed in line with the research questions of the study. Before administering the questionnaire and interview, pilot test was made at Tulu Milki Preparatory School for validity and reliability with 15 teachers and 8 KETB members, 2 principals and 1 supervisor with the same form of questionnaire was distributed.

To collect relevant information from the participant of the study from the selected preparatory schools, first, the purpose and importance of the research in general and the questionnaire in particular were explained to them briefly.

Following this, the researcher dispatched the questionnaires directly to the participant. And then the researcher collected the questionnaires from the participants after they finished. Secondly the interview was made to the selected preparatory school supervisors and school principals; so carefully examined their feeling about the practice and factors that hindering KETB participation on Managerial role of the schools. Finally, Document analysis was made.

3.7. Procedures of Data Analysis and Interpretation

Since the approach used was mixed, the researcher used both quantitative and qualitative methods to analyze the information collected using different instruments from different sources. The quantitative data obtained through questionnaire was analyzed and interpreted by using percentile and frequency. The data found from questionnaire were analyzed quantitatively using descriptive statistics particularly percentiles, mean and percentile. Basically percentile, frequency and mean were used to identify the challenges and practice of KETB in management of preparatory schools and used to examine the statistically significant association among the responses of the group of respondents. On the other hand, the data found from interview and document analysis were analyzed

qualitatively using narrative descriptive method. The interview and document data were analyze thematically.

3.8 Validity and Rehability of the study

Rehability and validity are the two criteria for judging the acceptability and quality of this study. Rehability is concerned with whether data collection instruments can provide consistent results provided that the same data collection procedures and instruments are used (Bryman, 2008). And validity refers to, the integrity of the conclusions that are generated from the research (Bryman, 2008). That means, to what extent the instruments used actually measure or explain what a researcher intends to measure as the conclusions depends on the result of these measurements

The main purpose of rehability test is to eliminate bias and errors in a study (Yin, 2003). I had introduced my role as a researcher, expressed what the research is all about, for what it is going to be employed, and assured the confidentiality of documents and information to participants of the questioner and interviews. This decreases the extent of receiving misleading information and losing the relevant documents that would have happened if these disclosures were missing. To minimize the errors in data collection, an interview guide is prepared and approved. Additionally, the reliability of the entire questionnaire or internal consistency used for this study was analyzed by Cronbach's alpha coefficient reliability test. And the normal range of Cronbach's alpha reliability coefficient is between 0 and 1. The closer the coefficient is to 1, the greater the internal consistency of the scale items.

3.9. Ethical Considerations

Efforts were made to make the research process professional and ethical. To this end, the researcher was tried to clearly inform to the respondents about the purpose of the study which is purely academic; introduced its purpose in introduction parts of questionnaires and interview guide.

The respondents were confirmed that subject's confidentiality had protected. In addition to this, they informed that their participation in the study has been based on their consent. And the study was conducted all action based on the university rule, code of conduct and policies concerning research ethics.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire, interview and document analysis from the sample population of the study.

A total of 246 questionnaires have been prepared and distributed to KETB and PTA members (72), and Teachers (174) which are selected from preparatory schools namely Gohatsion, Gebre Guracha, Fitcha, Degem, Debre Tsige and Muke Turi preparatory schools. On the other hand, the data obtained from 12 school principals and 6 supervisors through interview were analyzed thematically. The data found from document analysis were also analyzed qualitatively using narrative descriptive method.

4.1 Demographic Characteristics of Study Participants

Background information of participants of a study has an important role to play in explaining outcomes. The following tables show the general characteristics (sex, age, qualification, work experience and field of study) of participants of the study.

The researcher indicate the Socio-Demographic Characteristics of Respondents, Interpretation and Analysis of Respondents Response on Closed Ended Questionnaires, Issue concerned to the relationship of the board members with other stake holders, The KETB Members Participation in Planning, KETB Members' Participation in Decision Making, KETB members' participation in monitoring and evaluation and Challenges affecting the participation of KETB members in school management here under in the table

Table 1: Socio- Demographic Characteristics of Respondents

Variable s	Variables Category	Teachers		KETB, PTA Members		Directors		Supervis ors	
		F	%	F	%	F	%	F	%
Educatio n level	Less than grade 10	0	0	5	6.9	0	0	0	0
	Diploma	0	0	36	50	0	0	0	0
	Degree	134	77.1	29	40.4	6	50	2	33.3
	Second degree	40	22.9	2	2.7	6	50	4	66.7
	Total	174	100	72	100	12	100	6	100
Position	KETB member	0	0	48	66.6	6	50	-	-
	PTA member	0	0	24	33.4	-	-	-	-
	Teacher	174	100	0	-	-	-	-	-
	Total	174	100	72	100	6	50	-	-
Work experien ce (service)	1-5 years	0	0	57	79.2	0	0	0	0
	6-10 years	32	18.4	15	20.8	3	25	0	0
	11-15 years	86	49.4	0	0	7	58.3	2	33.3
	More than 15 years	56	32.2	0	0	2	16.7	4	66.7
	Total	174	100	72	100	12	100	6	100

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage)

According to the educational qualification details shown in table 1 above, 134(77.1%) of the teachers are degree holders and 40(22.9%) of them are Masters. Among 72 (100%) of KETB and PTA members 5 (6.9%) of them are less than grade 10, 36 (50%) are diploma graduated, the remaining 2 (2.7%) of them are Master's Degree Graduated. From 12(100%) principals 6(50%) are first degree graduated and the others 6 (50 %) are second degree graduated. Among 6(100%) preparatory school supervisors 2 (33.3%) are first degree holders and the remaining 4(66.7%) are second degree holders. As the result shows majority of the teachers 134 (77.1%) are first degree holders but the minimum qualification for teaching a preparatory classes is second degree, in addition to this among the selected KETB and PTA members most of them 5(6.9%) and 36(50%) are have an educational level which is less than grade 10 and diploma sequentially, which is contradict for the level they are leading. According to MoE guidelines for the management role in the preparatory the minimum qualification is Master Degree but the real situation that shows in the above table is that 6(50%) of principals are first degree holders which is under the minimum qualification.

Regarding to work experience 32(18.4%) of the teachers have working experience with the range of 6 and 10 years, 86(49.4%) of teachers have between 11 and 15 years working experience, 56(32.2%) of the teachers have more than 15 years' work experience. From 72(100%) of KETB and PTA members 57(79.2%) of them are selected in KETB and PTA for the first time with 1- 5 years' work experience and the remaining 15(20.8%) of them are selected for the second time and have 6-10 years' work experience. Among 6 (100%) Supervisors 2(33.3%) and 4 (66.7%) of them have 11- 15 years' and more 15 years work experience respectively.

4.1: Interpretation and Analysis of Respondents Response on Closed Ended Questionnaires

Table 2: Current Status of KETB Members Participation in the School Management

Item	Responses	Teacher		KETB and PTA Members		
		F	%	F	%	
1.KETB members visit the school beyond regular meeting time	Never at all	160	91.9	62	86.1	1.065
	Sometimes	14	8.1	10	13.9	
	Often	0	0	0	0	
	Always	0	0	0	0	
	Total	174	100	72	100	
2.KETB members participate on management functions	Never at all	25	14.4	12	16.6	1.85
	Sometimes	144	82.7	54	75	
	Often	5	2.9	6	8.4	
	Always	0	0	0	0	
	Total	174	100	72	100	
3.KETB members give quick response to the problem encountered in the teaching learning process	Never at all	154	88.5	51	70.9	1.05
	Sometimes	20	11.5	15	20.8	
	Often	0	0	4	5.5	
	Always	0	0	2	2.8	
	Total	174	100	72	100	
4.KETB members decision making for complaints of principals and teachers	Never at all	20	11.7	7	9.7	1.9
	Sometimes	146	83.7	60	83.3	
	Often	8	4.6	5	7	
	Always	0	0	0	0	
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

According to table 2 regarding to visits of KETB beyond or out of their regular meeting, among 174 (100%) teachers 160 (91.9%) of them respond that KETB members Never visit their schools out of their regular meeting, the remaining 4(8.1%) of them respond that the board members sometimes visit their schools out of their regular meeting. On the other hand from 72(100%) KETB and PTA members 62(86.1) of them are never visit the schools they are leading according to their response and the remaining 10(13.9%) of them respond that they visit the schools sometimes. According to the result majority of the respondents responded that the KETB members never visit the schools, if they visit the schools they visited sometimes; therefore lack of visiting the schools by board members maybe one challenge for KETB participation in schools management function. Similar result also found by Habteslasie (2014) on the study conducted on Practices and Problems of Community Participation in Secondary Schools Management in Zone of Tigray Region revealed that lack of visiting the schools by KETB and PTA members is one factor for poor participation of community on the management of the school. From this it is possible to say that KETB members were not satisfactorily carrying out their duties and responsibilities to made effort to improve the community participation on the management task of the schools.

Furthermore, from the interview with school principals, it was found that KETB members never visited the school beyond the regular meeting time. One of the school principal said: *"KETB members can support the schools even by mobilizing the community in the school, providing materials, skill and labor but actually in our school, KETB members never visit schools beyond the regular meeting time"*Erdolo Diggaa(2014)

Regarding to KETB participation on the management of the schools table 2 shows that from 174(100%) of teachers 25(14.4%) of them respond that KETB members never participate on the management functions of the schools, the remaining 144 (82.7%) of them responded that the board members sometimes participate in the management function of the schools. On the other hand among 72(100%) KETB and PTA members, 12(16.6%) of them responded that they do not participate on the management task of the

school while 54(75%) of them believed they sometimes participate and 6(8.4%) of the members responded that they often participate on the management task of their schools.

As observed in the table 2 majority of the respondents believed that KETB members do not participate in the management function of the schools. Consequently, it indicated the current practice of KETB participation on the management function and it is poor. The same result was also found by Erdolo (2014) on the study Factors Affecting the Roles and Responsibilities of Kebele Education and Training Board in Secondary School Management in Hadiya Zone of SNNPR indicated on the analysis of focal group discussion

The school board members do not participate actively in school management. Because, most of the time they engaged in their private tasks and social affairs. And they complained that the school did not give them any incentives to compensate for the time spent. Erdolo Diggaa(2014)

As Table 2 shows regarding to responses of KETB members for problems encountered in the teaching learning process, 154(88.5%) of teachers responded that for problems that encountered in the teaching learning problems the board never give a quick response for the problems, the other 20(11.5%) teachers responded that the board sometimes give a quick response for the problems in the teaching learning. Among the selected board members, 51(70.9%) of them believed that they never give a quick response for the problems that encountered in the teaching learning process, the remaining 15(20.8) of the respondents responded that they give a quick response for the teaching- learning problems while 4 (5.5%) and 2(2.8%) of the board members responded that they often and always give a quick response for the problems that encountered in the teaching learning process respectively. As clearly presented in table 2 most of the respondents responded that KETB never give a quick response for the problems that encountered in the teaching learning process of the schools, it indicate that poor practice of KETB and poor response for problems that encountered in the teaching learning process is one challenge for poor participation of KETB in the management function.

According to table 2 regarding to decision making of KETB for complaints of teachers and principals, 20(11.7%) of teachers respondents responded that KETB members never make a decision for the complaints of the teachers as well as the principals, the other 146(83.7%) of the teacher respondents responded that sometimes the board make a decision for the complaints of teachers and principals, while 8(4.6%) of teachers responded that often the board make decision on their and principals complaints.

Related to this idea ,the interview conducted with principals and supervisors with also revealed that KETB members were not fully participate in the process of decision making regarding to this One of the supervisors said, *"KETB members do not have the habit of participating identifying the problems and make decision to solve problems which are related school"*.

Among 72(100%) KETB and PTA members, 7(9.7%) of them responded that they never make decision on the complaints of the teachers and principals and 60(83.3%) of the board members responded that they make decisions sometimes, but 5(7%) of the board member respondents responded that often they make a decision on the complaints of teachers and principals. Table 2 shows that majority of the respondents agreed about the lack of decision making ability of KETB in the school regarding to teachers and principals complaint. It indicated that the current practice of KETB on decision making for the complaints of teachers and principals is poor. It is also indicated in the interview analysis of the study by Obsa (2010) on Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in Horro Gudduru Wollaga Zone of Oromia National Regional State

Even though KETB were supposed to perform equally all their function assigned to them in the guideline, the interview with the headmasters and WETB revealed that KETBs were more concentrated on resource mobilization than their other functions like discipline, decision making on teachers and school problems, school improvement program.

Table 3: Issue concerned to the relationship of the board members with other stake holders.

Item	Response	Teacher		Committee		X
		F	%	F	%	
1.Hold discussion with Parent and general community in identifying school problem	Strongly disagree	92	58.8	72	100	1.3
	Disagree	70	40.2	0	0	
	Undecided	6	3.5	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
2.KETB members work with the local council to promote enrolment and girl education	Strongly disagree	93	53.4	48	66.7	1.415
	Disagree	75	43.1	24	33.3	
	Undecided	0	0	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
3.The extent to which the WEOs and ZED provide training and skill support for KETB in school management	Strongly disagree	104	59.7	48	66.6	1.375
	Disagree	58	33.3	18	25	
	Undecided	6	3.5	6	3.4	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
4.The extent to which the communities respond to the question and reports of KETB	Strongly disagree	116	66.7	36	50	1.4
	Disagree	45	25.8	36	50	
	Undecided	7	4.0	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
5. The ability of KETB members in coordinating the community and local NGOs to enhance learning environment of the school	Strongly disagree	127	72.9	54	75	1.325
	Disagree	29	16.6	18	25	
	Undecided	12	7	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

Table 3, item 1 shows that regarding to KETB members Hold discussion with parent and general community in identifying school problem, 92(58.8%) of teachers are strongly disagree with the statement, 70(40.2%) of teachers are disagree with this idea, the other 6(3.5%) cannot decide, whereas 6(3.5%) are agree on idea that KETB members Hold discussion with parent and general community in identifying school problem. Related to this idea 72(100%) KETB and PTA respondents strongly disagree about Hold discussion with parent and general community in identifying school problem. Even if KETB members are the part of the community to connect the school with the community, their efficiency on this area is poor. So the researcher concludes that KETB could not narrow the gap between the school and the community.

During interview, one of the interviewees said, " *our school directors often hold meetings to discuss and give response on problems that encountered in the teaching learning process with KETB members at least one day per two weeks* " *Some of the KETB members may not participate in the meeting. The reason is that they may have their own work to do with in these days or they may not have permission from their work place.* "In line with this issue, another school principal said " *those KETB members who are engaged in trading are not often available on our meeting particularly on the market days*".

Regarding to hold discussion with parents and general community in identifying school problem, Item 2 showed that 93(53.4%) of teachers are strongly disagree, they said that KETB members can't work with the local council to promote enrolment and girl education, and 75(43.1%) are disagree, while 6(3.5%) of teachers are agree on the point KETB members can't work with the local council to promote enrolment and girl education. Among KETB and PTA members 48(66.7%) of them are strongly disagree on their KETB members can't work with the local council to promote enrolment and girl education, whereas 24(33.3%) of them are disagree on the idea that is stated about KETB members could not work with the local council to promote enrolment and girl education; therefore KETB members were not work well to promote the enrolment of girls' education.

Item 3 showed that, 104(59.7%) of teachers are strongly disagree on the idea of the extent to which the WOE and ZEDs provide training and skill support for KETB in school management, in contrast to this idea 58(33.3%) of teachers are disagree on the extent to which the WOE and ZEDs provide training and skill support for KETB in school management and the other 6(3.5%) are undecided about the idea the rest 6(3.5%) of the teachers are agree on the idea.

On the other hand 48(66.6%) of KETB and PTA respondents are strongly disagree about the extent to which the WOE and ZEDs provide training and skill support for KETB in school management, whereas 18(25%) of them are disagree and 6(3.5%) of them are undecided on the idea they can the extent to which the WOE and ZEDs provide training and skill support for KETB in school management. Generally, the result showed that the woreda board or NGOs could not facilitate any training for KETB members to improve their knowledge and competency. In line with this idea Copper and Ulrich, (1996) stated that they may not get the necessary training or orientations, and this contributes to their lack of skills to actively participate in the school management.

As clearly observed in table 3, item 4 regarding to the extent to which the communities respond to the question and report of KETB, 116(66.7%) of teachers strongly disagree about the idea, whereas the other 45(25.8%) teachers are disagree, 7(4%) Undecided the remaining 6(3.5%) teachers are agree on the idea of the extent to which the communities respond to the question and report of KETB. Related to this idea, among KETB and PTA members 36(50%) of them are strongly disagree on the statement and the other 36(50%) of the board members are disagree about of the extent to which the communities respond to the question and report of KETB.

The interview that held with the principals of the sample schools has confirmed the presence of stated problem. One of the sample principals said, *"Since the KETB members of my school do not spend much time in school related works, I have been discouraged to involve them in every school management system"*.

As observed in item 5, 127(72.9%) of teacher respondents are strongly disagree on the idea of the ability of KETB members in coordinating the community and local NGOs to enhance learning environment of school, 29(16.6%) of teachers are also disagree on the statement, 12(7%) of them could not decide on the reverse 6(33.3%) are agreed on there is a shortage of time for board meeting and 69(3.5%) of the teachers are agree. From KETB and PTA respondents 54(75%) of them are strongly disagree with the statement, whereas 18(25%) of them are disagree on the idea of the ability of KETB members in coordinating the community and local NGOs to enhance learning environment of school. Based on the result the present study concludes that KETB members had not the ability to coordinating the community and local NGOs to enhance learning environment of the schools. Contrary to this Tesfaye (2016) on the literature of his study stated that the principal, teachers, KETB members and PTSA could also participate in search of receiving donations from NGOs or private organizations.

It is not only the principals responsibility to lead and coordinate the managerial process but also the board members to search and coordinate the utilization of materials and resources effectively and efficiently by creating strong linkage with all stakeholders.

Table 4: The KETB Members Participation in Planning

Item	Response	Teachers		Committee		X
		F	%	F	%	
1.The KETB members participate in preparing strategic plan	Strongly disagree	98	56.3	36	74.6	1.455
	Disagree	64	36.7	30	17.5	
	Undecided	6	3.5	6	7.9	
	Agree	6	3.5	0	0	
	Strong agree	0	0	0	0	
	Total	174	100	72	100	
2.The KETB members participate in preparing annual plan	Strongly disagree	69	39.7	54	75	1.43
	Disagree	87	50	12	16.6	
	Undecided	12	6.9	6	8.4	
	Agree	6	3.4	0	0	
	Strong agree	0	0	0	0	
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

Table 4 depicted that KETB member's participation in planning. Regarding to strategic plan 98(56.3%) of the teacher respondents are strongly disagree on KETB participation on strategic planning of the schools, while 64(36.7%) of the teacher respondents are disagree on the participation of the board on the strategic planning of the school, the remaining 6(3.5%) of teachers are not decide on the participation of KETB in strategic plan and the other 6(3.5%) of teacher respondents agreed that the board members were participate in the strategic plan of the school. On the other hand 36(74.6%) of KETB and PTA members are strongly disagree to the statement, 30(17.5%) of the board members are disagree for the point on their participation on strategic planning of the school before, the remaining 6(7.9%) of them are could not decide whether they were participate or not. The result showed that KETB members were not participated on the strategic planning of the schools.

Supporting this idea during interview, one of the principals said, "*most of KETB members never check what has been planned at school so that they give little room for the implementation of the plan. Besides, they consider planning as it was the concern of school principals*"

As observed in table 4 regarding to KETB participation on the annual plan of the school, 69(39.7%) of teacher respondents are strongly disagree on the idea of KETB annual plan participation before, other 87(50) of teacher respondents are disagree on the point that stated about the board planning participation record, 12(6.9) of teachers are not know (undecided) about KETB planning participation before, while 6(3.4%) of teachers are agreed about the participation of KETB on annual planning of the school. On the other hand 54(75%) of KETB and PTA members are strongly disagree about their participation on annual planning of the school before, 12(16.6%) are disagree to the statement and the remaining 6(8.4%) are not know (undecided) about their participation in annual planning of the schools they are leading. The present study accepted that KETB had poor participation on strategic plan of the schools they are leading and directing. The same result was also found by Tesfaye (2016) on the study Practice and Challenges of School Community Participation in Educational Material management Functions in Secondary Schools of Guji Zone, Oromia Regional State; lack of good

planning skills in their school was also revealed by each group of the respondents. Related to this idea Mohanty,(1990:30) on the book: Educational Administration, Supervision and School Management, stated that at school level the principal is responsible to plan all activities to be implemented throughout the year. However, the principal should involve management committees, and PTA by convene meetings and holding discussion and arriving at the decision for implementation. As cited in Habteslasie (2014) Strengthening the above idea Kaufman (1995: 23) states:

*.... Where parents and community member do not feel they are part of planning
The results usually are ignored.... remain UN Shelves. So parents, school board
Members have to be part of thinking and planning...This will help to be responsible and
to create a better future for tomorrow's child---*

On the reverse to this idea Erdolo(2014) on the literature part of the study Factors Affecting the Roles and Responsibilities of Kebele Education and Training Board in Secondary School Management in Hadiya Zone of SNNPR; discussed that the major roles and responsibilities of KETB in the management of school can be summarized as the board approves the annual plan and budget of schools, and follow up the implementation of the plan.

Table 5: KETB Members' Participation in Decision Making

Item	Response	Teacher		Committee		X
		F	%	F	%	
1.Members of KETB identify problems and make decision to solve problems which are related to school	Strongly disagree	127	72.9	42	58.4	1.55
	Disagree	41	23.7	30	41.6	
	Undecided	0	0	0	0	
	Agree	6	3.4	0	0	
	Strongly agree					
	Total	174	100	72	100	
2.Members of KETB participate in allocating and approving the school budget	Strongly disagree	87	50	24	33.3	1.38
	Disagree	75	43.2	48	66.7	
	Undecided	6	3.4	0	0	
	Agree	6	3.4	0	0	
	Strongly agree					
	Total	174	100	72	100	
3.Members of KETB participate in decision how the school budget should be spent	Strongly disagree	150	86.3	42	58.3	1.26
	Disagree	12	6.9	24	33.3	
	Undecided	6	3.4	6	8.4	
	Agree	6	3.4	0	0	
	Strongly agree	0	0			
	Total	174	100	72	100	
4.Members of KETB participate in controlling school property	Strongly disagree	70	40.2	42	58.3	1.4
	Disagree	104	59.8	30	41.7	
	Undecided	0	0	0	0	
	Agree	0	0	0	0	
	Strongly agree					
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

As observed in table 5 item one regarding to KETB identify the problems of the school and make decision to solve the problems, table 5 shows that 127(72.9%) teachers respondents are strongly disagree on the identifying and decision making ability to the solve the problems of the schools of KETB members, the other 41(23.7%) of teachers are disagree on the statement but 6(3.4%) of teachers are agreed by the point of KETB

members identify and make decision to solve problems of the school. From KETB and PTA respondents 42(58.4%) of them are strongly disagree on the statement, the remaining 30(41.6%) of them are disagree about their participation on identifying and decision making quality of their board on problems of the schools. According to the result the researcher understood that KETB members were poor on participation in identifying and decision making to solve the problem of the school. Related to this idea Habteslasie, (2014) stated that ‘it is possible to conclude that the effort exerted to become active participation of KETB and PTA members in decision making of school activities was not satisfactorily.’

Furthermore, from the interview with principals and supervisors, it was found that in most school matters decisions were often made by principals themselves together with unit leaders and vice principals. In support of this idea, one of the supervisors of selected preparatory schools stated as follows:

"Most of school principals make decision by themselves. Sometimes they may involve KETB members; however, still the great role is played by the principals. Hence, KETB members are often forced to accept decisions based on the need of the principals, they are not initiated to discharge their responsibilities. This will result in the absence of genuine decision and instead leads to conflicts. This has become a serious problem in most of preparatory schools"

As table 5 showed respondents responded regarding to KETB participation on allocating and approving the school budget, 87(50%) of teacher respondents responded that they are strongly disagree on the statement, 75(43.2%) of teachers are disagree on members of KETB participate on allocating and approving the school budget before. But the other 6(3.4%) and the remaining 6(3.4%) of teachers are undecided whether KETB were participate or not in the school budget, and agreed on the idea of KETB were participated in the allocating and approving the school budget respectively. On the other hand 24 (33.3%) of KETB and PTA members are strongly disagree with their participation on school budget before, the other 48(66.7%) of board members are disagree their participation on school budget before.

Related to this idea during the interview, one of the sample supervisors said that,

"KETB members do not have the real habit of allocating and approving school budgets. When the school wants to allocate and approve the school budget the principals accomplish all process by themselves but simply informs KETB members "

Table 5 item 3 showed that 150(86.3%) of school teachers are strongly disagree on members of KETB participate on decision how the school budget should be spent before, and 12(6.9%) of teachers are disagree on the statement, while 6(3.4%) of teachers are not know board members were participate on the budget decision, the remaining 6(3.4%) of teachers are agreed on the statement. Among KETB and PTA members 42(58.3%) of them are strongly disagree on their decision making role on the school budget, 24(33.3%) of board members are disagree on the statement, while 6(8.4%) are undecided whether they were participate or not. The result showed that the board members were not participate in planning, allocating, monitoring or evaluating as well as in decision making regarding to improving the school budget. Related to this idea Erdolo (2014) on his study stated that "School boards are performing many tasks in managing the school most of them are not successful in the improvement of the schools."

In supporting this idea, one of the supervisors of the selected schools stated as follows:

"KETB members do not participate in decision, how the school budget should be spent. When the school wants to purchase any educational or office materials, the principals simply informs KETB members what is going to be purchased. These members often do not consider the importance and the process of what is going to be purchased. They also never follow up whether the proposed things are bought or not".

This can lead us to the conclusion that KETB members' participation in decision how school budget should be spent was not satisfactory.

Regarding to school property controlling table 5 showed that 70(40.2%) of teachers are strongly disagree on the participation of KETB members to control school property, the other 104(59.8%) of them are disagree on the statement, and 42(58.3%) of KETB and PTA members are also strongly disagree on the statement, while 30(41.7%) of the board members responded that they are disagree on their participation on controlling school properties before. As clearly observed in the result the study can conclude that KETB members could not capable to control the school properties.

Table 6: KETB members' participation in monitoring and evaluation

Item	Response	Teacher		Committee		X
		F	%	F	%	
1.Members of KETB monitor the implementation of the school plan	Strongly disagree	98	56.3	72	100	1.2
	Disagree	64	36.7	0	0	
	Undecided	6	3.5	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
2.Members of KETB participate in monitoring the teacher performance	Strongly disagree	104	59.7	36	50	1.4
	Disagree	64	36.8	30	41.6	
	Undecided	0	0	6	8.4	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
3.KETB members evaluate the impact of community participation in students achievement	Strongly disagree	98	56.2	66	91.7	1.2
	Disagree	64	36.8	6	8.3	
	Undecided	6	3.5	0	0	
	Agree	6	3.5	0	0	
	Strongly agree	0	0	0	0	
	Total	174	100	72	100	
4.To what extent poor KETB participation affect the school improvement	Very high	101	58.0	52	72.2	4.56
	High	54	31.1	16	22.2	
	Moderately	19	10.9	4	5.6	
	Low	0	0	0	0	
	Very low	0	0	0	0	
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

As clearly indicated in table 6 item 1, 98(56.3%) of the teacher respondents are strongly disagree on the statement that stated about the participation of KETB members were monitor the implementation of school plans, 64(36.7%) are disagree on the statement, the other 6(3.5%) of teachers said that they cannot decide (not know about) on the statement, while the remaining 6(3.5%) of teacher respondents agreed on the participation of KETB members on monitoring the school plans. On the other hand 72(100%) of KETB and PTA members are strongly disagree on their participation on monitoring the school plans, therefore the study can conclude that the KETB members were not participated fully on the monitoring and evaluating of school plans.

Item 2 in table 6 regarding to KETB participation on monitoring and evaluating the teachers' performance, 104(59.7%) teacher respondents are strongly disagree on the statement, they were not evaluated by any KETB members, 64(36.8%) of teachers are disagree on the idea, whereas the remaining 6(3.5%) teachers are agreed as they were evaluated by KETB members. From selected KETB and PTA, 36(50%) of them are strongly disagree on the statement, they were not try to evaluate any teacher's performance on the schools, and 30(41.6%) of board members are disagree on the statement, while 6(8.4%) of them are undecided whether they were evaluate the teachers' performance or not. The present study concluded that the board members could not participate on the evaluation of teachers' performance because of gap of knowledge, competency and training.

As observed in table 6: item 3, 98(56.2%) of teachers are strongly disagree on KETB evaluating the impact of community participation, the other 64(36.8%) of teachers are disagree on the statement, the remaining 6(3.5%) of teachers cannot decide, but the other 6(3.5%) of teachers are agree on the statement, the KETB members evaluated the impact of community participation on students achievement. On the other hand 66(91.7%) of KETB and PTA members are strongly disagree on the statement and the remaining 6(8.3%) are disagree.

Based on the result the study conclude that even if KETB members are the representative of the community they could not connect the school with the community and did not realize the impact of community participation on students' performance.

Related to this idea additionally, from the interview with school principals, it was found that the role of KETB in the monitoring and evaluation of school activities was poor. One of the sample school principals said,

"KETB members never attempt to evaluate what has been carried out in school compound. They usually come to school when there is a meeting or when they are required to sign on some school issues. Even when they are called for a meeting, they never want to spend much time rather they prefer to finish it soon and go back home immediately"

As observed in table 6 item 4 In what extent poor KETB participation affect the school improvement table 6 shows that 101(58%) teachers respondents are Very high, the other 54(31.1%) of teachers are high on the statement, but 19(10.9%) of teachers are Moderate. From KETB and PTA respondents 52(72.2%) of them are Very high on the statement, 16(22.2%) of them are high, the remaining 4(5.6%) said that poor KETB participation affects the school improvement moderately. According to the result the researcher understood that KETB members poor participation highly affect the school improvement. In line with in the interview part one supervisor stated that

Poor participation of board member affects the school very much for example poor pupil enrolment, less attendance, a lot of absenteeism and drop out, disciplinary problems, less fund generating for schools and poor public relation.

Parallel with this idea, Erdolo (2014) raised the positive participation in school administration to the operation of the school increases public understanding of the problems arose in the school.

Table 7: Challenges affecting the participation of KETB members in school management

Item	Response	Teacher		Committee		X
		F	%	F	%	
1.KETB members lack of confidence to participate in the School management	Strongly disagree	17	9.7	0	0	4.125
	Disagree	6	3.5	0	0	
	Undecided	23	13.2	12	16.6	
	Agree	41	23.6	30	41.7	
	Strongly agree	87	50	30	41.7	
	Total	174	100	72	100	
2.KETB members' reluctance or lack of commitment for participation in the school management	Strongly disagree	6	3.5	0	0	4.04
	Disagree	17	9.8	0	0	
	Undecided	12	6.9	12	16.6	
	Agree	52	29.8	42	58.4	
	Strongly agree	87	50	18	25	
	Total	174	100	72	100	
3.Lack of incentive for KETB members	Strongly disagree	6	3.5	0	0	4.475
	Disagree	0	0	0	0	
	Undecided	0	0	6	8.3	
	Agree	110	63.2	6	8.3	
	Strongly agree	58	33.3	60	83.4	
	Total	174	100	72	100	
4.Lack of knowledge of school board members in case of planning, organizing, decision making process	Strongly disagree	6	3.5	0	0	4.255
	Disagree	0	0	0	0	
	Undecided	23	13.2	0	0	
	Agree	81	46.6	42	58.3	
	Strongly agree	64	36.7	30	41.7	
	Total	174	100	72	100	
5. Inappropriate or shortage of time arranged for board meeting	Strongly disagree	6	3.5	0	0	4.325
	Disagree	23	13.2	6	8.3	
	Undecided	18	10.3	0	0	
	Agree	58	33.3	0	0	
	Strongly agree	69	36.8	66	91.7	
	Total	174	100	72	100	

(Note: KETB= Kebele Education and Training Board, PTA= Parent Teacher Association, F= frequency, %= percentage, X= Mean)

Table 7, item 1 shows that regarding to KETB members lack of confidence to participate in management function of the school, 17(9.7%) of teachers are strongly disagree with the statement, 6(3.5%) of teachers are disagree with this idea, the other 23(13.2%) cannot decide, whereas 41(23.6%) are agree on this point in addition to this 87(50%) of teachers are strongly agree on idea that KETB members lack confidence to fully participate in the management of the school. Related to this idea 12(16.6%) KETB and PTA respondents could not decide about their confidence, while 30 (41.7%) are agreed as they lack confidence and the other 30(41.7%) are strongly agree lack of confidence affect their efficiency. Based on the result the researcher can conclude that KETB members had poor participation because of lack of confidence on themselves. Contrary to this idea MoE of FDRE (1998: 43) stated that “The board members or the school committee should be those individuals who believe in the importance of education and schooling, who have confidence of a number of other community members.”

Related to this idea one of the sample school supervisors said,

"KETB members' lack of confidence hinders them to participate in schools management. And also replied that the KETB members for they are not professional often perceive that the school teachers and principals are more knowledgeable and experienced may develop of feeling of being dominated in their initiatives".

Regarding to lack of commitment table 7 item 2 showed that 6(3.5%) of teachers are strongly disagree, they said that KETB members not lack commitment, and 17(9.8%) are disagree, while 52 (29.8%) of teachers are agree and 87(50%) of them are strongly agree on the point that the board members lack commitment to work in the school management. Among KETB and PTA members 12(16.6%) of them are undecided on their commitment on school management function, whereas 42(58.4%) of them are agree and the other 18(25%) are strongly agree on the idea that is stated about lack of commitment is one problem for poor participation of KETB in school management. Based on the result it is possible to conclude that members of KETB and PTA members lack commitment and give less attention to education. Similar result also found by Habteslase, (2014) on the study Practices and Problems of Community Participation in

Secondary Schools Management in Zone of Tigray Region revealed that from the interview with WEO experts it was found that most of the KETB members were not show commitment and willingness. Due to this, it was difficult for them to attend meetings called by principals.

Item 3 in table 7 showed that, 6(3.5%) of teachers are strongly disagree on the idea of lack of incentive for KETB members, in contrast to this idea 110(63.2%) of teachers are agree on lack of incentive for KETB members and the other 58(33.3%) are strongly agree about the idea. On the other hand 6(8.3%) of KETB and PTA respondents are undecided about lack of incentive, whereas 6(8.3%) of them are agree and 60(83.4%) of them are strongly agree on the idea there is lack of incentive for KETB members to participate in the school management. Based on the result the present study concludes that lack of incentive can hinder the participation of KETB members on management functions. The results support Townsend's (1994) notion that unwillingness on the part of the principal, lack of incentives can affect the community participation on school.

Related to this idea the interview that was held with preparatory school supervisors about the presence of the stated problem. One of the sample supervisors said, *"Lack of desired encouragement, lack of consistent psychological rewards which was not provided by the respected bodies and this is the challenges which affect active participation of the KETB members"*

As clearly observed in table 7, item 4 regarding to lack knowledge of KETB members in case of planning, organizing and decision making ability, 23(13.2%) of teachers could not decide about the idea, whereas the other 81(46.6%) teachers are agree and the remaining 64(36.7%) teachers are strongly agree on the idea of lack of knowledge in planning, organizing and decision making ability of the KETB members. Related to this idea, among KETB and PTA members 42(58.3%) of them are agree on the statement and the other 30(41.7%) of the board members are strongly agree about their knowledge and ability is poor for planning, organizing and make decision in the school management. Based on the result the present study can conclude that KETB members lack the knowledge on planning, organizing and lacks decision making ability. In line with Tadesse (2007) on his finding indicated that the KETB and PTA members were not

able to identify their functions and perform them effectively because of lack of competence and training. The same result also found by Setotaw (2003) controlling involves establishing standards of performance, measuring results of work activities deciding if they are acceptable and taking corrective measures on time if deviations are detected.

As observed in table 7, 6(3.5%) of teacher respondents are strongly disagree on the idea of there is shortage of time for board meeting, 23(13.2%) of teachers are also disagree on the statement, 18(10.3%) of them could not decide on the reverse 58(33.3%) are agreed on there is a shortage of time for board meeting and 69(36.8%) of the teachers are strongly agree. From KETB and PTA respondents 6(8.3%) of them are disagree with the statement, whereas 66(91.7%) of them are strongly agree on the idea of shortage of time hinder their participation on management role of the schools they are leading. According to the result the present study concluded that there were a shortage of time for KETB members to had meeting in the school and it is one challenge for their poor participation on school management functions. In line with this Copper and Ulrich, (1996) on the study “Deconstructing site based management: possibilities for emancipation and alternative means of control” found the same findings that stated about inappropriate or shortage of time arranged for board meetings influences the level of participation of the board.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this part, first a summary of the study and the major finding are made. Second, conclusions of fundamental finding are drawn. Lastly, some possible recommendations are made on the basis of the findings of the study.

5.1. Summary

The purpose of this study was to assess the practice and challenges of Kebele Education and training board participation in the management of preparatory schools of Oromia Regional state in North Shoa Zone. In order to achieve this purpose, the study was made to seek answers to the following basic questions:

1. What are the current practices of KETBs members' participation in the management functions of North Shoa Zone Preparatory Schools?
2. In what extent the participation of KETB members in different management functions affect the preparatory schools of North Shoa Zone?
3. What are the major challenges that affect the participation of KETB members in preparatory schools management of North Shoa Zone?

In order to answer the above questions, data was collected through questionnaire, semi structured interview and document analysis. The study was conducted on six government preparatory schools found in North Shoa Zone, Oromia regional state. A total of 246 questionnaires were distributed for 174 teachers and 72 KETB and PTA members and 100% were filled and returned. Additionally semi structured interview were prepared and asked to principals and Supervisors as supplementary to the questionnaires. The quantitative data obtained through questionnaire were presented and interpreted by using table. The data found from questionnaire were analyzed quantitatively using descriptive statistics particularly frequency, percentiles and mean were used. On the other hand, the data collected from interview and document analysis were analyzed qualitatively using narrative descriptive method.

Thus, the major findings of the study are summarized as follows:

- Most respondents were agreed about the poor participation of KETB members in planning both in preparing strategic and annual plans not only in planning as majority of the respondents response KETB members were not participate in evaluations of how the plans were implemented.
- Majority of the respondents believed that shortage of time and lack of incentives considered as challenges for poor participation of KETB members in the management of the school
- Most Teachers, KETB and PTA members, principals and supervisors replied that KETB members were poor in evaluation of teachers performance, girls enrollment and students achievement.
- According to the result of the analysis most of the respondents replied that KETB members did not work enough on participate the community, local councils and NGOs to search budget, to solve disciplinary issues, to school improvement programs and student achievements.
- According to supervisors and KETB and PTA members' response uncomfortable school environment and poor Perception of teachers and principals were also seen as a problem for poor participation of KETB members in the school management.
- Based on the result, most of the respondents responded that KETB members had poor participation in allocating, monitoring and evaluating the school budget in accordance with the school plan.
- Most of the respondents replied that KETB members were poor in controlling the school property.

5.2 Conclusions

Based on the major finding of the study and with the possible limitation of the study, the following conclusions are drawn that is:

The current practices of KETB members' participation in the school management were poor.

- ❖ KETB members had poor participation in planning both the strategic and annual plan
- ❖ KETB members had no active participating in the evaluations of how the plans were implemented.
- ❖ KETB had poor performance in identifying the school problem and in giving quick response or decision making for the school problems.
- ❖ KETB members were poor in evaluation of teachers performance, girls enrollment and students achievement.
- ❖ KETB members did not work enough on participate the community, local councils and NGOs to search budget, to solve disciplinary issues, to school improvement programs and student achievements.
- ❖ KETB members had poor participation in allocating, monitoring and evaluating the school budget in accordance with the school plan.
- ❖ KETB members were poor in controlling the school property and resources.

KETB members' poor participation in school management functions affected the schools in different areas including the following.

- Less girls' enrolment, because of Less KETBs relationship with community and school.
- Poor teachers' Suitable Teaching learning Environment
- Low students' achievement,
- Poor school improvement and
- Shortage of funds, or lack of enough budgets

The poor participation of members of KETB in the management of the School was attributed to the following challenges.

- ❖ Lack of confidence, commitment, awareness, interest and freedom of KETB members in the school managements.
- ❖ Low educational level; lack of knowledge, lack of skill, lack of ability and lack of training in planning, decision making and evaluation processes of the school management functions.
- ❖ Shortage of time and lack of incentives; and lack of awareness about principles for less and inefficient management functions.
- ❖ Uncomfortable School environment and poor Perception of teachers.

Generally, KETB members of preparatory schools in North Shoa Zone had poor participation on the school management functions, this affect the schools and the teaching learning process negatively; for this weak achievement there were a lot of challenges.

5.3: Recommendations

The final outcome of any research or report is to come up with certain recommendations based on the data gathered through different research tools. Based on the findings gained through interviews, document and questionnaires analysis the researcher forwarded the following recommendations:

- ❖ The school principals should involve KETB members in key management functions such as planning, decision making, implementation of the plan, managing disciplinary issues, and monitoring and evaluation process.
- ❖ Woreda education Office and school principals should assess the overall activities of KETB members, and provide incentives and reward to those members who performed well in their respective positions. This kind of reward can motivate KETB members to work much harder in their work. Besides, who are not rewarded will be motivated to improve their performance in their future carrier.

- ❖ As long as KETB members represent the community, they must take part by being active participants in the school management. However, in order to do this they need to get some awareness about their respective responsibilities and roles in the school management. Therefore, School principals, and WEOs should facilitate the community participation by providing continuous training to KETB members in planning, decision making, budgeting, monitoring and evaluation.
- ❖ In the conclusion of this study, it was identified that inappropriate time was the major one which affected the participation of KETB in the management of schools. In order to alleviate this constraint, the school principals should notify members about the purpose and written agendas should be prepared and disseminated to KETB members in advance, making the meeting short so as to reduce absenteeism for the next meeting.
- ❖ The school principals and local government work in order to bring smooth relationship and active participation of community representatives in the area of preparatory school management.

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7. APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**The Practices and Challenges of Kebele Education and Training Board
Participation in the Management of Preparatory Schools in North Shoa
Zone of Oromia Regional State**

Questionnaire to be filled by (KETB, PTA and Teachers)

Dear respondent,

The purpose of this questionnaire is to collect information and data on the study titled of The Practices and Challenges of Kebele Education and Training Board Participation in the Management of Preparatory Schools in North Shoa Zone of Oromia Regional State. Therefore, your cooperation in completing this questionnaire is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this questionnaire. Rest assured that all the information you provide will be treated in the strictest confidence. You are not required to write your name in any part of the questionnaire.

Thank you in advance for taking your time and cooperation to complete this questionnaire!

Shimelis Gudeta

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Part I. Personal Information

Direction: Kindly give your response to each of the following items on the space provided.

1. Name of the School _____
2. Name of the Woreda _____
3. Sex: Male _____ Female _____
4. Age: _____
5. Qualification (BA, BSc, MA, MSc, etc.); _____
6. Area of Specialization _____
Major _____ Minor _____
7. Work experience in year's _____

PART II. Issue related to current practices of KETB members participation in management

Direction: Below are statements (Issue) related to current practices of KETB members' participation in management. Kindly, encircle the letter of your choice.

1. How often do the KETB members visit the school beyond the regular meeting time?

A. Never at all B. Sometimes C. Often D. Usually

2. How often do the KETB members participate on management function?

A. Never at all B. Sometimes C. Often D. Usually

3. How often do the KETB members give quick response to the problems encountered in the teaching learning process?

A. Never at all B. Sometimes C. Often D. Usually

4. How often do KETB decision making of KETB members for complaints of principals and teachers

A. Never at all B. Sometimes C. Often D. Usually

PART III. Issue related that the current contribution of the board members in relation to the expected jobs

Direction: Below are statements (Issue) The current contribution of the board members in relation to the expected jobs. Kindly, encircle the letter of your choice.

1. How often do KETB members encourage parents to send their children to school?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. How often do KETB members strive to minimize educational wastage?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

3. How often do the roles of KETB as a management bodies support the school in material, skill and labor?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4. How often do KETB members make decision for complaints of principals and teachers?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

PART IV. Issue concerned to the relationship of the board members with other stake holders

1. Hold discussion with parents and general community in identifying school problem?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. KETB members work with the local council to promote enrolment and girl education?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

3. The extent to which the WEOs and ZED provide training and skill support for KETB in school management?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4. The extent to which the communities respond to the question and reports of KETB?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

5. The ability of KETB members in coordinating the community and local NGOs to enhance learning environments of the school?

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4.1 How often KETB members participate in the school management?

4.1.1 If your answer for the above question is "rarely or not at all" what do you think the main reasons for them to not to participate in the school management please give the main reason.

4.1.2 What do think the possible solutions to participate the KETB members in the school management?

PART V. Issue related to the key management functions that KETB participates in the school management

Direction: Below are statements (Issue) related to the key management functions that KETB participates in the school management. Kindly, encircle the letter of your choice.

1. The KETB members participate in planning, (the strategic plan of the school)
A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. The KETB members participate in planning, (the annual plan of the school)
A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

PART VI. Issue related to the KETB members' participation in decision making in School issues

Direction: Below are statements (Issue) related to the KETB members' participation in decision making in School issues. Kindly, encircle the letter of your choice.

1. Members of KETB identify problems and make decision to solve problems which are related to school

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. Members of KETB participate in allocating and approving the school budget

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

3. Members of KETB participate in decision how the school budget should be spent

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4. Members of KETB participate in controlling school property

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

PART VII. Issue related to the KETB members' participation in monitoring and evaluation in School issues

Direction: Below are statements (Issue) related to the KETB members' participation in monitoring and evaluation in School issues. Kindly, encircle the letter of your choice.

1. Members of KETB monitor the implementation of the school plan

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. Members of KETB participate in monitoring and evaluating the teachers performance

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

3. KETB members evaluate the impact of community participation in students achievement

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4. In what extent poor KETB participation affect the school improvement

A. Very high B. High C. Moderately D. Low E. Very Low

4.1. If your rating is “low” or “Very low ” regarding the participation of KETB in management of preparatory schools please give three most important reasons.

PART VIII. Issue related to the major challenges which affect participation of KETB members in school management of School issues

Direction: Below are statements (Issue) related to the major challenges which affect participation of KETB members in school management of School issues. Kindly, encircle the letter of your choice.

1. KETB members lack of confidence to participate on the School management.

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

2. KETB members’ reluctance or lack of commitment for participation in the school management

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

3. Lack of incentive for KETB members

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

4. Lack of knowledge of school board members in case of planning, organizing, decision making process

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

5. Inappropriate or shortage of time arranged for board meeting

A. Strongly Disagree B. Disagree C. Undecided D. Agree E. Strongly Agree

5.1 If there are any other challenges affecting the participation of KETB member's in the management of preparatory school, please specify them

5.2 Is there any socio culture factors hinders the participation of all society groups included in the KETBs? A/ Yes B/ No

5.3 If your response in question No 5.2 is "yes" why?

5.4. What are the possible solutions to increase the KETB participation?

Personal Information

Direction: Kindly give your response to each of the following items on the space provided.

1. Name of the School _____
2. Name of the Woreda _____
3. Sex: Male _____ Female _____
4. Age: _____
5. Qualification (BA, BSc, MA, MSc, etc.); _____
6. Area of Specialization _____
Major _____ Minor _____
7. Work experience in year's _____

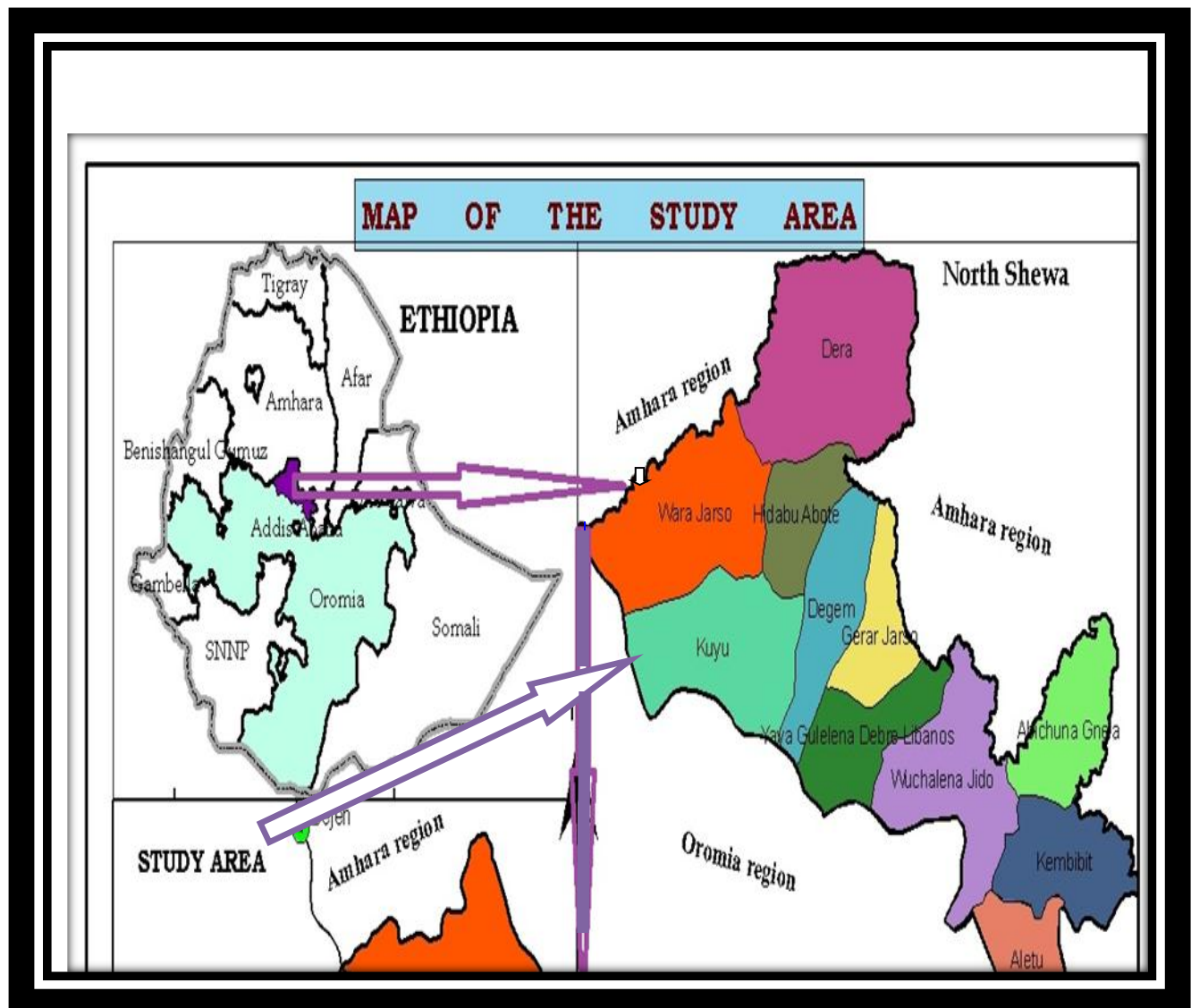
Appendix B

Interview for School Principals and Supervisors. The Following are questions related to what extent do KETB participate in the management of preparatory schools? Which area do they participate? Kindly, provide your answers and explanations.

1. To what extent do KETB participate in the management of preparatory schools?
Which area do they participate?
2. Are there any training orientation given to KETB members how to carry out their responsibilities? If yes where it adequate?
3. How do teachers, principals and supervisors view the contribution of KETB members in the management of preparatory schools?
4. What improvement has been made due to the participation KETB on the management of school?
5. What major problems encountered with KETB members participation in the management of preparatory schools?
6. What possible solutions do you suggest to be taken to tackle the problems related to KETB members' participation in the management of preparatory schools?
7. In what extent poor KETB participation affect the school improvement?

Appendix C

Figure 1 Map of the study area



Source: www.ethiomappingagency.com