

**COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF SCHOOL
IMPROVEMENT PROGRAM IN GOVERNMENT PRIMARY SCHOOLS OF GONDAR
TOWN**

BY

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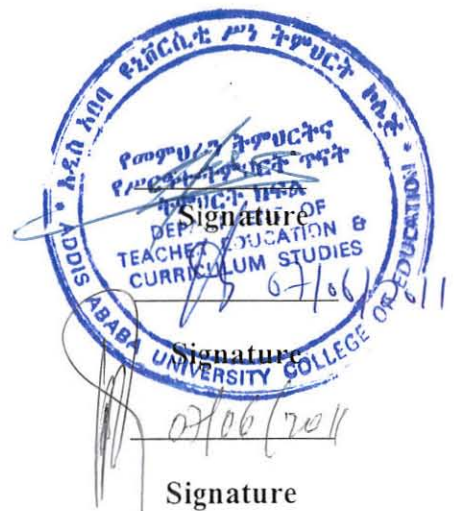
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ACRONYMS

ESDP...Education Sector Development Program

ISIP...International School Improvement Program

KETB... Kebele Education and Training Board

MOE... Ministry of Education

OSPI...Office of Superintendent of Public Instruction

PTA...Parent Teacher Association

SIC...School Improvement Committee

SIP... School Improvement Program

TGE... Transitional Government of Ethiopia

UNESCO...United Nations Education, Science and Cultural Organizations

WASA...Washington Association of School Administration

WETB...Wereda Education Training Board

ABSTRACT

The major intent of this study was to assess the current practices and the influence of school and community factors on the level of community participation in the implementation of school improvement program in government primary schools of Gondar town. To achieve these objectives, a descriptive survey method was employed. From a total of forty government primary schools, ten schools were selected as a sample of the study using simple random technique. Data were collected from principals, teachers, parents, community representatives in Parent Teacher Associations (PTA) and School Improvement Committee (SIC) and education officials through questionnaires and interview. The survey questionnaires were distributed to 90 teachers, 264 parents, and 40 PTA and SIC members. Among the total 394 distributed questionnaires, 372(94.42%) questionnaires were filled and returned. Moreover, interviews were held with school principals and educational officials. The data obtained from questionnaires were analyzed using percentage and mean scores and the data gathered employing interviews and open ended questions were qualitatively described. Accordingly, the results of the study have suggested that the relationship between school and community was not close enough to lead to a cooperative effort towards the implementation of school improvement programs; the effort of school administrators to involve the community in the implementation of school improvement program was inadequate; financial constraints on the part of community significantly affected their participation in the implementation of school improvement program; and community awareness on school improvement program was low. Thus, to minimize problems related to community participation in school improvement program, school-community relationship should be strengthened; training should be organized for school administrators on how to involve and work with the community in school affairs; and orientation should be given to the community to enhance their awareness on roles and responsibilities they have to play in the implementation of school improvement program.

CHAPTER ONE

INTRODUCTORY ASPECTS OF THE STUDY

Introduction

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

1.1. Background of the Study

One of the inputs employed for improving the access and quality of education in a country is community participation. Besides, a school finds it difficult to adapt itself to change or make the necessary improvements in its program without active participation of the community in its different affairs. In support of this, Shaeffer (1994) claims that educational programs that take place at school level are more likely to be more relevant, more supported, more successful, and more sustainable to the extent that they involve their communities in their planning, implementation, and evaluation.

In agreement with the views of Shaeffer (1994), Bagin and Donald (2005) points out that there must be a structured, systematic and active participation of the people of a community in the planning, policy making, problem solving and evaluation activities of the school. When a school opens its doors widely to the community to participate actively in its different activities, it would be possible for it to keep up with social change and implement needed educational change.

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

also devolved at the “Woreda”, ”Kebele” and school levels in order to make sure that there is a better level of participation of the community in decision making, implementation and monitoring of school activities (MOE, 2002).

Besides decentralization, Ethiopia has taken different measures to improve the access, equity and quality of education. The General Education Quality Improvement Package (GEQIP) is one of these measures formulated in 2006 and implemented since then to improve the quality of education and enhance students’ achievement. The package comprised of six pillars: School Improvement program (SIP), Information and Communication Technology (ICT) expansion program, Civic and Ethical Education, Teacher Development program (TDP), Curriculum Improvement, and General Education Management and Leadership program (MOE, 2007a).

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

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

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

1.2. Statement of the Problem

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

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

A number of studies reveal that active parent/community involvement in school affairs consistently correlates with improved school performance (Deslandes, 2003; Epstein, 2002; Joseph, 2007). When schools work with families to support learning, children are more likely to succeed in the school and achieve beyond. Moreover, parental involvement in children's education increases level of achievement, improves attendance, increases likelihood for homework tasks to be completed, and contributes to the formation of more positive attitudes towards the school (Epstein, 2002). Researchers and educators have long advanced the position that the involvement of parents, other family members and the community in children's education is associated with good school programs, improved school quality and higher levels of academic achievement (Joseph, 2007). Even though the works of many scholars such as those cited above indicate that the participation of parents and the community is an essential element of improving quality of education and schools, and the government of Ethiopia has paved the way to ensure that, it does not seem that schools in Ethiopia have been obtaining a lot of benefits from such a resource. Researchers who conducted studies on the area (Awash, 2001; Getachew, 2001; Matebe, 2006; Melesew, 2005) indicate that while community participation in contributing money and labor were found at medium level, school-community relationships, community

participation in school management and decision - making, and parental involvement in their children's education were all at low levels. Furthermore, the Ministry of Education (2005) notes that although community participation in the contribution of finance and educational materials is increasing from time to time, further efforts are needed to improve school-community partnership. Thus, while the studies mentioned above considered the case in view of their respective areas, and the Ministry of Education put the problem at a general level, the existence and causes of the problem of community participation has largely remained an unstudied area when it comes to the primary schools of Gondar town. Motivated by such a state of affairs, the researcher made a preliminary investigation of the situation and identified a researchable problem of low level of community participation in the afore-mentioned primary schools. It is thus such conditions that indicated the existence of a gap and gave background to the study, and it is on this background the researcher is intending to make attempts to fill the gap not filled by other previous researches. It is also these situations that gave justification to the effort made to examine the current practice and possible explanatory factors regarding community participation in the implementation of school improvement program in the government primary schools of Gondar Town at this particular time. In line with that, the study was attempted to answer the following basic research questions.

- 1) What is the current level of school-community relations in the implementation of SIP in government primary schools of Gondar town?
- 2) Do school leadership practices affect community participation in the implementation of SIP in government primary schools of Gondar town?
- 3) Do financial constraints on the part of the community affect community participation in the implementation of SIP in government primary schools of Gondar town?
- 4) Does lack of awareness on the part of community regarding to school improvement program affect their participation in the implementation of SIP in government primary schools of Gondar town?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the current practices and the influence of school and community factors on the level of community involvement in the implementation of school improvement program in government primary schools of Gondar town.

1.3.2. Specific Objectives

In specific terms, the study is intended to

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

1.4. Significance of the Study

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

- Create awareness about the problem and its magnitude among PTA members, directors, school improvement committees, education officials, and other concerned bodies of the town.
- Suggest possible options for the improvement of community participation in the implementation of school improvement programs in the government primary schools of Gondar town.
- Share the experiences of the government schools with other private and public schools facing similar problems.
- Serve as a stepping stone for those who may conduct further study on the area.

1.5. Delimitation (Scope) of the Study

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

1.6. Limitations of the Study

School improvement program is relatively a newly introduced program in Ethiopian. Thus, the locally written literature particularly related to community involvement is scarcely available. This limited the researcher in having sufficient literature reviewed on the Ethiopian context.

1.7. Operational Definition of Terms

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

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

School Improvement: a program designed to improve the performances of schools for the purposes of improving students learning outcomes (MOE, 2007b)

School Improvement Committee (SIC): the officially organized committee which consists of the school principal, representatives of department heads, teachers, parents, students, non-academic staff members and the community. It is formulated to plan, monitor,

and evaluate school improvement program implementation in a school (MOE, School Improvement Framework, 2007b).

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

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

Parent-Teachers Association (PTA): School committee who are elected by parents and teachers with main responsibility of bridging the school and the community and responsible to the parent teacher congruence (MOE, 1994)

1.8. Organization of the Study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Community Participation and School Improvement

2.1.1. The Concept of Community Participation

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

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

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

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

Bray (1987) makes a distinction among three different types of communities in his study of community financing of education. The first one is geographic community, which is defined according to its members' place of residence, such as village or district. The second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial or religious identifications. The third one is communities based on shared family or educational concerns, which include parents association and similar bodies that are based on families shared concern for the welfare of students.

Like that of 'community' and 'participation', community participation can be viewed differently by different authors. Halyday in Begin (2001) defines Community participation as the coalition of the school and the community members in improving the quality of education. It is working together with the community for the improvements of the educational programs. According to Cole (2007) as cited in Abrisham (2010) defines community participation as peoples' engagement in activities within the educational system. As to Olsen (1963) community participation in an education system is the partnership of home, school and community members to support a child's education process. He also states that community participation is the constructive involvement of people other than adults involved as students and part time employees, in school policy program planning and evaluation.

In the context of Ethiopia, community participation viewed as the involvement of the community in different school activities such as in management of schools through their representatives, contributions of resources, supervising school activities and helping children in their learning (TGE, 1994). Community participation is meaningful when the community is actively involved in all activities including planning, management, implementation and evaluation. It is based on the contribution of community participation that the MOE designed community school partnership as one of its strategies to be employed to improve schools and to quality of education (MOE, 2007a).

On the whole, although community participation has been viewed in different ways by different writers, it may be taken as the diversity of forms in which a community gets involved to influence the outcomes of schools such as contribution of finance, materials, labor, management through their representatives, maintenance of schools, construction of new school buildings etc.

2.1.2. The Concept of School Improvement

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

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

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

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

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

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

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

2.2. Rationale for Community Participation in School Improvement Program

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. It is through such participation that the community comes to know the school. It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals, and take positions on critical issues. It is also this that helps the community to become part of the decision-making process and assist the school to keep up with social change and bring about educational change (Bagin and Donald, 2005).

One major benefit of strengthening parent-school bond is improved student learning. Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families (Tasmania, 2002). The greater the community involvement in the process of school improvement program, the greater improvements of schools in achieving their goals of education (Tasmania, 2002). As Chamber and et al. (1970) cited in Melesew (2005) suggest the rationales for community participation are to:

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

Improving students' performance is one of the basic reasons for increasing community involvement in the school improvement program. Therefore, the schools should provide a greater opportunity for the community to understand the complexities of the learning processes in schools. Being well aware of different school improvement activities is more likely for community to be more willing to support the activities of schools.

Concerning rationale for community involvement Townsend (1994;156)also stated, "the greater the community involvement in the process, the greater the input of different groups within the community, then the more likely that what is generated will be an accurate reflection of that community." According to Townsend arguments the rationales for increasing community involvement in schools are:

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

Studies of collaborative efforts (Fullan, 1993; Padak, Peek, Borthwick, and Shaklee, 1990 cited in Schmitt and Tracy, 1996:2) have demonstrated that increasing the involvement of the community in schools has resulted in increasing the support of schools, support by way of dollars and support by way of commitment. Use of community resources has the advantage to expand a new school and to fulfill the infrastructure of the school. In agreement with this idea, Keith and Girling (1991) cited in Schmitt and Tracy (1996:10) stated that, "strong community involvement in schools brings important benefits, additional resources, political supports, and opportunities for innovation and professional development, and increasing student's achievement."

Participation of community in schools increases school resources, which enable school to fulfill infrastructure, which may not be covered by the government alone. Community involvement also helps the school for professional development and student's achievement. Regarding this Wolfndale (1992:57) stated the rationale for parental involvement in schools as providing children a more effective learning environment; providing schools with extra personnel and human resources; giving parents new insights and understanding about their children, as they build bridges between home learning and school learning; and providing schools with parents who are knowledgeable about school needs.

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

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

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

2.3. Areas of Community Participation in School Improvement Program

There are different areas that a community could participate in the improvement of schools. In recent years, community participation has received increased attention in international and national policy, and many researchers and policy makers have documented areas of community participation. According to Schmitt and Tracy (1996:10), the involvement of community in

schools originates with a commitment at policy level on the part of schools and results in programs and processes that build a commitment at the support level on the part of the community. For effective community participation in schools, educational policy makers must provide the impacts for community support. Regarding dimensions of community participation Shaeffer (1994) has developed the following seven ladders for analysis:

1. the mere use of a resource(such as enrolling children in the schools)
2. Participant through attendance and the receipt of information (e.g. at parents meeting), implying passive attendance.
3. involvement through contribution(extraction)of resources material and labor
4. involvement through consultation(feedback)on particular issues
5. participation in the delivery of service, often as partner with other actors
6. participation as implementation of delegated power
7. Participation in real decision making at every stage problem identification, feasibility study, planning, implementation and evaluation. Regarding community participation, Muskin (2001) in Swift- Morgan (2006:347) also stated six models of community participation. These models for community participation includes: infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, students' supervision, and students' recruitment.

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

- Financing education
- Participating in school based research
- Promoting quality of education
- Participating in primary school curriculum design and textbook preparation or revision
- Increasing enrolment of girl students in school

- Up raising school -community relation
- Supporting teachers
- School management

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

2.3.1. Community Participation in School Management

In a decentralized education system, the community participates in decision making, planning, monitoring and evaluating the activities of the school program. It has been conclusively stated that community participation in the management of school has a lot benefits that include: ownership of the school by communities, an ability of the communities to support the school financially and materially, and the school becoming environment where democracy is practiced (Kaunda, 2005:3). These reasons and many more made the government and the communities devise the national strategy for community participation in school management policy. In Ethiopia, the community gets involved in school management through committees or associations, such as the "Kebele" Education and Training Board (KETB), School Improvement Committee (SIC), and Parent-Teacher Associations (PTA) (MOE, 2002). In relation to school management the communities or their representatives can participate in the following activities of school management:

a. Planning

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

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

b. Decision Making

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

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

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

c. Monitoring and Evaluation

Successful school improvement is linked to systematically planned and executed monitoring and evaluating process and final outcomes (Stoll and Fink, 1996) One of the tasks (responsibilities) of the school improvement committee and PTA is, therefore, to evaluate the performance of the school against its plan. In the process of evaluation, the SIC and PTA, must examine the extent to which the plan is implemented, what remains and what problems are faced. It must be clear that, more than inspectors who visit schools once or twice a year, parents and local people are better informed about what is actually occurring in schools (UNESCO, 1985).

Generally, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school and identification of its weakness and strengths so as to take corrective measures. This has, thus, to involve the community at large.

d. Management of Discipline

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

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

2.3.2. Community Participation in Resource Mobilization

When government makes effort to expand access, and promote the quality of education, its economy may not allow fulfilling both the quantity and quality demands without community participation. Community involvement in resources is crucial to promote relevance, quality and

access of education. In line with this Comings and Nielsen (1997) in Getachew (2001:15) state that in difficult areas where resources are scarce and government support are unsatisfactory; community participation may be the most possible strategies for realizing the goals of full access to quality education.

According to Townsend (1994:53) community participation in funding schools implies that the government and educational system in many parts of the world are encouraging local communities to be more responsible for the local school, both financially and in terms of the education program. An additional resource from the community is essential to expand school and to fulfill infrastructure, which enable the school to achieve its goals. In addition expanding community financing may encourage participants to value education more highly, and greater parental involvement can promote the effectiveness of the school system. In line with this World Bank (1995) in Rose (2003) proposes that, cost sharing with communities is desirable, particularly where public resources are insufficient. Local communities and parents are increasingly playing a role in educational finance especially with regard to sharing the cost of buildings, maintenance and fulfilling infrastructure.

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

2.3.3. Parents Involvement in their Children's Education

The major objective of school improvement program is to improve students' achievement. Therefore, parents and other community members are expected to participate in students learning at school and at home. When parents and other community members involved in children's

learning process it is more likely that they succeed in school-attending regularly, earning higher grades, passing their class, graduating and going on to post secondary education. When parents are involved in their children's education at home, they do better in school. In addition, when parents are involved in school, children go farther in school and the schools they go to are better (Henderson & Berla, 1994).

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

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

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

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

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

2.4. Factors Influencing Community Participation in School Improvement Program

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

2.4.1. Factors Related to Schools

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

- A. **School leadership:** the principal and school committees head leadership played an important role in encouraging community participation or hindering their participation. The more democratic the leadership style of the principal is the better the participation of the community in school affairs will be (Sathory, 1974). As Townsend(1994:158) also noted that:

...unwillingness on the part of the principal, lack of incentives, lack of skills due to poor or no training regarding participation; lack of provision of administrative support, apathy, difficulty of convincing people of the value of participation, reluctance are some of the factors related to the principal that hinder to participate the community in the management of the school.

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

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

According to Maayke(2004:2)the principal is responsible for encouraging the participation of the community representatives in school activities and decision making. School principals, therefore, "not only welcome and encourage parents to participate in school management and other school activities, they need to be responsible for making sure that parents are involved and can have an impact." Furthermore, Maayke explained that community need to participate to learn about the education process, determine the purpose of the school, implement the school program, and help appraise school program, so as to serve as important two way channels of communication between school and community. The principal, therefore, has to let them share in planning,

decision making, development, implementation, and evaluation; generally in the management of the school and other school activities.

For success of school improvement program, parental and other community members' involvement can be considered as the major asset. In this regard, Harris and Lambert (2003:3-4) in order to enhance parental and community involvement school leadership need to establish and maintain communication, involvement in the day-to-day running of the school to allow parents and community some voice in key school. In agreement with this, Hopkins (2001:45) has also described that schools have much responsibility to initiate communication and provide atmosphere which allows parents and community to involve in making decisions and academic matters for success of school improvement program.

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

B. Communication: the presence or absence of communication between school and community can influence the performance of students in particular and schools in general. According to Bagin(2001)communication between the school and the community has the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum involvements of parents, at home and in school, in their children's educational development. Bagin also stated that communication with the community can be through meetings, parent-teacher conferences or printed materials such as report card, newsletters or bulletin, letters to parents and or through internet.

According to Johnson(1995:13-14)maintaining regular communication between school and parents/ community members through parent orientation, meeting, parent -teacher conferences and telephone conversations, report card, parents newsletters and other activities can enhance the performances of schools. Schools which have understanding about communicating with all

parents and maintaining a variety of effective avenues for two way communication can involve the considerable number of parents and other community members.

On the whole to involve communities in different school programs, the school must arrange communication plans for the school- community relations but lack of communication between school and community affect the school-community partnerships.

C. Principals and Teachers Interest: community participation is also affected by lack of principals' and teachers interest. The view of school principals and teachers towards ability of community members may also hinder the active participation of the community. Some school principals and teachers may feel that it is a waste of time involving community in school affairs. This position is contrary to what they are expected to do in the direction of building good understanding between the school and community. Emphasizing on this, (UNESCO,2002) states that principals and teachers may perceive that school board and association members often have few decision making skills, and because of this perception, they are reluctant to involve either the community at large or its representatives in the management of schools.

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

2.4.2. Factors related to Community

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

A. community Interest: not all community members are willing to get involved in school activities. Some have negative schooling experiences themselves. Others are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of school activities.

When what schools do does not seem relevant to its needs, the community shows reluctance or resistance. As a result, schools need to devise ways by which they could deal with such reluctance. In their effort to suggest solutions, Cummings and Dall (1995) note that when schools are faced with reluctance or resistance to their efforts, they have to make their programs transparent and reach the community using several mechanisms such as inviting elders, dignitaries, and celebrities to schools. Davies Kean and Eccles (2003) in Melesew(2005)also identified communities interest affect their participation in school.

Furthermore, there is also unwillingness on the part of parents due to their feeling powerless when they communicate with educators. All these add to lack of interest in school affairs.

B. Awareness of Community

Community members need to know that their inputs are important for schools to accomplish their tasks effectively. In line with this Cummings and Dall (1995:11) stated that parents and other community members should understand that without their support schools face challenges to accomplish their tasks fully in order to achieve their intended educational objectives. But at localities where schools have been established and run by government communities assume that since government is in charge their participation is unnecessary.

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

C. Community Financial Resources

Financing education is one of the areas of community participation in schools. Therefore, the community is expected to contribute financial resources and their contribution depends largely on the resources they have. In line with this the research conducted in eight rural communities of SNNPR on community participation in school by Swift-Morgan(2006: 348)indicates poverty and poor relationship between school staff and community members are the many factors affecting community participation in schools. According to Swift-Morgan investigation communities are willing to participate in school, but the problem is that the communities are very poor and have no money to contribute for the school.

Gubert and Tounkana(2000)in Kaunda(2005:9)stated that community participation in many African countries is seriously hampered by poverty, illiteracy, lack of jobs for graduates and ignorance of the concept of free school. Sheldon (2000) in Jennifer D, et al, (2007) also noted that parents with access to more financial resources are more likely to be involved. He also reported that the more financially stable a family is, the more time that parents have for their children and the more concern they have for their education. Lareau(1996)in Agbo(2007)also stated that low income parents are less likely to become involved in their children's education.

On the whole, Ministry of Education (MOE, 2005), claims that the following are among the factors that hinder community participations:

- Tendency to consider education as the responsibility of the government
- Failure to arouse motivation in a coordinated manner
- Community financial position
- Inability of community representatives to be actively involved due to a number of factors such as workload, other responsibilities, engagements, etc.
- Time management
- Absence of system of accountability regarding the duties and responsibilities of community participation

- Lack of awareness and skill on the part of member of KETB and PTA to motivate the community
- Focusing on the material and financial contribution of the community and disregarding participation in school management

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

2.5. Strategies of enhancing Community Participation in School Improvement

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

A. Building the Capacity of School Principals and Teachers

Principals and teachers play a pivotal role in the success of the school. In successful schools principals create a strong sense of mission and vision; build a strong culture of collaboration; set appropriate curriculum implementation mechanisms; possess an instructional leadership that takes responsibility for student achievement; develop and communicate plans for effective teaching; and nurture cooperative relationship with parents and other community members in general (MOE, 2005).

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

Lack of training creates problems of communication with community members. Supporting this idea, Holliday in Bagin (2001), explains that educators communicate poorly because they have little communication experiences almost no meaningful communication training.

Thus, training principals and teachers on how to involve the community in the school program activities is essential.

B. Creating a School Environment Conducive for Participation

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

Therefore, the school principals, teachers and others should create conducive school environment that invite the communities to participate in different school programs.

C. Creating Clear Roles to Community Members or their Representatives

It is necessary for schools to create clear and meaningful roles for community members to play their roles in the improvement of schools and the achievement of the overall educational goals. In order to obtain any kind of community participation, there needs to be an understanding among all stakeholders. Reasons and benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community members should be carried on by establishing communication channels.

One of the strategies used for successful community participation in school improvement program is conducting a social marketing and awareness creation campaign. This helps to show the community its roles and what it needs to do in order to play the roles successfully. This could be carried out employing strategies such as meetings, parent-teacher conferences or printed materials such as report card, newsletters or bulletins, etc. Therefore, creating awareness on the part of the communities on how to support and contribute their efforts to school improvement is considered as a prerequisite for their participation in different school programs.

D. Giving Orientation and Training to Community Representatives

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

E. Providing Community Service

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

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

- All encouraging achievements and changes must be made known to the community.
- A forum of open discussion must be prepared regarding future vision of schools and their problems to initiate the community with a belief and commitment to solve the problems of schools.
- It is necessary to create a favorable condition for the community to participate in planning, implementing, managing, monitoring and evaluation educational programs.

- It is essential to give detail information for the community about how schools are run, about the teaching learning process and other school functions by establishing formal reporting mechanism.
- Schools must be able to participate in the community development activities.
- Schools must invite the community to come to school and visit school activities by arranging some programs such as bazaar, parents' day, play and sport festivals.
- A program must be arranged for parents to come to school physically as a team or individually, to enable them to evaluate and give their suggestions about their children's academic progress.
- Parents with outstanding contribution for the achievement of educational programs and those members of the community who actively participate in school affairs must be acknowledged or awarded a recognition that gives them value in the society.

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

2.6. Experiences of Community Participation in Education

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

2.6.1. Other Countries

A. The United State of America

In the USA, several cities (e.g. New York, Chicago, Salt Lake y, and St. Louis) established local school councils composed of parents and teachers. Regarding Chicago, for example, the US Department of Education (1997) describe that fourteen school councils make up the governance

structure of the district. Six members of the school governance council are parents, and the council chairperson is an elected parent. The councils also include two community representatives, and in the high schools, a student, the principal, and two teachers. As a result, parents and community members constitute the majority in the school council.

The Chicago local school councils hire and evaluate principals, approve and monitor the school improvement plan, and budget the school's discretionary funds. As concluded by Blasé (1997), Chicago school reform has converted parents and community representatives from being advisors with some power into being deciders with ultimate authority on most issues. But after several years of studying Blasé (1997) categorizes the Chicago schools into four types of council governance operating among the 14 representative councils. These are: limited governance, moderate governance, balanced governance and excessive governance.

Among these types of governance, balanced governance is one most frequently employed. In this type of governance, parents and community members and school professionals cooperate to share influence over decision making. Schools always share with parents what they are doing. They send out newsletters, progress reports, and special information about events like writing contests. Parents serve on an active parent advisory council that makes decisions and has committees.

The United States experiences shows that the community has a lot of opportunities to participate in different school activities such as school governance, raising funds, making decisions, etc

B. India

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

The Indian experiences shows that the community have the chance to participate in different school programs such as administrative roles, constructing school buildings, monitoring student enrollment and in general monitoring the regular functioning of the schools.

C. South Africa

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

In South Africa, the introduction of Outcomes-Based Education paved the way for greater parent involvement in education. The system expects parents to play a crucial role. They are required to share the responsibility of education with the state. Singh et al. (2004) also claimed that the system requires the learners, educators and the community to become a single, united voice in shaping the curriculum of the school. As to Singh et al. (2004), Outcomes Based Education Program stimulates parents to play a monitoring role on a number of issues including:

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

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

2.6.2. Country-Based Experiences

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

A. Imperial Period

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

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

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

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

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

B. Dergue Period

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

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

Thus, the government school committee's focus was controlling and monitoring the school management. However, the school administrators who used to exercise independent control over their schools did not enthusiastically welcome the school committee. There had been occasions of misunderstanding and conflicts between the school administration and the school committee (Seyoum, 1988).

In this period the communities and their representatives have some options to participate in school affairs such as making an overall supervision of administration of the property of the school, follow up the proper utilization of subsidiary or budget allocations to the school by the ministry, to consult and assist the school in accordance with the program issued by the head master. However, because of the centralization system of education, community participation was limited and school and community relationships failed to function properly.

C. Current Practice

In 1994, a new education the training policy was made. The policy indicates that educational management would be decentralized to create the necessary conditions to improve the relevance,

quality, accessibility and equity of education and training. It also states that educational administration would be one of democratic leadership by boards or committees, consisting of members from the community, teachers and students (TGE, 1994).

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

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

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

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.1. Type of Study

Since the general objective of the study is to assess the current practices and the influence of school and community factors on the level of community participation in the implementation of school improvement program (SIP) in government primary schools of Gondar Town, descriptive survey type of study was employed. The underlying reason for employing this type of study was its appropriateness to describe present conditions and gather a large variety of data related to the problem (Best and Kahn, 1999).

3.2. Sources of Data

The sources of primary data were school principals, teachers, parents and community representatives in PTA and SIC members and primary education experts in Gondar Town education office. Books, journals, and legal documents were used as sources of secondary data.

3.3. Samples and Sampling Procedures

These include samples of schools, principals, teachers, parents and community representatives in PTA and SIC members as well as education officers. The selection procedures were indicated as follows:

a. Schools

The study area was the government primary schools of Gondar town. The total numbers of these schools (population of schools) are forty. Since all schools are in the town and have the same characteristics from these total populations ten schools were selected as samples for the study using simple random sampling technique.

b. Teachers and school principals

In the sample schools under the study, there are 457 teachers including principals. From each sample of primary school under the study about 20% of teachers were selected using simple

random technique and 90 teachers were selected out of 447 teachers which constitute 20% of population of teachers because for descriptive research, it is common to sample 10% to 20% of population (Gray, 1996:134). Since school principals can encourage or discourage community involvement through their activities and have better exposure to the issue under investigation, purposive sampling technique was employed to include all the principals of the sample schools. Accordingly 10 principals were included in the study as sources of information.

c. Parents

Parents were selected from grade 7 and 8 students for two reasons. Firstly, to minimize the population to manageable size. Secondly, parents at these two grade levels have relations with schools for more than seven years and they are expected to provide information on what is going on in the schools. Accordingly, 264 students were selected from a total of 5280 grade 7 and 8 students using random stratified sampling techniques because students are stratified by school, grade levels and questionnaires were given to students to give for their parents that could make the questionnaires to be filled easily and returned back promptly.

d. Parent-Teacher Associations (PTA) and School Improvement Committee (SIC)

Since the community representatives in PTA and SIC members expected to develop and initiate the interaction between school and communities, all the community representative members (3 PTA and 1 member in SIC from each sample school that is a total of 40 community representatives) were included through purposive sampling techniques.

e. Educational Officials

Regarding officials, two education officers in Gondar town education office (one supervisor and one primary education expert) were taken purposively because the researcher believed that they could provide more information on the issue under investigation.

Thus, 10 principals, 90 teachers, 264 parents, 40 community representatives in PTA and SIC and 2 educational officials were selected as subjects of the study.

3.4. Instruments and Procedures of Data Collection

Data was collected using the following instruments and procedures.

3.4.1. Data gathering Instruments

In this study, questionnaires and interview were employed to gather data from the respondents.

Questionnaire

Questionnaires were designed as both close- ended and open ended items and distributed to teachers, parents and community representatives in PTA and SIC members. The questionnaires were developed based on the review of related literatures and were commented by the advisor and two language teachers for its relevance, completeness, and clarity, then, it was translated into Amharic language by the researcher and by one MA language student in Addis Ababa University and also commented by my two colleagues (language teachers at Gondar College of Teachers Education) for the appropriateness of the translation.

Before being used for the actual purpose, the questionnaires were piloted on one of the members of the population school which is out of the sample school and checked its appropriateness; and certain amendments were made accordingly.

Interview

Interview was conducted to gather data from educational officials and school principals concerning the practices of community participation in the implementation of SIP. Semi-structured questions were used to guide the interview. After explaining the purpose of the interview for the interviewees and getting their consent, the researcher has conducted the interview. Hence, they were not voluntary to be recorded by tape recorder the researcher recorded the information by taking notes on the main themes of the discussion. The interview was conducted in Amharic language.

3.4.2. Data collection procedures

The researcher and his assistant data collectors (two student teachers from Gondar College of Teachers Education) distributed the questionnaires to 90 teachers, 264 parents and 40 community

representatives in PTA and SIC members. The questionnaires distributed to teachers were collected after two days by the researcher and his assistant data collectors. Orientation was given for students about the purposes of the questionnaires and how the questionnaires filled and given for them to give for their parents and returned back. The questionnaires for community representatives in PTA and SIC members were distributed and collected through the school principals after a week. Very few parents were illiterate in the sample and data were collected from these samples by asking the questionnaire orally and filled the questionnaire by data collectors.

Among the total 394 distributed questionnaires, 372(94.42%) that is 83(92.22%) of teachers, 252(95.45%) of parents, and 37(92.50%) of PTA and SIC members filled in and returned.

3.5. Methods of Data Analysis

In this study, both quantitative and qualitative data were used and analyzed accordingly. The data which were obtained through questionnaires were tallied, tabulated and the frequency accounts were changed into percentage and mean value of the responses of each item were computed. To compute the mean value the responses of the rating scales that is (not at all, rarely, sometimes, mostly, always or very low, low, medium, high, very high, or never at all, slightly, moderately, severely and very severely) were given values 1,2,3,4, and 5 respectively. Then, the calculated mean values were interpreted as follows:

If the mean falls between 0.05 and 1.49, then it scores not at all, or very low, between 1.50 and 2.49 scores rarely, low or slightly, between 2.50 and 3.49 it scores sometimes, medium or moderately, between 3.50 and 4.49 mostly, high, severely and between 4.50 and 5.00 scores always, very high or very severely (Matebe, 2006:43; Ahmed, 2009:39). The data obtained from open ended questionnaires and interviews held with school principals and primary education experts, were treated qualitatively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

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

4.1. Demographic and Educational Characteristics of Study Participants

The demographic characteristics of sex and age are presented in Table 1.

Table 1: Study Participants by Sex and Age

Items	Teachers N=83		Parents N=252		PTA & SIC N=37	
	No	%	No	%	No	%
1. sex						
a. male	31	37	218	87	29	78
b. female	52	63	34	13	8	22
Total	83	100	252	100	37	100
2. Age						
a. 30-35	-	-	26	10	3	8
b. 36-40	6	7	42	17	7	19
c. 41-45	24	29	83	33	13	35
d. 46-50	32	39	68	27	12	32
e. above 50	21	25	33	13	2	5
Total	83	100	252	100	37	100

The analysis shows that about 37 per cent of teacher respondents were male and about 63 per cent of them were female. Thus, there are more female respondents due to the fact that the numbers of female teachers in the schools were greater than those of male teachers. Regarding parents, about 87 per cent were male and the remaining 13 per cents were female. As to PTA and SIC members, about 78 per cent were male while the remaining 22 per cent were female.

About 7 per cent, 27 per cent and 27 per cent of teacher, parent and PTA and SIC member respondents were in their thirties respectively while about 67 per cent, 60 per cent and 68 per cent of teachers, parents and PTA and SIC members respondents were in their forties respectively. The remaining about 25 per cent, 13 per cent and 5 per cent of teachers, parents and PTA and SIC member respondents were above the ages of 50 respectively. This indicates that most of the participants of the study were in their forties.

Table 2: Participants by Educational Level and service years

Items	Teachers N=83		Parents N= 252		PTA &SIC N=37	
	No	%	No	%	No	%
1.educational background						
a. illiterate	-	-	8	3	-	-
b. primary school completed	-	-	87	35	4	11
c. secondary school completed	-	-	94	37	11	30
d. certificate	34	41	16	6	5	14
e. diploma	44	53	28	11	14	38
f. first degree and above	5	6	19	8	3	8
Total	83	100	252	100	37	100
2. Service years						
a. below 5 years	-	-	-	-	-	-
b. 5-10 years	-	-	-	-	-	-
c. 11-15 years	4	5	-	-	-	-
d. 16-20 years	17	20	-	-	-	-
e. 21-25years	23	28	-	-	-	-
f. above 25 years	39	47	-	-	-	-
Total	83	100	-	-	-	-

Table 2 shows that about 53 per cent of teachers, 11 per cent of parents and 38 per cent of PTA and SIC member respondents were diploma holders. Only 6 per cent of teachers, 8 per cent of parents and 8 per cent of PTA and SIC member respondents were first degree and above first degree holders and 41 per cent of teachers, 6 per cent of parents and 14 per cent of PTA and SIC member respondents had certificates. The remaining 35 per cent of parent respondents and 11 per cent of PTA and SIC member respondents had completed primary school education and 37 per

parents and 30per cent of PTA and SIC member respondents had secondary education. The remaining 3per cents of parent respondents were illiterate. Furthermore, concerning years of service in teaching, the majority of the teachers (47per cent) have above 25 years of service in teaching, 28per cent of teachers have 21-25 years of services in teaching, 20per cent of teachers have 16-20 years and the rest 5per cent of teachers have 11-15 years of service. Thus, the data indicate that the majority of teachers are diploma holders and the majority of parents and PTA and SIC members have completed primary and secondary school education.

4.2. Responses provided to Questions

In this part of the study are presented, analyzed, and interpreted responses given in relation to question raised for investigation.

4.2.1. School-Community Relationships

A link between school and community is vital for the effective implementation of school improvement programs. The following table presents the views held by teachers, parents, and PTA and SIC members on school-community relationships.

Table3: School Community relationships

No	Items	Resp onde nts	Not at all		rarely		sometimes		mostly		always		Mean
			No	%	N0	%	No	%	No	%	No	%	
1	Participation in parent-teacher conferences	T	12	14	46	55	17	21	8	10	-	-	2.25
		P	51	20	97	39	66	26	38	15	-	-	2.36
		P& S	6	16	17	46	7	19	5	14	2	5	2.46
2	Consultation with teachers about the progress and weakness of children	T	20	24	39	47	19	23	5	6	-	-	2.12
		P	32	13	129	51	52	21	36	14	3	1	2.40
		P& S	9	24	18	49	7	19	3	8	-	-	2.12
3	Visiting children in school while learning	T	31	37	32	39	16	19	4	5	-	-	1.92
		P	62	25	107	42	57	23	26	10	-	-	2.19
		P& S	10	27	21	57	4	11	2	5	-	-	1.95
4	Holding discussion between school and communities about schools' problems and solutions	T	13	16	38	45	19	23	13	16	-	-	2.39
		P	37	15	116	46	52	21	36	14	11	4	2.47
		P& S	8	22	14	38	10	27	3	8	2	5	2.38

Key: T= Teachers P=parents P&S=PTA and SIC

As indicated under item 1 of table 3, 10per cent, 15per cent and 14per cent of teachers, parents and PTA and SIC members respectively rated the extent of community participation in parent-teacher conferences as more frequent. On the other hand, 21per cent, 26per cent, and 19per cent of teachers, parents and PTA and SIC members respectively responded that the community sometimes participate in parent-teacher conferences. On the contrary, majority of the respondents that is 55per cent of teachers, 39per cent of parents and 46per cent of PTA and SIC members agreed that the community rarely participate in parent- teacher conferences. At the extreme side, 14per cent, 20per cent and 16per cent of teachers, parents and PTA and SIC members respectively rejected the above positions and claimed that there was no any community participation in parent-teacher conferences. The mean scores of all groups of respondents (teachers, parents and PTA and SIC members respectively) fall between 1.50 and 2.49. This shows that communities rarely participate in parent teacher conferences.

The results obtained suggested that the community is rarely participating in parent-teacher conferences. But, for schools to be successful in achieving their objectives, they are expected to work in collaboration with the community. In agreement with this idea, Bagin and Donald(2005:13) state that sound and constructive relations between the school and the community are achieved through a process of exchanging information, ideas and view points through school community meetings and out of which common understandings are developed and decisions are made concerning essential improvements in the educational programs.

With regard to the extent of community consultation with teachers about the progress and weaknesses of children's performance, 6per cent, 14per cent and 8per cent of teachers, parents and PTA and SIC members respectively confirmed that most of the time the community consults teachers on students performance. On the other hand, 23per cent of teachers, 21per cent of parents and 19per cent of PTA and SIC members responded that the community sometimes consults teachers about students' progress and weaknesses. However, the majority of respondents (47per cent, 51per cent and 49 per cent of teachers, parents and PTA and SIC members respectively) responded that the community rarely consulted with teachers about students' progress and weakness on their learning. Still, 24per cent of teachers, 13per cent of parents and 24per cent of PTA and SIC members asserted that the community did not consult with teachers about students learning. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49. This indicates that the communities rarely consult with teachers on the progress and weakness of children's learning. In this respect, Rietbergen (1996) state that assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss how to help his/her children at home. This implies that there is a need to communicate between teachers and community members. However, the results of the study indicated that teachers rarely interact with community members.

With regard to the frequency of community visit of children while learning at school, 5per cent of teachers, 10per cent of parents and 5per cent of PTA and SIC members reported that the community most of the time visited the school while students are learning, where as 19per cent, 23per cent and 11per cent of teachers, parents and PTA and SIC members respectively replied that the communities sometimes visited the school while students are learning. On the other hand, the majority of the respondents that is 39per cent of teachers, 42per cent of parents and 57per cent of

PTA and SIC members agreed that the community rarely visit children while learning in the school. Still a significant number of respondents that is 37per cent of teachers, 25per cent of parents and 27per cent of PTA and SIC members responded that the communities never visit children's learning in the school. Thus, the majority of respondents indicate most of the communities either were not visiting children at school or visiting children rarely. The mean scores of teachers, parents and PTA and SIC members respectively fall between 1.50 -2.49, this shows that the community have rarely visited children in the school while they are learning.

In relation to the frequency of the discussion between the school and community on schools' problems and solutions, 16per cent of teachers, 14per cent of parents and 8per cent of PTA and SIC member respondents agreed that most of the time the school and the community discuss about schools' problems and solutions. However, 23per cent of teachers, 21per cent of parents and 27per cent of PTA and SIC member respondents rate the discussion of school and community on school problems and solution was sporadic. On the other hand, majority of respondents 45per cent, 46per cent and 38per cent of teachers, parents and PTA and SIC members respectively responded that the discussion between school and community about schools' problems and solutions was rare. Still significant proportion of teachers (16per cent), parents (15per cent) and PTA and SIC members (22per cent) responded that there was no discussion between school and community about schools' problems and solutions. The mean scores of all groups of respondents that are teachers, parents and PTA and SIC members respectively fall between 1.50-2.49, indicating that the school and community rarely discussed on schools' problems and solutions. Similarly, the interviewees with school administrators suggested that even though the schools faced different problems to operate their functions properly, the discussion between them and community to solve the problems was not as expected because of different reasons such as financial and time constraints, and the belief that the responsibility is the schools'. Thus, the communication between school and community on schools' problems and solutions was not adequate.

In general, the findings of the study suggest that community participation in parent-teacher conferences, communication with teachers, discussions with school authorities on school problems seem to be at very low levels. Thus, the present status of school-community relation in

facilitating the implementation of SIP in Gondar town government primary schools does not seem to be at the desired level.

4.2.2. School Leadership Practices

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

Table 4: School Leadership Practice related to involvement of Communities in School Affairs

No	Items	Respo ndents	Not at all		rarely		sometimes		mostly		always		Mean
			No	%	No	%	No	%	No	%	No	%	
1	Inviting the community to participate indifferent school activities	T	12	14	43	52	20	24	8	10	-	-	2.29
		P	23	9	135	54	76	30	18	7	-	-	2.35
		P& S	5	14	18	49	12	32	2	5	-	-	2.30
2	Establishing regular school-community meetings	T	6	7	46	56	21	25	10	12	-	-	2.42
		P	26	10	154	61	48	19	21	9	3	1	2.29
		P& S	6	16	17	46	11	30	3	8	-	-	2.30
3	Creating access of information for community members about school activities	T	12	14	37	45	19	23	13	16	2	2	2.47
		P	32	13	146	58	52	21	16	6	6	2	2.28
		P& S	6	16	16	43	12	33	2	5	1	3	2.35
4	Orienting the roles of the community regarding the school improvement program	T	45	54	17	20	13	16	8	10	-	-	1.81
		P	136	54	82	33	21	8	13	5	-	-	1.65
		P&S	19	51	7	19	5	14	4	11	2	5	2.00
5	Initiating PTA and SIC members to mobilize the community to involve in school activities	T	-	-	12	14	19	23	30	36	22	27	3.75
		P	2	1	37	15	70	27	106	42	37	15	3.55
		P & S	1	3	6	16	11	30	11	30	8	21	3.51

Key: T=Teachers

P= Parents

P&S=PTA &SIC

Regarding invitation by the school, 10per cent, 7per cent and 5per cent of teachers, parents and PTA and SIC member respondents respectively asserted that the school administrators mostly invited the community to participate in different school activities, where as 24per cent, 30per cent and 32per cent of teachers, parents and PTA and SIC member respondents respectively believed that the school administrators sometimes invited the community to participate in different school activities. On the contrary, the majority of teachers (52per cent), parents (54per cent) and PTA and SIC members (49per cent) agreed that the school administrators rarely invited the community to participate in school activities. Still a significant percentage of respondents that is 14per cent, 9per cent and 14per cent of teachers, parents and PTA and SIC members respectively responded that the school administrators did not invite the community at all. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49. This shows that the school administrators' rarely invited the community to participate in different school activities.

In relation to invitation of the community by the school, one of the interviewees, principal-1 said:

The school usually invites the whole community in the opening and closing days of the school sending oral messages and rarely through written letters through students but most of them did not come to school and the school have problems to get the community and discuss with them about the performances of the school and the progress and weakness of students performance. However, the school meets and made decisions with community representatives such as PTA and SIC members in different school activities (my translation).

(11/01/2011)

Adding to this, another school principal-2 said:

The school usually invited the community representatives rather than the whole community to participate in different school programs. However, the school invited the whole community in major issues of the school like when the school faced scarcity of finance, reporting the performances of the school, opening and closing days of the school etc. But, most of them did not available when the school invited them (my translation).

(13/01/2011)

From the responses of the interviewees, it could be possible to learn that the school usually invited the community representatives rather than the whole community to participate in different school affairs and even they rarely invited by the school they did not present in the school. The school administrators have the responsibility to have relations with the community and invite them to participate in different school activities. However, the findings of the study indicated that the school administrators' effort to invite the community to participate in school programs is not adequate.

Regarding the activities of school administrators, to establishment of regular school-community meetings, 12per cent, 9per cent and 8per cent of teachers, parents and PTA and SIC member respondents respectively responded that the school most of the time established regular school-community meetings while 25per cent of teachers, 19per cent of parents and 30per cent of PTA and SIC members responded that the school-community meetings were rare. On the other hand, the majority of the respondents (56per cent, 61per cent, and 46per cent of teachers, parents and PTA and SIC members respectively) responded that the efforts of the school to establish regular school-community meeting was not satisfactory. As contrasted with this, 7per cent of teachers, 10per cent of parents and 16per cent of PTA and SIC members responded that the school administrators did not hold regular school-community meetings. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50-2.49 implying that the effort of school administrators to conduct regular school and community meetings was rare.

The idea of the respondents was also confirmed during the interview. In line with this, principal-4 said that:

The school does not have regular school and community meeting days with the community but when the school needs the community the school invited the community either through their representatives or their children for parents. But, there is a regular meeting day with community representatives that is once a month (my translation). (11/01/2011)

Another interviewee, principal-6 added that:

In our school we have a monthly meeting with PTA and SIC members to discuss on different issues of the school but we did not have regular meetings with the whole community rather the school usually invited the whole community twice a year in the opening and closing days of the school(my translation).
(14/02/2011)

From the responses of the interviewees, it could be said that the school did not have regular school and community meetings to the whole community to discuss about the overall school performances and students learning. Unless the school leaders conduct regular school-community meetings and discuss on the school issues, the school improvement programs may not be successfully implemented and lead to the expected improvements.

As to the effort of school administrators to create the access to information for the community about school activities, 2per cent, 2per cent, and 3per cent of teachers, parents and PTA and SIC members respectively asserted that the school creates access of information to the community all the time whereas 16per cent, 6per cent, and 5per cent of teachers, parents and PTA and SIC members respectively agreed that the school creates access to information for the community most of the time. 23per cent of teachers, 21per cent of parents and 33per cent of PTA and SIC members believed that the school sometimes creates access to information for the community. On the other hand, the majority of respondents (45per cent, 58per cent, and 43per cent of teachers, parents and PTA and SIC members respectively) agreed that the access to information was rare. However, 14per cent of teachers, 13per cent of parents and 16per cent of PTA and SIC members responded that the school did not create access of information to the community about the school activities. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49 implying that the effort of school administrators to create access of information for the community about school activities was rare. Thus, the majority of respondents agreed that the degree of access to information for the community about school activities was low.

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

Access of information to the community was limited since it was limited to information passed through students and those provided for PTA and SIC members during meetings and the opening and closing days of the school to the community (my translation). (12/01/2011)

Another participant, principal-8 added that:

The main means of communication between school and community to give information to the community is through their children and their representatives so that the communities have limited information on what is going on in the school (my translation). (14/02/2011)

This shows that the information the community have about the school activities was inadequate. Thus, it may be inferred that low level of access about school activities may have affected community involvement in school programs.

With regard to the school administration effort to orient the community on its roles in school improvement program, 10per cent, 5per cent and 11per cent of teachers, parents and PTA and SIC members respectively agreed that the school administrators conduct orientation most of the time, whereas, 16per cent of teachers, 8per cent of parents and 14per cent of PTA and SIC members responded that the school administrators sometimes oriented the roles of the community on school improvement program. On the contrary, 20per cent of teachers, 33per cent of parents and 19per cent of PTA and SIC members asserted that the school administrators rarely orient the community on their roles on school improvement program. Furthermore, the majority of teachers (54per cent), parents (54per cent) and PTA and SIC members (51per cent) agreed that the schools did not give any orientation to the community regarding school improvement program. The mean scores of all respondents that are teachers, parents and PTA and SIC members respectively fall between 1.50-2.49. This shows that the effort of the school administrators to orient the community on their roles and responsibilities regarding to school improvement program was rare. Thus, the majority of respondents agreed that the community does not obtain orientation from the school authorities.

Regarding to this, principal-9 said that:

Our school still now did not conduct any training and orientation regarding to school improvement program for the parents and other community members rather the school gives orientation and training for community representatives of SIC members. But, the school plan to give orientation about school improvement program in this year collaborating with other concerned body (my translation). (14/02/2011)

In relation to this, one of the educational officers said that:

Still now we are focused on giving orientation and training for the school administrators, teachers, and community representatives and the other school community members about school improvement program. But, the office tries to mobilize schools to design strategies with the community representatives to give orientation/training through conferences, meetings, etc. (my translation) 13/01/2011

This shows that the effort of the school administrators to orient the community on their roles and responsibilities regarding to school improvement program was unsatisfactory. This also indicates that the school administrators did not fully discharge their responsibilities in relation to involving the community in the implementation of school improvement program by creating awareness employing activities such as orientations, workshops etc.

As regards the frequency of effort of school administrators to initiate PTA and SIC members to mobilize the community to involve in school activities, 27per cent, 15per cent and 21per cent of teachers, parents and PTA and SIC members respectively reported that the school administrators all the time initiate PTA and SIC members to mobilize the community to involve in school activities. Whereas, 36per cent of teachers, 42per cent of parents and 30per cent of PTA and SIC members responded that the school administrators mostly initiate PTA and SIC members to mobilize the community to involve in school activities. However, 23per cent of teachers, 27per cent of parents and 30per cent of PTA and SIC members responded that the school administrators initiate PTA and SIC members to mobilize the community to involve in school activities occasionally. On the contrary, a significant proportion of respondents 14per cent of teachers, 15per cent of parents and 16per cent of PTA and SIC members asserted that the school

administrators rarely initiated the PTA and SIC members to mobilize the community to involve in school activities. The responses of the majority suggest that most of the time the school administrators initiate the PTA and SIC members to mobilize the community to involve in different school affairs. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 3.50 and 4.49. This also implies that the school administrators most of the time initiate PTA and SIC members to mobilize the community to involve in school activities. The idea of the respondents was also confirmed during the interview. In line with this, principal-5 said that:

Our school initiates the community representatives of PTA and SIC members to mobilize the community to participate and contribute resources to the school development and to develop the relation between school and community all the time we have met (my translation). (15/02/2011)

Supporting this idea, principal-10 said that:

Our school has a regular school meeting days once a month with PTA and SIC members and during this time we inform their roles and initiate them to mobilize the community to participate in different school programs and to cooperate with the school to improve the school environment and to contribute their resources to the development of the school. However, the effort of these committee members was not satisfactory because of different reasons such as lack of commitment, lack of incentives, personal problems etc (my translation). (15/01/2011)

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

Generally, the results obtained on school leadership practices/activities in relation to involving the community in school improvement programs such as inviting the community to participate in school activities, establishing regular school-community meetings, creating access to information for community members, and orienting the roles of the community on school improvement program suggest that they were at very low levels. The effort of school leadership to initiate PTA

and SIC members to mobilize the community to involve in school activities was found out to be adequate.

4.2.3. Community Support of School

Regarding community support of schools, Table 5 presents the data.

Table 5: Support provided by community

No	Type of Support	Respo ndents	Very low		low		medium		high		Very high		Mean
			No	%	No	%	No	%	No	%	No	%	
1	Financial	T	25	30	40	48	16	20	2	2	-	-	1.94
		P	46	18	110	43	67	27	17	7	12	5	2.36
		P&S	9	24	17	46	8	22	3	8	-	-	2.14
2	Material	T	14	17	38	46	15	18	14	17	2	2	2.25
		P	36	14	113	45	72	29	23	9	8	3	2.42
		P&S	12	32	10	27	10	27	4	11	1	3	2.24
3	Physical labor	T	31	37	23	28	16	20	11	13	2	2	2.16
		P	52	21	102	40	67	27	20	8	11	4	2.35
		P&S	9	24	12	33	10	27	4	11	2	5	2.41
4	Administrative support related to students discipline	T	13	16	38	46	19	23	12	14	1	1	2.40
		P	44	17	95	38	76	30	21	8	16	6	2.48
		P&S	5	14	17	46	10	27	3	8	2	5	2.46
5	Academic support such as parents helping their children's learning at home	T	24	29	30	36	22	27	5	6	2	2	2.07
		P	48	20	98	39	60	24	30	12	16	6	2.48
		P&S	6	16	16	43	9	24	5	14	1	3	2.43

Key: T=Teachers

P= Parents

P&S=PTA and SIC

In relation to support, 2 per cent of teachers, 12 per cent of parents, and 8 per cent of PTA and SIC members rated community contribution in finance was high where as 20 per cent of teachers, 27 per cent of parents and 22 per cent of PTA and SIC members asserted that community contribution was at medium level. Contrary to this, the majority of teachers (78 per cent), parents (61 per cent) and PTA and SIC members (70 per cent) reported that community participation in finance was low. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49, indicating low level of communities' participation in finance.

In relation to financial contributions of the community, one of the interviewees, principal-7 said that:

The contribution of the community in terms of finance was very low. For instance, in our school all parents who have children in the school paid one Ethiopian birr per month per student for recruitment of the school guardners. But, when the school faced serious financial problem the school asked them to contribute money according to their capacity. The school principal was also described the main reasons for low level of financial contribution, the blame was put on the low level of income of the general community (my translation). (14/02/2011)

This is also supported by the responses provided by other interviewee, principal-2 said:

The community is expected to provide money to schools to run their tasks effectively. In our school the school administrators with the community representatives decided to pay three birr per semester per student to fulfill some materials. However, this is not sufficient and their contribution is very low in terms of money because of financial constraints of the community (my translation). (13/01/2011)

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

Regarding material support, 19per cent, 12per cent and 14per cent of teachers, parents, and PTA and SIC members respectively rated community participation by providing materials was high, where as 18per cent of teachers, 29per cent of parents and 27per cent of PTA and SIC members responded that community participation in materials was at medium level. On the other hand, the majority of the respondents 63per cent of teachers, 59per cent of parents and 59per cent of PTA and SIC members responded that community participation in materials was low. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49, indicating low level of community participation in terms of supplying materials to schools.

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

Regarding physical labor, 16per cent, 12per cent, 16per cent of teachers, parents and PTA and SIC members respectively reported that community participation in labor was high, where as 20per cent of teachers, 27per cent of parents and 27per cent of PTA and SIC members rated community participation by physical labor was at medium level. On the contrary, 65per cent of teachers, 61per cent of parents and 57per cent of PTA and SIC members agreed that the community participation in labor was low. The mean scores of the respondents (teachers, parents, and PTA and SIC members respectively) are between 1.50 and 2.49, this implies that there is low level of community participation in physical labor.

15per cent, 14per cent and 13per cent of teachers, parents and PTA and SIC members respectively claimed that community participation in solving problems related to students discipline was high where as 23per cent of teachers, 30per cent of parents and 27per cent of PTA and SIC members asserted that community involvement in was at medium level. On the other side, the majority of teachers (62per cent), parents (56per cent) and PTA and SIC members (60per cent) reported that community involvement in solving problems related to students discipline was low. The mean scores of teachers, parents, and PTA and SIC members are between 1.50 and 2.49, this shows that the level of participation of the community in solving problems related to students discipline was low. Accordingly, the result obtained indicates low level of community participation in solving student disciplinary problems.

With respect to academic support, 8 per cent, 18 per cent, and 17 per cent of teachers, parents and PTA and SIC members respectively rated high, whereas 27 per cent of teachers, 24 per cent of parents and 24 per cent of PTA and SIC members claimed the academic support of parents in their children's learning at home was at medium level. On the other hand, the majority of teachers (65 per cent), parents (58 per cent) and PTA and SIC members (59 per cent) rated the academic support of parents in their children learning at home was low. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 1.50 and 2.49, indicating low level of parental involvement in helping their children's learning at home. Thus, the results of the study indicated that there is low level of parental involvement in helping their children's learning at home. Research findings on parental involvement at home indicate that, children who have parents who help them at home and stay in touch with the school do better academically than those children whose parents do not involved in their education. Epstein(2002) in her research pointed out that students at all grade levels do better in academic work and have more positive attitudes towards school with higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved. This shows that parent involvement at home and at school is essential for students' success in their learning. However, this does not seem to be done as regards parents in the area of concern of this study.

In general, results suggest that community support in finance, materials, labor, and administrative areas such as solving students disciplinary problems and academic support of parents at home in children's learning was at low level. However, to run schools effectively participation of the community in cash and kind is very important. Covering all cost of education is beyond the government capacity (UNESCO, 1985; 24).

4.2.4. Community Awareness on Roles and Responsibilities

In this section, the data collected from teachers, parents, and PTA and SIC members on community awareness on roles and responsibilities regarding school improvement program are presented and discussed.

Table 6: Community awareness on school improvement program

No	Items	Teachers N=83		Parents N=252		PTA & SIC N=37	
		No	%	No	%	No	%
1.	Provision of training and orientation on roles and responsibilities regarding school improvement program						
	a. Yes	21	25	62	25	8	22
	b. No	62	75	190	75	29	78
	c. Have no idea	-	-	-	-	-	-
	Total	83	100	252	100	37	100
2.	Magnitude of community members awareness of roles and responsibilities in SIP						
	a. Very high	-	-	-	-	-	-
	b. High	2	10	6	10	1	12.5
	c. Moderate	4	19	11	18	2	25
	d. Low	9	43	30	48	4	50
	e. Very low	6	28	15	24	1	12.5
	Total	21	100	62	100	8	100

Provision of orientation and training on roles and responsibilities for the community is quite important. Twenty five per cent, 25per cent and 22per cent of teachers, parents, and PTA and SIC members respectively responded positively. However, 75per cent of teachers, 75per cent of parents, and 78per cent of PTA and SIC members indicated that orientation and training were not given. Considering the majority's views, it may be taken that most of the communities did not take any orientation and training on their roles and responsibilities regarding school improvement

program. This is also verified by the responses of the respondents in table 4 item 4 and with the interview results of school principals and educational officers.

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

Very few schools try to give orientation for the community in addition to community representatives whereas most schools still give orientation and training for community representatives. Our office had a general meeting with school principals and the office oriented all principals to give orientation to the community especially for student parents about school improvement program and try to work collaboratively with the community (my translation). (13/01/2011)

Adding to this, one of the interviewees, principal-6 said that:

Still now our target was giving orientation and training about school improvement program for teachers, community representatives of PTA and SIC members and other school communities but in this year our school plan to give orientation about school improvement program and based on our plan the school gave orientation in the last November and also try to arrange in the coming semester (my translation). (14/01/2011)

To have meaningful participation of the community in the implementation of school improvement program, there is a need to create awareness about the roles and responsibilities the community have in the program. However, the findings of this study indicated that community awareness on their roles and responsibilities regarding school improvement was low. This shows that lack of awareness of the community on SIP might be an obstacle for the community participation in the implementation of school improvement program.

As regards the degree of awareness the community on roles and responsibilities regarding to school improvement program as an outcome of orientation and training give, 10per cent, 10per cent and 13per cent of teachers, parents, and PTA and SIC members respectively rated the awareness of the community on their roles and responsibilities is high, where as 19per cent of

teachers, 18per cent of parents, and 26per cent of PTA and SIC members responded that the awareness of the community on their roles and responsibilities in school improvement program was medium. On the other hand, the majority of the respondents that is 71per cent of teachers, 72per cent of parents, and 63per cent of PTA and SIC members indicated that the awareness of the community on their roles and responsibilities regarding to the implementation of SIP was low. This implies that even if orientation and training were given in very few schools, the community was not adequately familiar with their roles and responsibilities.

4.2.5. Factors that Hinder Community Participation in the Implementation of School Improvement Program

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

Table 7: Factors hindering community participation

No	Items	Respo ndents	Never		at slightly		moderatel y		severely		Very severely		Mean
			No	%	No	%	No	%	No	%	No	%	
1	Lack of encouragement by school administrators	T	2	2	4	5	16	19	38	46	23	28	3.92
		P	16	6	23	9	56	22	93	37	64	26	3.66
		P&S	2	5	5	14	6	16	16	43	8	22	3.62
2	Lack of information about school activities	T	3	4	3	4	18	22	32	38	27	32	3.93
		P	12	5	24	9	67	27	96	38	53	21	3.61
		P&S	2	5	3	8	10	27	14	38	8	22	3.62
3	Lack of financial resources on the part of communities	T	-	-	2	2	12	15	26	31	43	52	4.33
		P	2	1	6	3	21	8	89	35	134	53	4.38
		P&S	1	3	4	11	5	13	12	32	15	41	3.97
4	Lack of awareness on roles and responsibilities on the part of the communities	T	1	1	4	5	18	22	36	43	24	29	3.94
		P	6	3	11	4	54	21	88	35	93	37	4.00
		P&S	1	3	3	8	7	19	14	38	12	32	3.89
5	Lack of interest on the part of communities	T	3	4	8	10	41	49	17	20	14	17	3.37
		P	15	6	22	9	124	49	55	22	36	14	3.30
		P&S	2	5	5	13	18	49	8	22	4	11	3.19
6	The belief that education is the responsibility of the schools/government	T	2	2	7	8	44	53	18	22	12	15	3.37
		P	9	4	14	5	136	54	52	21	41	16	3.40
		P&S	1	3	4	11	19	51	9	24	4	11	3.30

Key: T= Teachers P= Parents P &S= PTA and SIC

The majority of teachers (74per cent), parents (63per cent) and PTA and SIC members (65per cent) reported that lack of encouragement by school administrators has hindered the participation of the community in school improvement program considerably. On the other hand, 19per cent, 22per cent and 16per cent of teachers, parents and PTA and SIC members respectively replied that lack of encouragement on the part of school administrators has affected community involvement in school improvement program moderately. The remaining respondents that is 7per cent of teachers, 15per cent of parents and 19per cent of PTA and SIC members replied that lack of encouragement on the part of school administrators either does not affect or it does slightly affect community participation in the implementation of school improvement program. The mean scores of the three groups (teachers, parents and PTA and SIC members) respectively are between 3.50 and 4.49, indicating that lack of encouragement by school administrators highly affect community participation in school improvement programs.

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

I as a principal and other committees like PTA and SIC members are trying to do our effort to bring parents and other community members to the school and discuss with their children's achievement and the over all process of the school but I did not mean that our school did its best efforts to bring the community and discuss with us. Any how our school knows the importance of working with the community even if still have a problem of getting the community and discuss with them (my translation).

14/01/2011

Another interviewee, principal-1 said:

I cannot say I and other committee members are doing our best efforts to bring the community to the school what is the usual thing is usually parents are invited to come to school when their children show unwanted behavior in the school and in the opening and closing days of the school and we did not encourage as expected from our responsibilities(my translation).

11/01/2011

Thus, from the responses of the interviewees, one can understand that there is limited effort on the part of school administrators to bring the community to the schools. But, the school administrators and other committees like PTA and SIC members are expected to coordinate the community to participate in school activities.

The majority of respondents (69per cent of teachers, 59per cent of parents and 60per cent of PTA and SIC members) reported that lack of information about school activities has affected community involvement in school improvement programs highly whereas, 22per cent, 27per cent, and 27per cent of teachers, parents and PTA and SIC members respectively replied that lack of information about school activities has affected community involvement in school programs moderately. On the other hand, 8per cent of teachers, 14per cent of parents and 14per cent of PTA and SIC members replied that lack of information about school activities have affected community involvement in school improvement programs to a low extent. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 3.50 and 4.49, indicating that lack of information about school activities has highly affected community participation in school program. The presence or absence of communication between school and community can influence the involvement of community. In this respect, Bagin(2001)communication between the school and the community has the purpose of promoting a positive and challenging school climate in which student achievement and staff productivity are fostered. It also encourages maximum involvements of parents, at home and in school, in their children's educational development. Bagin also suggested that communication with the community can be through meetings, parent-teacher conferences or printed materials such as report card, newsletters or bulletin, letters to parents and or through internet. However, the findings of this study indicated that low access of information the community has on school activities severely affecting their participation in school improvement program.

A great proportion of respondents, 83per cent of teachers, 88per cent of parents, and 73per cent of PTA and SIC members reported that lack of financial resources has affected community participation in school improvement programs severely. Whereas, 15per cent, 8per cent and 13per cent of teachers, parents and PTA and SIC members respectively replied that lack of financial resources has affected community involvement in school improvement programs moderately. The rest 2per cent of teachers, 4per cent of parents and 14per cent of PTA and SIC members

responded that lack of financial resources either does not affect or it does slightly affect community involvement in school improvement programs. The mean scores of all groups of respondents (teachers, parents, and PTA and SIC members respectively) fall between 3.50 and 4.49, this shows that lack of financial resources on the part of the community severely affect community participation in school improvement program. The interviewees with school principals and educational officials commonly confirmed that financial constraints on the part of the community as the main hindrances specially to fulfill financial demand. Due to low economic background of the majority of the community, they were engaged in different daily activities to earn their bread and support their family. In line with this, the Ministry of Education (MOE, 2005) stated that the financial position of the community is one of the main hindrances of community involvement in education. Thus, the finding of this study also supports this idea and community involvement in school improvement program is affected by financial constraints of the community.

Majority of teachers (72per cent), parents (72per cent) and PTA and SIC members (70per cent) reported that lack of awareness on the part of the community on roles and responsibilities regarding to school improvement program has affected the participation of the community in the implementation of school improvement program considerably. Whereas, 22per cent, 21per cent and 19per cent of teachers, parents and PTA and SIC members respectively replied that lack of awareness on their roles and responsibilities has affected community participation in the implementation of school improvement program moderately. On the other side, 6per cent of teachers, 7per cent of parents and 11per cent of PTA and SIC members reported that lack of awareness on roles and responsibilities either does not affect or it does slightly affect their involvement in the implementation of school improvement program. Thus, majority of the respondents agreed that lack of awareness on their roles and responsibilities affected community involvement in the implementation of school improvement program highly. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 3.50 and 4.49, indicating that lack of awareness on the part of communities on roles and responsibilities regarding to school improvement highly affecting community participation in the implementation of school improvement program. This is also indicated on table 6 item 1 and 2 and the interview results with the school principals the community has low level of awareness on roles and responsibilities

they have to play in school improvement program and this affects their participation in school improvement program.

A great proportion of the respondents, 49per cent, 49per cent and 49per cent of teachers, parents and PTA and SIC members respectively reported that lack of interest on the part of communities to involve in school programs and activities has affected community involvement in the implementation of school improvement programs moderately. Where as a significant proportion of teachers (37per cent), parents (36per cent) and PTA and SIC members (33per cent) responded that lack of interest on the part of communities has affected community involvement in the implementation of school improvement program highly. The rest 14per cent of teachers, 15per cent of parents and 18per cent of PTA and SIC members reported that lack of interest on the part of community to involve in school programs and activities affected their participation either slightly or not at all. The mean scores of teachers, parents, and PTA and SIC members of the three groups respectively fall between 2.50 and 3.49, implies that lack of interest on the part of the community moderately affect community participation in the implementation of school improvement program.

- The majority of teachers (54per cent), parents (54per cent) and PTA and SIC (51per cent) asserted that the belief that education is the responsibility of the school/ government has affected community involvement moderately. Whereas, 36per cent, 37per cent, and 35per cent of teachers, parents and PTA and SIC members respectively replied that the belief that education is the responsibilities of the school/government has affected community involvement in the implementation of school improvement program considerably. On the other side, 10per cent of teachers, 9per cent of parents and 14per cent of PTA and SIC members reported that the belief that education is the responsibility of the schools /government either does not affect or it does slightly affect community participation in school improvement programs. The mean scores of teachers, parents, and PTA and SIC members respectively fall between 2.50 and 3.49, indicating that the belief that education is the responsibility of the school/ government is moderately affecting the involvement of the community in school activities. The result suggests that the belief that education is the responsibility of the schools/government has affected communities' participation in the implementation of school improvement program moderately in government primary schools of Gondar town.

From the preceding discussions one can understand that despite their difference in degree of their effect all the factors which are presented in table 7 are likely to affect community participation in the implementation of school improvement program. However, according to the participant's response, lack of encouragement by school administrators, lack of information about school activities, lack of financial resources and lack of awareness on roles and responsibilities on school improvement program are highly affecting factors of community participation in the implementation of school improvement program. Whereas, lack of interest on the part of communities to involve in school programs and the belief that education is the responsibility of the schools/ government are moderately affecting factors of community involvement in the implementation of school improvement program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

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

1. What is the current level of school-community relationship in the implementation of school improvement program?
2. Do school leadership practices affect community participation in the implementation of school improvement program?
3. Do financial constraints on the part of the community affect community participation in the implementation of school improvement program?
4. Does lack of awareness on the part of the community regarding to SIP affect their participation in the implementation of school improvement program?

The study was conducted in Gondar town. Ten government primary schools were included in the study. A total of 394 questionnaires were distributed to 90 teachers, 264 parents and 40 PTA and SIC members and 372(94.42%) were filled in and returned. Semi-structured types of questions were also employed for interview with 10 school principals and 2 educational officials.

The data gathered from questionnaires were organized and analyzed using percentages and mean scores of the respondents and the data found with interviews were analyzed qualitatively. The major findings of the study are summarized as follows:

5.1.1. School Community Relationships

Community participation in parent teacher conferences was low. Besides, the community rarely contacted teachers to discuss about progress and weaknesses of students, and parents rarely visit their children at school. As regards discussion between school and community, results suggested

it was at a lower level to lead to a similarly low level of participation of the community in the implementation of school improvement program.

5.1.2. School Leadership Practices

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

5.1.3. Community Support of School

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

5.1.4. Awareness of the Community on their Roles and Responsibilities

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

5.1.5. Factors Hindering Community Participation

The results from questionnaires and interviews revealed that:

- Factors such as lack of encouragement by school administrators, lack of information about school activities to the community, lack of financial resources on the part of the community, and lack of awareness on roles and responsibilities on the part of the community regarding school improvement programs have considerably affected community participation in the implementation of school improvement program.

- Factors such as the belief that education is the responsibility of schools/government have also affected community involvement in the implementation of school improvement program.

5.2. Conclusions

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

School and community relationship is not adequate to involve the community in the implementation of school improvement program in government primary schools of Gondar town; the effort of school administrators to involve the community in the implementation of school improvement program was inadequate; communities' participation in contributing resources (finance, materials, and labor) and other forms of assistance such as academic help and maintenance of discipline was at low level; the level of awareness on the part of community on roles and responsibilities regarding to school improvement program was at low level; lack of encouragement by school administrators, lack of information about school activities and orientation on roles and responsibilities, lack of financial resources on the part of the community are major factors affecting community involvement in SIP. Therefore, community participation in the implementation of school improvement program is not adequate in primary schools of Gondar town.

5.3. Recommendations

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

Strong school-community relationship fosters better understanding and cooperation between them. It contributes to higher achievement of students and improvement of school climate and activities. Sound and constructive school community relationship will be achieved through a process of exchanging information, ideas and views. Therefore, school administrators, PTA and SIC and educational officials have responsibilities to furnish the community with complete and accurate information regarding school improvement goals and program, and community duties and responsibilities on school improvement program. In addition, the school has the responsibility to let everyone know what the school does in relation to SIP, its problems, and opportunities to solve the problems. Hence, to develop the school-community relationship and

SIC and educational officials have responsibilities to furnish the community with complete and accurate information regarding school improvement goals and program, and community duties and responsibilities on school improvement program. In addition, the school has the responsibility to let everyone know what the school does in relation to SIP, its problems, and opportunities to solve the problems. Hence, to develop the school-community relationship and implement the SIP effectively and collaboratively, the school administrators, educational officials, PTA, SIC and KETB should undertake the following activities:

- Provide sufficient information about school improvement program through meetings, conferences, workshops etc.
- Promote the understanding level of the community on the roles and responsibilities they are supposed to play.
- Design programs and strategies to link school and community through various mechanisms such as regular contact with the community, organizing forum with the community, and organizing community visit to the school.

Appropriate and continuous training should be designed and implemented to school administrators, teachers, and community representative members in PTA and SIC on how to design, implement and how jointly create conducive environment within the school to involve the community in the implementation of SIP.

Schools (principals and teachers) should raise the capacity of parents to be involved in their children's education and assist parents to know ways of assisting their children's education both at home and at school and contact with parents to discuss about students' achievement and weakness individually or in a meeting. Moreover, PTA members and the school staff should enlighten parents and other community members on their role to improve their children's learning through active participation in school. This could be done through parent-teacher conferences, parents' forums, etc.

The school should design strategies and programs and provide different options for the community to contribute resources according to their interest and financial capacity. Moreover, the school should give a chance for the community or its representatives to participate in decision making process.

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Appendix -A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional Development Studies

Teacher Questionnaire

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

Thank you for your Cooperation!

Part One: Personal Data

Direction: write the required information or encircle the letter of your response.

1. Name of school _____
2. Sex a. male b. female
3. Age _____
4. Educational Qualification
 - a. certificate
 - b. diploma
 - c. BA/BSC/Bed
 - d. if any other, please, specify _____
5. Number of years of service in
 - a. teaching _____

b. other areas _____

6. Current responsibility in the school in addition to teaching

a. Unit leader

b. Department head

c. PTA member

d. SIC member

e. If any other, please, specify _____

Part Two: School-community relations

Direction: the following items are related to school-community interaction. Kindly read each of the items carefully and give your response by using “x” mark in the box.

No	Area of interaction	always	mostly	sometimes	rarely	not at all
1.	Participation in parent-teacher conferences					
2.	Consultation with teachers about the progress and weakness of children					
3.	Visiting children in school while learning					
4.	Holding discussion between school and communities about schools problems' and solutions					

Part Three: School Leadership Practices

Direction: the following items are related to activities/practices school leadership is supposed to carry out in order to involve community members in school improvement programs. Kindly, indicate your response by using an “x” mark in one of the boxes placed against each item.

No	School leadership practices/activities	always	mostly	sometimes	rarely	not at all
1.	Inviting the community to participate different school activities					
2.	Establishing regular school-community meetings					
3.	Creating access to information for community members about the school activities					
4.	Orienting the roles of the community regarding school improvement program					
5.	Initiating PTA members to mobilize the community to involve in school activities					

Part Four: Community Support of school

Direction: the following items are related to support provided by community. Kindly read each of the items carefully and indicate your response by inserting an “x” mark in the box.

No	Area of Community support	Very high	High	Medium	Low	Very low
1.	Financial					
2.	Material					
3.	Physical labor					
4.	Administrative such as solving problems related to student discipline					
5.	Academic such as parents helping children at home in their learning.					

6. If your response to Question 1-5 in the above table is “low and very low” what is your reason?

Q1. _____

Q2. _____

Q3. _____

Q4. _____

Q5. _____

Part Five: Community Awareness on Roles and Responsibilities

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

1. Have community members taken any training/ orientation about their duties and responsibilities regarding school improvement program?

- a. yes b. no c. have no idea

2. If the answer to Question No. 1 is “Yes “, to what extent are community members aware of their roles and responsibilities in school improvement program?

- a. very high b. high c. moderate d. low e. very low

Part Six: Factors hindering Community Participation

Direction: following are phrases about factors that hinder the community from active involvement in different school improvement programs. Kindly, insert “x” mark under the number that corresponds your agreement in one of the boxes.

No	Factors	Very severely	severely	moderately	slightly	Never at all
1.	Lack of encouragement school administrators					
2.	Lack o information about school activities					
3.	Lack of financial resources on the part of the community					
4.	Lack of awareness on roles and responsibilities regarding to SIP on the part the community					
5.	Lack of interest on the part					

	of community					
6.	The belief that education is the responsibility of the school/government					

7. What other factors hinder the community from participating in school improvement programs? Kindly specify.

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

a) Gondar town Administration

b) Gondar town Education Office

c) School Principals

d) Teachers

e) Parents

f) Other community members

Appendix -B
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional
Development Studies
Parents Questionnaire

The purpose of this questionnaire is to gather data on the community participation in school improvement programs. Please cooperate in filling this questionnaire. The data will be used for investigating the degrees of community participation and identifying major problems and proposing some feasible solutions accordingly. Your opinion will be kept confidential and used only for the study purpose. You do not need to write your name.

Thank you for your cooperation!

Part One: General Information

Direction: write the required information or encircle the letter of your response.

1. Name of school _____
2. Sex a. male b. female
3. Age _____
4. Educational Qualification
 - a. Illiterate
 - b. Primary school complete
 - c. Secondary school complete
 - d. certificate
 - e. diploma
 - f. BA/BSC/Bed
 - g. Above first degree

5. Occupation _____

Part Two: School-community relations

Direction: the following items are related to school-community interaction. Kindly read each of the items carefully and give your response by using “x” mark in the box.

No	Area of interaction	always	mostly	sometimes	rarely	not at all
1.	Participation in parent-teacher conferences					
2.	Consultation with teachers about the progress and weakness of children					
3.	Visiting children in school while learning					
4.	Holding discussion between school and communities about schools problems' and solutions					

Part Three: School Leadership Practices

Direction: the following items are related to activities/practices school leadership is supposed to carry out in order to involve community members in school improvement programs. Kindly, indicate your response by using an “x” mark in one of the boxes placed against each item.

No	School leadership practices/activities	always	mostly	sometimes	rarely	not at all
1.	Inviting you to participate in different school activities					
2.	Establishing regular school-community meetings					
3.	Creating access to information for you and other community members about the school activities					

4	Orienting the roles of you regarding to school improvement program					
5.	Initiating PTA and SIC members to mobilize you and other community members to involve in school activities					

Part Four: Community Support of school

Direction: the following items are related to support provided by you and other community members to the school. Kindly read each of the items carefully and indicate your response by inserting an “x” mark in the box.

No	Area of Community support	Very high	High	Medium	Low	Very low
1.	Financial					
2.	Material					
3.	Physical labor					
4.	Administrative such as solving problems related to student discipline					
5.	Academic such as parents helping children at home in their learning.					

6. If your response to Question 1-5 in the above table is “low and very low” what is your reason?

Q1. _____

Q2. _____

Q3. _____

Q4. _____

Q5. _____

Part Five: parents and other community Awareness on Roles and Responsibilities

Direction: the following items are related to parents and other community members’ awareness on their roles and responsibilities. Kindly, encircle the letter of your choice.

1. Have community members taken any training/ orientation about their duties and responsibilities regarding school improvement program?

- a. yes b. no c. have no idea

d. If any other opinion, kindly specify _____

2. If the answer to Question No. 1 is “Yes “, to what extent are you and other community members aware of their roles and responsibilities in school improvement program?

- a. very high b. high c. moderate d. low e. very low

Part Six: Factors hindering Community Participation

Direction: following are phrases about factors that hinder the community from active involvement in different school improvement programs. Kindly, insert “x” mark under the number that corresponds your agreement in one of the boxes.

No	Factors	Very severely	severely	moderately	slightly	Never at all
1.	Lack of encouragement school administrators					
2.	Lack o information about school activities					
3.	Lack of financial resources on the part of the community					
4.	Lack of awareness on roles and responsibilities regarding to SIP on the part the community					
5.	Lack of interest on the part of community					
6.	The belief that education is the responsibility of the school/government					

7. What other factors hinder you and other community members from participating in school improvement programs? Kindly specify.

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

a) Gondar town Administration

b) Gondar town Education Office

c) School Principals

d) Teachers

e) Parents

f) Other community members

Appendix -C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional

Development Studies

PTA and SIC members Questionnaire

The purpose of this questionnaire is to gather data on the community participation in school improvement programs. Please cooperate in filling this questionnaire. The data will be used for investigating the degrees of community participation and identifying major problems and proposing some feasible solutions accordingly. Your opinion will be kept confidential and used only for the study purpose. You do not need to write your name.

Thank you for your cooperation!

Part One: General Information

Direction: write the required information or encircle the letter of your response.

2. Name of school _____

2. Sex a. male b. female

3. Age _____

5. Educational Qualification

d. Illiterate

e. Primary school complete

f. Secondary school complete

d. certificate

e. diploma

f. BA/BSC/Bed

g. Above first degree

5. Occupation _____

Part Two: School-community relations

Direction: the following items are related to school-community interaction. Kindly read each of the items carefully and give your response by using “x” mark in the box.

No	Area of interaction	always	mostly	sometimes	rarely	not at all
1.	Participation in parent-teacher conferences					
2.	Consultation with teachers about the progress and weakness of children					
3.	Visiting children in school while learning					
4.	Holding discussion between school and communities about schools problems' and solutions					

Part Three: School Leadership Practices

Direction: the following items are related to activities/practices school leadership is supposed to carry out in order to involve community members in school improvement programs. Kindly, indicate your response by using an “x” mark in one of the boxes placed against each item.

No	School leadership practices/activities	always	mostly	sometimes	rarely	not at all
1.	Inviting the community to participate different school activities					
2.	Establishing regular school-community meetings					
3.	Creating access to information for the community about the school activities					

4	Orienting the roles of the community regarding to school improvement program					
5.	Initiating you to mobilize the community to involve in school activities					

Part Four: Community Support of school

Direction: the following items are related to support provided by you and other community members to the school. Kindly read each of the items carefully and indicate your response by inserting an “x” mark in the box.

No	Area of Community support	Very high	High	Medium	Low	Very low
1.	Financial					
2.	Material					
3.	Physical labor					
4.	Administrative such as solving problems related to student discipline					
5.	Academic such as parents helping children at home in their learning.					

6.If your response to Question 1-5 in the above table is “low and very low” what is your reason?

Q1. _____

Q2. _____

Q3. _____

Q4. _____

Q5. _____

Part Five: parents and other community members Awareness on Roles and Responsibilities

Direction: the following items are related to parents and other community members’ awareness on their roles and responsibilities. Kindly, encircle the letter of your choice.

1. Have community members taken any training/ orientation about their duties and responsibilities regarding school improvement program?

- a. yes b. no c. have no idea

d. If any other opinion, kindly specify _____

2. If the answer to Question No. 1 is “Yes “, to what extent are the community aware of their roles and responsibilities in school improvement program?

- a. very high b. high c. moderate d. low e. very low

Part Six: Factors hindering Community Participation

Direction: following are phrases about factors that hinder the community from active involvement in different school improvement programs. Kindly, insert “x” mark under the number that corresponds your agreement in one of the boxes.

No	Factors	Very severely	severely	moderately	slightly	Never at all
1.	Lack of encouragement school administrators					
2.	Lack o information about school activities					
3.	Lack of financial resources on the part of the community					
4.	Lack of awareness on roles and responsibilities regarding to SIP on the part the community					
5.	Lack of interest on the part of community					
6.	The belief that education is the responsibility of the school/government					

7. What other factors hinder you and other community members from participating in school improvement programs? Kindly specify. _____

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

a) Gondar town Administration

b) Gondar town Education Office

c) School Principals

d) Teachers

e) Parents

f) Other community members

Appendix- D

Interview Guide Questions to primary school principals

The purpose of this interview is to gather necessary information for the study “community participation in the implementation of school improvement programs in Government primary schools of Gondar Town.” So, your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented and the researcher would like to assure that you responses are strictly confidential.

Thank you in advance!

1. Does your school invite the community to participate in different school activities? If so how?
2. What strategies does the school use to participate the community in school improvement program?
3. What are the major activities that the communities involved in the school programs?
4. What are the sources of finance for the school? Does the community help the school in money? Is it sufficient? If not why?
5. Does the community provide different materials to the school? What kinds of materials? Is it enough? If not why?
6. Do you think the types and forms of support by the community to the school are sufficient? If not why?
7. Does the school give orientation to the community on their roles and responsibilities regarding to SIP? Is it adequate?
8. Are there problems that affect the involvement of the community in school improvement programs? What are these? What are the causes?
9. What must be done to improve the involvement of the community in school improvement program?

Appendix-E

Interview Guide Questions to educational officials

The purpose of this interview is to gather necessary information for the study “community participation in the implementation of school improvement programs in Government primary schools of Gondar Town.” So, your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented and the researcher would like to assure that you responses are strictly confidential.

Thank you in advance!

1. Do you regularly visit primary schools in your town?
2. What are the contributions of the local community to improve schools?
3. In what ways schools do to promote community participation in school improvement program?
4. Do you think that schools perform their roles in promoting community participation? If not why?
5. Is there any training program at school level that empowers the community and school to do cooperatively?
6. Do you think that PTA and SIC members function properly to perform their duties and responsibilities to mobilize the community? If not why?
7. Are there problems that hinder the community to participate in school improvement programs? What are these?
8. What must be done to improve the involvement of the community in school improvement program?

Appendix -F

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

የስርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ጥናት ትምህርት ክፍል

በመምህራን የሚሞላ የፅሁፍ መጠይቅ

የዚህ የፅሁፍ መጠይቅ አላማ በጎንደር ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ት/ቤቶች የአካባቢው ህብረተሠብ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ያለውን ተሳትፎ የሚመለከትና ወደ ፊት ይህን ጉዳይ በተመለከተ መደረግ ያለበትን ለመጠቀም የሚያስችል መረጃ መሰብሰብ ነው። እርስዎ ትክክለኛ መረጃ በመስጠት የሚያደረጉት መልካም ትብብር ለጥናቱ አስተማማኝነት ላቅ ያለ ድርሻ አለው። እርስዎ የሚሰጡት መልስም በሚስጥር የሚያዝና ለጥናቱ ተግባር ብቻ የሚውል መሆኑን በእርግጠኝነት አገልግሎት ታለሁ።

ስለሆነም እያንዳንዱ ጥያቄ በማንበብ በእርስዎ ትምህርት ቤት ያለውን ሁኔታና የእርስዎን ተሳትፎ የሚመለከተውን ምላሽ እንዲሰጡ እጠይቃለሁ። ስም መፃፍ አያስፈልግም።

ስለትብብርዎ አመሰግናለሁ።

ክፍል አንድ፡- ግላዊ መረጃ

መመሪያ፡- ተገቢውን መረጃ ይፃፉ ወይም መልስዎን ያክብቡት

1. የትምህርት ቤቱ ስም _____
2. የታ ሀ. ወንድ ለ. ሴት
3. እድሜ _____
4. የትምህርት ደረጃ

ሀ. ሠርተፍኬት	ለ. ዲፕሎማ
ሐ. ዲግሪ	መ. ሌላ ካለ ይግለጹ _____
5. በመምህርነት ያልዎት የስራ ልምድ _____

6. ከመምህርነት በተጨማሪ በአሁኑ ጊዜ ያልዎት ተጨማሪ ሐላፊነት

ሀ. የኒት አስተባባሪ

ለ. የዲፖርትመንት ተጠሪ

ሐ. የወመሀ (ወላጅ መምህር ህብረት አባል) ኮሚቴ

መ. የትምህርት ቤት ማሻሻያ

ሠ. ሌላ ካለ ይግለፁ _____

ክፍል ሁለት፡- የትምህርት ቤትና የህብረተሰብ ግንኙነትን በተመለከተ

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

ተራቁ	ጥያቄዎች	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	በወላጅ መምህራን ህብረት (ወመሀ) ስብሰባዎች የማህበረሰቡ ተሳትፎ					
2	ሕብረተሰቡ ከመምህራን ጋር የተማሪዎችን መሻሻልና ድክመት በተመለከተ የመመካከር ሁኔታ					
3	ሕብረተሰቡ በትምህርት ቤት ውስጥ በመገኘት ተማሪዎች የሚማሩበት ጊዜ ክትትል/ጉብኝት የማድረግ ሁኔታ					
4	በትምህርት ቤቱ ጉዳዮች ዙሪያ ከትምህርት ቤቱ ሠራተኞችና ከህብረተሰቡ ጋር ውይይት ማካሄድ					

ክፍል ሦስት፡ የትምህርት ቤት አመራር ተግባራት ጋር የሚዛመዱ ጉዳዮች

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

ተራቁ	ጥያቄዎች	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	ማህበረሰቡን በተለያዩ የትምህርት ቤት ጉዳዮች ላይ እንዲሳተፉ መጋበዝ					
2	ቋሚ ወይም መደበኛ የትምህርት ቤት ማህበረሰብ ግንኙነት መመስረት					
3	ስለትምህርት ቤቱ ተግባራት ለተማሪ ወላጆችና ለአካባቢው ህብረተሰብ ተገቢ መረጃ የሚያገኙበትን መንገድ መፍጠር /ማመቻቸት					
4	ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ያለውን ሚናና ሐላፊነት ማሳወቅ					
5	የወመህ (የወላጅ መምህር ሕብረት) እና የትምህርት ቤት ማሻሻያ ኮሚቴ የአካባቢውን ሕብረተሰብ በትምህርት ቤቱ ተግባራት እንዲሳተፉ እንዲቀሰቅሱ ለማድረግ ማበረታታት					

ክፍል አራት፡ ማህበረሰቡ ለትምህርት ቤቶች ከሚያደርገው እገዛ ጋር ግንኙነት ያላቸው ጉዳዮች

መመሪያ፡- የሚከተሉት ጉዳዮች ማህበረሰቡ ለትምህርት ቤቶች ከሚያደርገው እገዛ ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ከእርስዎ ምላሽ ትይዩ ባለው ክፍት ቦታ የ “X” ምልክት በማድረግ ምላሽዎን በሳጥኑ ውስጥ ያስቀምጡ።

ተራ.ቁ	ጥያቄዎች	በጣም ከፍተኛ	ከፍተኛ	መካከ ለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	የገንዘብ ድጋፍ					
2	የማቴሪያል (ቁሳቁስ) ድጋፍ					
3	የጉልበት ሥራ ድጋፍ					
4	የአስተዳደራዊ ጉዳዮች ድጋፍ ለምሳሌ፡- የተማሪዎችን የዲስኅሊን ችግር የሚመለከቱ ችግሮችን መፍታት					
5	የተማሪ ወላጆች ለልጆቻቸው በቤታቸው ውስጥ የሚያደርጉት የትምህርት ድጋፍ /ክትትል					

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

ጥያቄ1. _____

ጥያቄ2. _____

ጥያቄ3. _____

ጥያቄ4. _____

ጥያቄ5. _____

ክፍል አምስት፡- የማህበረሰቡን ሚናና ሐላፊነት ማሳወቅን የሚመለከቱ ጉዳዮች

መመሪያ፡- የሚከተሉት ጉዳዮች የማህበረሰቡን ሚናና ሐላፊነት የሚመለከቱ ጉዳዮች ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ለጥያቄዎች ከቀረቡት አማራጮች መካከል ምላሽዎን ያክብቡት።

1. ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ላይ ሊኖረው የሚገባውን ሚናና ሐላፊነት በተመለከተ የወሰዱት ስልጠና አለን?

- ሀ. አዎ
- ለ. የለም
- ሐ. በዚህ ዙሪያ ሀሳብ የለኝም

2. ከላይ ለቀረበው ጥያቄ 1 ምላሽዎ “አዎ” ከሆነ ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ያላቸውን ሚናና ሐላፊነት ምን ያህል ያውቃሉ?

ሀ. በጣም ከፍተኛ

ለ. ከፍተኛ

ሐ. መካከለኛ

መ. ዝቅተኛ

ሠ. በጣም ዝቅተኛ

ክፍል ስድስት፡ የማህበረሰቡን ተሳትፎ የሚገድቡ ወይም መሰናክል የሆኑ ጉዳዮችን የሚመለከቱ

መመሪያ፡- የሚከተሉትን ዐ.ነገሮች ማህበረሰቡን በተለያዩ የትምህርት ቤት ማሻሻያ መርሃ የሚያደርጉትን ንቁ ተሳትፎ የሚገድቡ ጉዳዮችን የሚመለከቱ ናቸው። ስለሆነም የእርስዎን ምላሽ ከተሠጡት አማራጭ ትይዩ የ “X” ምልክት በሳጥኑ ውስጥ በማስገባት ያመልክቱ።

ተራቁ	ጥያቄዎች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	በመጠኑ	ጭራሽ የለም
1	የትምህርት ቤቱ አመራር የማበረታታት ችግር					
2	ስለትምህርት ቤቱ ተግባራት የመረጃ እጥረት መኖር					
3	የገንዘብ እጥረት /ዝቅተኛ የኢኮኖሚ ምንጭ					
4	ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ላይ ያለውን ሚናና ሐላፊነት ተረድቶ የመንቀሳቀስ ችግር መኖር					
5	በትምህርት ቤት ጉዳዮች ላይ ለመሳተፍ የሕብረተሰቡ ፍላጎት ዝቅተኛ መሆን					
6	የትምህርት ቤት ጉዳይን የትምህርት ቤቶችና የመንግስት ጉዳይ አድርጎ መቁጠር					

7. በትምህርት ቤት ማሻሻያ መርሃ-ግብር ህብረተሰቡ ንቁ ተሳትፎ እንዲያደርግ መሠናክል ከሆኑትና ከላይ ከተዘረዘሩት ችግሮች በተጨማሪ ሌሎች ችግሮች ካሉ ይግለጹ።

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

ሀ. በጎንደር ከተማ አስተዳደር በኩል

ለ. በጎንደር ከተማ ትምህርት ዕ/ቤት በኩል

ሐ. በትምህርት ቤቱ ርዕሳን-መምህራን በኩል

መ. በመምህራን በኩል

ሠ. በተማሪ ወላጆች በኩል

ረ. በሌሎች የህብረተሰብ ክፍሎች በኩል

Appendix- G

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

የስርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ጥናት ትምህርት ክፍል

በተማሪ ወላጅ የሚሞላ የፅሁፍ መጠይቅ

የዚህ የፅሁፍ መጠይቅ አላማ በጎንደር ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ት/ቤቶች የአካባቢው ህብረተሠብ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ያለውን ተሳትፎ የሚመለከትና ወደ ፊት ይህን ጉዳይ በተመለከተ መደረግ ያለበትን ለመጠቀም የሚያስችል መረጃ መሰብሰብ ነው። እርስዎ ትክክለኛ መረጃ በመስጠት የሚያደረጉት መልካም ትብብር ለጥናቱ አስተማማኝነት ላቅ ያለ ድርሻ አለው። እርስዎ የሚሰጡት መልስም በሚስጥር የሚያዝና ለጥናቱ ተግባር ብቻ የሚውል መሆኑን በእርግጠኝነት አገልግሎት ታለሁ። ስለሆነም እያንዳንዱ ጥያቄ በማንበብ ትምህርት ቤት ያለውን ሁኔታና የእርስዎን ተሳትፎ የሚመለከተውን ምላሽ እንዲሰጡ እጠይቃለሁ። ስም መፃፍ አያስፈልግም።

ስለትብብርዎ አመሰግናለሁ።

ክፍል አንድ፡- ግላዊ መረጃ

መመሪያ፡- ተገቢውን መረጃ ይፃፉ ወይም መልስዎን ያክብቡት

- 1. የትምህርት ቤቱ ስም _____
- 2. የታ ሀ. ወንድ ለሴት
- 3. እድሜ _____
- 4. የትምህርት ደረጃ

- ሀ. ምንም አልተማሩም
- ለ. የመጀመሪያ ደረጃ ትምህርት አጠናቀዋል
- ሐ. ሁለተኛ ደረጃ ትምህርት አጠናቀዋል
- መ. ሠርተፍኬት

ሠ. የኮሌጅ ዲፕሎማ አላቸው

ረ. የመጀመሪያ ዲግሪና ከዚያ በላይ

5. ሥራ _____

ክፍል ሁለት፡- የትምህርት ቤትና የህብረተሰብ ግንኙነትን በተመለከተ

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

ተራቁ	ጥያቄዎች	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	በወላጅ መምህራን ህብረት (ወመህ) ስብሰባዎች የማህበረሰቡ ተሳትፎ					
2	ሕብረተሰቡ ከመምህራን ጋር የተማሪዎችን መሻሻልና ድክመት በተመለከተ የመመካከር ሁኔታ					
3	ሕብረተሰቡ በትምህርት ቤት ውስጥ በመገኘት ተማሪዎች የሚማሩበት ጊዜ ክትትል/ገብኝነት የማድረግ ሁኔታ					
4	በትምህርት ቤቱ ጉዳዮች ዙሪያ ከትምህርት ቤቱ ሠራተኞችና ከህብረተሰቡ ጋር ውይይት ማካሄድ					

ክፍል ሦስት፡ የትምህርት ቤት አመራር ተግባራት ጋር የሚዛመዱ ጉዳዮች

መመሪያ፡- የሚከተሉት ጥያቄዎች የትምህርት ቤቱ አመራር የተማሪ ወላጆችና የአካባቢው ሕብረተሰብ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ትግበራ ላይ እንዲሳተፉ ለማድረግ ከሚያከናውናቸው ተግባራት ጋር ግንኙነት ያላቸው ናቸው። ስለዚህ ለጥያቄዎች ክቀረቡት አማራጮች መካከል በመምረጥ በሳጥኑ ውስጥ የ "X" ምልክት በማድረግ ያመልክቱ።

ተራቁ	ጥያቄዎች	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	ማህበረሰቡን በተለያዩ የትምህርት ቤት ጉዳዮች ላይ እንዲሳተፉ መጋበዝ					
2	ቋሚ ወይም መደበኛ የትምህርት ቤት ማህበረሰብ ግንኙነት መመስረት					
3	ስለትምህርት ቤቱ ተግባራት ለተማሪ ወላጆችና ለአካባቢው ህብረተሰብ ተገቢ መረጃ የሚያገኙበትን መንገድ መፍጠር /ማመቻቸት					
4	ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ያለውን ሚናና ሐላፊነት ማሳወቅ					
5	የወመህ (የወላጅ መምህር ሕብረት) እና የትምህርት ቤት ማሻሻያ ኮሚቴ የአካባቢውን ሕብረተሰብ በትምህርት ቤቱ ተግባራት እንዲሳተፉ እንዲቀሰቅሱ ለማድረግ ማበረታታት					

ክፍል አራት፡ ማህበረሰቡ ለትምህርት ቤቶች ከሚያደርገው እገዛ ጋር ግንኙነት ያላቸው ጉዳዮች

መመሪያ፡- የሚከተሉት ጉዳዮች ማህበረሰቡ ለትምህርት ቤቶች ከሚያደርገው እገዛ ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ከእርስዎ ምላሽ ትይዩ ባለው ክፍት ቦታ የ “X” ምልክት በማድረግ ምላሽዎን በሳጥኑ ውስጥ ያስቀምጡ።

ተራቁ	ጥያቄዎች	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	የገንዘብ ድጋፍ					
2	የማቴሪያል (ቁሳቁስ) ድጋፍ					
3	የጉልበት ሥራ ድጋፍ					
4	የአስተዳደራዊ ጉዳዮች ድጋፍ ለምሳሌ፡- የተማሪዎችን የዲስኛሊን ችግር የሚመለከቱ ችግሮችን መፍታት					

5	የተማሪ ወላጆች ለልጆቻቸው በቤታቸው ውስጥ የሚያደርጉት የትምህርት ድጋፍ /ክትትል					
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6. ከተራ ቁጥር 1-5 ለቀረቡት ጥያቄዎች የእርስዎ ምላሽ “ዝቅተኛ ወይም በጣም ዝቅተኛ” ከሆነ ምክንያታዎን ያስቀምጡ።

- ጥያቄ1. _____
- ጥያቄ2. _____
- ጥያቄ3. _____
- ጥያቄ4. _____
- ጥያቄ5. _____

ክፍል አምስት፡- የማህበረሰቡን ሚናና ሐላፊነት ማሳወቅን የሚመለከቱ ጉዳዮች

መመሪያ፡- የሚከተሉት ጉዳዮች የማህበረሰቡን ሚናና ሐላፊነት የሚመለከቱ ጉዳዮች ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ለጥያቄዎች ከቀረቡት አማራጮች መካከል ምላሽዎን ያክብቡት።

1.ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ላይ ሊኖረው የሚገባውን ሚናና ሐላፊነት በተመለከተ የወሰዱት ስልጠና አለን?

- ሀ. አዎ
- ለ. የለም
- ሐ. በዚህ ዙሪያ ሀሳብ የለኝም

2.ከላይ ለቀረበው ጥያቄ 1 ምላሽዎ “አዎ” ከሆነ ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ያላቸውን ሚናና ሐላፊነት ምን ያህል ያውቃሉ?

- ሀ. በጣም ክፍተኛ
- ለ. ክፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

ክፍል ስድስት፡ የማህበረሰቡን ተሳትፎ የሚገድቡ ወይም መሰናክል የሆኑ ጉዳዮችን የሚመለከቱ

መመሪያ፡- የሚከተሉትን ዐ.ነገሮች ማህበረሰቡን በተለያዩ የትምህርት ቤት ማሻሻያ መርሃ የሚያደርጉትን ንቁ ተሳትፎ የሚገድቡ ጉዳዮችን የሚመለከቱ ናቸው። ስለሆነም የእርስዎን ምላሽ ከተሠጡት አማራጭ ትይዩ የ “X” ምልክት በሳጥኑ ውስጥ በማስገባት ያመልክቱ።

ተራ.ቁ	ጥያቄዎች	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	በመጠኑ	ጭራሽ የለም
1	የትምህርት ቤቱ አመራር/የማበረታታት ችግር					
2	ስለትምህርት ቤቱ ተግባራት የመረጃ እጥረት መኖር					
3	የገንዘብ እጥረት /ዝቅተኛ የኢኮኖሚ ምንጭ					
4	ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ላይ ያለውን ሚናና ሐላፊነት ተረድቶ የመንቀሳቀስ ችግር መኖር					
5	በትምህርት ቤት ጉዳዮች ላይ ለመሳተፍ የህብረተሰቡ ፍላጎት ዝቅተኛ መሆን					
6	የትምህርት ቤት ጉዳይን የትምህርት ቤቶችና የመንግስት ጉዳይ አድርጎ መቁጠር					

7. በትምህርት ቤት ማሻሻያ መርሃ-ግብር ህብረተሰቡ ንቁ ተሳትፎ እንዳያደርግ መሠናክል ከሆኑትና ከላይ ከተዘረዘሩት ችግሮች በተጨማሪ ሌሎች ችግሮች ካሉ ይግለጹ።

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

ሀ. በጎንደር ከተማ አስተዳደር በኩል

ለ. በጎንደር ከተማ ትምህርት ፅ/ቤት በኩል

ሐ. በትምህርት ቤቱ ርዕሳን-መምህራን በኩል

መ. በመምህራን በኩል

ሠ. በተማሪ ወላጆች በኩል

ረ. በሌሎች የህብረተሰብ ክፍሎች በኩል

Appendix -H

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የሥነ ትምህርትና የባህሪ ጥናት ኮሌጅ

የስርዓተ ትምህርትና የመምህራን የሙያ ማሻሻያ ጥናት ትምህርት ክፍል

በወላጅ መምህራን ህብረትና በትምህርት ቤት መሻሻል ኮሚቴ የሚሞላ መጠይቅ

የዚህ የዕቃ ሙሉ መጠይቅ አላማ በጎንደር ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ት/ቤቶች የአካባቢ ህብረተሠብ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ያለውን ተሳትፎ የሚመለከትና ወደ ፊት ይህን ጉዳይ በተመለከተ መደረግ ያለበትን ለመጠቀም የሚያስችል መረጃ መሰብሰብ ነው። እርስዎ ትክክለኛ መረጃ በመስጠት የሚያደረጉት መልካም ትብብር ለጥናቱ አስተማማኝነት ላቅ ያለ ድርሻ አለው። እርስዎ የሚሰጡት መልስም በሚስጥር የሚያዝና ለጥናቱ ተግባር ብቻ የሚውል መሆኑን በእርግጠኝነት አገልግሎት ያለውን ስለሆነም እያንዳንዱ ጥያቄ በማንበብ ትምህርት ቤት ያለውን ሁኔታና የእርስዎን ተሳትፎ የሚመለከተውን ምላሽ እንዲሰጡ እጠይቃለሁ። ስም መጻፍ አያስፈልግም።

ስለትብብርዎ አመሰግናለሁ።

ክፍል አንድ፡- ግላዊ መረጃ

መመሪያ፡- ተገቢውን መረጃ ይጻፉ ወይም መልስዎን ያክብቡት

- 1. የትምህርት ቤቱ ስም _____
- 2. የታ ሀ. ወንድ ለ. ሴት
- 3. እድሜ _____
- 4. የትምህርት ደረጃ

ሀ. ምንም አልተማሩም

- ለ. የመጀመሪያ ደረጃ ትምህርት አጠናቀዋል
- ሐ. ሁለተኛ ደረጃ ትምህርት አጠናቀዋል
- መ. ሠርተፍኬት

ሠ. የኮሌጅ ዲፕሎማ አላቸው

ረ. የመጀመሪያ ዲግሪና ከዚያ በላይ

5. ሥራ _____

ክፍል ሁለት፡- የትምህርት ቤትና የህብረተሰብ ግንኙነትን በተመለከተ

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

ተራቁ	ጥያቄዎች	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	በጣም ውስን	ጭራሽ የለም
1	በወላጅ መምህራን ህብረት (ወመህ) ስብሰባዎች የማህበረሰቡ ተሳትፎ					
2	ሕብረተሰቡ ከመምህራን ጋር የተማሪዎችን መሻሻልና ድክመት በተመለከተ የመመካከር ሁኔታ					
3	ሕብረተሰቡ በትምህርት ቤት ውስጥ በመገኘት ተማሪዎች የሚማሩበት ጊዜ ክትትል/ገብኝነት የማድረግ ሁኔታ					
4	በትምህርት ቤቱ ጉዳዮች ዙሪያ ከትምህርት ቤቱ ሠራተኞችና ከህብረተሰቡ ጋር ውይይት ማካሄድ					

ክፍል ሦስት፡ የትምህርት ቤት አመራር ተግባራት ጋር የሚዛመዱ ጉዳዮች

መመሪያ፡- የሚከተሉት ጥያቄዎች የትምህርት ቤቱ አመራር የተማሪ ወላጆችና የአካባቢው ሕብረተሰብ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ትግበራ ላይ እንዲሳተፉ ለማድረግ ከሚያከናውናቸው ተግባራት ጋር ግንኙነት ያላቸው ናቸው። ስለዚህ ለጥያቄዎች ከቀረቡት አማራጮች መካከል በመምረጥ በሳጥኑ ውስጥ የ "X" ምልክት በማድረግ ያመልክቱ።

5	የተማሪ ወላጆች ለልጆቻቸው በቤታቸው ውስጥ የሚያደርጉት የትምህርት ድጋፍ /ክትትል					
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6. ከተራ ቁጥር 1-5 ለቀረቡት ጥያቄዎች የእርስዎ ምላሽ “ዝቅተኛ ወይም በጣም ዝቅተኛ” ከሆነ ምክንያታችንን ያስቀምጡ።

ጥያቄ1. _____

ጥያቄ2. _____

ጥያቄ3. _____

ጥያቄ4. _____

ጥያቄ5. _____

ክፍል አምስት:- የማህበረሰቡን ሚናና ሐላፊነት ማሳወቅን የሚመለከቱ ጉዳዮች

መመሪያ:- የሚከተሉት ጉዳዮች የማህበረሰቡን ሚናና ሐላፊነት የሚመለከቱ ጉዳዮች ጋር ግንኙነት ያላቸው ናቸው። ስለሆነም ለጥያቄዎች ከቀረቡት አማራጮች መካከል ምላሽዎን ያክብቡት።

1. ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ-ግብር ላይ ሊኖረው የሚገባውን ሚናና ሐላፊነት በተመለከተ የወሰዱት ስልጠና አለን?

- ሀ. አዎ
- ለ. የለም
- ሐ. በዚህ ዙሪያ ሀሳብ የለኝም

2. ከላይ ለቀረበው ጥያቄ 1 ምላሽዎ “አዎ” ከሆነ ሕብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ያላቸውን ሚናና ሐላፊነት ምን ያህል ያውቃሉ?

- ሀ. በጣም ክፍተኛ
- ለ. ክፍተኛ
- ሐ. መካከለኛ
- መ. ዝቅተኛ
- ሠ. በጣም ዝቅተኛ

ክፍል ስድስት፡ የማህበረሰቡን ተሳትፎ የሚገድቡ ወይም መሰናክል የሆኑ ጉዳዮችን የሚመለከቱ

መመሪያ፡- የሚከተሉትን ዐ.ነገሮች ማህበረሰቡን በተለያዩ የትምህርት ቤት ማሻሻያ መርሃ የሚያደርጉትን ንቁ ተሳትፎ የሚገድቡ ጉዳዮችን የሚመለከቱ ናቸው። ስለሆነም የእርስዎን ምላሽ ከተሠጡት አማራጭ ትይዩ የ “X” ምልክት በሳጥኑ ውስጥ በማስገባት ያመልክቱ።

ተራቁ	ጥያቄዎች	በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	በመጠኑ	ጭራሽ የለም
1	የትምህርት ቤቱ አመራር የማበረታታት ችግር					
2	ስለትምህርት ቤቱ ተግባራት የመረጃ እጥረት መኖር					
3	የገንዘብ እጥረት /ዝቅተኛ የኢኮኖሚ ምንጭ					
4	ህብረተሰቡ በትምህርት ቤት ማሻሻያ መርሃ ግብር ላይ ያለውን ሚናና ሐላፊነት ተረድቶ የመንቀሳቀስ ችግር መኖር					
5	በትምህርት ቤት ጉዳዮች ላይ ለመሳተፍ የህብረተሰቡ ፍላጎት ዝቅተኛ መሆን					
6	የትምህርት ቤት ጉዳይን የትምህርት ቤቶችና የመንግስት ጉዳይ አድርጎ መቁጠር					

7. በትምህርት ቤት ማሻሻያ መርሃ-ግብር ህብረተሰቡ ንቁ ተሳትፎ እንዳያደርግ መሠናክል ከሆኑትና ከላይ ከተዘረዘሩት ችግሮች በተጨማሪ ሌሎች ችግሮች ካሉ ይግለጹ።

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

ሀ. በጎንደር ከተማ አስተዳደር በኩል

ለ. በጎንደር ከተማ ትምህርት ፅ/ቤት በኩል

ሐ. በትምህርት ቤቱ ርዕሳን-መምህራን በኩል

መ. በመምህራን በኩል

ሠ. በተማሪ ወላጆች በኩል

ረ. በሌሎች የህብረተሰብ አካላት በኩል

Appendix- I

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የትምህርትና የባህሪ ጥናት ክፍል

ለአንደኛ ደረጃ ርዕሳነ መምህራን የቀረበ ቃለ መጠይቅ

የዚህ ቃለ መጠይቅ ዋና አላማ በጎንደር ከተማ ውስጥ በሚገኙ የመንግስት አንደኛ ደረጃ ት/ቤቶች የአካባቢው ሕብረተሠብ በትምህርት ቤት መሻሻል ላይ ያለውን ተሳትፎ በተመለከተ መረጃ ለመሰብሰብ ነው። መረጃው የሚጠቅመው ለዚህ ምርምር ብቻ በመሆኑ ከርስዎ የሚገኘው ምላሽ በሚስጥር የሚያዝ ይሆናል። ስለዚህ ለምርምሩ ስቤታማነት ትክክለኛ መልስ እንዲሰጡ በአክብሮት እጠይቃለሁ።

በቅድሚያ ለሚያደርጉት ትብብር አመሠግናለሁ።

1. የእርስዎ ትምህርት ቤት የአካባቢው ሕብረተሰብ በተለያዩ የትምህርት ቤቱ ጉዳዮች እንዲሳተፍ ይጋብሣልን? ከሆነስ እንዴት?
2. ሕብረተሠቡ በትምህርት ቤት መሻሻል ላይ እንዲሳተፍ ምን አይነት ስልቶችን ይጠቀማሉ?
3. የአካባቢው ሕብረተሰብ በምን፣ በምን ጉዳዮች ላይ ተሳትፎ ያደርጋል?
4. የእርስዎ ትምህርት ቤት የገቢ ምንጭ ምንድን ነው? ሕብረተሠቡ ትምህርት ቤቱን በገንዘብ ያግዛልን? ከሆነስ በቂ ነው ብለው ያስባሉ? ካልሆነስ ለምን?
5. ሕብረተሠቡ ትምህርት ቤቱን የተለያዩ ቁሳቁሶች በመስጠት ይተገበራልን? ምን አይነት? በቂ ነው ብለውስ ያስባሉ? ካልሆነስ ለምን?
6. እንደ እርስዎ አስተያየት ሕብረተሠቡ የሚያደርጋቸው የአይነትና የመጠን ተሳትፎዎች በቂ ናቸው ብለው ያስባሉ? ካልሆነስ ለምን?
7. እንደ እርስዎ አስተያየት ሕብረተሠቡ በትምህርት ቤቱ ውስጥ ለሚከናወኑት ተግባራት እውቀትና ግንዛቤ አለው ብለው ያስባሉ? ካልሆነስ ለምን?
8. ሕብረተሠቡ በትምህርት ቤት ጉዳዮች ላይ እንዳይተሳተፍ የሚደርጉ ችግሮች አሉን? ካሉስ ምን ምን ናቸው? ከምን የመነጨ ይመስልዎታል?
9. የሕብረተሠቡን ተሳትፎ ለማሻሻል ምን መደረግ አለበት ይላሉ?

Appendix- J

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የትምህርትና የባህሪ ጥናት ክፍል

የሥርዓተ ትምህርትና የመምህራን ሙያ ማሻሻያ ት/ት ክፍል

ለከተማው የትምህርት ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

1. በከተማው ውስጥ የሚገኙትን የአንደኛ ደረጃ ት/ቤቶችን ይጎበኛሉ?
2. ለትምህርት ቤት መሻሻል የህብረተሰቡ አስተዋፅኦ ምንድን ነው ይላሉ?
3. ትምህርት ቤቶች የህብረተሰቡን ተሳትፎ ለማሳደግ በምን በምን ነገሮች ላይ መስራት አለባቸው ይላሉ?
4. ትምህርት ቤቶች የህብረተሰቡን ተሳትፎ ለማሳደግ/ለመሻሻል ሐላኪነታቸውን ተወጥተዋል ብለው ያስባሉ? ካልሆነስ ለምን?
5. የህብረተሰቡንና የትምህርት ቤቱን ተባብሮ የመስራት አቅም ለማጎልበት በት/ቤት ደረጃ ስልጠና ወይም ውይይት ተከናውኖ ያውቃል? ካለ ለምን ያህል ጊዜ? ከሌለ ለምን?
6. የወመህ እና የትምህርት ቤት መሻሻል ኮሚቴ አባላት ህብረተሰቡን እንዲሳተፍ በማነሳሳት ግዴታቸውን ተወጥተዋል ብለው ያምናሉ? ካልሆነ ለምን?
7. ህብረተሰቡ በትምህርት ቤቱ ጉዳዮች ላይ እንዳይሳተፉ ምን ምን ችግሮች አሉባቸው?
8. በመጨረሻም የከተማው ት/ት ባለሙያዎች የህብረተሰቡን ተሳትፎ ለማሳደግ ምን መደረግ አለበት ይላሉ?

Appendix- K

Sample population selected from each school

No	Name of primary school	Teachers		Parents		PTA&SIC
		P	S	P	S	
1	Meseret	51	10	752	38	4
2	Abiyot fire	60	12	689	34	4
3	Hibret	45	9	453	23	4
4	Atse Bekafa	39	8	573	29	4
5	Abera georgis	36	7	419	21	4
6	Azezo kebele 19	42	8	477	24	4
7	Flege Abyot	49	10	512	25	4
8	Atse Fasil	45	9	445	22	4
9	Kebele 02	38	7	459	23	4
10	Tsadiqu Yohannes	52	10	501	25	4
	Total	457	90	5280	264	40


Key: P=Population

S= Sample

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis has been duly acknowledged.

Name Molla Bekalu

Signature 

Date June 7, 2011

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