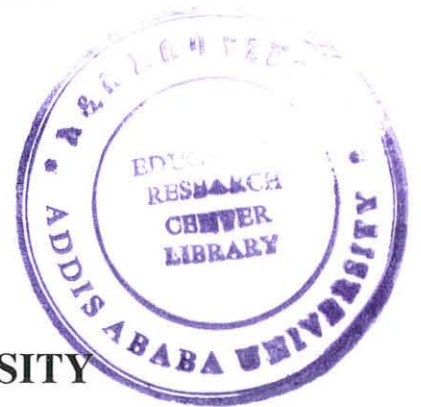


**PARENT-TEACHER ASSOCIATION (PTA) IN PROMOTING
SCHOOL-COMMUNITY RELATION IN GOVERNMENT PRIMARY
SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION**

BY

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SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT**

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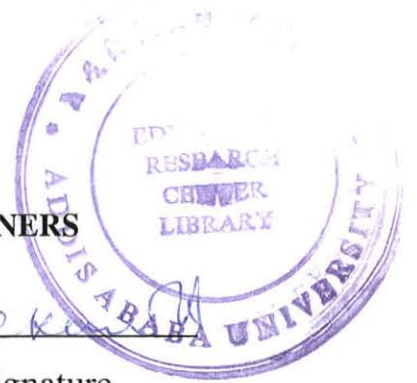
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Acronyms

ADEA	Association for the Development of Education in Africa
AEB	Addis Abeba Education Bureau
ESDP	Education Sector Development Program
iiCBA	International Institute for Capacity Building in Africa
IIEP	International Institute for Educational Planning
KETB	Kebele Education and Training Board
MoE	Ministry of Education
PTA	Parent Teacher Association
SED	Sub-city Education Department
TGE	Transitional Government of Ethiopia
WETB	Woreda Education and Training Board

ABSTRACT

This study was aimed at identifying the practices, problems and status of school community relation through PTA in government primary schools of Addis Ababa city administration. The area of investigation were perception on the purpose and role of PTA, current status of school community relation, contribution of PTA to bridge school and community, PTA involvement in school management and problems associated in promoting school community relation activities through PTA.

A descriptive survey method was employed and purposive and simple random sampling techniques were used. Out of the 10 sub cities in Addis Ababa region, 5 were selected as sample out of which 11 government primary schools were selected randomly for the study. Data were collected through questionnaire from 165 teachers, 36 school leaders, and 39 PTA members. Interview with KETB members, focus group discussion with parents and document analysis were conduct to supplement the data from questionnaire. The data obtained were analyzed using percentage, mean, one-way ANOVA and post Hoc Comparison of means.

The study has revealed that there were differences in perception on the role and purpose of PTA among teachers, school leaders and PTA members. school and community were not properly linked to enhance and improve the teaching learning program and the involvement of PTA in school management was not meaningful in leading and controlling the over all activities of the school. Moreover, it was discovered that there were various factors that were related to PTA members, school leaders and teachers, parents, community and organization which contributed to ill school community relation activities. Such factors can be categorized as lack of training, lack of program and strategy, lack of commitment and lack of awareness on school-community relation activities. Besides organizational and administrative factors like absence of clear rules and regulations in line with the community participation policy has made significant contribution.

The school in collaboration with PTA should involve students and staff in community development programs and in using community resources to supplement the teaching-learning process. PTA should participate in the management of school at all levels, from planning to implementation, controlling and evaluation of the school activities. Appropriate training should be given to school leaders, teachers, PTA members and parents on how to design implement and evaluate school community relation activities. PTA and the school should base the promotion of school community relation activities on well designed programs and strategies. Clear rules and regulations, including the duties and responsibilities of each stake should be established to govern school community relation activities. Moreover responsible bodies at all levels of the education system should be established to organize, coordinate and monitor school-community relation programs and activities.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

The purpose of education is to provide knowledge, skill and to bring about changes of attitude, which help the child to be all by himself at a later age. The child's future life and the life of the community are interconnected. Consequently, the education that the child acquires enables him/ her to exist within the community harmoniously, by fully participating in the community's program of activities, in which he/she directs and promotes knowledge, skill and experience to the benefits of the community's growth and development.

The school has definite responsibility to furnish the community with complete and accurate information concerning its needs and activities, and to develop educational policies and practices, which are reflections of their wishes. Campbell, 1962, states this as follows: "The school is an agency that is committed to education, is concerned with the growth of people, attempts to provide an educative environment, and tries to understand the learning process in its total setting".

The school-community interaction opens the opportunity for the school to see and understand the social, economic and political situation in the community that affects the instructional programs in the school. However, it helps the school to look for and use the human and material resources in the community to enrich school-community interaction. The community is the true educational institution, within the community there is work that educates for and provides for life; within the communities are roots of cosmopolitanism that makes the truly educated man; within the community there is room for the noble and dignified culture and leisure for all (Hart 1964).

School must be concerned with providing opportunity for effective learning along lines believed desirable by the supporting communities. The primary responsibility is to enable children to build on the heritage of the past. Teachers and schools must use not only the resources to be found in books but also the living resources to be found in their communities, where the problem is free to be met and dealt with to a greater or lesser degree of success. To provide desired kind of education to the children and youth mutual interaction of the school and community so that the environment of the community in the school activities assists the school to accomplish its legal obligation. To improve the school and what it renders, the school and the community must work hand in hand. To provide necessary education is not only the responsibility of the schools but also of the family as well as the community.

School-community relationships define the mutual understanding of the school program and the community needs which exists between the professionals who work in the school and the citizens who support them. These understandings are necessary if the school is to reflect the values of the community and also be positive influence in the future (Samuel, 1966).

The interaction between the school and the community make clear the understanding of the school program and need of the community. This is interaction of the school personnel and the community, which support the school. This interaction is needed for the school to reflect the values and traditions of the community.

The nature of the school-community interaction grows out of the fact that the society and the school are closely related. The process of school-public relations is co-operative in nature and its success is contingent upon active and intelligent participation of every instructional agent (Moetman and Vazwell, 1953). Such participation holds the school and the community closer together and leads to cooperate in promoting the development of each other.

The relationships of schools to their community should be based on the recognition of the principles that the school is the major agency for accomplishing the goals of the community that can be achieved through education. Since all resources for education

can not be brought to the schools, the entire community must be used as laboratory for learning and motivation for learning is improved by using community problems as a base for learning experience.

There is no doubt that schools should deal with the needs, interests and problems of the community, and the community also should deal with needs, interests and problems of the schools.

Kindred, 1962, state the objectives of the school-community interaction as follows:-

- Develop intelligent public understanding of the school in all aspects of its program.
- Secure adequate financial support for sound educational program.
- Bring about public realization of need for change and what must be done to facilitate essential progress.
- Promote a genuine spirit of cooperation between the school and the community in sharing leadership for the improvement of community life.

The school is one of the agencies that guide and promote development of children. As a social institution owned and operated by people, the school depends; for its continuance support upon the status of public opinion. It cannot do its job well unless it takes all account of other persons and social agencies, which help to educate children. Therefore, communities have a major share in the education of their children.

For maximum efficiency in school, there must be cooperation between home and the school. Parents should know that if students go to school physically unfit their progress will impair. Teachers should also know that if they are unfamiliar with the home environment of the students, and that if they do not know much of the view point of the child's parents, they can not be of the greatest service to students in particular and the community in general.

The community should know teachers not as despot, but as a cooperative and helpful individual. Only as lay citizens and professionals' school people work together can public education become and remain what it ought to be (Campbell, 1958). So it will be of great help if schools work in spirit of cooperation with community.

Reeder, (1954) explains the importance of parent teacher association for school community interaction "A parent-teacher organization has avenues of contact which are potent and far-reaching. Through these avenues it is possible to reach not only parents but the general public, because the parents who are members of the organization have social and business contacts with other persons". The central principle of the parent-teacher organization is that the welfare of children is best served by close cooperation between the two groups most intimately and deeply concerned with children-their parents and their teachers (Burrup, Percy E 1960).

Some people who are uninformed or misinformed on the purposes and policies of the parent-teacher organization and some PTA members, including school administration, are among this group- mistakenly assume that chief function of a PTA is to raise money to buy equipment and furnishings for the school. But the chief purpose of PTA is education, and the organization has defined its main tasks (1) self education on everything relating to children and (2) public education that is, the creation of an enlightened public opinion on issues and conditions affecting the welfare and education of children (Burrup, Percy E.1960)

It was with this assumption that the ministry of education (MOE, 2002) has replaced the former school committee and parent committee that were functioning to bring school community relation by a new organization, which is PTA in the year 2002. According to the published document by MOE (2002) "educational management, organization, community participation and finance guideline" the former school organizations (school committee and parents committee) were unable to fulfill their objective of participating community in school affairs for the following reasons:-

- They lack short term and long – term objectives.
- Their main duties were not centered on the teaching learning process rather on administrative activities.
- They were structured not in a way to strengthen the horizontal relation of school and community.

Because of the above shortcomings PTA is designed and incorporated in the new school organization. Thus the main objective of PTA, as a new school organization, is to:-

- Strengthen parents – teachers' relation.
- Develop parent's participation in the teaching – learning process both in school and out of school.
- Help teachers use the knowledge and experience of parents and community.
- Make schools places where good citizens with all rounded personality are produced by working in collaboration with parents and the school administration.
- Support and control the teaching learning process and solve problems that are associated with it. And with this PTA is expected to work in improving the quality of education and the achievement of students.
- Create conducive learning environment in school and facilitate the joint effort of schools and community.
- Help teachers to understand and support students' psychological and academic problems.

Despite the above facts there was a gap between what is expected and the current practice of PTA in promoting effective school community relation. In practice there seems to be no difference between the previous school committee organized to bring community involvement and the current PTA committee. For various reasons that are going to be studied in this research, the newly organized parent-teacher association is unable to implement the duties and responsibilities attached to it in the published

document "Educational management, organization, community participation and finance guideline". It was not able to fully involve the community in general and parents in particular to assist and develop the teaching learning process. Thus this study tries to identify the issues behind and tries to suggest some possible solutions to improve the situation.

1.2 Statement of the Problem

The introduction of PTA in school organization in 2002(1994EC) was with the assumption that the school-community relation will assume a new chapter overcoming the shortcomings of the previous school organization (school committee and parents committee). Hence the new organization, PTA was expected to extend school community interaction beyond financial and administrative issues and to give more emphasis on the teaching-learning activities. However as it is observed from current practice parent-teacher association are still not in a position to promote successful interaction between schools and community. Their main focus is on raising funds to construct additional classroom buildings, and maintenance of the old buildings. To bring better education for the younger generation parent-teacher association has to go beyond this and work with schools and the community for wholesome relationship.

In real sense, the school reflects the needs of the community. It is on this assumption that good school-community relationship is essential for the development of the school and the community. To the success of this important objective, every one concerned must have the knowledge of tactics and strategies of school community relations. Corbally, et.al. (1965), explains that school-community relation is not a bag of tricks or gimmicks; it is a program of continuous, intelligent planning, teamwork, and shared responsibility with wide involvement of every one concerned.

At present there are complains that the school community interaction is not conducted as a planned, integrated and targeted program that could help to bring better education for children. It seems that schools operate as though they are alienated from the community in which they exist. The school complains that every thing is left to

them alone. Parents seem to think that the school alone can solve the problems arising in the schools' compound, and teaching learning can continue efficiently without the participation of the community.

Thus, this study, as its major purpose, attempts to investigate the degree of the current interaction and interconnection between the community and school, the effectiveness of PTA in promoting this interaction and problems that hinder effective school community interaction. At this end the study also tries to propose some possible solutions to solve the problems identified.

1.3. Objectives of the Study and Research Questions

1.3.1. General objectives

Communities can influence the educational process in various ways. Construction of new buildings and additional classrooms, supporting school maintenance and above all supporting the teaching learning process are some but a few of the contributions of school community relations.

In order to discharge these multi-dimensional responsibilities in an organized and coordinated way, the communities in general and parents in particular need to have various organizational set ups put in place having sufficient authority. In this connection the parent teacher association (PTA) in each school and kebele education and training board (KETB) in each kebele are instructional organs towards empowering communities to exercise their rights, duties and responsibilities. Thus the major objective of this research is to:-

- 1) Investigate the organization, practice and legal issue that promote or hinder the effective implementation of PTA's duties and responsibilities.
- 2) Evaluate how PTA assists/helps the community in general and parents in particular to involve in school programs and activities.

1.3.2. Specific objectives

The research study will have the following specific objectives

- 1) To determine the contributions of the community to the schools and the schools to the community.
- 2) To determine the gap between what is expected and practiced in school community interaction.
- 3) To analyze the different approaches used by PTA to promote school community interaction.
- 4) To determine the major problems in promoting school community relation activities through PTA.
- 5) To recommend alternative ways of improving school community relation through PTA.

In order to achieve these objectives the research tries to answer the following basic questions:

1. How do the school community and PTA members perceive the purpose and role of PTA?
2. What is the current status of school community relation?
3. How does PTA serve as a bridge between school and community?
4. What are the roles that PTA is playing with regard to the management of school?
5. What problems have been observed in PTAs' involvement in school community relation activities?

1.4. Significance of the Study

The school is an integral and important part of the community if it has a wholesome relationship to its community (Elicker, 1964). Since the school is organized for community's development, it should not be a foreign body within the community. Rather it should be an open system to interact with the community to bring change and development. The development of the community in return will help to foster better education for school children.

Thus this study is expected to have the following potential significance.

- 1) To help policy makers and educational officials initiate alternative ways of implementing school-community relations.
- 2) To create awareness for persons/organizations concerned about the importance, principles, and methods of school community relations.
- 3) To help the different stakeholders in education (communities, parents, teachers, school leaders and education officials) contribute their efforts for better school community interaction.
- 4) The results of the study will also serve as a stepping-stone or reference for those who want to conduct further studies on issues related to school community relation.

1.5. Delimitation of the Study

The study is delimited to government primary schools (1-8) in Addis Ababa. Parent teacher associations (PTA) have been organized in both primary and secondary schools since the year 2002. However this study has limited itself to primary level only. In the period of early childhood, family involvement processes are critical for elementary school age children's learning and development. Substantial research supports the importance of family and community involvement in the elementary school years, and a growing body of intervention evaluation demonstrates that family and community involvement can be strengthened with positive results for children and their success. Therefore, the researcher believes that PTA has more significant role to play at this level of education. The study has also limited itself to government schools for the reason that the nature and degree of the problem that affect the status of school-community relation are different in government and non-government schools.

1.6. Limitation of the Study

Had it not been for lack of time and resources, it would have been more appropriate if all the ten sub cities were included in the study. Because of time and resource constrain the study was limited in samples taken from five sub cities only.

1.7. Study Design and Methodology

In conducting the study, a descriptive survey study method was employed on the assumption that it helps to reveal the current practice and problems of the Parent-teacher association in promoting school-community relation in the selected primary schools of Addis Ababa. The appropriateness of this method in describing what is happening currently and to a great many questions in education has been emphasized by Anderson (1990), Seyoum and Ayalew(1989).

1.7.1. Source of Data.

This study used primary as well as secondary source of data. The primary source included parent-teacher association (PTA) members, school leaders (principals, vice principals, unit leaders) teachers, parents, and members of Keble education and training board (KETB). The selections of these respondents is based on their direct and indirect involvement in school-community relation at school and Keble level, and are expected to provide all the necessary information that can help to analyze and understand the various factors that involve the process of school-community relation.

Secondary sources such as guidelines from the Ministry of Education (MOE) and Addis Ababa Education Bureau (AEB), working documents from KETB and Schools were used in the study.

1.7.2. Sample Size and Sampling Technique

There are 10 sub-cities and 86 Government primary schools in Addis Ababa administrative region. Five sub cities (50%) were selected using purposive sampling method to incorporate schools that are found at the periphery as well as those that are found at the center. Eleven primary schools (25%) were used as a sample to make the study manageable. Simple random sampling method is applied to select sample schools using probability sampling in order to give each school equal chance of being selected.

The first group of respondents consists of PTA members, school leaders and teachers. In the selected primary schools, there were 70 PTA members, 70 school leader and 563 teachers. For this study 40(57.14%) PTA members, 40 (57.14%) school leaders and 180 (31.97%) teachers were involved in the sample for filling questionnaire. The selection of respondents for questionnaire was done by using unrestricted random sampling to give each respondent equal chance.

The second group of respondents includes members of kebele education and training board in which the school is found. In each kebele there were (8) members of KETB and 2(25%) from each kebele were involved in the sample for interview. The selection used purposeful sampling to incorporate the kebele education team leader and the kebele education and health representative, since other members of KETB was accessed through questionnaire.

The third group of respondents includes parents who have children in the selected sample schools (see appendix III). Focus group discussion was conducted with 50 parents. Ten parents were selected randomly from five sample schools and discussion was conducted at convenient time and place.

1.7.3. Instrument for Data Collection

Questionnaire: Apart from qualitative data obtained from interviews, focus group discussions and documents, questionnaire was used to collect data from respondents. A set of closed ended with limited open ended items were designed in the questionnaire. This type of questionnaire is selected because it is very popular, it provides a greater uniformity of responses, and is more easily processed. In addition, when questions are closed – ended, respondents will be able to select from a list of answers provided to them (Babbi, 1983). The questionnaire consisted of similar items to be answered by all groups of respondents and separate items to be answered by school leader only. This is so because each group has different role and responsibility to undertake. Two experts in the field of education were made to give their views and

comments on the items of the questionnaire. Pilot testing for questionnaire items was conducted for all kinds of respondents in two primary schools for the purpose of refinement. Based on the feed back obtained from the potential pilot respondents and experts some modifications and adjustments were made on items that showed ambiguity and lacked clarification.

Interview: To strengthen the information obtained through questionnaire unstructured interview was conducted with members of KETB. This enabled the interviewees to express themselves without inhibition.

Focus group discussion: as the main stakeholders in the school, the views, attitudes, suggestions and other relevant information on the issue of school community relation was discussed with parents.

1.7.4. Methods of Data Analysis

The quantitative data collected through questionnaire were organized, analyzed and interpreted using appropriate statistical methods. Descriptive statistics mean value, rating scales, and percentages were used for comparisons, one-way ANOVA and Tukey-HSD tests were used for analyzing significance differences between different groups of respondents. The qualitative data collected through interview, focus group discussion and document analysis were systematically organized and their inherent relationships were analyzed and interpreted. Tables were used to present and interpret the data.

1.8. Operational Definitions of Terms

Community: people living in one particular area who have at least several of the following in common: a network of shared interests and concerns (although the members may hold opposing views about them and have different investments, roles, and responsibilities in relation to them): a common symbolic or physical base-a meeting place, a village, a zone within a town, a town itself, or an area served by school (Wolf Joyce et.al, 1997).

School community: all members of the school including teaching and non-teaching staff, school leaders, and students

School-community interaction: it is the harmony of understanding that exist between the school and the public it serves (Corbally, et.al, 1965). Contextually, in this study, school community relations and school-public relations are used interchangeably.

Primary school: a school having grades (1-8) offering basic and general primary education (TGE, 1994:14).

Public school: government school that is owned by the government and the public it serves parents and community. In this research paper government and public schools are used interchangeably.

Parent teacher association: school organization elected by parents and teachers with main responsibility of bridging together the school and the community and responsible to the parent-teacher congress (MOE, 2003)

Kebele education and training board: school organization consisting of kebele executive member, school director, PTA, women and youth association, and teachers association, with main duties of decision making and controlling school activities and responsible for the kebele in which the school is found (MOE, 2003).

CHAPTER TWO

2. Review of The Related Literature

2.1. Understanding the School

2.1.1. School as an Integral Part of the Community

Schools and communities are inextricably intertwined. Public schools are public institutions, embodying the values and hopes of the community. Public schools play a key role as a model of democracy at work in every society. They do so by demonstrating that all students should have the opportunity to learn at high levels, regardless of where they are born, and by preparing them for equal chance at success as citizens and in life. School should look themselves as part and parcel of the community and should develop a set of shared norms and values that define what this community is and how it works. Community norms combined with the norms and values that define teachers as professionals, provide substitutes for management controls, instructional systems, and close supervision by helping teachers to become self-managed (Sergiovanni, 2002).

Public schools are, by definition, owned by the public, parents, business leaders and other citizens have a stake in the product of public schools; they also have a say in decisions that affect the schools in their community. The school must engage the entire community in conversation and decisions about the activities of the school. They promote two-way conversations where both sides are listening and acting. They help the community define their role and responsibility for public education (Dryfoos 1996). Greater understanding and involvement in the serious business of schools leads to greater ownership of schools. With greater ownership, the public is more willing to commit time and resources for long-term investments in education.

2.1.2. School as Learning Communities

The concept of school as a community of learners signifies that schools are places where all participants; teachers, principals, parents and students are engaged in learning and teaching. School is a place where students discover, and adults rediscover, the joys, the difficulties, and the satisfactions of learning (Barth, 1990). In a community of learners, adults and children learn simultaneously and in the same place to think critically and to solve problems that are important to them. In a community of learners learning is endemic and mutually visible. Community of learners will be committed above all to discovering conditions that elicit and support human learning and to providing these conditions.

A school organized as a center of inquiry is an institution characterized by a pervasive search for meaning and rationality in its work. Viewed as a learning community, a school responds creatively and adaptively to changes in education and society. All of the community's members are valued and share a common purpose in the pursuit and achievement of quality education. This demands of all members a committed, active involvement in inquiry and problem solving, rather than passive transmission of information from teachers to students. We can no longer afford to conceive schools simply as "Knowledge distribution centers". The school must be much more than a place of instruction; it must also be center of inquiry that is producer as well as a transmitter of knowledge (Barth, 1988).

A school organized as a center of inquiry is an institution characterized by a pervasive search for meaning and rationality in its work. Central to any new mental model of a school as a learning community is the concept that life long learning must become a core activity for both individuals and organizations as a whole.

2.1.3. School as an Organization

School may be described as an open system when it is characterized by an input-output relationship with its environment. The school exists in a large environment,

which is social and physical and interacts with this environment. It responds to inputs of energy and stimuli from its environment and it affects its environment with its output (Cohen and Manion, 1981).

Organizations are established to meet one or more particular purposes. Organizations serve functions, adapt to their environment, clarify their goals, or act to implement policy (Barr, 1975). The school as an institution receives its mandate from the society it serves. The formal organizational chart of the school shows the role structure of the school, the positions occupied by its personnel and the expectations that are attached to those positions. Concepts such as role, position, and expectations help identify those regularities in the organizational framework of the school that persist over time and are common to all schools.

2.2. School-Community Relation

2.2.1. The Rationale for School-Community Relation

In the 1920's and early 1930's in the United States of America the character of school public relations activity was narrowly conceived, and most efforts were linked directly or indirectly with financial needs of schools. In the late 1930's broader conception of school public relations emerged, signaled by the publication of Arthur B. Moehlman's book, *Social interpretation*, in 1938 (Grieder and Pierce, 1961). Briefly, the new view took as its point of departure the fact that public schools are institutions of the society and hence must be responsive to the needs and interests of the society, both in the broad sense and in the community sense.

The school community relations emphasize the importance of designing programs around the needs and problems of the school and its special publics. Dealing constructively and effectively with these needs and problems will increase the chances that parents and other community residents will take a positive interest in the school (Bagin and Donald, 2001).

This being so, not only are the schools required to interpret their objectives, achievements, and needs to the people, but school authorities must also learn from the people what they think of their schools and what they want their schools to be and to do.

One of the main purposes of contemporary school public relations is to overcome the apparent apathy of the general public toward education, to stimulate people to learn more about the schools so that they can participate more intelligently in the solution of educational problems. Holliday in (Bagin and Donald, 2001) defines school and community relations as a “function on all levels of a school system, established as a program to improve and maintain optimal levels of student achievement, and to built and maintain public support.” The function consists of communication with, and involvement of, internal and external publics in the school system.

To the degree that education becomes a truly local function rather than an import largely directed from central levels, provides a critical platform for brokering and working out the new social contracts that sustainable development requires, in short, for facilitating new partnerships at the ground level (ADEA, 1997).

A school’s development goes hand in hand with better practical relations between schools and society. Relationships between the school and the community are important to the all round growth and development of both pupils and adults. Since education is an activity, which involves the co-operation of teachers, parents, children and the community as a whole, parents in particular are naturally interested in the education of their children (Musaazi, 1988).

The involvement of the community in school activities will help to provide more resources, facilities, and perhaps even more places to the education system; of helping the school to become more relevant to local needs and conditions; of making it more effective and efficient, through the community inputs and monitoring of both pupil and teacher attendance; and of assessing the community to see the value in the school (Shaeffer, 1991).

Various terms are used to denote public relations activity in education: “public school relations,” “school public relations,” “public information,” “school-community relations,” “home-school-community relations,” and so on. The terms “school public relations” and “public school relations,” while both still widely used today, have given way largely to the term school-community relations.

2.2.2. Importance of School-Community Relation

The advantages of school community relation in education, among other things, include opportunities for more resources for schools, ensuring greater relevance, reduction of the work burden of teachers and principals, and the community’s sense of ownership and well-informed knowledge of school activities (Rough, Andrea 1998).

Family involvement is widely regarded as a fundamental contributor to children’s success. For the students to realize their potentials, families and communities are needed to take active role in the educational process. Family’s involvement has two key elements. First, parents are supportive; they encourage their children and are sympathetic, reassuring, understanding, they show high level of commitment to their children and their education. Second, parents are active; they are doing some things that are observable. This combination of levels of commitment and active participation is what makes an involved family (Vandefirt and Green, 1992).

Practice shows that children who achieve better in school are those who receive parental support at home. Moreover, students regularly do their homework, build more confidence, regularly attend classes, and score good results in exams.

Similarly UNESCO notes that community involvement contributes a lot in the education reform of countries. Communities where the educational reform process has been relatively successful are those that obtained a determined commitment from local communities, parents and teachers, backed up by a continuing dialogue and various forms of financial, technical and/or vocational assistance. It is obvious that the local community plays a paramount role in any successful reform strategy (UNESCO, 2002).

Community participation, if properly managed, is a powerful tool for changing the attitudes of members towards the schooling of their children.....It can effectively participate in school construction, beautification, security, and maintenance of school buildings and site. It can also play a key role in encouraging parents to send their children to school and motivate them to stay in school, particularly girls. It can also effectively participate in the management of school including teachers to ensure that they come to class regularly, and teach effectively (MoE, ESDP, 1997).

2.2.3. The Role of the School in Promoting Community Relation

As a social institution set by the society, the school is expected to play certain roles and perform certain functions for the society. The most basic of these is the transmission of knowledge, attitudes, values, skills, beliefs, mores, and norms that are culturally relevant or current to the learner (Ukeje, 1992).The school is a planned social institution which acts as an instrument of society for teaching the young. In this institution, the interests of both the adults and children within the school coverage with those of parents and citizens outside it (Musaazi, 1998).

Schools are not only responsible for themselves and they are affected by outside influence. They serve the local communities that are rich in their own traditions and closely linked with their schools in a variety of curricular and extra-curricular activities. The communities, moreover, are part of the wider society, a society regulated by standards, customs, and beliefs, which act as powerful determinants of what is taught in school and how it is taught. Schools are also part of the government system of educational provision governed by politics and procedures agreed on at both national and local level.

Schools in the pursuit of excellence and relevance should be encouraged to develop a more complex picture of their community. On the one hand are parents who supply children. On the other hand are firms and government services, which will employ the graduates of the school system. Both parties should be invited into the schooling process as supporters and decision-makers (Cummings, 1992)

2.2.4. The Role of the Society towards Education

One reason that the school needs the support of the society upon which it is based is that it must be financed. The financial support offered by those outside the school is partially dependent upon their financial ability, but it is also dependent upon the people's understanding of the school's needs and their commitment to its program.

The duty of the society does not end with the establishment of schools. The society is responsible for the all round development of the individual. Its own progress depends on the proper development of the individuals. For the all-round development of the individual, the society will have to work in the form of an educational institution (Chaube S.P and Chaube A., 1996).

Since the environment in which the child lives and learns have a great deal of influence on the development of the child, the various units of the society has to make arrangements for the education of the children in order to help them develop. Each society has its own moral standards, customs and beliefs, and these will affect the schools which develop, the education which the school attempt to provide, the people who teach in schools, and the children who become pupils in the schools (Bennett, 1974).

The child learns much according to the environment in which he finds himself. The environment should be such that it is conducive to their development in accordance with the ideals of their society. The society organizes school families, and the state and other social institutions for the education of the individual or its members. All these are helpful in the achievement of the ideals of the society and in the development of the individual. They have a significant place in society.

Chaube S.P and Chaube A. explains that the society is responsible for the all rounded development of the individual, should make arrangement for the vocational education of the child and explain the significance of labor. The society is required to create moral atmosphere so as to make individuals morally strong by setting high ideals. It should arouse the aesthetic sense in the child, so that every act of the individual may be good, beautiful and beneficial.

One can see from this that the all rounded development of a child is the responsibility of the society and the school, working co-operatively for the success.

2.2.5. Mutual Relationship between the School and the Society

Co-operation between the school and the society is of prime importance. All the students of the school are the constituents of the society. The school is bound to be affected by their domestic and social problems. The parents of the students also influence the environment of the school through their various demands and wishes. The school should be an integral part or representative of the society by providing education for students that have a relation with their practical life and equip them with the ability to fulfill their needs in life (Chaub,S.P. and Chaube, A.). The school is an integral organ of the society because it is an important institution for the development of the society. The community and the general public own and support the school, so there need for them to be regularly informed about the progress of the educational program. At the same time, the government whose representatives on the spot are the school administrators and teachers controls the school. They interpret and implement government policies on educational matters.

It is therefore necessary that the community recognize the role of the teachers and the school. The public and the school collectively influence and shape the behavior of the child. For this reason, both the school and community should realize the need for co-operation and mutual understanding. Opportunities should be created for the two parties to exchange views on policies, means and ends. This will be possible if there is a good school-community relation.

A good school-community relationship requires a two-way communication system. The school has to plan and provide clear and definite channels of communication that carry information to the community and bring back their reaction and expectations. If the school does not provide this, the community may collect information from several unreliable sources (ukeje, 1992).

Every school should have information about the community it serves. Information about the composition of the community, such as the income, educational level, and occupation of the majority of the residents is useful in formulating new programs or adopting existing ones to meet students' particular needs. The school should know what community opinion is, regarding both broad educational issues and the day-to-day operation of the school itself. The school should also have some familiarity with the educational resources available in the community in order that they can be utilized to enrich and enhance the school program.

A thorough understanding of the needs and problems of the community will help the school to adjust meaningfully its demands and expectations of the society. Similarly a public awareness of the philosophy, problems and needs of the school will set a good climate for their support of the school.

2.2.6. Factors that Affect School-Community Relations

The various factors that hinder effective school-community relations can be attributed to different stakeholders in the education system. This includes the school principal, parents, teachers, community and parent teacher organization.

Even though some obstacles are family based and some are school based, schools can play a major role in breaking the practical and psychological barriers that have been keeping family and community members away. Research has shown that the extent to which schools encourage and facilitate participation is a greater predictor of involvement than family characteristic such as the parent's education, socioeconomic and marital status (Thorkildsen and Stein, 1998).

The more democratic the leadership style of principal is the better the participation of the community in school affairs will be (Sathory, 1974). The principal has the opportunity, power and authority to promote effective school community relation provided that he has the proper orientation, commitment and training to run the program. 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 school community relations (Rietbergin, 1996).

In many instance the local parents and/the local community are not deeply involved as external actors in formal education. Their involvement in school is largely limited to the provision of resources __ money, material, labor. However the substantial involvement in terms of consultancy, management or control, diagnosis of needs, the development of implementation of school policies, the design and evaluation of educational content, is usually seriously constrained.

There are several reasons for this and some as mentioned by UNESCO, 1990, are: Lack of time, energy, and sense of efficacy required for participation; lack of appreciation of the overall objectives of education and mismatch between what parents expect of education and what the school is providing; the belief that education is the essentially the task of the state; the length of time to observe the benefit of better schooling; ignorance of the structure and function of school; the school's disinterest or resistance to community or parental involvement as it is assumed specialized and professional matters and underestimation by parents of their own competence in educational issues and fear of being blamed for their children's 'backwardness' UNESCO as cited in (Shaeffer,1994).

In addition poor dissemination of information, undefined roles and responsibilities and lack of training are some of the obstacles related to community involvement (Rietbergen, 1996).

Some educators believe that, schools have neither the time nor the resource to establish partnership with families and community members, NCREL, as cited in Eman (2006). For Bagin and Gallagher (2001), teachers consider partnership program as additional responsibilities given to teachers; the teachers' duty is to offer first-rate curriculum.

When teachers are uncertain or insecure about their own teaching skills, they fear criticism of how they do on their job and discourage parent participation in the classrooms. On the other hand when there are local criticisms of schools, teachers become tired of being “escape goats” for all the wrongs of society, and they often express a desire to be left alone to teach (Barbour and Barbour, 1997).

Teachers’ beliefs about parents’ role in the classroom, availability of involvement opportunities, school policy regarding parental interaction, and accessibility of classrooms and personnel. Barriers to involvement may stem from teachers’ low sense of efficacy, from limits to their knowledge about getting parents decide to become involved by offering many options of interaction and taking parents needs into account.

2.3. Mechanisms of School-Community Relations

2.3.1. Planning School-Community Relation Program

The basic principle upon which an effective community-relations program must rest is the public character of the schools. The schools are brought into existence, financed, and governed by the people. The state legislature, which is composed of the elected representatives of the people, creates school districts by and through the laws of state; school districts receive their revenue through taxation; and school board members are elected by the people (Rebore, 1985).

Community relation in the public sector is quite different from public relations in private business and industry. Rather than a selling job or publicity program, community-relation is a method of communicating. In a formal sense, however, a community relation program is usually thought of as a collection of activities for interpreting the work of a group or organization and for developing the understanding, goodwill, respect, and support of the public that is desired (Bagin and Donald, 2001).

The unique circumstances of each school determine how parent and/community involvement should be planned and managed at that school. There is, therefore, no single ideal parent involvement program to serve as a model for all schools. However, we can propose programs that can be adapted according to a school's individual circumstances and needs.

In relation to this (Rebore, 1985) suggests five steps in developing a community-relations program. First, the board of education should create a policy that will give the administration direction in managing a community relation program and establish its scope. Second, a central-office administrative position should be established, usually entitled Director of community relations. The director's job involves planning and directing the school district's internal and external communications program. Third, the director for community relations should initiate a procedure for collecting data about the various publics that make up the school district. Forth, from these data, the director for community relations can identify and implement techniques for communicating with the various publics. The final step is to evaluate the effectiveness of the program, in terms of its organization as well as its outcome.

There are various ways by which school-community relations are enhanced and implemented for the welfare of the children and the development of the community. The relation with external community specially parents and the relation with internal community, teaching and non-teaching staff and students requires a well-designed program and strategies

The relation can take the form of learning opportunity for students that take them out of the classroom and into the community for real-life experience. Community relation involves individual community members as educational partners, as well as community organizations such as, businesses, nonprofits, and government agencies. The school can also serve as a community centre or a community institution that can play a role in community development efforts.

Parental involvement includes activities that take place at school, such as parental attendance at school events and participation in parent-teacher organizations. Parents can also participate in activities that take place in the home to support student achievement, such as helping in homework and discussions about school issues between parents and children.

2.3.2. Communication with Internal School Community

As a vital part of comprehensive school-community relation program internal communication has become increasingly important for schools. In the past the school community relation programs focuses on external publics and less concern was given to include their internal public, employee and students. As a result the internal publics, particularly employee, began to see themselves in a different role, one that called for a more active part in the school planning of the educational program along with their professional and personal welfare; and school systems began to realize that good relations with and among internal community were necessary part of good public relation (Bagin and Donald, 2001).

Now school administrators are well aware of the importance of good internal communication if they want to get a continued public support of education.

Bagin and Donald mentioned three reasons why a good internal communication program is important, (1) a good external communication program cannot survive without internal communication (2) constructive ideas will be suggested by employees because someone is listening and informing them; and (3) human needs, such as recognition and a sense of belonging, will be met, thus making employee more productive.

Poor relation can damage the school system and the status of professional employee in the community. When teachers are criticizing school policies and new educational practices and legislative proposals aimed at improving their own welfare in public, they are destroying both their profession and the school system as a whole. The school administrator should handle such problems properly if relations have to be improved.

Usually poor relations among teachers are caused by lack of administrative leadership, instructional practices, unethical conduct, division of responsibility, and formation of cliques. If moral is to improved and internal communications accomplished, the school administrator must attempt to understand the needs and wants of the employee and communicate from that perspective (Bagin and Donald, 2001).

Maintaining good relation with school-community can be achieved by using various structures and mechanisms. According to Shaeffer (1994) one way of approaching the problem is through structured internal communication program that encourages participatory management approach fostering good employee feedback and involvement. This includes:-

- Regular staff meeting in schools
- Subject-specific panels or committees
- Local branches of teachers unions or associations able, to run in-service training courses
- Various kinds of school discussion groups teacher clubs, headmasters clubs and teacher centers
- School clusters, with or without 'nuclear' or model schools and supporting cluster offices.

(Bagin and Donald, 2001) mentioned the various mechanisms that help to improve relation among teachers in the school-community relation:-

- Recognition of outstanding accomplishments of individuals and groups
- Continuing attention to the improvement of working conditions
- Involve employee in the planning process for the entire school
- Shared decision making or school-based management system
- Staff development program that helps employees improve professionally
- A well-structured orientation program for new employees
- Internal publications that keep employees informed on the activities of their school as soon as possible

Parents usually or occasionally ask their children about what they have learnt in school every day. "What did you learn in school today?" is a universal question asked in many homes each evening. Significant number of parents in the community makes their judgments of the school system from the attitudes and comments that are made about it by pupils. The pupils discuss about their teachers, talk about homework assignments, express opinions on the value of what they do in class, evaluate the fairness of rules and regulations, and describe experience they had with school staff members. No school can expect to enjoy the confidence and support of parents unless the comments of most pupils are favorable to the system.

Much may be done in the same community relations, but what a school system does may be neutralized if the day-to-day relationship with pupils is unsatisfactory.

2.3.3 Communication with External Community

Schools that communicate with their external publics in some organized way enhance their chance of getting better public support, minimizing criticism, learning the values and priorities of a community and receiving many functional ideas that will help them educate students better (Bagin and Donald, 2001).

Communication with the external publics should not be limited to parents and some school related groups. The school should work with people outside the school because these people and organizations have a great interest in the development of the pupils. It is generally agreed that parents and the community usually have a more stake in the school's program than do those who teach and administer (Otto and Sanders, 1964).

School personnel, then, work with parents and community organizations as they have the duty and responsibility to do so. The school exists to foster the development of children. School personnel work with parents and community agencies because this co-operative effort enhances their development and helps schools to be more effective. There are many agencies and forces outside the school, which act to

develop the child. The effective education of the child is a co-operative endeavor in which the school plays a selective role. The role must be enacted in co-operation with other agencies, which influence the child's education, especially the home.

There are various mechanisms for communicating with members of the external publics. The most beneficial ones are those, which directly involve children and face-to-face situation. Carter and Sutthoff, (1960) have reported that their research in communication indicates that such devices as pupil programs, open house, and parent-teacher conference are repeatedly perceived by teachers and parents as being especially beneficial.

The communicating process between the schools and the external groups should include both one-way and two-way communication. Person-to-person programs to inform the general publics about what's taking place in the school combined with one-way communication process; news letters, news release, brochures can help external publics to understand many decisions made by school officials and programs in their schools.

Any program of communication with the external publics should include the study of the role of pupils in the community relations; teachers' association and the community; and the importance of parent relations (Bagin and Donald, 2001).

2.3.3.1. Pupil for External Community Relation

The child is the most effective communication link between the home and the school. In many ways, pupils do more to keep the school in the public eye and win support for it. To a very great extent what the child says about his school, his attitude toward it, and the stories and materials he takes home from it shape the parents' perception of the school and their attitudes towards it (Otto and Sanders, 1964).

(Winkle, in Otto and Sanders, 1964) indicate that over one-half of the parents interviewed in one study stated that most of their information about the school and

their understanding of it came directly from their children. Good teachers use many devices for communicating information about the school through children.

Curriculum activities that are usually used to culminate units of work afford one opportunity for children to communicate with parents what they have been doing and learning. These frequently take the form of exhibits or programs, invitations that are taken home are written by the child and represent his best effort; homework assignments that are meaningful to the child and make sense to him are usually meaningful to the parent. Teachers can do much to give children the kinds of information which will help parents to discover that instructional areas which the parents cherish are still a part of the school program.

2.3.3 2. Teachers' Participation in Community Affairs

The community membership of the teacher must extend beyond contact with the parents of the children whom he teaches. The teachers and the principal should participate in self-chosen social and service organizations just as other citizens in the community are free to do. (Otto and Sanders, 1964) explains this; unless those who work in the school become active citizens in the community, school community relations will remain on a superficial level.

Teachers' organizations should participate in developing a community relations program for the whole year structuring it in such a manner that the community is constantly made aware of the existence of the organization. Activities should be scheduled to show that teachers are interested in the welfare of the community and the local citizens.

Teachers' organization should interpret the organization to the public and to develop community relations programs that will help the public better understand the teacher and the profession. They should develop a well-planned community relations program if the public is ever to understand the changing teaching profession (Bagin and Donald, 2001).

2.3.3.3. Using Community Recourses for the School

There are vast resources of the community, which can be utilized for improvement of the school. Teachers commonly make use of community resources in vitalizing and enriching the instructional program.

(Hanna as cited in Olsen, 1965) explained that every community, small or large, rural or urban, developed or isolated, has resources that can be utilized for educational purposes. The author further explained that these resources exist in the form of people, institutions, techniques, natural wealth and earth features, history, hopes, aspirations, problems, and tasks of planned community improvements etc. All these resources are out there to be identified, studied and improved by being used as relevant curricular contents and activities.

The use of community resources is an effective communicating technique for two reasons explains (Otto, Sanders, 1964), in the first place, it provides an opportunity for two-way communication. An interaction between pupils, teachers, and resource personnel develops. The resource person and those in the school are given the opportunity to share an understanding of each other. The visitor gains more understanding of what the school is trying to do as well as some of its limitations. Secondly, the fact that the resource person gives of his time and energy to the school tends to make him its partner. His participation breeds commitment. This increased understanding and commitment is likely to lead him to become an ambassador of goodwill for the school as he contacts others in the community.

2.3.3.4. School Resources for the Community

A child grows in the community as well as in the school. He learns by living as a member of the community. He is trained to grow in a desired manner in the school and to live his individual as well as community life effectively (Mohanty, 1990).

According to Mohanty, both the physical and the human resources of the school belong to the community and the community should not have any difficulty in utilizing these resources. The students, teachers, and other staff members come from the community. The community provides all the physical facilities either directly or indirectly through government.

The author further emphasizes that the process of teaching should not be confined to the four walls of the classroom; it should provide all sorts of experience by sharing in the community activities. Such activities includes the participation of children in literacy drives, health campaigns, road construction etc. this will break the barriers between the school and the community and make the school life lively, realistic and meaningful. The community can use libraries, laboratories workshops, school hall, play grounds etc for various activities by making suitable administrative arrangements.

The modern school is a community centre and the teacher is the “friend, philosopher and guide” of the people. By organizing the community programs and providing school resources for the community work, the position of teachers is improved and they gain confidence and respect (Mohanty, 1990).

2.3.3.5. Parent Involvement in Solving School Problems

Parent involvement is an active and willing participation of parents in a wide range of school-based and home-based activities, which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children’s homework at home. Parent’s involvement implies mutual co-operation, sharing and support (Squelch and Lemmer, 1994).

Children are their parent’s most valued possessions, and parents certainly cherish the opportunity to play a part in determining the kind of education that their children receive. The question is not whether parents should participate in solving school problem. Rather, the issue is one of finding the problem areas in which parents should

participate and on developing procedures where by they can function in constructive ways (Otto, Sanders, 1964).

Parents are capable enough to deal with policy matters and making decisions on school related problems. Schools should strive to identify problem areas in which parents can participate in making policy decisions. When parents involve in the decision making process they become closer to the school. Parents could also assist the school by providing materials and their own time for certain projects. Construction activities, beautifying the school grounds, staffing the library are some of the areas in which parents active involvement can be carried on and that create loyalty and commitment to the school.

2.3.3.6. Working with Community Agencies

The schools cannot possibly take care of all the needs and interests of the children and youth. But schools are being held increasingly responsible for coordinating the services of other agencies with their own for the welfare of children (Calvin and Crieder, 1961). There are various agencies in the community that have interest in the development of the child. Schools are interested in the development of the child and these agencies foster this development; therefore, schools have many opportunities to work with these community agencies as they help children.

The schools should know what agencies are available for servicing the children and the procedures that are necessary for obtaining the services of these agencies. When the school makes efficient use of them, children benefit: and in the process the school is able to build sound community relations through its public contacts (Otto, Sanders, 1964). The more extensive the cooperation between the school and outside agencies, the more effective may be the work of both, and the higher will raise the position of the school in the estimation of the community.

2.4. Organization and Governance of Schools

2.4.1. Decentralization of the Education System

Decentralization allows for more local community involvement in deciding schools' objectives and policies regarding the teaching and learning of their children: many people are convinced that this increased community involvement has a beneficial effect on young's education (Abu-Duhou, 1999)

The decentralization system is one of the most important process taking places today. Although it may not be a remedy for all educational problems there are ample evidences, which show that communities benefit from having control over their own education system. As owners and beneficiaries of their education system the community can ensure that it is of the highest attainable quality. Moreover education system that ensures a high level of community participation, community decision making, and community control, May also far relevant, robust and of high quality than education systems which are centrally controlled and divorced from real challenges of life (UNESCO,2001). Introducing new educational changes in school, like any other change, requires the active participation of the stakeholders. The community as a main stakeholder contributes many things, which range from providing money, labor and materials to managing school and decision-making (UNESCO, 2000).

Even if reforms designed in central ministry could be implemented in the average school financially and bureaucratically they might not be relevant to local needs and thus be unable either to stimulate local demands or to be sustained. The relevance, appropriateness, and sustainability of the reform of innovation is basically depends on the degree of collaboration and participation of the local community in education from mere use of a service to full participation in decision making at every stage of the development, implementation and evaluation of the educational program. When school community relation is based on such grounds there will be shared sense of ownership, responsibility, and accountability for education among the government, school personnel, and the community, which in turn leads to sustainable educational changes (shaeffer, 1994).

A participatory approach to development starts with the assumption that sustainable development ultimately depends on enhancing people's capacities as individuals and groups to improve their own lives and to take greater control over their own destinies. The community can play a vital role as a watchdog body for educational administrators, local politicians, and the teachers, who, for their selfish motives, tend to ignore the interests of the young learners. The community at large has a significant role in terms of acting as a countervailing force in areas where the traditional bureaucratic control on educational services fail or becomes less effective (Aggarwal, 1992).

Governments often lack funds to provide all communities with the necessary education and thus are often unable to guarantee a sufficient education to all children. There is not enough money available and not enough control able to be exercised over the daily workings of the average school at the very bottom of a bureaucracy to guarantee that the reforms planned and organized at the central level can achieve their anticipated goals at the level of the school. Government is not omnipotent, that it does not alone have the resources, expertise, mechanisms, and knowledge to improve education as it is now needs to be improved. Such improvement can in part be brought about through active and more participatory collaborative partnerships among the various actors in education.

The involvement of family and community in education can also have effects on the learning environment for children. Parents can also play important roles in improving both their children's academic achievement and teacher's performance. Hester in Lumsden and Hertling, (2000) explains, parent involvement increases students' academic achievements, improves their behavior and motivation, reduces absenteeism and dropping out, and fosters a positive attitude towards homework. Teachers also benefit from parents' involvement. In this regard the above authors again reported that teachers may discover that after increased involvement in the classroom, parents have a new respect for the role that teachers play and the impact they have on children. They also indicate that parents may also become more

interested in education and some parents may also become interested in education and some parents even seek out more learning opportunities for themselves.

2.4.2. PTA as a Formal Organization for School-Community Relation

The goals of the schools cannot be achieved by the effort of the government alone. Schools require the support of the community in terms of construction of new buildings, labor and material contributions, construction of additional classrooms, maintenance of the existing once and the like. In order to carry out the responsibilities mentioned, the community needs to have various organizational set ups with sufficient authority (MOE, 2002).

Thus community participation and parental involvement to school improvement should be carried on by formal organizations that link schools with parents and the community. Although various organizational settings with different names are practiced to promote school community relation in different countries, they have similar functions and responsibilities of serving the welfare of children by establishing close cooperation between parents and school. Among these organizations are parent association, parent-teacher association, school committees/school board/, and school management committee.

Parent-teacher association (PTA) is an effective formal organization for facilitating the school-community collaboration and interaction. It should be formed in every school for the purpose of exchanging ideas that will help parents and teachers in understanding each other's point of view and will also help in the common task of giving a better, more healthy and more sympathetic deal to children (Mohanty, 1990).

The role of parent-teacher organization like PTA is significant in serving as a bridge between the school and the community for effective teaching learning process. In order to discharge their duties and responsibilities the members of the PTA committee must have all the necessary knowledge, skills and competence. There should be clearly stated guidelines, procedures, and legislation to assist their effort. Failure to

make every member of the board and PTA to know his duties and responsibilities is a major handicap to effective operation (Arnott and Raab, 2000, White, 1962).

The central principle of the parent-teacher organization is that the welfare of children is best served by close cooperation between the two groups most intimately and deeply concerned with children ----their parents and their teachers (Burrup, 1960).

Since the very reason for parent-teacher association (PTA) is the improvement of child welfare, especially in connection with education, and the fostering of good home and school relations for the improvement of child life, PTA's occupy a unique position in school public relations (Grieder and Pierce, 1961). Thus, more than merely being money-raising agencies, such associations can also encourage the substantive involvement of parents in school. They can help to maintain student enrollment and discipline, help formulate school policy, and get involved in the development and adaptation of curriculum to conditions so that context-specific factors and local expertise may be used (Bude,1989, Adams, 1978).

Moreover, PTA offers an excellent opportunity to school administrators and teachers to interpret the school to the community. It serves as an instrument through which the public get informed about new procedures and methods in education. Through such an organization school administrators and teachers get the chance to address school needs, and problems through open forum and free discussions. Burrup (1960), explains when the PTA serves the child, the parent, the teacher, and the administrator, it automatically serves the community __good schools and high educational standards make a good community. If that is true, any organization which improves the schools is thereby improving the community. A good PTA encourages and provides opportunity for youth, teachers, parents, and administrators to participate in studies for the betterment of the community and more important__ opportunities for doing something for the improvement of the social and recreational activities in the community, particularly as they affect the lives of young people who live there (Burrup, 1960).

2.4.3. PTA in Promoting School-Community Relation, the Ethiopian Context

Parents' involvement and community participation in school activities existed in various forms in the administration of schools in Ethiopia. Representatives of parents and community in school administration have exercised participation in different forms. "In Ethiopia village peasant associations were established to encourage parents to send their children to school" the World Bank, 1998 as cited in Tsegaw (2000). School management committees have raised funds from the communities in order to either fully or partially support the construction of schools. School management committees were composed of community representatives, teacher and student representatives and the school principal acting as the secretary. The committees were legally empowered to provide guidance and support to the schools (Tsegaw, 2000)

In different political systems of the country, parents' representatives called as, Parents Committee, School Administrative Committee, Government School Committee and Parent-Teacher Association. Their duties and responsibilities were also different in each period.

In the early 1940's when student enrollment in the elementary and secondary schools remained relatively low, schools were provided with whatever they need 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 and a kind of foreign body to their community (Seyoum, 1988). The administration was highly centralized, and the local community participation was inhibited in curriculum planning, personnel and budgetary allocation and control.

After the downfall of the feudal system in Ethiopia in 1974, proclamation No. 103/1976 was issued that enable parents and community involve in the administration and control of schools. Schools were made under the management of the community through school committee established by peasant associations or urban dwellers association or by parents. The committees were responsible to supervise, run schools in accordance with the ministry of education, supervise the government subsidy or

budget allotted to schools, and encourage schools to create their own incomes, administer the school property and expand the school (PACS, 1976). However there were misunderstanding and conflict between school administrators and school committee. Therefore, there was a need to solve the problem caused by power sharing. The government therefore, issued proclamation No. 260/1984 (Seyoum 1996).

Accordingly, each government school had its own government school committee. The members of the committee include representatives of urban dwellers association, teachers association, youth association, and the school principal. The committee was composed of not more than nine members in primary schools (PMAS, 1984). However the performance of the school committee as compared to the power given to it was minimum, the proclamation made a legal framework to establish a link between schools and community to participate in the management which were absent at the earlier times (Seyoum, 1996).

The Federal Democratic Republic of Ethiopia developed Education and training policy in 1994, to make educational management decentralized, participatory and democratic. This is because; educational system could not succeed in attaining its objectives only for changes in the curriculum or method of teaching but it must also need change to be made on the organization and management (MoE, 2002).

The Federal Democratic Republic Government of Ethiopia education sector strategy (1994), stated that schools will be strongly linked with the community which will take responsibility in its well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community. The management of each school will be decentralized and run with the participation of the community, teachers, the students, and the relevant government institutions.

It was with this assumption that the Ethiopian ministry of education (MOE,2002) announced the establishment of parent teacher association PTA at school level,

kebele education and training board (KETB) at kebele level, and woreda education and training board (WETB) at woreda level, in the published document "Educational administration, organization, community participation and finance guideline". According to this document the main objective of such organizational structure is to actively involve the community with sense of ownership, in financing, controlling and decision making activities of schools. In a decentralized education system parent teacher association is an organizational tool to promote community participation in school governance.

The kebele education and training board (KETB) is the highest body composed of individuals from different sectors. The chair person was the kebeles' capacity building officer who now has replaced by the kebeles' education and health officer. The secretary of the board is the kebeles' education team leader. Besides school principal, teachers association, women association, youth association and PTA are represented in the board. The board is accountable to the council of the kebele. The board has the responsibility to approve school plan and budget, monitor and evaluate the school performance, increase enrollment and reduce dropout rates (MoE, 1994). PTA is composed of members that include teachers and parents who have child in the school and is accountable to parent-teacher conference. It is responsible to facilitate, lead and control the over all activities of the school.

CHAPTER THREE

3. Data Presentation Analysis and Interpretation

This chapter deals with the presentation, analysis and interpretation of data obtained through questionnaire from three groups of respondents: teachers, school leaders, and members of parent teacher association (PTA). Interview with members of kebele education and training board (KETB) and focus group discussion with parents whose children are attending the schools under study was also conducted. Besides, information was gathered through document analysis. The information gathered through Interview, focus group discussion and document analysis was qualitatively described in order to answer the basic research questions.

The data obtained through questionnaire was categorized into five sections. Section one presented the characteristics of respondents. The second section was on perception of respondents on the role and purpose of PTA. The third section dealt with the current status of school-community relation. The fourth section was on the contribution of parent teacher association (PTA) to bridge school and community. The fifth section was on the problems associated in promoting school community relation through PTA. Thus, based on the response obtained from the sample respondents, the analysis and interpretation of the data are presented below in each section.

3.1 Characteristics of Respondents

The data collected through questionnaire were from primary school teachers, school leaders (principals, vice principals, unit leaders) and members of parent teacher association committee (PTA). The total copies of questionnaires distributed for the study constituted 260, of which 180 distributed to teachers; 40 for school leaders and 40 for members of PTA. From the total questionnaires distributed for teachers 165(91.67%), for school leaders 36(90%) and for PTA members 39(97.5%) were returned and used for analysis.

Table 1A: Characteristics of Respondents (Teachers and school leaders)

No	Item	Teachers N =165				School leaders N =36			
		Male		Female		Male		Female	
		No	%	No	%	No	%	No	%
1	sex	102	61.8	63	38.2	21	58.3	15	41.7
	Age								
2	A) 20 and below	2	1.96	4	6.34	0	0	0	0
	B) 20-30	38	37.25	26	41.26	2	9.52	4	26.66
	C) 31-40	18	17.64	11	17.46	6	28.57	3	20.00
	D) 41-50	23	22.55	10	15.87	10	47.61	5	33.33
	E) Above 50	21	20.58	12	19.04	3	14.28	3	20.00
	Total	102	100	63	100	21	100	15	100
3	Educational level								
	A)12+ 1	3	2.94	5	7.93	0	0	0	0
	B) TTI Certificate	38	37.25	32	50.79	3	14.28	7	46.66
	C) Diploma	59	57.84	25	39.68	18	85.71	8	53.33
	D) Degree	2	1.96	1	1.58	0	0	0	0
	Total	102	100	63	100	21	100	15	100
4	Service years								
	A) Below 5 years	14	13.72	9	14.28	0	0	0	0
	B) 5-10	37	36.27	23	36.50	3	14.29	3	20.00
	C) 11-15	13	12.74	6	9.52	6	28.57	5	33.33
	D) Above 15 years	38	37.25	25	39.68	12	57.14	7	46.66
	Total	102	100	63	100	21	100	15	100

As presented in table 1A, the majority of school leaders (58.3%) and the majority of teachers (61.8%) were males which indicated that females are not coming to both leadership and teaching positions as their male counterparts. Since females have better attachment with children at home their position in teaching and leadership in primary schools could bring better opportunity to create good school community relation activities. Their close attachment with children could create understanding and commitment to work with children and parents than their male counterparts. As a result better home-school relationship could be established.

The focus group discussion with parents also revealed that they get better respect and understanding when they talk with female teachers and their children are also better treated with female teachers. Although the purpose of this study was not to make gender comparison in school community relation activities, the close attachment of females with children which has been confirmed by other studies, and the parents response given in this study could be taken as a clue to better contribution of females in school community relation activities.

Table 1A further indicates that the majority of male school leaders (61.9%) and female school leaders (53.33%) were above the age of 41, and the majority of male school leaders (85.71%) and female school leaders (79.99%) have above 11 years of service. This indicates that both male and female leaders have quite a long experience and are mature enough to carry the responsibility of shouldering school community relation activities for improving the teaching learning process.

Table 1B indicated that the majority of PTA members (69.23%) are males and the participation of females in PTA committee is low when compared to their male counterparts. This could be due to either shortage of time for that most women have additional responsibility at home or availability of educated women to be elected in the committee.

Table 1B also indicated that the majority of male (59.25%) and women (66.66%) PTA members are above the age of 50. This could have both merits and demerits. As they are matured in their age they may have better opportunity to know their community well and may have high acceptance by their local community. This may enable them to convince and initiate the community to work with school. On the other hand as their age is approaching retirement, active participation may be difficult because of their personal responsibilities and lack of energy to move to different places to accomplish their duties and responsibilities. Therefore it will be safer to elect middle aged PTA members who will be responsible as well as energetic by their age.

Table 1B : Characteristics of Respondents (PTA members)

No	Item	PTA members N =39			
		Male		Female	
		No	%	No	%
1	sex	27	69.23	12	30.76
	Age				
2	A) 20 -30	0	0	0	0
	C) 31-40	7	25.92	2	16.66
	D) 41-50	4	14.81	2	16.66
	E) Above 50	16	59.25	8	66.66
	Total	27	100	12	100
3	Educational level				
	A) Primary	0	0	0	0
	B) secondary	2	7.40	4	33.33
	C) 12+certificate	14	51.85	7	58.33
	D) Diploma	11	40.74	1	8.33
	E) Degree	0	0	0	0
	Total	27	100	12	100
4	Employment				
	A) Government	16	59.25	3	25
	B) Private	6	22.22	7	58.33
	C) Pension	5	18.51	0	0
	D) Unemployed	0	0	2	16.66
	Total	27	100	12	100

The educational level of the majority of men (51.85%) and women (58.33%) PTA members, was below diploma. This may cause some difficulties in understanding the teaching learning process and to make meaningful intervention to improve the instructional programs. Otherwise there are various areas of teaching learning activities where they can actively participate provided they are given adequate training.

3.2 Perception on the Role and Purpose of PTA

In this section perception of the three groups of respondents, teachers, school leaders and PTA members on the role and purpose of PTA was assessed on the bases of the response they gave to the items presented. Different opinions regarding the role and purpose of PTA were identified and presented to the respondents to be rated on a five point likert scale:-Strongly agree=5, Agree=4, partially agree=3, Disagree=2, and strongly disagree=1. For the purpose of analysis, the mean values were interpreted as <2.5=Disagreement, 2.5 – 3.5=Weak agreement and, >3.5=Strong agreement.

The opinions were assessed individually using some indicators (means) and a one-way ANOVA to check the existence of statistically significant differences in the mean values of the three groups of respondents. Multiple comparisons, Tukey-HSD were used to identify the group contributed more to the difference.

To assess respondents view on the role and purpose of PTA eight major opinions were presented and the respondents were asked to rate the degree of agreement of their perception with the items presented. The summary of the data is presented on table 2.

As can be seen from table 2, out of the eight opinions presented, strong level of agreement was observed on items number (1, 3, 5, 6. and 7) with a weighted mean of (4.29, 3.84, 4.33, 3.86 and 4.35) respectively.

Item number seven, bringing closer relation between parents and teachers to work cooperatively, was ranked first as opinion of strong agreement. This indicates that PTA could play a great role in this respect. All the three group of respondents have strongly agreed on the item as a role to be played by PTA. This opinion agrees with what is found on the literature as good community relation starts when parents and teachers come to know one another and to talk about what they want for young people (Bagin and Donald). Teachers develop a greater empathy and appreciation for the difficulties parents encounter in child-rearing; conversely, parents develop a better understanding and appreciation of the role of teachers (Goodson and Hess, 1975; Gordon, 1971)

Improving students' and teachers' discipline was ranked as the second opinion of strong agreement indicating that PTA has a role to play in maintaining discipline in schools. PTA is responsible to function as a disciplinary committee in schools through conducting timely follow up and taking appropriate measures upon indiscipline students as well as teachers to bring about smooth teaching-learning environment (MOE, 1994). Therefore, one can see from the finding that all the three groups of respondents strongly agree on the role of PTA to improve school disciplinary problems.

Table 2: Respondents Perception on the Role and Purpose of PTA

N o	Item	Mean values							F Ratio	R a n k
		Teachers N=165		S. leaders N=36		PTA. Members N=39		W.M		
		M	S.D	M	S.D	M	S.D			
1	Raise fund to support school programs	4.25	1.197	4.25	1.105	4.46	0.942	4.29	0.543	3
2	Involve parents in the instructional programs	3.18	1.097	3.06	1.013	3.85	1.368	3.29	5.994*	8
3	Improve the quality of student learning	3.80	0.885	3.78	1.017	4.03	1.287	3.84	0.010	5
4	Evaluate teachers performance	3.31	1.067	3.28	0.944	4.08	0.929	3.46	9.041*	6
5	Improve students' and teacher's discipline	4.23	0.932	4.53	0.774	4.46	1.097	4.33	1.807	2
6	Aware parents on the importance of school-community relation	3.87	1.295	3.83	1.108	3.85	1.368	3.86	0.010	4
7	Brings closer relationship between parents and teachers to work cooperatively	4.46	0.897	4.31	1.037	4.08	1.085	4.35	2.362	1
8	Lead and control the school's activities	3.18	1.221	3.14	0.762	4.46	0.682	3.43	23.339*	7

* Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical = 3.00
 Level of agreement: (" < 2.5 = 'disagreement'; $2.5 - 3.5$ = 'weak agreement'; > 3.5 'strong agreement')

Item number one, raise fund to support school programs ranked as the third opinion of strong agreement. Financing education is not the responsibility of government alone. Parents and the community have the responsibility to share the burden. As a representative governing body, PTA has to play a role in mobilizing parents and community to support the school financially and materially. It is on this argument that

all the groups of respondents strongly agreed on the role of PTA to raise fund for supporting school programs.

Item number six, raising the awareness of parents on the importance of school-community relation, ranked as the fourth opinion of strong agreement by all the three groups of respondents. As the participation and involvement of parents and community in school activities is important for the improvement of student learning, PTA has to put strong effort to create awareness of parents and community in visualizing and understanding the importance of school community relation. This finding indicated that all the three groups of respondents strongly agreed that PTA has a role to play in this respect.

Improving the quality of students learning, item number three, ranked fifth was also considered as an opinion of strong agreement by all groups of respondents. Therefore PTA has a role in improving the quality of students learning.

Table 2 further indicated that out of the eight opinions presented to the three groups of respondents weak level of agreement was observed on items (2, 4, and 8) with a weighted mean of (3.29, 3.46 and 3.43) respectively.

The one-way ANOVA result shows that the over all difference among the mean scores of the study groups are statistically significant at an Alpha level less than 0.05 for item number 2, ($F:2,238=5.994>3.00$), item number 4, ($F:2,238=9.041>3.00$) and item number 8, ($F:2,238=23.339>3.00$)

Multiple comparison, Tukey-HSD result further indicates that significant mean differences was observed for item number two between PTA members (mean=3.85) and the other two groups: teachers (mean=3.18) and school leaders (mean=3.06). This showed that PTA members rated their role to involve parents in instruction; item number two higher than teachers and school leaders, as opinion of strong agreement to show the opinion that PTA can play a role to involve parents in instruction is

strongly supported by PTA members. On the other hand teachers and school leaders rated this item as an opinion of weak agreement showing that in their opinion PTA is either incapable of playing a role in involving parents in instruction or indicating that this activity should be left to experts, teachers and principals. This finding indicated that teachers and principals have weak agreement on the role of PTA to involve parents and community in instructional programs.

Multiple comparison result for item number four indicated that significant mean difference between PTA members mean(4.08) and the other two groups: teachers(mean=3.31) and school leaders(mean=3.28) to show that PTA members strongly agree that they have a role to play in evaluating teachers performance. Teachers and school leaders do not share the same perception and they rated the opinion that PTA members have a role to evaluate teachers' performance as opinion of weak agreement showing that teachers should be evaluated by professionals and experts who have the skills and knowledge in teaching methods and pedagogies. The finding indicated that teachers and principals do not strongly support the rationale behind the role of PTA to evaluate their performance.

Multiple comparison result for item number eight indicated that significant mean differences was also observed between PTA members (mean=4.46) and the other two groups: teachers(mean=3.18) and school leaders(mean=3.14). This showed that PTA members rated their role to lead and control school activities; item number eight, higher than the other two groups to show the opinion that PTA can lead and control school activities was strongly supported by PTA members. Teachers and principals do not share this idea and they have weak agreement on PTAs' role to lead and control school activities showing that they undermined the capacity of PTA members to take such responsibility of making important decisions on school matters.

Some of the risks of participation are that it may involve people who have less skills or knowledge in making decisions (Brownlea, 1987). The finding indicated that teachers and principals were doubtful on PTAs' capacity of leading and controlling overall school activities.

Furthermore, from the interview conducted with KETB members, it was confirmed that most teachers and some school leaders do not support the role of PTA, in involving parents and community in instructional activities, in the evaluation of the performance of teachers and school leaders, and in leading and controlling school activities.

The rational they give for this, according to the respondents of the interview is that intervening in instructional activities and evaluation of teachers' and school leaders' performance requires expertise knowledge and skills. Besides technical skills like regular follow up, documentation of activities and interpretation of plans is essential for evaluation. According to the interview teachers and school leaders do not assume that PTA members have the time and capacities to perform such activities and their evaluation is biased and depends on the principals' suggestion and comment. Because of the above reasons teachers and principals do not support the role of PTA in evaluating their performance.

The perception of teachers and school leaders towards PTAs' role in leading and controlling school activities is also supported by the interview with KETB members. Teachers and school leaders do not support the leadership and full control of school activities by PTA. They rather want PTA to supplement the school leadership and reflect the views, interests and expectations of parents and the community in school management. According to the respondents of the interview such perception was resulted either from degrading PTA's capacity or from fear of interference in school management. (Narayan, 1995, and Bagin and Donald, 2001) explains that principals consciously or unconsciously fear that the community will try to dominate the educational program or assume control of school policy. In addition they feel that participation increases uncertainty and it often delays physical implementation. Due to this they limit the degree of community participation.

The above finding indicated that teachers and school leaders wanted PTA to involve more in non academic areas, like awareness, discipline, fund raising etc. and to have limited involvement in academic issues which requires expertise knowledge and skills.

3.3 Current Status of School Community Relation

The relationship between the school and the community is one that offers the closest structural unity possible. This is when the school operates directly as a nucleus for the betterment of the community and uses the resources knowledge and experience of the community to enrich the teaching learning program. Such mutual cooperation between the school and the community are important to the all round growth and development of both pupils and adults (Musaazi, 1988).

In this section the current status of school-community relation was assessed in terms of the mutual co-operation of the school and community as perceived by school leaders. The section is divided into two parts, one dealing on the services offered by the school to the community and the other dealing on services offered by the community to the school. The respondents were asked to rate their opinion on the degree of utilization of these services using five point likert scales: Exceptional =5, Satisfactory =4, Fair=3, Unsatisfactory =2 Not applicable=1.

The frequency of the responses obtained was converted into percentage scale. For the purpose of analyses, "Exceptional and satisfactory" results were taken as "good application", "Fair" results were taken as "Average", and "Unsatisfactory and Not Applicable" results were taken as "inadequate" application

3.3.1 Services Offered by the School to the Community

Item 1-5 were concerned with services that the school offered to the community. Five major areas of services that the school assumed to offer for the local community were selected and presented to the respondents to rate their view on the degree of utilization of these services by the community. The summary of the data is presented on table 3.

As can be seen from table 3 for item one the majority of respondents 52.8% agreed that there was a good use of the school's physical facilities by the community. Besides 27.8% agreed on average use and 19.4% agreed on inadequate use. The use of

school facilities by the community strengthen the relationship between the school and the community, hence it is a good indicator of good school-community relation. The public schools belong to the public. One effective way to demonstrate this is to make school facilities available to individuals, groups, and organizations when regular classroom demands are over (Donald and Bagin, 2001).

Table 3: Views on Services Offered by the School to the Community

No	Item	Frequency and percentage of Response											
		5		4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Use of physical school facilities	8	22.2	11	30.6	10	27.8	7	19.4	-	-	36	100
2	Participate in community life through youth and staff service,	2	5.6	3	8.3	7	19.4	18	50	6	16.7	36	100
3	Sell school products to the local community	-	-	7	19.4	7	19.4	12	33.3	10	27.8	36	100
4	Organizational support and services to local community.	-	-	3	8.3	8	22.2	17	47.2	8	22.2	36	100
5	Support children from low income families	13	36.1	10	27.8	6	16.7	7	19.4	-	-	36	100

Concerning item number two, participation in community life through youth and staff service for community projects, the majority of respondents 66.7% agreed that there was inadequate utilization. Besides 19.4% agreed on average utilization and 13.9% agreed on good utilization. As we can see from the data the contribution of the school in terms of staff and youth service to support community projects was inadequate. Learning is not only limited to classroom situation. Teachers and pupils have many opportunities to participate in community life and can learn a lot outside the classroom from the experience and knowledge of the community. Participating in the life of the community will also help to bring a close relationship and understanding between the school and the community. Citizens' concern for education increase as staff personnel become more actively identified with the social and civic life of the community (Donald and Bagin, 2001).

For item number three, sell school products to the local community, the majority of respondents 61.1% agreed that there was inadequate implementation, 19.4% agreed on average implementation and another 19.4% agreed on high implementation. Having agricultural production, handcrafts and industrial production system where students learn about these at school is an aspect of integrating classroom teaching with practical world. On the way students will produce certain products for sell to the community and generate income for supporting other school activities. Such activities have multi-purpose objectives of supporting practical education, income generation and strengthening school-community relation. According to the data obtained the experience of schools in prompting production and sell of products to the local community was inadequate and needs to be improved in the future.

For item number four the majority of respondents 69.4% agreed that there was inadequate implementation in offering organizational support and service to the community by the school. In addition 22.2% agreed on average implementation and 8.3% agreed on good implementation of the service. The data indicated that the contribution of the school in offering organizational support and service to the community has to be enhanced so that the community gets benefited from the knowledge, skills and experience of the school.

The public school which is equipped and available for rendering several types of services to the community generally might well become an increasingly important institution in the nation's development. Besides educating children, schools has to identify problems, needs and interests of the local community and design various mechanisms to address those needs and interests of the community through various means. According to Bude (1985) the school, as a national institution of education should assume responsibilities other than the transfer of basic knowledge and skills.

For item number five, support children from low income families the majority of the respondents 63.9% agreed that there was good implementation of the service, while 16.7% agreed on average and 19.4% agreed on inadequate implementation.

According to the data schools are helping students from low income families. Children who are unable to continue their education due to social and economical reasons have to be supported financially and materially. One of the mechanisms by which the school can help to reduce educational wastage through dropout is by supporting children from low income families through a coordinated effort of the school community, parents, and various community agencies. Besides reducing the dropout rate of students such activities will help to bring closer relation between the school and the community. As it can be concluded from the finding of the data the contribution of schools towards such activity was found to be good.

3.3.2 Service Offered by the Community to the School

Item 1-5 of table 4 were concerned with services that the community offered to the school. Five major areas of services that the community assumed to offer for the school were identified and presented to the respondents to rate their view on the degree of utilization of these services by the school. The summary of the data is presented on table 4.

Table 4: Views on Services offered by the Community to the school

N O	Item	Frequency and percentage of Response											
		5		4		3		2		1		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Financial and material support	10	27.8	12	33.3	7	19.4	7	19.4	-	-	36	100
2	Use of community resources for teaching-learning	-	-	3	8.3	8	22.2	14	38.9	11	30.6	36	100
3	participate in staff development program	-	-	3	8.3	5	13.9	17	47.2	11	30.6	36	100
4	Participate in Curriculum evaluation	-	-	4	11.1	10	27.8	13	36.1	9	25.0	36	100
5	Participate in co-curricular programs of the school	-	-	-	-	10	27.8	17	47.2	9	25.0	36	100

For item number one the majority of the respondents 61.1% agreed that the financial and material support of the community to schools was good. Further 19.4% agreed on average support and another 19.4% agreed on inadequate support. To run the school

effectively, financial and material resources are very important. As the cost of education is high enough to be covered by government only, the participation of the community in this respect is not only vital but a necessity. In this respect the result of the data indicated that the community effort in supporting the school financially and materially was good.

For item number two the majority of respondents 69.5% agreed that the process of using community resources for teaching-learning was inadequate. Further 22.2% agreed on average use and 8.3% agreed good use. The data indicated that the use of community resources to strengthen the teaching-learning program was not developed. Without necessarily departing from its curriculum, the school can relate some of its subjects to the community problems and draw upon the community for possible teaching and demonstration materials (Musaazi, 1988). Communities are laboratories for gathering information and their human and physical resources can be used to enhance students' understanding of concepts taught in class. As students applied what they had been learning to their communities' problems, the schools, role underwent a transformation as well, (Mc Donoughand wheeler, 1998).

Individuals, groups and various community agencies can share their knowledge and skills to school personnel teachers and students through training programs. For item number three the majority of the respondents 77.8% agreed that the use of community resource for staff development was inadequate, while 13.9% agreed on average use and 8.3% agreed on good use. This implies that schools are doing little to exploit community resource for building the capacity of their staff in various areas of specialties.

For item number four the majority of respondents 61.11% agreed that the participation of the community in curriculum evaluation was inadequate, while 27.8% agreed for average participation and 11.1% agreed for good participation. This implies that schools are not using resource persons with various specialties to comment on the curriculum and to work with teachers in the selection of materials and equipment for

vitalizing the units. Work connected with the study and improvements of curriculum at all levels afford rich opportunities for parents' participation. Parents can take an active and constructive role in helping the school define the purpose of education, the objectives for specific fields, and course of study (Bagin and Donald, 2001).

Item number five, regarding the participation of parents and community in co-curricular activities, the majority of respondents 72.20% agreed on inadequate participation, while 27.8% agreed on average participation. Co-curricular activities help children to discover and develop interests in their physical, social and psychological environment. Besides such programs will help children to know their potential and interest areas for their future career and to relate what they have been taught in classroom to the reality outside the classroom. Participation of parents and community in such activities will help to strengthen the teaching learning and should be given more attention by teachers, school leaders and PTA members.

The data obtained from interview with KETB and focus group discussion with parents also revealed the above findings. These respondents had pointed out that the interaction between the school and the community was largely limited to providing classroom based education to children by the school and financial/ material support of the community to the school. According to these respondents schools do not plan and implement programs that will help to involve students and staff in community development activities and to utilize community resources to substantiate the teaching learning process. Community is a strong educational force in children's lives. Places exist in all communities that children should know about and visit, and all communities have material resources teachers and parents can use in the educative process (Barbour 1997).

3.4 Contribution of PTA to Link School and Community

PTA is expected to communicate with parents and/community in a variety of ways in order to link the school with the community. The following section deals with the mechanisms by which PTA makes this link and involves parents and community in

school activities and programs. The mechanisms applied are grouped into two categories. Mechanisms that are employed in a day to day activities of the school to support the instructional program are classified as regular and mechanisms that are employed in a special occasions to bring closer relation and understanding between the school and the community as special event mechanisms . In both categories the respondents were asked to rate the degree of application of these mechanisms on a five point Likert scale:- Regular =5, Mostly =4, Partially= 3, Seldom =2, and Never =1 For the purpose of analysis the mean value obtained for each item interpreted as <2.5 = poor application, 2.5-3.5= moderate application, and >3.5 = high application. To see whether or not there were statistically significant differences in the three groups of respondents regarding their response on each item a one-way ANOVA and to identify the group contributed more to the differences multiple comparison, Tukey-HSD procedure was conducted.

3.4.1 Regular Mechanisms Applied to Link School and Community

Here ten mechanisms that are assumed to be important for effective school-community relation through PTA are presented to the respondents to rate their view on the degree of their application. The summary of the data is presented below on Table 5.

As it can be seen from table 5 three of the mechanisms, Item 1, 3, and 6 with a weighted mean of (3.84, 3.77, and 3.75) and rank order of (1, 2, and 3) respectively are rated as mechanisms of high application. Item 5 and 10 with a weighted mean of (3.24 and 2.91) and rank order of (4, and 5) respectively are rated as mechanisms of moderate application. The rest the items (2, 4, 7, 8, and 9) with a weighted mean of (2.36, 2.49, 2.10, 2.27, and 2.43) and a rank of (8, 6, 9, and 10) were rated as mechanisms of poor application.

The one-way ANOVA result shows that the over all difference among the mean scores of the study groups are statistically significant at an Alpha level less than 0.05 for item (1, 5, 6 and 9).

The result of multiple comparisons, Tukey-HSD test for item number one indicated mean difference between PTA members (mean = 4.54) and the remaining groups: teachers (mean = 3.55) and School leaders (mean = 4.06). This means PTA members have rated collecting of feed back from parents, teachers and students high above average than the two groups.

Table 5: Views on Regular Mechanisms Used to Link School and Community Through PTA

Item	Variable/Item	Mean values						W.M	F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39				
		M	S.D	M	S.D	M	S.D			
1	Collect feedback of parents, teachers, students	3.55	0.563	4.06	0.475	4.54	0.505	3.84	53.47*	1
2	Design a schedule for contacting a specific number of parents each week	2.34	0.772	2.28	0.914	2.51	0.997	2.36	0.829	8
3	Call parents whose children have disciplinary problems	3.76	1.100	3.81	1.064	3.77	1.202	3.77	0.25	2
4	Organize forums with students	2.43	0.837	2.39	0.803	2.79	1.361	2.49	2.451	6
5	Organize forums with teachers	3.02	1.372	3.67	1.069	3.54	1.295	3.24	4.679*	4
6	Raise funds from various sources	3.53	1.145	4.17	0.878	4.05	0.857	3.75	7.224*	3
7	Organizes programs for parent visit to classrooms and school	2.05	1.351	2.22	1.456	2.15	1.368	2.10	0.247	10
8	Forms various advisory committees to study the school problems	2.24	1.341	2.33	1.042	2.31	1.454	2.27	0.085	9
9	Educate parents and/community on children's behavior and development	2.34	1.411	2.25	1.079	3.08	1.458	2.43	4.842*	7
10	Communicate with community agencies	2.82	1.366	2.72	1.365	3.38	1.566	2.91	2.801	5

* Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical = 3.00
 Level of Application: (" $< 2.5 = 'Poor'$ "; $2.5 - 3.5 = 'Moderate'$ "; $> 3.5 'High'$ ")

One can also see that all the three groups of respondents rated the item above average and as mechanism of high application. It is therefore possible to conclude that one of the major techniques used by PTA to link community with school was through collecting feedback from both sides.

The comparison test for item number 5 table 5 shows significant difference between school leaders mean (3.67) and PTA members mean (3.54), and teachers mean (3.02). This is so because teachers have rated organizing forums with teacher as mechanism of moderate application. Since the majority rated the item as mechanism of high application, we can conclude that it is a mechanism that is highly applicable to promote school community relation through PTA.

As the one-way ANOVA result for item number 6 in table 5 shows, there was a significant mean difference between the groups. The Tukey-HSD comparison further indicates the significant mean difference between teachers mean (3.53) and the other two groups: school leaders (mean = 4.17) and PTA members mean (4.05). Although all groups agreed fund raising as a mechanism of high application, relatively teachers had rated it lower than the two groups, but still higher than the average.

For item 9 table 5, a significant difference was observed between PTA members mean and the other two groups: school leaders mean (2.25) and teachers mean (2.34). This indicated that PTA members rated the item, educate parents and/community on children behavior and development as mechanism of moderate application while the two groups rated it as mechanism of poor application. Since the majority considered it as poor it can be concluded that item is mechanism of poor application.

In general the above data showed that the activities of PTA were limited to such issues as, discipline, fund raising and collecting feed back. Such mechanisms do not have a direct impact on the teaching-learning activities. If effectively planned and implemented those mechanisms that were rated as poor application would have been very important in bringing better teaching-learning and hence improve student achievements.

3.4.2. Special Event Mechanisms Used to Link School and Community Through PTA

Special event programs have added advantage of placing the adult in close contact with the regular school programs. Alarm over what modern schools are doing to children often changes to public statements of support as the community become personally involved in special programs. Such programs are valuable also because they provide opportunities for parents and the community to know teachers, and school administrators as people and to see firsthand that they are devoted to the education of their children.

Here five major special event mechanisms that are assumed to be important in bringing closer relationship and understanding between the school and the community are presented to the respondents. The respondents are asked to rate their view on the degree of application of these mechanisms. The summary of the data is presented below on Table 6.

Table 6: Views on Special Event Mechanisms Used to Link School and Community Through PTA

No	Item	Mean values							F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39		W.M		
		M	S.D	M	S.D	M	S.D			
1	Organizes recreational and educational programs for in school and out of school community	2.31	1.338	2.31	1.064	2.38	1.426	2.33	0.048	5
2	Participate in parent's day activities	3.46	0.166	3.72	0.974	3.83	0.9476	3.74	2.045	1
3	Give recognition awards for best performance	2.46	1.187	2.53	1.028	2.85	1.679	2.55	1.369	3
4	Organizes programs for the school community to deliver services to the local community	2.41	1.375	2.28	1.356	2.67	1.014	2.43	0.849	4
5	Discuss school problems in PTA conference	3.63	1.144	3.56	0.843	3.95	0.972	3.68	1.610	2

* Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical=3.00
Level of Application: (" < 2.5 = 'Poor'; $2.5 - 3.5$ = 'Moderate'; > 3.5 'High'")

As it can be seen from Table 6 there was no significant mean difference between the groups of respondents used in the study. This implied that all the three groups of respondents had similar views on the application of special event mechanisms to promote school-community relation through PTA.

Further Table 6 reveals that out of the five mechanisms two of them, item number 2, participate in parent's day activities and item number 5, discuss school problems in PTA conference, with a weighted mean of (3.74, and 3.68) and a rank of (1, and 2) respectively are rated as mechanism of high application.

The individual mean score for item number one indicates that teachers rated this item as mechanism of moderate application whereas both school leaders and PTA members rated it as mechanism of high application. Since the majority rated the item as mechanism of high application we can conclude that participation in parent's day activities can be considered as mechanism of high application in promoting school-community relation through PTA.

Regarding the individual mean score of item number five all group of respondents agree that it is a mechanism of high application.

Item 3, give recognition awards for best performance with a weighted mean of (2.55) and rank of (3) was rated as mechanism of moderate application. Although there was no statistically significant difference between the groups it can be observed that teachers rated the item below average as mechanism of poor application whereas the two groups, school leaders and PTA members, rated it as mechanism of moderate application. Since the majority rated item 3 above average it can be taken as mechanism of moderate application.

Item number one, organize educational and recreational programs, and item number four, organize programs for school community to deliver service to the local community with a weighted mean of (2.33, and 2.43) and rank of (5, and 4) respectively are rated as mechanisms of poor application.

Table 6 also indicates that item number one was rated below average as mechanism of poor application by all groups of respondents whereas item number 4 was rated slightly above average as mechanism of moderate application by PTA members. Since the majority rated the item below average we can conclude that item number 4 is a mechanism of poor application.

3.5 Mechanisms Used by PTA to Involve in School Management

One of the duties and responsibilities of PTA is to represent parents and/community and involve in the management of the school. As a management body PTA is expected to raise questions, obtain information, express ideas, consider proposals and make appropriate decisions about problems within the school. Such systems of allowing parents and community to own and control their own schools have many positive results in improving the teaching learning process.

The following section of this paper investigates the extent of involvement of PTA in the school management. Nine major areas which are assumed to be important for PTA to involve in the school management are presented to the three groups of respondents. The respondents are asked to rate their views on the extent of involvement of PTA in the mentioned management areas of the school on five point Likert scale:- Regularly = 5, Mostly = 4, Partially= 3, Seldom = 2, and Never = 1

For the purpose of analysis the mean value obtained for each item interpreted as <2.5 = poor involvement, 2.5-3.5= moderate involvement, and >3.5 = highly involvement. To see whether or not there were statistically significant difference in the three groups of respondents regarding their response on each item a one-way ANOVA, and to identify the group contributed more to the difference multiple comparison, Tukey-HSD procedure was conducted. The summary of the data is presented on table 7 below.

Table 7 reveals that out of the nine major involvement areas of PTA in the management of the school, three of them have been rated as high involvement areas. These includes item number three, evaluate teacher's and principal's performance with a weighted mean of (3.74) and rank of (1), item number six, participation in the

preparation of school's annual plan and budget, with a weighted mean of (3.57) and rank of (3), and item number eight, examine student's and teacher's disciplinary cases for decision, with a weighted mean of (3.67) and a rank of (2).

Item number nine, report the achievements of the school and PTA to parents, with a weighted mean of (2.96) and a rank of (4) was rated as moderate involvement areas of PTA in the management of the school.

Table 7: Extent of Involvement of PTA in School Management

No	Item	Mean values						W.M	F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39				
		M	S.D	M	S.D	M	S.D			
1	Control teacher's attendance	2.28	1.209	2.33	1.069	2.64	1.224	2.36	1.408	6
2	Control student's attendance	2.26	1.163	2.31	1.091	2.59	1.292	2.33	1.179	8
3	Evaluate teacher's and principal's performance	3.59	1.247	3.67	1.171	4.28	0.887	3.74	5.218*	1
4	Control and evaluate the implementation of school plan	2.41	1.206	1.67	0.632	2.54	1.295	2.30	6.918*	9
5	Control the utilization of material and financial resources	2.45	0.924	2.33	0.926	2.77	1.063	2.49	2.262	5
6	Participate in the preparation of school's annual plan and budget	3.43	1.051	3.69	1.283	3.92	1.156	3.57	3.179*	3
7	Represented in management body and involve in decision	2.38	1.117	2.22	0.760	2.31	1.055	2.34	0.348	7
8	Examine student's and teacher's disciplinary cases for decision	3.75	1.225	3.56	1.275	3.54	1.295	3.67	0.614	2
9	Report the achievements of the school and PTA to parents	2.89	1.446	3.08	1.296	3.08	1.222	2.96	0.426	4

* Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical =3.00
Level of involvement: (" < 2.5 = 'Poor'; $2.5 - 3.5$ = 'Moderate'; >3.5 'High'")

Item number one, Control teachers' attendance, with a weighted mean of (3.6) and a rank of (6), item number two, Control student's attendance, with a weighted mean of (2.33) and a rank of (8), item number four, control and evaluate the implementation of school plan with a weighted mean of (2.30) and a rank of (9), item number five, control the utilization of material and financial resources of the school, with a weighted mean of (2.49) and a rank of (5), and item number seven, represented in management body and involve in decision, with a weighted mean of (2.34) and a rank of (7), was rated as poor involvement areas of PTA in the management of the school.

Table 7 further indicated that out of the nine major areas of PTA involvement in the management of the school, the one-way ANOVA result shows that the over all difference among the mean scores of the study groups are statistically significant at an alpha level less than 0.05 for item number three, four and six. To identify which group contributed more to this differences pair wise comparison was conducted.

The result of the comparison for item number three indicated mean difference between PTA members (mean = 4.28) and others: teachers (mean =3.59) and school leaders (mean = 3.67). Although all groups rated the item as high involvement area, the pair wise comparison result indicated that PTA members have rated the item higher than the remaining two groups and considered that evaluation of teachers' and principals' performance as the highest area of involvement in school management than the other two groups.

Regarding controlling and evaluating the implementation of school plan, item number four, the comparison result indicated significant mean difference between school leaders (mean=1.67) and the other groups: teachers (mean=2.41) and PTA members (mean=2.54). Although the weighted mean rated the item as poor involvement area, the pair wise comparison result shows that school leaders rated the item lower than the two groups while PTA members rated the item slightly above average as moderate involvement area. However the majority of respondents rated the item below average indicating that controlling and evaluating the implementation of school plan was considered as poor involvement area of PTA in the management of the school.

Significant mean differences were also shown for item number six. According to the multiple comparison result a significant mean difference was observed between teachers (mean =3.43) and others: school leaders (mean =3.69) and PTA members (mean =3.92). This implied that teachers rated the participation of PTA in the preparation of school's annual plan and budget, item number six, as moderate involvement area whereas school leaders and PTA members rated it as high involvement area. Since the majority of respondents rated the participation of PTA in

the preparation of school's annual plan and budget as high involvement area we can conclude that the participation of PTA in the preparation of school's annual plan and budget was a high involvement area for PTA in the management of the school.

The above findings indicated that the involvement of PTA in school management was incomplete. They somehow participate in the preparation of the school's annual plan and budget but do not follow, control and evaluate the implementation of the plan. Since PTA is a representative body of the community it should actively participate in decisions of the school all the way from planning to implementation, controlling and evaluation of the school activities.

Genuine community participation in management of schools requires that there be a possibility to participate at each and every step in the management. They should participate from the very start of the planning process (World Bank, 1972; UNESCO, 1985)

The data from the interview of KETB members revealed that the role of PTA in monitoring and evaluating school activities was not significant and limited to filling and signing the performance evaluation of teachers and principals. According to the respondents of the interview and document analysis PTA members usually do not attend management meetings of the school. The reason for this was that the principal does not facilitate meetings for PTA members to attend. In addition lack of time and commitment on the part of PTA members to participate in management meetings and decisions contributed for poor involvement of PTA in school management.

We can therefore conclude that there was no meaningful involvement of PTA at all levels of school management and decision makings.

3.6. Problems Associated in Promoting School-Community Relation Through PTA.

Even though certain structures were established for promoting school community relation activities through parents involvement and community participation and community roles are defined by various education bodies school community relation

is far from in practice. There are various obstacles that hinder the practice of effective school-community relation activities. These obstacles emanate from the different stakeholders in the education system. The school management and teachers, Parents, community, and organizational structures in the education system all have a role to play for success or failure of school-community relation programs.

The following section of this paper investigates the different factors that hinder effective school community relation. The factors are divided into four major categories, factors related to PTA, school, parents/community and organization/administration. The respondents where asked to rate the degree of seriousness of these factors on a five point Likert scale:- Very serious =5, Serious =4, Moderately Serious =3, Less Serious =2, And Not a Problem =1.

For the purpose of analysis, the mean values obtained for each item interpreted as <2.5 =minor problem, 2.5-3.5 =moderate problem, and >3.5 =major problem. To see whether or not there were statistically significant differences in the three groups of respondents regarding their response on each item a one-way ANOVA was tested. Where ever there was statistically significant difference pair wise comparison, TUKEY-HSD was employed to identify the group that contributed more to the differences.

3.6.1 Problems Related to PTA

Seven major factors related to PTA members and are assumed to affect school-community relation activities are presented to the respondents to rate their views on the degree of seriousness of the problems. The summary of the data is shown on Table 8.

As it can be seen from the table there is no statistically significant difference in the over all mean scores of the study groups. The table further shows that out of seven items five of them were found to be major problems and two of them were found to be moderate problems that affect school-community relation related to PTA.

Table 8: Respondents view on PTA related Problems

N o	Item	Mean values						W.M	F Ratio	R a n k
		Teachers N=165		S. leaders N=36		PTA. Members N=39				
		M	S.D	M	S.D	M	S.D			
1	Shortage of time	4.05	1.14	3.86	1.19	3.97	1.11	4.00	0.390	5
2	Difficulty in arranging convenient time for meeting	3.24	1.31	3.00	1.41	3.62	1.35	3.27	2.050	6
3	Lack of sufficient training to conduct effective school community relation	4.18	1.10	4.14	0.99	4.38	0.847	4.22	0.678	1
4	Lack of clear understanding on the duties and responsibilities of PTA	4.07	0.997	3.92	1.079	4.15	0.875	4.06	0.556	3
5	Lack of commitment on the part of members of PTA	3.33	1.326	3.14	1.417	3.08	1.345	3.24	0.667	7
6	Lack of well designed strategies and programs	4.18	0.993	4.17	0.775	4.13	0.732	4.16	0.039	2
7	Inability to create conducive environment for parents and/community to participate in school activities	4.12	1.139	3.83	1.108	3.90	0.995	4.02	1.210	4

* *Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical=3.00*
Seriousness of factors: ("< 2.5= 'minor problem'; 2.5 – 3.5 = 'Moderate problem'; >3.5 'major problem'")

Item number three on table 8 with a weighted mean score of (4.22) ranked as the first major problem that affects effective school community relation through PTA. The individual mean score for all the three groups also confirms that lack of sufficient training is a major problem to conduct effective school community relation through PTA.

Item six with a weighted mean score of (4.16) ranked as the second major problem related to PTA in promoting school-community relation. Similarly the individual mean score of all the three groups of respondents depicts that lack of well designed strategies and programs were major problem in promoting effective school-community relation activities through PTA.

Lack of clear understanding on the duties and responsibilities of PTA, item number four, ranked as third major problem with a weighted mean score of (4.06). Although there is no statistically significant difference the individual mean score shows that PTA members rated this item higher than both teachers and school leaders. This implies

that members of PTA are facing a serious obstacle to discharge their duties and responsibilities.

Parents and community are expected to involve in the school activities if they are provided with conducive environment that encourages and insists them to contribute for the improvement of the school. Parents and community should be encouraged to participate and their contributions and efforts should be given proper value and respect by all members of the school community and PTA members.

Inability to create such environment, item number seven ranked as fourth major problem in promoting school community relation through PTA. The individual mean score of the three groups of respondents and the weighted mean depicts the same result rating the item as a major problem in promoting school-community relation through PTA.

Item number one on table 8 with a weighted mean of (4.00) ranked as fifth major problem. The individual mean score of teachers, school leaders, and PTA members (4.05, 3.86, and 3.97) respectively agree unanimously that shortage of time is a major problem for PTA members to perform their duties.

Items two, difficulty in arranging convenient time for meeting with a weighted mean of (3.27) rated as moderate problem. Although there is no significant difference statistically, PTA members rated this item as major problem with a weighted mean of (3.62). This implies that lack of convenient time for meeting is a serious problem for PTA members to perform their function. Item five, lack of commitment, was rated as moderate problem by all the three groups of respondents.

3.6.2 Problems Related to School

As teachers, principals and students are major stakeholders in school community relation activities; their contribution in school community relation activities is of paramount importance to the success of both internal and external school community

relation programs. It is the co-operative endeavor of PTA and the school which can help to achieve the desired objectives of school-community relation programs.

In this regard eight major factors related to school and assumed to affect school-community relation activities are presented to the respondents to rate their view on the degree of seriousness of the factors. The summary of the data is presented below on table 9.

As it can be seen from table 9 out of the eight major school related factors assumed to affect school community relation activities, seven of them (item 1, 2, 3, 5, 6,7,and 8) were found to be major problems, one (item 4) was found to be moderate problem.

Table 9: Respondents view on school related Problems

No	Item	Mean values							F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39		W.M		
		M	S.D	M	S.D	M	S.D			
1	Non participatory leadership style of the principal	3.73	1.36	3.28	1.52	4.62	.63	3.82	10.943*	4
2	Principals' lack of interest to work with parents and community	3.94	0.938	2.51	0.557	4.05	0.605	3.75	29.551*	5
3	Teachers lack of interest to work with parents and community	3.36	1.34	3.75	1.11	3.85	1.11	3.53	2.842	7
4	Lack of cooperation from the school community (teachers, principals, students) to work with PTA	2.74	1.464	2.78	1.476	2.38	1.566	2.67	0.933	8
5	Lack of well designed strategies and programs	4.18	0.837	3.94	0.984	4.33	0.838	4.16	1.914	1
6	Lack of sufficient training to conduct effective school-community relation	4.03	1.100	3.83	1.134	4.54	0.643	4.10	4.970*	2
7	Inability to create conducive environment for parents and/community to participate	3.85	1.128	3.44	1.132	4.08	1.010	3.83	3.171*	3
8	Lack of commitment of teachers and principals	3.53	1.037	3.50	1.000	3.85	0.366	3.58	1.915	6

* Significant difference at alpha 0.05 level with the degree of freedom (2,238) and F critical=3.00
 Seriousness of factors: (" < 2.5 = 'minor problem'; $2.5 - 3.5$ = 'Moderate problem'; >3.5 'major problem'")

Because the school is one of the most directly responsible bodies for maintaining the relationship between the school and the community, there should be a well developed strategies and programs for school community relation activities. A plan that outlines

realistic and valid goals with objectives and strategies to reach them provides a school-community relations program proper direction (Bagin and Donald 2001).

Item number five, Lack of well designed strategies and programs to promote effective school community relation, with a weighted mean of (4.16) ranked as the first major problem related to school in promoting school community relation activities. The individual mean of the three groups of respondents indicates the same result, ie. all the three groups of respondents rated this item as major problem related to school in promoting school community relation.

Item number six, lack of sufficient training to conduct effective school community relation activities with a weighted mean of (4.10) was ranked as the second major school related problem in promoting school community relation activities. The individual mean score of all the groups of respondents also rated the item as major problem.

A one way ANOVA result for item six indicates that there was statistically significant difference between the mean scores of the three groups of respondents in their view of the seriousness of the problem , ($F:2,238=4.970>3.00$). Further to identify which group contributed more to the difference a pair wise comparison was conducted and the result shows that significant mean difference between PTA (mean=4.54) and the other two groups: teachers (mean=4.03) and school leaders(mean=3.83). This shows that PTA members rated the item higher than the two groups and this could be due to high expectation of PTA members from teachers and principals on the issue of school community relation activities.

Item number seven, inability to create conducive environment for parents and community to involve in school activities with a weighted mean of (3.85) was ranked as the third major school related problem in promoting school community relation activities. A welcoming physical environment always helps to establish good relationships. Schools must place a priority on image, for sometimes a simple change

in what parents see when entering a building make a great difference. A welcome sign directing visitors to the principal's office, student artwork and other projects brighten up an entrance. The process of collaboration is one of identifying, establishing, and cultivating positive factors to support interaction (Barbour, 1997).

A one-way ANOVA test result for item seven shows that there was statistically significant mean difference between the three groups of respondents on their view of the seriousness of the problem, ($F: 2,238=3.171>3.00$). Pair wise comparison was conducted to determine the group that contributed more to the difference and the result shows that significant mean difference between PTA (mean=4.80) and the other two groups: teachers (mean=3.85) and school leaders(mean=3.44). This shows that PTA members rated the item higher than the two groups and this could be due to high expectation of PTA members from teachers and principals to bring better environment to involve parents and community in school community relation activities.

In support of the above findings the focus group discussion conducted with parents revealed that they are not given the opportunity to involve in various school activities. They said "The school wants us only when our children committed disciplinary problems or when the school wants money to be contributed to new projects. Other wise we are far from the teaching learning activities. Their contribution was only limited to parents meeting and contribution of money.

The readiness of the school to welcome changes and receive and utilize inputs from its local community is a democratically oriented school leadership and a liberal orientation which accepts and expounds the belief that "everyone can learn through nurturing ". According to the respondents from the questionnaire and interview the schools lack such quality of bringing parents and community to school and involve them systematically and strategically in the school programs.

Non-participatory leadership style of the school principal, Item number one with a weighted mean of (3.82) raked as fourth major school related problem in promoting school community relation activities.

A one-way ANOVA test result for item number one shows that there was statistically significant mean difference between the three groups of respondents on their view of the seriousness of the problem, ($F: 2,238=10.94 >3.00$). Multiple comparison was conducted to determine the group that contributed more to the difference and the result shows that significant mean difference between PTA members (mean=4.62) and the other two groups: teachers (mean=3.73) and school leaders (mean=3.28). This indicates that PTA members considered non-participatory leadership of the principal as a major school related problem that affects school community relation activities more than the two groups. Teachers mean, 3.73 showed also that non participatory leadership of the principal as a major factor in the implementation of school community activities. The principal considered this item as moderate problem.

The school principal is expected to play a major role in school-community relation programs. He has the opportunity to interact with the community in many ways that may help to develop positive relations. The participatory leadership skill of the principal will help to involve each and every member of the school community to contribute for effective school-community relation. Besides the school principal has to work co-operatively with parent-teacher association, teachers association and related groups. The success of school community relation programs depends largely on the degree of involvement of all stake holders. The democrat the principal is the better the participation of the community will be (Sarthy, 1974)

Principals' lack of interest to work with parents and community item number four with a weighted mean of 3.75 ranked as the fifth major problem in promoting school community relation activities.

A one-way ANOVA test result for item number two showed that there was statistically significant mean difference between the three groups of respondents on their view of the seriousness of the problem, ($F: 2,238=29.551 >3.00$). Multiple comparison was conducted to determine the group that contributed more to the difference and the result showed that significant mean difference between school leaders (mean=2.51)

and the other two groups: teachers (mean=3.94) and PTA members (mean=4.05). This indicates that teachers and PTA members considered principal lack of interest to work with parents and community as major problem in promoting school community activities through PTA.

Lack of commitment of teachers and principals with a weighted mean (3.58) was ranked as the sixth major school related problem. The individual mean score of all the three groups of respondents also confirms that it is a major problem in promoting effective school community relation activities. For successful school community relation activities teachers and principals must take time, energy and use their creative thinking with predetermined and planned objectives.

Teachers' lack of interest to work with parents and community item number three with a weighted mean of 3.53 ranked as the seventh major problem in promoting school community relation activities. Although there was no statistically significant mean difference teachers rated the item as moderate problem whereas principals and PTA members rated it as a major problem.

Item number four, lack of co-operation from the school community to work with PTA with a weighted mean of (2.67) rated as moderate school related problem in promoting school community relation activities. The individual mean score of all the three groups of respondents confirms this.

3.6.3 Problems Related to Parents and/Community

Five major factors that are related to parents and/community and assumed to affect school community relation activities through PTA are presented to the three groups of respondents to rate their views on the degree of seriousness of the problems. The summary of the data is shown on table 10.

As can be seen from table 10 all the five factors presented in the study are rated as major parents and community related problems that affect school community activities.

Inability of parents to take responsibility for their children's learning with a weighted mean score of (3.95) was ranked as the first parents' related major problem in promoting school community relation activities.

Item number three, low level of consciousness of parents and/community towards education and schooling with a weighted mean of (3.89) was ranked as the second major problem to affect school community relation activities. Parents and community have a belief that education and schooling is mainly the responsibility of teachers, principals and government hence they do not want to share responsibility with the school on students learning by involving in school based activities.

Table 10: Respondents View on Parents and Community Related Problems

No	Item	Mean values							F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39		W.M		
		M	S.D	M	S.D	M	S.D			
	Inability of parents to take responsibility for children's learning	3.95	1.215	3.72	1.059	4.15	0.779	3.95	1.407	1
2	Parents undermine their role to improve teaching learning	3.85	1.207	3.72	1.003	4.00	0.688	3.86	0.618	3
3	Low level of consciousness of parents and/community towards education and schooling	4.03	0.907	3.69	1.009	3.62	0.935	3.89	3.905*	2
4	Lack of cooperation and commitment to involve in school programs and activities	3.69	1.194	3.58	1.052	3.08	1.085	3.55	4.239*	5
5	Shortage of time to involve /participate in school activities	3.60	1.266	3.58	1.052	3.62	1.016	3.60	0.007	4

* Significant difference at = 0.05 level with the degree of freedom (1,238) and F critical=3.00
 Seriousness of factors: ("< 2.5= 'minor problem'; 2.5 – 3.5 = 'Moderate problem'; >3.5 'major problem'")

Although the individual mean score of the three groups of respondents rated item number three as a major problem, a one-way ANOVA test indicated that there is statistically significant difference in the over all mean score for item. In order to identify which group of respondents contributed more to the difference multiple comparison

was conducted and the result showed a significant mean difference between teachers (mean=4.03) and the other two groups: school leaders(mean=3.69) and PTA members mean (3.62). This indicates that teachers rated the item higher than the two groups indicating that they considered this factor as a major problem in promoting school community relation activities than the other two groups.

Item number two, Parents undermine their role to improve teaching learning with a weighted mean of (3.86) was ranked as the third major problem in promoting school community relation activities. Both the individual mean score of the three groups of respondents and the over all weighted mean indicated that the item two is a major problem. Parents often feel dominated by principals and teachers on the assumption that these educational practitioners are more knowledgeable and confident about schooling issues and better able to exert their influence (Scott, 2003).

Shortage of time to involve/participate in school activities, Item number five, with a weighted mean of (3.60) was ranked as forth major parents and/ community related problem. The individual mean score of all the three groups of respondents indicated that shortage of time as a major problem in promoting school community relation activities.

In support of these parents focus group discussion also revealed that inconvenience of time for participation as one of the major obstacle to promote school community relation activities. They said “During school hours we have our own duties and responsibilities to work on .Besides there are various social issues that we are engaged during weekends and holidays. We don’t usually confront with the school to arrange convenient time for participation and the school does not give much attention for such obstacles”. The response from this discussion briefly indicates that time is a major constrain for parents to attend school based activities.

Item number four, Lack of cooperation and commitment to involve in school programs and activities with a weighted mean of (3.55) was ranked as the fifth major problem related to parents and/community.

A one-way ANOVA test result showed the over all differences among the mean scores of the study groups are statistically significant at alpha 0.05 for item number four. The result of multiple comparison test indicated that significant mean differences between PTA members (mean=3.08) and the other groups: teachers mean (3.69) and school leaders mean (3.58). This is because PTA members rated the item lower than the two groups as moderate problem. Since the majority of the respondents rated the item as major problem we can conclude that Lack of cooperation and commitment to involve in school programs and activities is a major parent and /community related problem.

3.6.4 Organizational and Administrative Related Problems

Seven major factors that are related to organization and administration of school community relation activities and are assumed to affect it are presented to all the three groups of respondents to rate their views on the degree of seriousness of the problems, Table 11. Accordingly four of the factors, item (2, 3, 6, and 7) were rated as major problems with a weighted mean of (4.15, 3.53, 3.78, and 3.99) and a rank of (1, 4, 3, and 2) respectively.

Item (4, and 5) with a weighted mean of (3.25, and 3.19) and rank of (5, and 6) respectively were rated as moderate organizational problems and item 1, with a weighted mean of 2.44 and rank of 7 was rated as minor organizational problem.

As it can be seen from Table 11 out of the seven major organizational factors affecting school community relation, the one-way ANOVA result shows that the over all difference among the mean scores of the study groups are statistically significant at alpha less than 0.05 for item (2, 3, and 6). In order to identify which group of respondents contributes more to this difference, pair wise comparison was conducted.

The result of the comparison for item number two indicated mean differences between PTA members (mean=4.54) and the other two groups: school leaders mean (4.03) and teachers mean (4.06). This indicated that PTA members rated lack of clear rules and regulations higher than the other two groups, implying that they considered it as more serious problem than teachers and school leaders. One possible means to strengthen the role of citizens' advisory groups is to specify more clearly in legislation the specific powers and authority of such groups (Neale,1981).

Table 11: Respondents view on Organizational and Administrative related Problems

No	Item	Mean values							F Ratio	Rank
		Teachers N=165		S. leaders N=36		PTA. Members N=39		W.M		
		M	S.D	M	S.D	M	S.D			
1	Lack of clear policy on school-community relation	2.38	0.871	2.33	0.756	2.69	0.922	2.44	2.203	7
2	Lack of clear rules and procedures on school-community relation	4.06	1.117	4.03	1.207	4.54	0.756	4.15	3.224*	1
3	Profession and experience is not considered as a criteria for electing members of (PTA)	3.58	0.949	3.94	1.094	3.00	0.810	3.53	10.290*	4
4	Lack of budget for promoting school-community work	3.35	1.294	3.17	1.298	3.00	0.725	3.25	1.340	5
5	Lack of accountability of PTA by parent teacher conference	3.28	1.355	3.03	1.404	3.08	1.660	3.19	0.609	6
6	Insignificant role of the principal in PTA committee	3.62	1.397	3.53	1.108	4.54	1.166	3.78	8.197*	3
7	Lack of proper organizational structure	3.92	0.925	3.97	1.230	4.23	0.986	3.99	1.327	2

* Significant difference at , 0.05 level with the degree of freedom (2,238) and F critical=3.00
 Seriousness of factors: (" < 2.5 = 'minor problem'; $2.5 - 3.5$ = 'Moderate problem'; >3.5 'major problem'")

Regarding the criteria for electing PTA members, item 3, the comparison result indicated the significance mean difference between PTA members (mean 3.00) and the other two groups: school leaders (mean=3.94) and teachers (mean=3.58). This indicated that PTA members rated item number three lower than the teachers and school leaders as moderate problem. This implies that teachers and school leaders considered profession and experience as an important criterion for electing PTA members whereas PTA members do not. Since the majority of respondents rated as

major problem we can conclude that in PTA election profession and education should be considered as a criterion.

The comparison result for item number six shows significant mean difference between PTA members mean and the other two groups mean: teachers (mean=3.62) and school leaders(mean=3.53). This shows that PTA members considered insignificant role of the principal in PTA committee as major problem than the other two groups.

The principal of the school can ill afford to sit on the side lines and allow the organization to flounder. Without the leadership of the principal, few PTA organizations can achieve their objectives. Without his active leadership, the PTA is rather ineffective in building sound school-community relations (Otto and Sanders, 1964).

CAPTER FOUR

4. Summary, Conclusions and Recommendations

4.1 Summary

The main aim of this study was to examine the current status and practice of school community relation, identify problems and come up with strategies that will improve the promotion of school-community relation through PTA in government primary schools of Addis Ababa city administrative. To this end, the following basic questions were raised to achieve the purpose of the study.

1. How do the school community and PTA members perceive the purpose and role of PTA?
2. What is the current status of school community relation?
3. How does PTA serve as a bridge between school and community?
4. What are the roles that PTA is playing with regard to the management of school?
5. What problems have been observed in PTAs' involvement in school community relation activities?

The study was carried out in five sub-cities of Addis Ababa region. Eleven government primary schools were selected randomly from Yeka, Bole, Arada, Kirkos and Gulele sub-cities. The subjects of the study were 180 teachers, 40 school leaders, 40 PTA committee members and 50 parents. Bits of information were obtained from teachers, school leaders and PTA members through survey questionnaires, from interview with KETB members and from focus group discussion with parents. Moreover documents that were relevant with the issue were also reviewed for analysis. A total of 260 questionnaires were distributed to teachers, school leaders and PTA members. Among the questionnaires distributed, 240 (93.30%) were collected and used for analysis.

The quantitative data obtained from questionnaire were analyzed using various statistical tools, such as percentages, weighted mean, rank order, one-way ANOVA,

and Tukey-HSD test. The data from interview and focus group discussion was also incorporated in the analysis

Depending on the result of the data analysis, the following major findings were obtained.

1. Differences in perception were found between PTA members on one hand and teachers and school leaders on the other hand. The difference in perception was on the role of PTA to involve in, instructional activities, teachers performance evaluation and on their role to lead and control overall activities of the school. Teachers and school leaders do not strongly support PTAs' involvement in the above mentioned activities of the school whereas members of PTA strongly support that they have a role to play in these activities. This difference in perception indicated that teachers and principals do not have a feeling that PTA is capable enough to carry out such responsibilities that requires professional skills and knowledge, such as teacher-student interaction, performance evaluation and make decision on academic matters.

Besides the three groups of respondents have similar perception and strongly support the role of PTA related to fund raising, improving the quality of learning, improving students and teachers discipline, raising awareness of parents and community, and in bringing close relationship between parents and teachers for co-operative work.

2. Inadequate results were indicated in the interactions of the school with the community through rendering community services in terms participation in community life, sell of school products and organizational support and service to the local community.

In the use of physical school facilities and support of children from low income families as a service offered by the school to the community good results were obtained.

In the same way the interactions of the community to the school through rendering services in terms of, community resource use, Staff development, curriculum evaluation, and participation in co-curricular programs was found to be inadequate. The interaction of the community to the school through financial and material support was found to be good.

3. The contribution of PTA to bridge the school and the community through:-

i) Regular means was found to have inadequate application In terms of, regular contact with parents, organizing forums with students, organizing parent visit to classroom and school, forming advisory committees, and educating parents and community on children's behavior and development.

The finding further indicated that high application was resulted in terms of collecting feedback of parents, teachers, and students, contacting parents whose children have disciplinary problems, and raising fund from various sources. Organizing forums with teachers and communicating with community agencies was found to have moderate application

ii) Special event programs was found to have inadequate application in terms of, organizing recreational and educational programs, giving recognition award for best performance and organizing service delivery programs to the community.

The result of the study also indicated that participation in parents' day activities and discussing school problems in PTA conference found to have high application.

4. The involvement of PTA in school management was found to be inadequate in terms of controlling teacher's and student's attendance, controlling and evaluating the implementation of school plan, controlling the utilization of material and financial resources and participation in management decisions.

The study also indicated that moderate involvement of PTA was found in reporting the achievements of the school and PTA to parents.

High involvement of PTA in school management was found in evaluation of teachers' and principals' performance, participation in preparation of schools' annual plan and examining students' and teachers' disciplinary problems.

5. Major PTA related factors that affected the promotion of effective school community relation were found to be, lack of training, lack of program and strategies, lack of clear understanding on the duties and responsibilities of PTA, inability to create conducive environment for parents and community to participate and shortage of time to work on school-community relation programs. Difficulty in arranging convenient time for meeting and lack of commitment of PTA members was found to be only moderate problems.
6. Major school related factors that affected the promotion of effective school community relation activities were found to be, lack of well designed program and strategies on school-community relation, lack of appropriate training for teachers and school leaders, inability to create conducive environment for parents and community to participate, non participatory leadership of the principal, low interest of principals and teachers to work with parents and community, and lack of commitment of teachers and principals to take their time and energy to promote effective school community relation. Lack of cooperation from the school community to work with PTA was found to be moderate problem.
7. Major parents and community related factors that affected the promotion of effective school community relation were found to be, parents inability to take meaningful responsibility for their children's learning, low level of consciousness of parents and community towards education and schooling, the behavior of parents to undermine their role of improving teaching-learning activities, lack of co-operation and commitment to involve in school activities and shortage of time to participate in school activities.

8. Major organizational and administrative related factors that affected the promotion of effective school community relation were found to be, lack of clear rules, regulations and procedures on school-community relation program and implementation, insignificant role of the principal in PTA committee, not considering profession and/ experience as criterion for electing PTA members and absence of proper organizational and administrative structure at all levels of the education system.

Lack of budget and lack of accountability was found to be minor problems in the promotion of school community relation activities through PTA and lack of clear policy was not found to be a problem at all. This indicated that having good policy without appropriate implementation mechanisms will not be a solution for policy problems.

4.2 CONCLUSIONS

On the basis of the major findings of the study the following conclusions were drawn

1. There were differences in perception between teachers, school leaders and PTA members on the role of PTA, regarding involvement, in instructional programs, evaluation of teachers' performance and on the leading and controlling school activities. From this we can conclude that teachers and principals do not strongly agree that PTA has to be involved in decisions that requires professional knowledge and skill such as instructional activities, performance evaluation and leadership.
- 2 As an important means of interaction between the school and the community service exchange programs between the school and the community were not implemented effectively. As a result the mutual cooperation between the schools and the community for all round growth and development of both pupil and adults were not properly managed to give the expected results.

- 3 The involvement of PTA in school management were not meaningful in controlling the over all activities of the school from planning to implementation. Moreover the contribution of PTA to link school and community through regular and special event programs was inadequate in employing various mechanisms for the purpose. Thus schools and the community were not properly linked to enhance and improve the teaching learning program.
- 4 As the study indicated there were various factors that are related to PTA members, school leaders, teachers, parents, community and organization that hinder school-community relation activities. Therefore one can safely say that the problem of school community relation is multidimensional in nature. The major factors that contributed for ill school community relation activities can be categorized as lack of training, lack of program and strategy, lack of commitment and lack of awareness. Besides organizational and administrative factors like absence of clear rules and regulations that goes in line with the community participation policy has made significant contribution.

4.3. RECOMMENDATIONS

On the bases of the findings obtained and the conclusions drawn, the following recommendations were forwarded to improve the promotion of school-community relation activities through PTA.

1. Common understanding on the role and purpose of PTA should be established between members of PTA, teachers and school leaders. As the study indicated teachers and school leaders do not strongly agree on PTAs role of involving in instructional activities, evaluating teachers' performance and leading and controlling the schools activities. Such difference in perception will affect co-operation and close relationship between these groups and this will lead to conflict in implementing the duties and responsibilities vested on PTA. To resolve such problem, open discussions and seminars should be held between

PTA members, teachers and school leaders to justify and convince the rationale behind such role of PTA. Sub-city and kebele education offices should have the responsibility to carry out this task.

2. As an important means of interaction PTA in collaboration with the school should design programs and strategies:-
 - a) To involve in community life by delivering service through teachers and students to contribute for the well being and development of the community
 - b) To use community resource for supporting the teaching learning programs and to involve community members and agencies to contribute their effort for the improvement of the teaching learning program.
3. PTA committee should design program and strategies to link school and community through various mechanisms such as, regular contact with parents, organizing forums with students and teachers, organizing parent visit to classroom and school, forming advisory committees, and educating parents and community on children's behavior and development to enhance and promote the involvement of parents and the community to support the teaching learning program. In addition presenting recreational and educational programs for the community, recognition awards for best performance and service delivery to the community should be organized to bring closer relationship and understanding between the school and the community.
4. The involvement of PTA in school management should be meaningful at all levels of the management from planning to implementing, evaluating and controlling the over all activities of the school. They should reflect the interests and expectations of parents and community in the decisions of the school management by constantly following and evaluating teacher-student interaction in the instructional activities.

5. Appropriate and continuous training should be designed and implemented to PTA committee members, teachers and school leaders on how to design, implement and evaluate school-community relation programs. Thus the sub-city education department and kebele education office in collaboration with other governmental and non-governmental organizations ought to facilitate training programs. Such trainings need to be more participatory, with the trainees playing a more active role in identifying needs, discussing and solving problems, and evaluating results. The training should encompass skills in open communication, leadership, motivation, group dynamics, problem solving, and working with a wider range of community agencies and actors.
6. PTA and the school (teachers and principals) should jointly create conducive environment within the school where parents and community members must feel welcome to visit schools and offer suggestions. School leaders and teachers should develop a sense of respect, compassion and willingness to listen to others' points of view and to compromise. They should devise ways that improve communication with their students' parents through face-to-face communication and the use of electronic and written communications.
7. The principal should exercise participatory leadership engaging all members of the school community by integrating school-community relation activities as part of the elementary school instructional strategy. He should exert maximum effort to sensitize and motivate teachers, parents and PTA members on the impact of school community relation activities on the quality of student learning. The principal should share his responsibility and organize a committee from among the staff, voluntary parents and students to design monitor and evaluate the school-community relation program of the school.
8. System should be designed and implemented to promote, recognize and award schools (teachers, school leaders) and PTA members for best performance in promoting school-community relation activities. Although this has been stated in

a published document (የትምህርት አመራር አደረጃጀት፣ የሕብረተሰብ ተሳትፎና የፋይናንስ መመሪያ) “Educational administration organization, community participation and finance guideline (MOE 1994) it is not yet being practical. The sub-city education department and kebele education and training board should work to implement what was written in the guideline.

9. PTA and the school (teachers and principals) should aware parents and community on their role to improve their children’s learning through active participation and involvement in school and home based school community relation activities. Parents should be supported to raise their ability of taking responsibility for their children’s learning and learning outcomes in elementary school. This could be done through, parent-teachers conferences, parents’ forums, parents’ day and by contacting parents in a scheduled program.

10. In line with the policy for community participation, there should be clear rules and regulations that governs school-community relation and clearly stated procedures in planning and implementation of school-community relation programs. A separate guideline with clearly stated rules and regulations, including the duties and responsibilities of each stake(teachers, parents, PTA, school leaders and the community at large) to govern school-community relation programs should be prepared for use by those concerned. The Addis Ababa education bureau or the ministry of education should take this responsibility.

11. The role, duties and responsibilities of parents and the community in school-community relation programs should be clearly defined and understood by all stake holders and there should be mechanisms of accountability for those who are unable to discharge their duties and responsibilities. School leaders, teachers and PTA members have all the responsibility of implementing this task.

12. There should be separate body responsible for organizing, co-coordinating directing and monitoring school-community relation programs at all level of the education system, at regional education bureau, at sub-city education department, at kebele education office and at school level. A criterion should be set for electing PTA members specifying educational background and experience. Moreover the school principal should give support to the workings of PTA committee with his professional knowledge and skills of leadership.

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APPENDIX I

Addis Ababa University
School of Graduate Studies
College of Education
Department of educational planning and management

Dear respondents!

I would like to express my deepest appreciation for your time and sincere cooperation, in advance, to fill this questionnaire. The purpose of this questionnaire is to gather quantitative data for a research thesis titled as “**parent-teacher association (PTA) in promoting school-community relation in some selected government primary schools of Addis Ababa city administration**”.

Information about the current practices, problems and status of school-community relation in the selected primary schools is assessed through this questionnaire. The information obtained will help to recommend sound solution to improve school-community relation in primary schools of the region. I, therefore, kindly request you to read all the questions in this questionnaire and give accurate and honest response to the items presented. Your genuine contribution is essential for the success of the study.

Thank you!

Questionnaire to be filled by:

- **School leaders (principals, asst. principals, unit leaders) (all parts)**
- **Teachers (all except part three)**
- **PTA members (all except part three)**

This questionnaire has five parts.

Part one: - Respondent's background information (for all groups).

Part two: - Perception on school-community relation (for all groups).

Part three: - Current status and practice of school community relation (for school leaders only).

Part four: - Contribution of PTA to link school and community (for all groups).

Part five: - Problems associated in promoting school-community relation through PTA (for all groups).

Direction

- No need of writing your name;
- Put 'x' mark in the box provided where alternatives are given;
- Please write additional or different opinions in short, if any, on the space provided;

PART ONE: General information

1.1. Name of the school-----

1.2. Sub city_____ Kebele_____

1.3. Your Age (in years) // Below 20 // 20-30 // 31-40
 // 41-50 // 50+

1.4. Sex // Male // Female

1.5. Educational level // Primary // secondary // Certificate
 // Diploma // Degree Other-----

1.6. Employment (For PTA) // Government // Private
 // Pension // Unemployed

1.7. Administrative position // Principal // Asst. principal
 // Unit leader // Dep. head

1.8. Administrative experience // below 5 years // 6-10 years
 // 11-15 years // 15+

1.9. Teaching position // First cycle // Second cycle

1.10. Teaching experience // below 5 years // 6-10 // 11-15
 // 16-20 // 20+

PART TWO: Perception on the role and purpose of PTA

Please rate **your perception concerning the role and purpose of PTA** by putting an (x) mark in one of the boxes against each statement. The numbers indicate:

5 =Strongly Agree 4 =Agree 3 =No Idea 2 =Disagree 1 =Strongly Disagree

No	Perception concerning the role and purpose of PTA	5	4	3	2	1
2.1	Raise fund to support school programs					
2.2	Involve parents in the instructional programs					
2.3	Improve the quality of student learning					
2.4	Evaluate teachers performance					
2.5	Improve teachers' and students' discipline					
2.6	Aware parents on the importance of school-community relation					
2.7	Brings closer relationship between parents and teachers to work cooperatively					
2.8	Lead and control the school's activities					
2.9	If others please specify.....					

Part three is for school leaders only (principals, asst. principals, unit leaders)

PART THREE: Current status of school community relation

Please rate **the extent** to which these services are offered by your school to the community by putting an (x) mark in one of the boxes against each statement. The numbers indicate:

5 =Exceptional 4 =Satisfactory 3 =Fair 2 =Unsatisfactory 1 =Not applicable

No	Services offered by the school to community	5	4	3	2	1
3.1	Use of physical school facilities					
3.2	Participation in community life through youth and staff service					
3.3	Sell school products to the local community					
3.4	Organizational support and services to local community					
3.5	Support children from low income families					
3.6	If others please specify.....					

Please rate **the extent** to which these services are offered by the community to your school by putting an **(x)** mark in one of the boxes against each statement. The numbers indicate:

5 =Exceptional 4 =Satisfactory 3 =Fair 2 =Unsatisfactory 1 =Not applicable

No	Services offered by the community to the school	5	4	3	2	1
3.7	Financial and material support					
3.8	Use of community resources for teaching-learning					
3.9	Participate in staff development program					
3.10	Participate in curriculum evaluation					
3.11	Participate in co-curricular programs of the school					
3.12	If others please specify.....					

PART FOUR: Contribution of PTA to link school and community

Listed below are regular mechanisms used to link school and community by PTA. Please rate them according to their **degree of application** in your school by putting an **(x)** mark in one of the boxes against each statement. The numbers indicate:

5 = Regularly 4 = Mostly 3 = Partially 2 = Seldom 1 = Never

No	Regular mechanisms applied to link school and community	5	4	3	2	1
4.1	Collect feedback of parents, teachers, and students					
4.2	Design a schedule for contacting a specific number of parents each week					
4.3	Call parents whose children have disciplinary problems					
4.4	Organize forums with students					
4.5	Organize forums with teachers					
4.6	Raise funds from various sources					
4.7	Organizes programs for parent visit to classrooms and school					
4.8	Forms various advisory committees to study the school problems					
4.9	Educate parents and/community on children's behavior and development					
4.10	Communicate with community agencies					
4.11	If others please specify.....					

Listed below are special event mechanisms used to link school and community by PTA. Please rate them according to their **degree of application** in your school by putting an **(x)** mark in one of the boxes against each statement. The numbers indicate:

5 = Regularly 4 = Mostly 3 = Partially 2 = Seldom 1 = Never

No	Special event mechanisms applied to link school and community	5	4	3	2	1
4.12	Organizes recreational and educational programs for in and out school community					
4.13	Participate in parent's day activities					
4.14	Give recognition awards for best performance					
4.15	Organizes programs for the school community to deliver services to the local community					
4.16	Discuss school problems in PTA conference					
4.17	If others, please specify...					

Listed below are mechanisms used by PTA to **involve in school management**

Please rate them according to the **degree of application** they have in your school by putting an **(x)** mark in one of the boxes against each statement. The numbers indicate:

5 = Regularly 4 = Mostly 3 = Partially 2 = Seldom 1 = Never

No	Mechanisms of participation in school management	5	4	3	2	1
4.18	Control teachers attendance					
4.19	Control student's attendance					
4.20	Evaluate teacher's and principal's performance					
4.21	Control and evaluate the implementation of school plan					
4.22	Control the utilization of material and financial resources					
4.23	Participate in the preparation of school's annual plan and budget					
4.24	Represented in management body and involve in decision making					
4.25	Examine students' and teachers' disciplinary cases for decision					
4.26	Report the achievements of the school and PTA to parents					
4.27	If others, please specify...					

PART FIVE: problems associated in promoting school-community relation

Below are problems assumed to affect effective school-community relation? Please rate them according to the **degree of seriousness** in your school by putting an (x) Mark in one of the boxes against each statement. The numbers indicate:

4 =Very Serious 3=Serious 2=Moderately Serious 1=Less serious 0=Not a Problem

No	Problems related to PTA	4	3	2	1	0
5.1	Shortage of time as members are working on voluntary bases					
5.2	Difficulty in arranging convenient time for meeting					
5.3	Lack of sufficient training to conduct effective school community relation					
5.4	Lack of clear understanding on the duties and responsibilities of PTA					
5.5	Lack of commitment on the part of members of PTA					
5.6	Lack of well designed strategies and programs to promote effective school-community relation					
5.7	Inability to create conducive environment for parents and/community to participate in school activities					
	Problems related to school (teachers, principal)					
5.8	Non participatory leadership style of the principal					
5.9	Principals' lack of interest to work with parents and community					
5.10	Teachers' lack of interest to work with parents and community					
5.11	Lack of cooperation from the school community (teachers, principals, students) to work with PTA					
5.12	Lack of well designed programs and strategies by the school to promote effective school-community relation					
5.13	Lack of sufficient training to conduct effective school-community relation					
5.14	Inability to create conducive environment for parents and/community to participate in school activities					
5.15	Lack of commitment of teachers and principals					
5.16	If others, please specify...					

No	Problems related to parents and/community	5	4	3	2	1
5.17	Inability of parents to take responsibility for children's learning					
5.18	Parents undermine their role to improve teaching learning					
5.19	Low level of consciousness of parents and/community towards education and schooling					
5.20	Lack of cooperation and commitment to involve in school programs and activities					
5.21	Shortage of time to involve /participate in school activities					
5.22	If others, please specify...					
	Organizational and administrative problems					
5.23	Lack of clear policy on school-community relation					
5.24	Lack of clear rules and procedures on school-community relation					
5.25	Profession and experience is not considered as a criteria for electing members of (PTA)					
5.26	Lack of budget for promoting school-community work					
5.27	Lack of accountability of PTA by parent teacher conference					
5.28	Insignificant role of the principal in PTA committee as he/she is not a standing member of the committee					
5.29	Lack of proper organizational structure for school community relation program					
5.30	If others, please specify					

“THANK YOU”

APPENDIX II

**Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management**

The objective of this interview questions is to collect information for research thesis titled as **“Parent-teacher association (PTA) in promoting school community relation in some government primary schools of Addis Ababa city administration”**. Your genuine response for each interview question item is important for the success of the research. All information you give is confidential.

Thank you!

Interview question for members of kebele education and training board (KETB)

1. What is the attitude of teachers, principals and parents towards the role and purpose of PTA.?
2. Does PTA committee have strategies and schedules to implement school-community relation program?
3. How do you evaluate the contribution of PTA in bringing closer relationship between school and community?
4. Do the members of the PTA have the necessary competence to discharge their duties and responsibilities? How do you evaluate them?
5. To what extent do members of PTA involve in the management of the school?
6. What are the areas in which PTA committee participate actively?
7. Does PTA incorporate school-community relation program in their annual plan?
8. As member of KETB do you evaluate the performance of PTA in accordance to their duties and responsibilities?
9. How do you see the role of the principal in PTA committee?
10. Does the school principal play a significant role in directing and supporting the activities of PTA?
11. Do you believe that the KETB and PTA are currently controlling and directing the overall school programs and activities?

If your answer is yes to what extent are they performing it?

If you say no why do you think it is so?

12. What do you think are the major hindrance in the functions of PTA to play their role in education system?
13. What do you think are the major hindrance in the functions of KETB to play their role in education system?
14. What do you suggest to improve the working of PTA towards bringing better school-community relation?
15. What do you suggest to improve the working of PTA towards active involvement in school management?

Thank you!

APPENDIX III

List of Sample Schools

**Government Primary Teachers, school Leaders and PTA Members
In the Five Sub-Cities**

No	Name of School	Sub-city	Teachers			School leaders			PTA members		
			M	F	T	M	F	T	M	F	T
1	Brehan Guzo	Yeka	26	14	40	5	2	7	5	2	7
2	Yeka Terara	Yeka	34	12	46	4	3	7	4	1	5
3	Karalo	Yeka	38	18	56	6	1	7	4	3	7
4	Misrak Ber No 2	Bole	30	6	36	4	2	6	6	1	7
5	Bole Gerji	Bole	60	31	91	5	2	7	3	3	6
6	Biherawy Bete Mengist	Arada	15	23	38	3	1	4	5	1	6
7	Kebena Primary	Arada	21	11	32	4	1	5	4	1	5
8	Misrak Goh	Kirkos	50	22	72	6	1	7	6	1	7
9	Urael	Kirkos	19	18	37	4	2	6	4	3	7
10	Medhanalem	Gulele	40	26	66	7	-	7	4	2	6
11	Addis Birhan	Gulele	30	19	49	5	2	7	5	2	7
Total			363	200	563	53	17	70	50	20	70

SUMMARY OF RESPONSES

Summary	Teachers			School leaders			PTA members		
	M	F	T	M	F	T	M	F	T
Total population	363	200	563	53	17	70	50	20	70
Total response	102	63	165	21	15	36	27	12	39
Percentage response	61.8 %	38.2 %	29.30 %	58.3 %	41.7 %	51.4 %	69.2 %	30.7 %	52.8 %
Total	91.67%			90%			97.5%		

Declaration

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

Negussie Beyene



Confirmation of the advisor

Haileselassie W/ Gerima (Asst. Proffesor)

June 20, 2007
