

**COMMUNITY PARTICIPATION IN THE MANGEMENT OF PRIMARY
EDUCATION IN ARSI ZONE OF OROMIA REGION**

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Acronyms

ESDP:	Education Sector Development Program
INEE:	Inter-agency Network for Education in Emergencies
KETB:	Kebele Education and Training Board
MoE:	Ministry of Education
OECD:	Organization for Economic Co-operation and Development
PTA:	Parent-Teachers Association
SMC:	School Management Committees
UNESCO:	United Nations Educational Social and Cultural Organization
UNICEF:	United Nations Children's Fund
WEO:	Woreda Education Office

Abstract

The main purpose of this study was to undertake an assessment of community participation in the management of primary education in Oromia Region Arsi Zone. The method employed was descriptive survey, and the study was carried out in five woredas. The sampling techniques used were purposive and random sampling techniques. The data were collected mainly through questionnaires and structured interviews questions. In addition to this, document analyses of the school and woreda education office were made to collect the necessary information. All data obtained through questionnaires, interviews and document analysis were analyzed by using percentage, mean value and the Kolmogorov-Smirnov D test as well as qualitative analysis.

The main finding of the study indicates that community participation in the management of primary schools activity to discharge their roles and responsibilities was not high at desired level. Due to this, their contributions to increase an access and reduction of educational wastage were not significant. The capacity of PTA and KETB members' got from the training and orientation given to them to execute their duties and responsibilities was not adequate.

The major factors that challenge active participation of community in the management of schools were found to be lack of skill, knowledge and poor understanding of their roles and responsibilities, lack of time and poor economical background, low level of principals and teachers initiation and support, reluctance and lack of commitment due to lack of incentive, and trusting that educating children as duties of principals and teachers. From this it is possible to conclude that, however, KETB and PTA community members have decentralized autonomy to manage the school activities, they are not mostly discharged their roles and responsibilities given to them by law.

Thus, to minimize, or if possible to alleviate the above problems, some attainable recommendations were forwarded with the intention of obtaining commitment of community participation in the management of primary education. These include: examine and understanding nature and structure of community, identifying the training needs and address these need, establish communication channel, conduct assessment and provision of incentive for their participation.

CHAPER ONE

INTRODUCTION

This chapter deals with the background of the study, objective, statement of the problem, significant of the study, definition of the key terms and organization of the study.

1. 1. Background of the study

Recently published researches on relationship between education and development have emphasize the essential role that primary education plays in increasing physical productivity, and its high social rate of return. A country which was economically developed was educationally well educated and advanced people were considered as resource of nation. Realizing this fact the MOE has been trying to expand educational opportunities in various levels of the education sector. More importantly the greatest weight seems to have been given on expanding and promoting primary schools with the aim to achieve universal primary education. This emphasis on primary education also goes in line with the realities the social return to primary education, especially for developing countries, is higher than the returns of secondary and tertiary levels (Magnnen, 1993:25, World Bank, 1995:25).

As indicted by MOE (2002: 19), researches have proved that a farmer with at least 4 or 5 years of primary education is more productive than someone who is illiterate. Moreover, a person with 4 or 5 years of primary education is more responsive to attitudinal changes in nutrition, health, family planning, etc, which means alleviating non-income poverty.

This indicates that primary education plays significant roles in reduction poverty and increasing farmer productivity. It is indeed that government's responsibility to covey these education costs. However, it is resources capacity to cover these education costs in order to provide opportunities for all children needing education is insufficient. This is particularly true of many developing countries, which are

known by lack of natural disasters and weak education delivery system (Rough and Bossert, 1998:57). Several scholars, therefore, argued that these costs associated with education should be shared among the families of the students, the government and the community. Hence, education should be the responsibility of the government, the community and parents so that resources required to provide education for the citizen should come from these sources (Shaeffer, 1991:38).

In 1994, Ethiopia as part of its education sector strategy set the year 2015 as the target for achieving the goal of good quality universal primary education. According to the 2003/04 data out of 13.95 million primary school age (7-14) children 9.54 million are enrolled in formal primary schools (57% male and 43% female) with the annual growth rate 2.7%. This indicates that in the sample zone of Oromia region, there are complex tasks that call for provision of primary education, to the large size of out of school children focusing on access on one hand and improving quality on the other.

To achieve the target set, Ethiopia education sector Development and its implementation programme Manual (MOE, 1998:43) states

Community participation is one of the strategies that should be used to achieve the goals. The participation of the community may take place in different forms. These range from assisting in the increase of school enrollment, by encouraging their members to send their "children, particularly girls to school to contribute for the initial provision and maintenance and management of schoolnormally it is necessary to give a real role to the parent and community in the day-to-day management of a school.

This indicates that community participation in the provisions of education is perhaps the most powerful intervention when there is a gap between how much the education system needs to consume and the government's ability to support the system. Community members then can secure resources that are not available to the central government, generate shared responsibility that is otherwise difficult to attain, and respond more quickly as well as more directly to problems that affect school age children in education opportunities. Therefore, the better the participation of the community in the school management, the better it will

contribute to increase enrollment, reduce dropout, improve quality of education etc. the success of these, therefore, depends on the strength of managerial and institutional capacity throughout education system.

This indicates that the efficient management of schools cannot be realized by the effort of central and regional government alone. That is why the MOE clearly established the guideline for kebele education training and management Board, and parent- teacher Association with clearly specified duties and responsibilities to be actively involved in school management as representative of the community. These show that for proper functioning of the school and realize its goal, the participation of the community in the school management is crucial. There are over 426 complete primary schools in Arsi Zone. The zone is currently split in to 24 woredas and one Town administrative. Accordingly, the researcher was interested to assess current practices of community participation in the management of primary education of this zone both at Rural and Urban areas.

1.2. Statement of the Problem

As Ethiopia is one of the developing countries with various economic and social problems which are aggravated by population growth, the commitment of the government to provide free primary education to its citizens cannot in any way be successfully covers by the government alone. This is because of the reality that education consumes huge amount of resources and the demand for education in most developing countries was growing faster than the resources.

The success of schooling, therefore, depends to a large measure, up on the value that communities attach to education in planning, implementation and evaluation (MOE, 2002:46). As UNESCO (1985:94) states, genuine community participation in education management requires that there be a possibility for community to intervene at each and every step in the process (design, decision-making, monitoring, evaluation as well as in the resource management).

Local communities even very poor ones-can make significant financial and in-kind contributions to education sector. They can contribute labor to build shelters,

make furniture; guard or repair facilities; co-teach or help with classes or serve on school management committees (Anderson, 1992:25). Thus, school principals need to establish, maintain and regularly consult and participate the community or its representative in the management of the primary school (Townsend, 1994:148).

To this effect, MOE has developed a guideline with specific roles and responsibilities for the community. At school level the two school managing bodies are Kebele education training and management board and parent-teacher association (MOE, 1994:21-29b). These school managing bodies are established in each school; however, their progress and performance in carrying out their roles and responsibilities remain inadequate (MOE, 2002: 17). There are a number of reasons for these problems. Accordingly, purpose of these study attempts to answer the following basic questions.

1. To what extent do communities discharge their duties and responsibilities in the managements of primary schools activities?
2. To what extent do KETB and PTA community members contribute to teaching-learning process in terms of increasing education access and reducing educational wastage?
3. To what extent were KETB and PTA community members got orientation and training in certain aspects of school management?
4. What are the major factor and problems that affect community members' participation in the management of schools in the woreda?
5. What are the major impacts and effects of such challenges in community members' participation in general?

1.3. Objectives of the Study

For the effective performance of schools and achievements of their educational goals, the reasonable participation of the community in the management is widely believed as being very crucial (Townsend et al, 1994:156). That is, the performance of schools depends highly on the performance of the management bodies. Therefore, the objectives that the study aimed to attain are:

1. To assess the contribution of community involvement in the teaching-learning process.
2. To examine the current level of community participation in the school planning, decision-making, implementation, monitoring and evaluation.
3. To find out the challenge faced with community participation in the management of primary schools.
4. To assess the extent of training and orientation provided for school governing bodies in the management of primary education.
5. To suggest possible recommendation on how to effectively and efficiently involve the community in the management of primary schools.

1.4. Significance of the Study

The study attempts to assess the current practices of community participation in the management of primary education by assessing experience of selected woredas of Arsi Zone in Oromia Regional State. The community participation is more essential where children do not participate sufficiently in formal schooling programs or where there are major deficiencies in the government's abilities to provide education service for children. Hence, the significances of the study would be:

1. To the schools in the zone it helps them by assessing the reason for lack of community participation in the management, and there by suggesting possible solution so that the schools would get the utmost contribution from community.

2. To the select zone in the finding of this study would increase the awareness of schools and the community on the benefits of local community participation in the management of schools.
3. To the reader in the finding of this study may enrich review of the literature on community participation in the management of the schools.
4. It would kindle other researchers' interest to conduct for there study in this area.

1.5. Delimitation of the Study

Community participation in primary schools is a very wide concept and relate to many factors. Hence, it is difficult to include all types of community participation in this study. This study was delimited only to their participation in management school planning, decision-making, managing disciplinary issues, resources management, and monitoring and evaluations activities.

There are 25 woredas and 426 complete primary schools in Arsi Zone. The study was delimited to manageable size involve only 20% woredas of the zone. The sample schools were chosen from five woredas randomly. Apart from this, the study included 20 complete primary school of government in rural and urban areas.

1.6. Limitation of the Study

While conducting this study, the researcher faced lack of cooperation of some principals, kebele education training and management boards, parents, and teachers to fill in and return the questionnaire. As a result it was difficult to collect all the data according to the schedule set. In addition to this, most sample primary schools were inaccessible for transportation so it was difficult to reach them and collect the data.

1.7. Definition of Key Terms

Community: is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with

the problems from collective occupation and utilization of habitation space or the community has a degree of local autonomy and responsibility (Zenter,1994:119)

Community Participation: Community participation in education is a research and data collection; dialogue with policy makers; school management; curriculum design; development of learning materials; and school construction (Colletta and Perkins, 1995).

Region: refers to the main division of countries designed for administrative or political purpose.

Zone: refers to an administrative sub division of the region established to supervise and manage school found in the zone.

Woreda: a government structure that is sub units of zone administration which is responsible for administering various kebele.

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

1.8. Organization of the Study

This study is divided into five major chapters. The first and the second chapter deal with the introduction and the review of related literature respectively. The research design and methodology is presented in chapter three. The fourth chapter deals with the presentation and analysis of data. The chapter five contains summary of major findings, conclusion and recommendations. Finally, the reference, questionnaires, and interview questions are annexed to the last parts of this thesis.

CHAPTER TWO

Review of the Related Literature

This chapter reviews the literature on community participation in the management of primary education. Where, it deals with definition, principle, approaches, indicators and advantages of community participation. It deals also with risk, the rationale, school-community relation and area of community participation. Finally, this chapter deals with community organization set-up, factors that challenge community participation, measure to be taken to overcome them and other countries experience.

2.1. Concept and Definition of Community Participation

Before going into stating the feature of community participation, it is necessary to describe what participation and community means. To day most authorities agree that the definition of the term community and participation differ from country to country and field of emphasis. For better understanding, it is necessary to state some of the relatively comprehensive definition given by different authorities.

Shaefer (1994:15) suggest that participation as concept that comprises of the idea of strengthening the power of local people to take the initiative in the decision of formulating and implementing activities and program pertaining to their own affairs. Participation in this regard recognizes that people at the grass-roots level can be created and fruitful partners in development. The World Bank (2004:1) further elaborate that participation is a process through which stakeholders influence and share control over development initiatives and the decision and resources which affect them.

In addition to this, Shaefer (1994:17) also defined as involvement through the mere use of service; the contribution (or extraction) of money, materials; and labor; consultation; as implementers of delegated powers; and participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Furthermore, Govind and Diwan (2008:117) suggested that there is a spontaneous or more generic kind of involvement that exist and evolves in society. There is also a more political involvement that arises either out of the action of political pressure groups or out of mandates of political masters.

The terms “community” can be defined by characteristics that the members share, such as culture, language, tradition , law, geography, class and race (uemura:1999:2). As Shaeffer (1992:1) argues, some communities are homogeneous while others are heterogeneous, some united while others conflictive. MOE (1998:43) defines ‘community’ as “a group of people living together in specific area and sharing similar economic, political, cultural and social experiences. Bray (1987:11) defines it also as group of people who share social, economical and cultural interests.

According to, Sergiovanni (2006:17) define community as ‘communities are collection of individuals who are bonded together because they find this relationship to be intrinsically meaningful and significant and who are together bound to a set of shared ideas.

Bray (1996:2) present that three different types of communities: these are geographic communities (which is defined according to its members’ place of residence); ethnic, racial and religious communities (in which membership based on ethnic, racial, or religious identification, commonly cuts across membership based on geographic location); and the third one is communities based on shared family or educational concern for the welfare of students.

This indicates that, community implies group of people who possesses shared norms, belief, values and traditions, performing certain tasks in the realm of achieving its common goal. Hence, the primary purpose of dealing with the local community in relation to the problem understudy should know the meaning of the community to see how it is useful as a client of the education sector.

Accordingly, community participation is meaningful when the communities are actively involved starting from planning, managing, evaluating and implementing (Imparato and others, 2003: 84). Similarly, Schmitt (1996:2) say that strong community involvement in schools important benefits as additional resources, political support, opportunities for innovation and professional development, and increased student achievement.

In connection to this, community participation in education provides away of building up on greater equity and democracy, greater 'ownership' of and responsiveness toward the school and increasing recognition of the value of education. Therefore, school governing bodies committed to a vision greater community participation in the school develop a service orientation as it relates to the schools' role and mission, show a commitment of support for lifelong learning, and provide leadership for collaboration (Schmitt,1996:13).

Hence, community's participation can influence the educational process in their surroundings especially in the construction of new school buildings through provision of supervision, direct labor contribution, construction of additional classrooms, supporting school maintenance, and mobilization of parents to increase enrollment of student (MOE, 1998:43)

2.1.1 Principle of Community Participation

Participation communities in the education delivery require facing and tackling a number of challenges. Many communities do not know exactly what a school board does or what its duties and responsibilities are. Most people understand that the committee is ultimately responsible for the school but they have little knowledge about their duties and responsibility.

This indicates that term community participation is complex and time consuming activity to mobilize communities to become the prime players in school activities, it is necessary to facilitate it based on basic principle of community participation.

According to, Townsend (1994:160) establishes five principles that assist the process of community involvement become successful. These principles are

1. **Principles of uniqueness:** Each community has a unique combination of resources, facilities, personnel, needs, attitudes and limitations, and the first principle of community involvement is that the people in the best position to know what these factors are and how they are related to the people in community;
2. **Principle of ownership:** As people come to understand that, the program and plans of school belong to them as the members of community, they will come to recognize the legitimacy of their involvement. It is essential that this notion of ownership be maintained at all times;

3. **Principle be skill training:** it is essential that people who are actively involved in the decision- making process be given the skills necessary for effective participation in group work. This skill training is most effective when it is done in the context of actual activity. In this way, the participation becomes more wide spread and effective;
4. **Principle of representation:** when people from all sub-groups in the community are involved in the development of programs then the programs and the process underlying them have a far greater chance of success than if there is little representation. The more representation there is the greater the possibility of discovering the resources and needs of community;
5. **Principle of leadership:** The final principle necessary for effective participation is effective leadership. It is in fact, this principle that allows the others to exist and determines in what form they will exist.

To this effect, MoE (1998) say that mobilizing community participation is complex task which requires a day to day effort of not only the school principal but also all other community members.

Therefore, it is vital to ensure the establishment of school management committees' boards in all schools and to revitalize their management skills and orient members of the committees for enhancing community involvement in school management to improve school governance.

2.1.2 Approaches to Community Participation

The approaches to community participation on the management highly depend on the government's ideology and policies or on the political system of the political party which dominates it (Shaeffer, 1994:11). Policies may ignore, resist, or actively prohibit greater participation or it may permit, encourage and actively facilitates it. That is, the approach is likely to lay on the level of centralization and decentralization of governmental structure.

In countries where government structures and procedures are often centralized and hierarchical based on departmental or scrotal lines which make difficult any attempt to respond to the local conditions and needs and to integrate development efforts. So, in such

bureaucracies often have inflexible procedures of planning, decision-making, program implementation, evaluation, etc. such situations lead to rapid assessment of easily quantifiable output and the desire for immediate success (shaeffer, 1994:37).

On the other hand, in countries where their governmental bureaucracies are highly decentralized, flexible procedures of planning, decisions-making, program implementation, evaluation, accountability etc. would be exercised.

According to Govinda and Dima (2008:134) suggested that the central government adopted legislations transferring wide-ranging powers and responsibilities to school boards and PTA bodies in the area of education among several other social development sectors. Therefore, school boards and parent-Teacher associations have been strengthened to take an active role in the implementation of school improvement programmed and education should be seen as a partnership between teachers, parents, community and students.

Rig (1995:108) concluded that considering only the top-down approach or bottom-up approach in the management may be an absolutist view. That is, their reasonable combination on the hybrid can be the best in implementing the educational program. He also went on saying that most aspects of development like new technologies, education facilities, etc are generally to be disseminated at the top, and the focus there is that the policies or programs formulated from above must be balanced by effective communication and participation from below. In addition to his, kajesse, Kingston (1987:81) recommended that in managing schools effectively and efficiently is adapting the approaches which comprise centralized-decentralized hydride.

To this effect, Ethiopia education and training policy in 1994a awards of the need for strengthening the governance for the national development, the federal and regional government are undertaking further decentralization of the decision making process to the woreda level. This shall further empower the communities by bringing decision about the programs and their implementation closer to the communities and makes the governing bodies more accountable. Therefore, KETB and PTA at the school level will be responsible to strengthen communities' relationship, create good learning environment, decreasing dropouts rates, increase community support to school in terms of material, labor and fiancé.

2.1.3. Indicators of Community Participation

Many studies have identified various ways of community participation in management of their children's education. However, the degree of community participation seems to be difficult to be measured. So in order to solve this difficulty, Rietbergen (1996:92) has pointed out some indicators of community participation in school management. These include: giving and taking information expressing preferences, and demands, taking initiatives, formulating proposals, contributing resources for implementation, participating in various training, making decisions according to the responsibilities assigned, and progressing towards self-management by taking responsibilities for the functioning, operation and maintenance of schools.

Thus, to address the various limitations in community participation and to strengthen the achievements, education managers shall assess the participation of their respective communities based on the above indicators.

2.1.4. Advantage of Community Participation

Education policy makers all over the world have come to view active community participation as an effective means of managing primary education. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality. Community provides the framework for schools to use to strengthen their commitment and efforts toward improving connections, coherence, capacity, commitment, and collaboration. Each of these five is a powerful contribution to improving student learning and student development (Sergiovanni, 2006:65). Community participation can contribute to education delivery through raising money for school; constructing, repairing, and improving school facilities; contributing in labor, materials, land and funds; recruiting and supporting teachers; strengthening bonds between community and schools; making decisions about school locations and schedules; identifying factors contributing to educational problems; providing security for teachers by preparing adequate housing for them, preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development etc. (World Bank 1997:121).

As Heneveld and Craig (1996:33) recognized parent and community support as one of key factors to determine school effectiveness in sub-Saharan Africa. They identify five categories of parents and community support that are relevant to the region (1) children come to school prepared to learn; (2) the community provides financial material support to the schools; (3) communication between the school, parents, and community is frequent; (4) the community has meaningful role in school governance; and (5) community members and parents assist with instruction.

Thus, the active participation of community in school management will gain more knowledge, learn better practice; end with greater awareness of the school problems that exists; feel greater self-confidence and self-reliance; less dependence on external inputs; greater sense of accountability and responsibility.

2.2 Challenges and/or Risk of Participation

The risks of participation are basically associated with poorly managed participatory initiatives. Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, develop this kind of negative attitudes towards school because they are not treated by teachers with respect. This educational environment is unfavorable to parents and children and, therefore, contributes to these students' low participation, poor academic performance, and high repeat and dropout rate (Uemura, 1999:7).

In other words, as Brownlea (1987:605) some of the risks of participation are that it may involve people who have less skills or knowledge than those responsible for making decisions; less accountable for whatever the outcome might be or have concern than the ultimate decision makers. In this situation and for these people, participation is burdensome, unwarranted cost and does little to improve the quality of the eventual decision. Despite these risks, participatory approaches in particular contexts and under particular conditions have proven to be able to expand the supply and increase the relevance of basic social service to enhance people's capacities (Shaeffer, 1994:27-29).

2.3 The Rationales for Community Participation in the management of primary Schools

The goal of any kind of activity that attempts to involve community and families, parents in management of education is to improve the educational delivery so that more children learn better and are well prepared for the development of countries. There are various reasons to support the idea that community participation contributes to achieving this goal.

World Bank (1993:43) and other claimed that the schools' resources are more likely to be utilized effectively and efficiently, and the desires goals are likely to be attained successfully when the community is given high social control over the management of education services. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers. Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance.

There must be active participation on the part of the people in the management of the school. It is through such participation that community comes to know the school. As result of this, they will be able to raise questions, obtain information, express ideas, consider proposals, and take positions on critical issues. They become part of the decision-making that keep up with social change and bring about educational change (Bagin and Donald, 2005:101).

Furthermore, communities who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition parents can help their children with homework, and make sure that children are physically reading to learn at schools (Heneveld and craig, 1996:28).

As Rough and Bosser (1998:157) conduced that the greater the participation of the community, both financially and in-kind means they are more likely to demand accountability from staff. Parents are also more involved in the day-to-day management of the school where they see what is happening and what needs to be corrected.

Moreover, Mary (1992:28) stated that community participation promotes education in increasing access to schooling, reducing the dropout rates and minimizing the repetition rates. Similarly, Ioan and Juoyth (1997:7) also pointed out that the benefits of localizing school management processes can be seen in different dimensions as better leadership, greater use of participative management, more opportunity for innovation and self-direction, strong school community and teacher- parent linkages and improved student outcomes.

2.4 School – Community Relations

In the various discussions concerned the broad range of community involvement activity with schools, where as the focus is on school- community partnership. As Schmitt (1996:19) can be stated that partnerships as formal voluntary relationships between the schools and their community for the purpose of educational improvement.

According to, Uemure (1999:2) it is important to establish and continuously attempt to develop partnership between school, parents and communities. Communities and society must support parents and families in the upbringing, socializing, educating of their children's. Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Therefore, education takes place most efficiently and effectively when these different groups of people collaborate. A successful partnership involves more than exchanging information with parents and acquainting them with school. It includes cooperative work on problems that affects children and advances the cause of education (Bagin, 2001:98).

The relationship between school and community is on mutual bases. The school definitely needs the community for moral, financial, material and human support, where as the community needs the school for its expertise, guidance, and academic vision (Musaazi, 1982:240-241).

Therefore, the development of good relations between schools and community becomes essential in the provision of education. Since both the school and community play a different role in contributing to children's education, there must be efforts to make a bridge between school- communities in order to maximize the contribution. The principal becomes a facilitator within the school, sharing with parents and community members in the decision-

making responsibility. When community representative are included, schools become less isolated and more integrated with the local community. Though these external contact, real needs and resources can be identified that can be used as basis for developing school-community relationship (MOE, 2002).

2.5. Some Areas of Community Participation in the Management of Primary Schools.

Community participation is playing important role in all aspects of education from raising resources to managing schools. However, PTAS and community still need further capacity enhancement in carrying out quality support to help schools to function as desired. Because the participation of the community in supports educational development was largely confined to contribution resources. Supporting this, UNESCO (1985:26) stated that community participation in school management has very often been confined to requests or even demands for contribution in-kind, cash or labor. As, Shaeffer (1994:168) show that the representation of the community in school affairs by school committee or PTA does not indicate participation if it confined itself in the collection of fund. To make participation meaningful and active, it has to go to the extent of participating in planning, decision-making, budgeting, monitoring and evaluation, and managing disciplinary issues and problems.

2.5.1 Community Participation in Planning

Among managerial functions, planning is the first and the most important one which gives direction to educational institution. It is process of preparing a set of decisional for action in the future directed at achieving goals by options means (Dror, 1970:16).

The participation of the community in the planning of school development activates is of paramount important for varies reasons. It would be seen that each community has knowledge, skill and experience to benefit the school by serving on planning committee, finances, buildings or community relations. Communities ask to serve on such planning committees will feel a sense of belonging and be honored that they are invited to help improve the school. Their interest in working for the schools should increase once they have a chance to be heard and possibly effect needed changes (Donald and Bagin, 2005:100).

According to, INEE (2004:16-18) stated that the community and the community education committee may priorities and plan education activities through a participatory grass- roots planning process that reflects the needs, concerns and values of the stakeholders. The result of this planning is a community based education action plan.

These show that, high- level participation of community members and parents is not likely to be achieved without involvement in planning. Thus, planning requires communications between the community and the schools principals in order to agree on plan and to monitor the progress periodically and gives the community representative (PTA & KETB) a chance to have a voice in their professional activities. It is important that all community members have access to information so that they can advise there community education committee how to manage the education programme effectively.

2.5.2 Community Participation in Resource Management

Most governments of many countries have been committed to delivering primary education for their children. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited every where, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources (Uemura, 1999:4).

According to, UNESCO (1985:24) the Participation of the community in financing schools takes three forms: monetary contribution, in kind and in the form of fee labor. To run the schools effectively, the use of these resources should be managed effectively, both by the school as well as the community. This is because; the availability of finance and resources by itself does not bring any attainment of quality of education without efficient use through appropriate financial management.

Usually, parents and the community at large limit themselves to be a source of finance, material support and physical labor. But, patents and school committees have to go beyond this and assume a large role in examining and approving school budgets and in deciding how resources spent (shaeff, 1994:70). That is why MOE (1994:51b) empowers the community to participate in the financial management of schools though their representative (PTA & KETB) in order to follow-up and control whether schools are properly using the budget to it.

2.5.3 Community Participation in Decision- Making

Decision- making is the Process of defining problems, generating alternatives solutions, choosing one alternative and implementing it (Holt, 1993:53). It is a crucial part management activity and determines the success or failure of organizational goals, because all other managerial functions can be interpreted best interims of decision made (Cunningham, 1982:52).

The issue of the participation of the community in decision-making in school development process should be given due emphasis because of the fact that the much community are the major stakeholders in education and are very much concerned with the national behind the decision and their impact on the life of their children-their parents in particular and the society in general. Thus, participation of community in decision making has several advantages that would lead to the improvement of schooling. The school principals, the PTAS members and elected community representative together make decision on the total educational program for their school. With this system, known as school based management/shared decision making program, each school controls its own budget and focuses on curriculum and program planning, collegial decision-making and strategic planning (Donald and Bagin, 2005:101). In schools adopting site-based management, the principal becomes a facilitator within the school, sharing with parents and community members in the decision- making process (wade, 1997:143-144).

2.5.4. Community Participation in Monitoring and On-Going Evaluation

Participation in monitoring and on-going evaluation can be effective only if the representatives of the communities are provided with the information they are entitled to, especially in respect to the resources and distributions. As Schmitt (1995:51) state that effective evaluation begins with the very initiation of the process and the development of the criteria by which to measure success. These criteria are clearly defined and agree up on by those involved in the process. Successful school improvement is linked to a systematically planned and executed monitoring and on-going evaluation process and final out comes. Regarding this, Townsend (1994:172) and others explain that one of the tasks of the school board and PTA is to evaluate the performance of the school along with its plan.

Furthermore, community should be conducted to assess its human, financial and material inputs, identify what still needed and what is actually available and among other aspects, monitor the effectiveness of the programme (INEE, 2002:18-22). Monitoring in this case is the continuous or periodical process to review and gather information by management about an activity.

Thus, the representative of the community should be responsive to monitoring and on-going evaluating of the activities that take place in the school; where as, the school principal have a responsibility to raise the awareness of the school board member and PTA in order to perform their duties effectively and efficiently.

2.5.5. Participation in managing disciplinary issues

The main purposes of any educational system is to cultivate the individual's capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, ability, skill, attitude and good discipline. Several authors approved that discipline and learning must go hand-in-hand for effective teaching. Therefore, discipline is the most important factor for the creation and maintenance of an effective learning situation and its needs a high involvement of community. Parents must be invited to visit school and have a talk with teachers about their children school work. In addition to this, Sharrock (1970:11) has argued teachers should take close contacts with parents in order to identify the overall problems of the child at home and in school. This indicates that the interactions of teachers and community are very important for maintaining good discipline in the schools.

2.6. Community Organizational Set-Up to Participate Schools Management

In order to discharge their various dimensional responsibilities in organized way, the communities need to have different organizational set-ups put in place having sufficient authority. This calls for schools to have elected representatives of the community in organized way, responsible for managing and governing the schools. Accordingly, the power and responsibilities of the school principal, KETB and PTAs in the management of school are indicated below.

2.6.1. The School Principal

The school principals (head teachers) play a pivotal role in maintaining healthy relationship between the schools and the communities. They are responsible for creating trust between the parents, community and the school. To supporting his, (coladaric, 1996:18) say that the principal responsible for encouraging participation of community representatives in school activities and decision-making.

So, School principals, therefore, “not only welcome and encourage parents to participate in school management, they need to be responsible for making sure that parents are involved and can have an impact” (Bagin; 2001:145)

Accordingly, MoE (1994b) state that the school principals have been given the power and responsibility to encourage the active co-operation of the community in the management of schools. Hence, to carry out this role significantly, the principal need to be prepared and possess appropriate skill through adequate training on the parts of the educational leadership.

2.6.2. The Kebele Education and Training Management Board (KETB)

The purpose of school board is to determine the feasibility of adopting the community involvement model for life long learning. As Schmitt (1991:49-50) stated that among the tasks to be accomplished by the group are determination of the level of interest, degree of commitment, and status of financial support for the concept that exist in the schools and the greater community.

On the other hand, from the experience of most countries, community elects their representative to govern the school they own. They should, therefore, be kept informed on a regular basis about how money is being spent and how effective the education being provided is. According to, Bagin, D. (2001:52-53) suggest that a school board must know something about the nature of public opinion in order to run good school system. If they fail to do what the public wants sharp, criticism and oppositions will be followed. Therefore, every school board constantly faces the task of trying to satisfy all the people and groups in the community. The school board embodies the principle of collaboration between parents and staff, and community partnership. Its members need to include parents, principals and teachers

(Townsend, 1994:46). It has been delegated powers and duties for the purpose of ensuring that their schools are operated properly.

Accordingly, MOE (1994b) were established the kebele education and training management board and assume that the overall responsibility for managing the schools in that kebele. So that the members of the board were drawn from representatives of the kebele administration, principal of school as secretarial, representatives of PTA members, representatives of women and youth associations, and representative of teachers association.

These school boards in each school are instrumental organs towards empowering communities to exercise their rights, duties and responsibilities. It is through which community can improve its active involvement in school management, administration and financing. It is also used to improve access and quality of education, ensuring equity and taking disciplinary measures.

2.6.3. The School Parent-Teacher Association (PTA)

A local parent-Teacher association may be describes as a voluntary organization whose membership consists of teachers in an individual school and the parents of children who attend the school they support. Good community relations start when parents and teachers come to know one another and to talk about what they want for young people. Through these conversation parents soon learn to know the school, to understand what teachers are trying to do for children, and to appreciate instructional conditions and problems (Bagin, 2001:147).

Similarly, the role of teachers changes from that of an individual instructor to a facilitator of a collaborative teaching and learning process. This process involves the teachers as a community-supported team member in the decision-making process of the school and in curriculum delivery (Schmitt, 1991:49). That is the classroom is an extension of the community, and the community is an extension of the classroom. Moreover, teachers assume responsibility for integrating community in instruction and for facilitating learning experience beyond the traditional classroom. The results of such practices are increased student achievement and greater relevance to identified needs. Therefore, PTA needs to be established in order to share the schools problems to serve as a bridge between the school and the community for effective teaching-learning process.

Moreover, effective PTA participation as representative of community requires specific training in understanding their role and responsibilities for implementation of educational program. The responsibility for doing this training belongs primarily to the principal of that particular school.

2.7. Factors that Challenges Community Participation in Schools Management

Participating communities in the education management requires facing and tackling a number of challenges. According to Crewe and Harrison (1998:78) articulate that participatory approaches tend to overlook complexities and questions of power and conflict within communities. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups may be physically present during discussion they are not necessary given a chance to express their views to the same degree as others.

In addition to this, Shaeffer (1992) found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have a lack of appreciation of the overall objectives of education; a mismatch between what parents expect of education and what the school is seen as providing; the belief that education is essentially the task of the state; the length of time required to realize the benefits of better schooling; and ignorance of the structure, functions and constraints of the school.

As Uemura (1999:10) challenges vary from stakeholder to another because each group has its own vision to achieve the common goal of increasing education access and improving its quality. The section below attempts to turn to specific challenges and problems that have been witnessed among teachers, parents and communities.

a) Resistance Among Teachers

Not all teachers welcome parents' and communities' participation in education. They tend to feel that they are losing authority with in schools, as power is taken by community and parents. At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities (Uemura, 1999:11).

Gaynor (1998:153) analyzes the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the EI Salvador's EDUCD project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status, where parents are responsible for school management.

b) Parents and Communities

Not all parents and community members are willing to get involve in school activities. Some have had negative schooling experiences themselves, some are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay (Uemura, 1999:11).

On the other hand, (Pena, 1995:33) reveals that even though the parents valued education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of communication, fostered the fear that education would be privatized and parents would have to pay for education services. Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parent and teachers perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the schools themselves.

2.8. Measure Taken in Order to Improve the Practice of Community Participation

Although community participation can be a strong tool to tackle some educational problems, it is not panacea that can solve all the problems encountered in the education sector. Any strategies to achieve a high degree of community participation require careful examination of communities because each community is unique, and complicated in its nature. Hence, there

are some issues that need to be solved in order to improve the practices of involving communities in the management of primary education.

a) To Understand the Nature of Community

As discussed previously, no community is homogenous. Thus, it is crucial to examine and understand community contexts, including characteristics and power balance. Since some communities are traditionally involved in community activities, while others are not used to working together with schools or even other community members (Uemura, 1999:12). Careful examination of communities is necessary to successfully carry out activities promoting community participation.

In addition to, it is important to understand the current formal structure and function of school /parent/ community organization. Membership, mandate, and level of activity vary from one organization to another. As Shaeffer (1994) articulate, various kinds of organizations exist in many countries in order to bring parents together. These organizations exist within some formal framework of laws and regulations which govern their structure functions in many countries. Such regulation may be quite specific in their in definition of what the organization can or can't do, or they may be very general in nature, allowing for considerable flexibility in their application.

b) To Assess Capabilities of Communities and Responsible Agencies, and Provide Training

It is necessary to assess community contexts, and the agencies responsible for promoting community participation efforts, in order to create specific plan. Community participation in education requires communities to have: financial knowledge to handle funding transferred from outside; technical knowledge and skills to run schools; and political will to collaborate with agencies responsible for implementing efforts (Does Santos, 1999). It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation. Implementing agencies are required to have the technical capability to carry out active community participation, encouraging and involving communities in a great range of school management. They also

need to have financial knowledge to oversee the funding and to operate the school (Uemura, 1999:12).

Furthermore, school /parent/ community organization also needs to have certain knowledge, skills and attitudes to realize successful community participation in management of education. If any of the capabilities mentioned above is lacking, it is necessary to provide adequate training (Shaeffer, 1994). Training programmes should assess community capacity and identify training needs and ways; to address this need (INEE: 2004). Accordingly, MOE (1998) say that community participation in education remains inadequate due to this, effective functioning of the school committees need provision of orientation and training to its representative members.

c) To Establish Communication Channels

In order to exercise any kind of community participation, there needs to understand among all stakeholders, all people who are targeted. In addition a continuing dialogue between schools and community is essential because it usually takes along period of time to yield any benefit, periodical meetings are held to discuss school work (Bagin:2001). So, community discussions, meeting, parental education and training can result in the community assuming greater responsibility for its own welfare and development. Therefore, schools shall take the lead to involve the community through initiating activities that demonstrate the community's underlying interest in the role and functions of schools.

d) To Conduct Continuous Assessment

It is important to conduct assessment of any practices of community participation continuously, once the implementation gets started. The communities are always evolving and so are their needs and demands; therefore, the strategies need to be modified and tailored accordingly. Original plans need to be carefully designed and examined but also need to be flexible enough to leave room for making changes in the efforts of the implementation (Uemure; 1999:14).

2.9. Experience of Other Countries with Community Participation

Measures for establishing a closer linkage between primary schools and community and providing a meaningful place for the communities in primary education management have taken different shapes in different place of countries. Accordingly, the experiences of different countries with community participation in management of schools are discussed here below;

In Ghana

There is a long history of community participation in education in Ghana. Many schools have been constructed entirely through the efforts of community participation. The two important institutions at the school and community level are the PTAs and School Management Committees (SMCs). As the name implies, PTAs, membership is restricted to teachers and the parents of pupils who attend a given school.

In 1994, the government of Ghana inaugurated the institution of the SMC, a body which is supposed to solicit membership from a broad section of the community than just teachers and parents. The SMC was the body which played a central role; in most cases, the PTAs played rather a minor, supportive role later, during the implementation period.

The PTA's main role had been to address pupil absenteeism and organize work to carry out minor school repairs, but this work had handed this over the SMC more recently (Baku and Agyeman, 1997:44).

In Malawi

In 1994, the government of Malawi announced that all primary school fees would be abolished as of the beginning of the new school year. This created a flood of over million additional students into the primary system and necessitated the hiring of many new teachers. Classroom was overcrowded, and thousands of children had to take their lesson in temporary facilities such as churches, mosques and so forth. The government were explained full the importance of the schools and community contributions to their children's education, they changed their attitudes and stand started working more positively (World Bank, 1995:23).

In Bolivia

Parents and communities in Bolivia have traditionally made cash and in kind constructions to their children's school. However, they have had no voice in decisions directly affecting their children's education. Parents and communities have not been involved in schools activities. This poor educational system largely has resulted from strongly centralized decision making, cronyism, and corruption.

In order to change this situation, the government committed to decentralization of administration to the region and local levels. It also attempts to establish mechanism for community participation and strengthen the capacity of entities at the departmental level and below, including local communities, to effectively oversee delivery of education services and participate in the process of decision making. The school board, comprised parents and community members, work with woreda education boards and local education boards to review and approve key decisions to the corresponding level. The school board will also approve all appointment of principals and teachers as well as the yearly budget, and will report on resource use and so forth (World Bank, 1994:55)

In India

The district primary education project in India (approved in 1994) aims to involve communities in various forms in order to improve quality and access in primary education. All participating states have established school community organizations as called for under the revised national policy on education. These organizations, known as village education committees, parent-teacher associations, or school management committees, are expected to oversee the operations of schools and non formal education centers, conduct annual surveys of village children to identify non-enrollments and dropouts, and encourage parents to send their children to school and keep them there. To improve effectiveness, regions and woredas provide training and supervision support (World Bank, 1993).

CHAPTER THREE

Research Design and Methodology

This study aims at assessment of community participation in the managements of primary schools. In order to achieve the objectives of the study a descriptive survey of quantitative and qualitative nature was applied.

3.1 Research Method

The study employed descriptive survey research method. This research method was selected because it helps to obtain first hand information and enables the researcher to have access to various techniques of gathering information. Strengthening this idea, Seyum and Ayalew (1989: 17) expressed that the descriptive survey method of research is more appropriate to gather several kinds of data.

3.2 Sources of Data

The primary source of data for the study were members of kebele education training and management board (KETB) , members of parent-teacher association(PTA)and expert of woreads education officials . The selection of these as source of data was made based on a belief that they may have adequate information and experience about the involvement of the community in management of primary school of selected zone.

Besides, secondary sources such as documents of the schools and woredas education office were consulted in order to supplement the data obtained from the respondents.

3.3 Sampling Techniques and Sample Size

Simple random sampling techniques was employed in selecting the sample woredas and schools to be studied because it gives equal chance of being selected and there by minimizes bias. Out of the twenty five woredas (24 rural and one town administration) found in Arsi Zone of Oromia region, five woredas (20%)

were selected as sample for the study. For the purpose of this study, 20 complete primary schools were included from sample woredas of selected zone. This is believed to be fairly representative and manageable and enable to arrive at modest generalization about the whole population.

In the sample primary schools there are 140 PTA and 160 KETB members, so for this study 80(57.14%) of PTA and 40 (25%) of KETB members were included in the sample. The selection of the members of PTA in each selected school was conducted using simple random sampling. The principal and kebele chairman in each sample schools were included purposeful since they are member of KETB that have sufficient information about community performance. Two experts of each sample woreda educational officials were included purposively depending on their day -to- day contact with the primary schools community participation in order to get variety of information.

3.4 Instruments of Data Gathering

Questionnaires, interview and document analyses were employed in order to gather the necessary data for the study. In order to obtain more comprehensive and convincing data and information both close-ended and some open-ended questions were used in the questionnaires. The close-ended items contained multiple choice and rank order items that are relevant to various issues and that were addressed in the research basic questions.

Semi-structured types of interviews were employed in this study to get further information from principals and woreda education office experts.

3.4.1 Piloting the Research Questionnaire

The questionnaire was pre-tested on randomly selected PTA members and principals to make the necessary modification for quality of instrument. The questionnaires were translated in local language and administered to respondents.

3.5 Method of Data Analysis

The study has employed both quantitative and qualitative data analysis methods. Percentage, mean value and the Kolmogorov-Smirnov one sample test were used to analyze questions that need to be treated quantitatively. The Kolmogorov-Smirnov D test was used to see whether or not there is significant difference among observed frequency distribution of respondents. Qualitative analysis was used to treat open-ended questions in the questionnaire, the interview guide and information that were gathered through document analysis. Accordingly, the following table illustrates the sample area and size of population the study covered.

Table 1: Sample size of woredas, schools and number of respondents

Name of woredas	No of complete primary schools	Name of sample schools	No of PTA members		No of KETB members		No of woredas educational officials	
			Total	Sample	Total	Sample	Total	Sample
Munesa	26	Shune	7	4	8	2	15	2
		Gunguma	7	4	8	2		
		Garalecha	7	4	8	2		
		Adare	7	4	8	2		
		Woludikale	7	4	8	2		
Total	26	5	35	20	40	10		
Lemu & Bilbilo	21	Lemu	7	4	8	2	16	2
		K/Walashgora	7	4	8	2		
		Koma katara	7	4	8	2		
		Lemu sirba	7	4	8	2		
		W/Fafate	7	4	8	2		
Total	21	5	35	20	40	10		
Digalu & Tijo	25	Sagure	7	4	8	2	15	2
		Y/Burkitu	7	4	8	2		
		Tamela no 1	7	4	8	2		
		Abdi boru	7	4	8	2		
		A/Sagure	7	4	8	2		
Total	25	5	35	20	40	10		
Honkolo Wabe	10	Siltana	7	4	8	2	15	2
		S/Limida	7	4	8	2		
		Chirku	7	4	8	2		
Total	10	3	21	12	24	6		
Bekoji Town	5	Tigilfire	7	4	8	2	10	2
		T/Nageso	7	4	8	2		
Total	5	2	14	8	16	4		

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As stated earlier, the main purpose of this study was to assess the participation of community in management of primary schools of Arsi Zone. To attain the stated objective, the researcher used to present and analyze the data obtained from three groups of respondents using questionnaire, interview and document analysis.

The questionnaire was distributed for 80 PTA and 40 KETB members. To strengthen this information, interview was conducted with the 10 woredas education office experts and 20 school principals. The total population of the study was 150 respondents. Besides, the document analysis was under taken in order to gather supplementary information. The whole data gathered through questionnaire was analyzed using percentage, mean and Kolmogrov-Smirnov D value. Moreover, the information secured through interview and document analysis was analyzed qualitatively method so as to get answer for the basic questions raised in the study.

Thus, what was discussed in review of related literature by different authors is also examined in this chapter. Majority of respondents were answered either the questionnaire or interview raised in this study. Based on the responses obtained from the participants, the researchers made the analysis and interpretation of the data in the following sections.

4.1. General Characteristics of Respondents

As shown in the following Table (Table 2 and 3) the major characteristics of respondents in terms of sex, age, marital status, educational level and occupation. Questionnaires were distributed to 80 PTA, and 40 KETB members. A response rate of 100% was achieved in all two groups. The analysis of the item presented in tables is made below the table.

Table - 2: Personal characteristics of respondents

No	Items	Respondents			
		PTA,N = 80		KETB,N = 40	
		N	%	N	%
1	Sex				
	a. Male	60	75	38	95
	b. Female	20	25	2	5
	Total	80	100	40	100
2	Age				
	a. 25 years and below	9	11.25	3	7.5
	b. 26 – 35 years	33	41.25	20	50
	c. 36 – 45 years	22	27.5	13	32.5
	d. 46 years and above	16	20	4	10
Total	80	100	40	100	
3	Marital Status				
	a. Single	7	8.75	3	7.5
	b. Married	73	91.25	37	92.5
	c. Divorced	-	-	-	-
	d. Widowed	-	-	-	-
Total	80	100	40	100	

As illustrated in items 1 of Table 2, the sex of 75% of PTA and 95% of KETB members were males, and females account only 25% and 5% for PTA and KETB respectively. On the other hand, 95% of the experts in woreda education were males. This data indicate that female participation in the management of primary schools education is low as compared to the number of males. The reason why they are not participating in managerial activities might be due to various factors such as location of the school distance, importance of their labor in the house hold, and responsibility to helping their families, pregnancy, cultural influence and so forth (Jacculin and Maccoby, 1975:23). These issues are serious obstacles and have to addressed and overcome due to female participation, special female teachers which greatly help to promote girls education.

This indicates t hat a great effort to be exerted by school principals, woreda education office and by government at large to bring females in such managerial positions.

As displayed in Table 2 item 2, the majority of respondents; 52.5 percent and 57.5 percent of PTA and KETB members respectively fall at age of twenty to thirty five years while the rest

of respondents were at the age of thirty six and above. This age distribution of PTA and KETB members implies that it may be assume high level of commitment to participate in the management schools affairs. However, to get maximum participation in management of schools, the age commitment alone was not enough. Therefore, it was the woreda education office and the school principals most expected to create conducive environment for them by arranging appropriate meeting time and place.

As indicated in item 3 of Table 2, the majority of the respondents; 91.25 percent of PTA and 92.5 percent of KETB member were married while only 8.75 percent and 7.5 percent were single respectively. This shows that, the majority of the respondents; have family responsible which may affect participation of those community representatives in management of schools activities. So, this calls for special efforts to be exerted by the school principals in arranging the condition in which can be favorable for the participation of PTA and KETB members in the management of school activities.

Table – 3: Description of Respondents by their Educational level and occupation

No	Items	Respondents			
		PTA N = 80		KETB N = 40	
		N	%	N	%
1	Educational level				
	a. illiterates	1	1.25	-	-
	b. Grade 1 - 8	31	38.75	10	25
	c. Grade 9 - 12	8	10	4	10
	d. Certificate (FTI)	6	7.5	-	-
	e. Diploma (10+3)	32	40	18	45
	f. BA/BSC	2	2.5	8	20
	Total	80	100	40	100
2	Occupation				
	a. Principals	-	-	20	50
	b. Teachers	40	50	2	5
	c. Farmers	35	43.75	14	35
	d. Merchants	2	2.5	-	-
	e. Government Employees	3	3.75	4	10
	Total	80	100	40	100

As can be seen from Table 3 item 1, almost all (98.75 percent) of PTA members and (100 percent) of KETB members attended Primary level of education and above. This shows that these groups of respondents have the potential to read and understand their role and responsibilities that may helped them to execute their duties. Besides, the data obtained from the document analysis, the majority of woredas education exports were also first degree holders and only five experts were diploma holders. Thus, it could be possible to say that the sample zone has trained manpower that may significantly contribute to participation in management of primary schools planning, decision- making, monitoring and on-going evaluation.

However, the presence of only trained manpower may not guarantee successfully performance of managing school activities. Therefore, proper utilization of the trained human resources available by the school managing bodies is likely to promote effectiveness and efficiency in the operation of primary schools.

Item 2 of Table 3 indicated that about 50 percent (40) of PTA members and about 55 percent (22) of KETB members have closely related qualification and experience with teaching-learning process. This implies that most of these groups of respondents may have awareness and understanding of some problems related with teaching- learning activities that need active participation of parents and large community.

However, those groups of respondents about 50 percent (40) of PTA and 45 percent of KETB members that represented parents and communities were farmers, merchants, and government employees did not have adequate knowledge on problems related to teaching-learning activities and to make decision on urgent school matter may be difficult for most of them. Besides, it would also be possible to assume that they may frequently be absent from meetings, and this may also result in poor level of participation in the management of schools despite they are assumed as representative of the community in managing their respective primary schools.

Thus, this call for great effort from school principals in orienting and training these groups of respondents on how to involve in collaborative decision-making and in arranging the convenient environment that creates their active participation in the management of school affairs.

4.2. The Respondents' view on the level of awareness and extent of community participation

In the following three tables, (4, 5 and 6) discuss the view of respondents to wards PTA members awareness about importance of community participation and the level of community involvement. It is also analyze and discuss the current level of PTA members' relationship with KETB and the level of principals' and teachers to encourage and support their participation.

In computing the results of the study, the researcher has used five points rating scale with 5 'very high', 4 'high', 3 'medium', 2 'low', and 1 'very low'. Furthermore, the significance of Kolmogrov-Smirnov D value (K-S D value) is indicated by the symbol* .The mean scores obtained from the data were interpreted as follow: 4.5 - 5.0 very high, 3.5 - 4.49 high, 2.5 - 3.49 medium, 1.5 - 2.49 low, and 0.5 - 1.49 very low.

Table-4: The Respondents awareness about value and level of community participation

No	Items	Respondents	Responses value						\bar{x}	D value	
			1	2	3	4	5	Total			
1	Their awareness about value of community participation	PTA in	No	-	2	10	26	42	80	4.35	0.325*
			%	-	2.5	12.5	32.5	52.5	100		
		KETB in	No	-	-	9	5	26	40	4.43	
			%	-	-	22.5	12.5	65	100		
2	Current level of community participation	PTA in	No	-	5	40	28	7	80	3.49	0.192*
			%	-	6.25	50	35	8.75	100		
		KETB in	No	-	2	24	13	1	40	3.23	
			%	-	5	60	32.5	2.5	100		
3	Extent of KETB initiation participation of community	PTA in	No	19	6	39	10	6	80	2.73	0.175*
			%	23.75	7.5	48.75	12.5	7.5	100		
		KETB in	No	-	2	10	20	8	40	3.85	
			%	-	5	25	50	20	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size, thus the critical value is 0.124.

As indicated in item 1 of Table 4, significant proportion of respondents; 85% of PTA members and 77.5 percent of KETM members believed that participation of community for improvement of school was highly important. While 12.5 percent of PTA and 22.5 percent of KETB members replied that it was medium. Furthermore, the mean value of respondents (4.35 for PTA and 4.43 for KETB members) indicating that high level of their important participation in the management of school activities. That is asserted that the awareness of PTA members' and KETB members' above the value of community participation in the management of school activities were high.

Moreover, the interview conducted with woreda education office and principals was expressed that the involvement of communities important mainly for raising money, constructing of addition classroom ,recruitment and preparing house for teachers, to identify factors contributing for educational wastage. The KS D test reveals that that the calculated D value (0.325) exceeds the critical value (0.124), and thus the results show significant difference among observed frequency distribution of respondents.

With regard to item 2 of Table 4, the respondents were requested to put the current level of community participation in the management of primary schools activities. Accordingly, the majority of respondents; 40(50 percent) of PTA members and 24(60 percent) of KETB members responded that the current level of their participation was medium. Moreover, the mean value of two groups of respondents which are 3.23 and 3.49 for PTA and KETB members respectively strengthened that the current level of community participation was medium. From information secured from interview confirmed that the participation of community mainly confined to the contribution of financial and materials resources. The Kolmogorov-Smirnov D test show that the existence of significant difference among observed frequency distribution of respondents since the calculated D Value (0.192) greater than the critical value (0.124).

However, research result indicated that the efficient management of schools cannot be realized by effort of government alone. For this fact, communities highly participate in education process in their surroundings especially in the construction of new school buildings through provision of supervision, direct labor contribution, construction of additional classroom, supporting school maintenance, and mobilizing of parents to increase enrollment

of students (MOE, 1998). From this finding, it would be possible to conclude that the current level of community participation in management of schools was not high at desired level.

Item 3 of the same Table requires the respondents to indicate their views regarding the extent of KETB members initiating and facilitating the participation of community in school affairs. Accordingly, 64 (80 percent) of PTA members reported that it was average and below, while 20(50 percent) of KETB members indicated that it was high. Moreover, the mean value of two groups of respondents which are 2.73 for PTA members and 3.85 for KETB members indicates that medium and high respectively. The KS D test reveals that the calculated D value (0.175) greater than the critical value (0.124), and thus the results show significant difference among observed value distribution of respondents.

From the interview conducted with schools principals, even though they were members of KETB, it reveals that KETB level of initiating and facilitating of community participation was low which is some times on their regular meeting. From this, it could be possible to understand that there was no genuineness on the responses of KETB members.

This implies that the current level of KETB members' participation in initiating and facilitating of community participation was low which requires urgent measures to rearranging the structure of them due to KETB member chairman also chairman of that particular kebele in which the school was found and they have many responsible to participate and conducted a lot of meeting in addition to their individual life activities.

Table-5: The Respondents view on the current status of PTA relationship with KETB members

No	Item	PTA, No=80		KETB, No 40	
		No	%	No	%
1	The PTA members relationship with KETB members				
	a. Excellent	6	7.5	4	10
	b. Very good	28	35	16	40
	c. good	46	57.5	20	50
	D. No idea	-	-	-	-
	Total	80	100	40	100

As illustrated in item 1 of Table 5, the respondents were requested to indicate the current status of PTA members' relationship with KETB members. Accordingly, 42.5 percent of PTA members and 50 percent of KETB members responded that the status of their relationship was very good and above, whereas 57.5 percent of PTA members and 50 percent of KETB members replied that it was good. As a whole, majority of the respondents responded that the relationship between PTA and KETB members were good.

The interview made with school principals also strengthens that the current status of PTA and KETB members relationship was good .They further added that their relationship get stronger whenever there is a problem encountered schools need to be solve with their cooperation. Thus, it could be possible to understand that there was good relationship between PTA and KETB members in mobilization of the community to participate in contribution of resources rather than in the management of school activities.

In relation to this result, research findings suggest that the school committees/boards should be developed good relation between schools and community essential in provision of education since both the school and community plays a different role in contributing to children's education. (Oakes and Thomas, 1991)

Table-6: Respondents view on extent of the schools principals and teachers encourage and support PTA participation.

No	Items	respondents	Responses value						\bar{x}	D value	
			1	2	3	4	5	Total			
1	The extent principals and Teachers encourage and support PTA members	PTA in	No	8	26	39	7	-	80	2.56	0.183*
			%	10	32.5	48.75	8.75	-	100		
		KETB in	No	-	8	12	20	-	40	3.3	
			%	-	20	30	50	-	100		

As indicated in Table 6 of item 1, respondents were asked to rate the extent the school principals and teachers encourage and support participation of the community in school management. Accordingly, 81.5 %(65) of PTA members and 50 %(20) of KETB members'

confirmed that the extent principals and teachers to encourage and support in promoting the participation of community members' was medium and below that.

Moreover, the mean score of respondents (2.56 for PTA and 3.10 for KETB) regarding the extent to which the principals and teachers to encourage and support PTA members participation fall between 2.5 and 3.49 indicating medium level of participation though not high at the desired level. On the contrary, 8.75 percent and 50 percent of PTA and KETB members respectively rated that it is above the average. The KS D test reveals that the calculated D value (0.183) does exceed the critical value (0.124), and thus the results show a significant difference among observed frequency distribution of respondents.

The information secured from interview confirmed that teachers initiate PTA member's participation on mid and final semester of schools parents and community meeting. While the principals is a member of committee that particular kebele in which the school was found so that they get sometimes a chance to encourage and support participation of community. Thus, it could be possible to understand that principals and teachers effort to bring successful participation of PTA member at all level of school management was found to be medium level and below that.

However, other studies suggest that the role of teachers should changes from that of an individual instructor to a facilitator of a collaborative teaching and learning process and they assumed responsibility for integrating community in instruction and for facilitating learning experience beyond the traditional class room. The principals not only welcome and encourage parents to participate in school management, they need to be responsible for making sure parents are involved and can have an impact (Schmitt, 1991, Bagin, 2001)

From this finding, it is possible to say that school principals and teachers were not shouldering their responsibility in welcoming and encouraging the PTA members and maintaining positive relationship with them so that they can participate actively in the management of schools.

4.3. Community participation in the management of primary schools

As shown in the following Table 7, the data which was used to assess participation of PTA members' in management of primary schools activities are presented, analyzed and interpreted

Table-7 Respondents view on level of PTA member's participation in planning and decision-making

No	Items	Respondents		Responses value						\bar{x}	D value
				1	2	3	4	5	Total		
1	Planning schools activities and the future growth of the school	PTA	No	8	5	37	30	-	80	3.11	0.33*
			in %	10	6.25	46.25	37.5	-	100		
		KETB	No	6	1	24	9	-	40	2.88	
			in %	15	2.5	60	22.5	-	100		
2.	Examining and approving the schools budget	PTA	No	-	5	21	40	14	80	3.79	0.21*
			in %	-	6.25	26.25	50	17.5	100		
		KETB	No	-	-	10	20	10	40	4.00	
			in %	-	-	25	50	25	100		
3	Participation in decision making	PTA	No	-	6	17	42	15	80	3.83	0.23*
			in %	-	7.5	21.25	52.5	18.75	100		
		KETB	No	-	3	7	21	9	40	3.90	
			in %	-	7.5	17.5	52.5	22.5	100		
4	Devising mechanisms where by schools generation internal in come	PTA	No	-	17	33	10	20	80	3.41	0.16*
			in %	-	21.25	41.25	12.5	25	100		
		KETB	No	-	13	16	3	8	40	3.15	
			in %	-	32.5	40	7.5	20	100		
5	Participation in effective utilization and distribution of schools resources	PTA	No	11	5	44	20	-	80	2.91	0.25*
			in %	13.75	6.25	55	25	-	100		
		KETB	No	9	5	19	7	-	40	2.6	
			in %	22.5	12.5	47.5	17.5	-	100		
6	Level of awareness about value of their participating in resources management	PTA	No	6	23	38	13	-	80	2.73	0.19*
			in %	7.5	28.75	47.5	16.25	-	100		
		KETB	No	1	8	21	10	-	40	3.00	
			in %	2.5	20	52.5	25	-	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

As it can be seen from item 1 of Table 7, the respondents were asked to indicate the level of PTA members' participation in planning of schools' activities. Accordingly, 61 (50.83 percent) almost half of the respondents responded that medium regarding the extent of PTA members' participation in planning the schools' activities and forecasting the future growth. While 39 (32.5 percent) of respondents replied that it is above average position. On the other hand, the mean value of the respondents (3.11 for PTA and 2.88 for KETB members) in both cases fall between 2.5 and 3.49 indicated that the level of participation of PTA members in planning was medium. On the contrary, 16.25% (13) of PTA and 17.5% (7) of KETB members responded that it is below the average. The calculated D value (0.33), points out that significant difference among observed response distribution of respondents since it exceeds the critical value.

Furthermore, from the interview conducted with WEO and principals indicated that most of PTA members were devoted for individual life activities, and they do not have concluded that each of them has knowledge, skill and experience to benefit the school by serving on planning schools activity. From this, it can be concluded that participation of PTA members in planning was not satisfactory as desired level.

Item 2 of Table 7, respondents were requested to rate level of participation of PTA members in examining and approving the school budget. Accordingly, majority of respondents, 67.5% (54) of PTA members and 75% (30) of KETB members responded that PTA member participation in examining and approving the school budget was high, and above. Moreover, the mean scores in two groups or respondents (3.79 for PTA and 4.00 for KETB) showed that the participation of PTA members was high. From this, it can be concluded that PTA members are key participant in planning school budget and approving it. The KS D test indicates that the calculated D value (0.21) exceeds the critical value, and thus the results show significant difference among the observed frequency distribution.

The interview made with school principals indicated that without involvement of PTA members, impossible to plan and approve the school budget. This shows that PTA members were responsible to plan and approve the school budget together with the school principals (MOE, 1994). In line with this, Sheaffer (1994) stated that parents and school committee cannot limit themselves to be a source of finance, material support and physical labor. But

they have to go beyond this and approving school budgets and in deciding how resources spent.

With regard to degree of participation of PTA members in decision-making (item 3 of Table 7), it has been indicated that great majority of respondents, 71.25 % of PTA and 75% of KETB members responded that their degree of participation was high. Furthermore, the mean scores of two groups of respondents fall between 3.5 and 3.49 strengthened that level participation was high. The KS D test reveals that the calculated D value (0.23) at 5 percent level of significance exceeds the critical value (0.124), and thus results show significant difference among observed frequency distribution of respondents.

The documents analysis on PTA's minute have also exhibited that they have made a lot of decision on schools financial and materials resources. From this finding, it is possible to conclude those school committees have decentralized autonomy to made decision in schools management. In line to this, authors stated that in shared decision making program, each schools control its own budget and focuses on curriculum, collegial decision-making and strategic planning. In this school based management the principals become a facilitator within the schools rather monopoly of power (Wade, 1997).

Item 4 of Table 7 the respondents were asked to put the role of PTA members' participation in advising mechanism where by schools generating internal income. Accordingly, majority of the respondents 78.75% and 67.5% of PTA and KETB members respectively responded that they had medium and above level of participation on devising mechanisms for increasing the school internal income. While remaining 21.25 % (17) and 32.5% (13) of PTA and KETB members respectively indicated that it was low. Furthermore, the mean value of two groups of respondents reported that their level of participation was medium. The KS D test confirms that the calculated D value (0.16) at 0.05 level of significance greater than the critical value. Thus the results show significant difference among observed value distribution of respondents.

The interview conducted with school principal's showed that PTA members participate more in generation of internal income by involving local community to contribute money, in-kind

and labor. Thus, it can be concluded that they are more participate in generation of internal income than managing another schools activities

As indicated in the same Table of item 5, the respondents were asked to rate the degree of PTA members' participation in effective utilization and distribution of schools resources. Accordingly ,significant proportion ; 55%(44) of PTA members and 47.5% (19) of KETB members confirmed that PTA members level of controlling school resources was medium, not high at the desired level. Besides, the majority of respondents about 75 percent (in item 6 of table 7) responded that they had medium level and below that awareness about the value of their participation in resources management.

Research findings, however, suggested that learning materials as well as human resources are limited every where, particularly in developing countries, the availability of finance and resources by it self does not bring any attainment of quality of education without efficient use through appropriate financial management. The participation of community in schools affairs does not indicate participation if it confined itself in collection of fund, it has to got to the extent of managing schools activities (Uemura, 1999, Shaeffer, 1994). From this finding, it is possible to understand that PTA member level of awareness regarding their value in managing effective and efficient utilization and distribution of resources should have to high at the desired level.

Table -8: Respondents view on participation of PTA in managing disciplinary and implementation of schools program.

No	Items	Respondents		Responses value					\bar{x}	D value	
				1	2	3	4	5			Total
1	Participation in solving schools discipline	PTA in	No	7	17	36	20	-	80	3.16	0.175*
			%	8.75	21.25	45	25	-	100		
		KETB in	No	2	13	18	7	-	40	2.75	
			%	5	32.5	45	17.5	-	100		
2.	Result obtained in managing discipline	PTA in	No	10	5	39	26	-	80	3.01	0.283*
			%	12.5	6.25	48.75	32.5	-	100		
		KETB	No	9	2	16	13	-	40	2.83	
			%	22.5	5	40	32.5	-	100		
3	Participation in implementation of schools program	PTA in	No	8	27	39	5	1	80	2.55	0.283*
			%	10	33.75	48.75	6.25	1.25	100		
		KETB in	No	1	11	20	1	7	40	3.05	
			%	2.5	27.5	50	2.5	17.5	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

As it shown in item 1 of Table 8, respondents were asked to forward their views on the level of participation of PTA members in controlling schools discipline problems. Accordingly, the mean value of two groups of respondents (3.16 for PTA and 2.75 for KETB members) falls between medium levels of participation. Similarly, significant proportion of respondents, 75 percent of PTA members' and 82.5 percent of KETB members responded that it was average and below that. Thus, it could be possible to conclude that they commonly agreed that the participation of PTA on managing school disciplinary problems was medium though not high at desired level.

Moreover, the document analysis on minutes of PTA members, it was possible to understand that they were solving disciplines on the sometimes base However, several authors approved that discipline and learning must go hand –in -hand for teaching; parents must be invited to visit school and have a talk with teachers about their children work and teachers should take close contacts with parents in order to identify the overall problems of the child at home and in school (Sharrock, 1970).Furthermore, information secured from interview indicate that

even though they had great authority to make decision on school discipline, they have been solving on the some times basis. The KS D test confirms that the calculated D value (0.175) exceeds the critical value, and thus results show significant among frequency distribution of respondents.

With regarding to result obtained from participation of PTA members in controlling disciplines, item 2 of the same Table ,the mean value of two groups of respondents(3.01 for PTA and 2.83 for KETB) also indicated that the result obtained from managing of student discipline was medium. The KS D test calculated value (0.283) greater than the critical value at0.05 level of significance point out that significant difference among the response of respondents.

As indicated in item 3 of Table 8,the mean value of the two groups of respondents(2.55 for PTA and 3 .05 for KETB)fall between 2.5 and 3.49 indicating that medium level of participation of community in implementation of school program though not high as desired level. Besides, 48.75 percent (39) of PTA members and 40 percents (16) of KETB members strengthened that medium level of result was obtained from participation of the community. The KS D value (O.283) point out that there is statistically significant difference was observed in the responses distribution of respondents.

Besides, from the interview conducted with WEO experts and schools principals revealed that since PTA members do not obtained at desired time, sometimes delay and also absent from meeting of school, therefore, implementation of school programs according to plan was difficult. So, from this study it is possible to understand that PTA members do not give adequate emphasis for implementation of schools program due to lack of skill how to participate effectively in controlling the implementation of schools' program and conducting evaluations of performances. Regarding this, scholars suggested that the school board/ committee members need to be adequately informed and trained in how to carry out their monitoring and evaluation activities. For one to get engaged in monitoring and evaluation of certain program, he/she has to get acquainted with the desired performance indicators (Joseph, R.2005).

Table-9 Respondents view on community participation in monitoring and on-going evaluation of school performance.

No	Items	Respondents		Responses value						\bar{x}	D value
				1	2	3	4	5	Total		
1	Monitoring and evaluation of schools performance	PTA	No	13	37	26	4	-	80	2.27	0.15*
			in %	16.25	46.25	32.5	5	-	100		
		KETB	No	4	22	6	8	-	40	2.45	
			in %	10	55	15	20	-	100		
2.	Monitoring and evaluation of resources in line with the plan	PTA	No	10	33	29	8	-	80	2.44	0.133*
			in %	12.5	41.25	36.25	10	-	100		
		KETB	No	10	11	13	6	-	40	2.38	
			in %	25	27.5	32.5	15	-	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

As indicated in Table 9 of item 1, the respondents were asked to rate participation of community in monitoring and on-going evaluation of schools performance. Accordingly, the majority of the respondents; 62.5% (50) of PTA members and 65% (26) of KETB members replied that the degree of PTA members evaluation of schools performance was low and below that. Besides, the mean values for the two groups of respondents(2.27 for PTA and 2.45 for KETB members)indicating that their level of participation was low .The calculated KS D test (0.15) show that there is statistically significant difference among the responses of respondents.

From this finding, it is possible to understand that the participation of PTA members in evaluation of the school performance was not matured. Therefore, participation of PTA in monitoring and evaluation is effective only if they are provide with the information they are entitled to especially in respect to the resources and distribution .They should be conducted to assess its human , financial ,and materials inputs, identify what still needed and what is actually available and among others aspect (INEE,2002) .Thus, PTA members should be responsive to evaluate the performance schools acclivities that take place in the school, where as, the school principal have a responsibility to raise the awareness of the school committee in order to perform their duties and responsibilities effectively.

Similarly, significant proportion of respondents, 53.75 %(43) of PTA members and 52.5 %(21) of KETB members confirmed that the extent of PTA members evaluation the utilization of school resources in line the plan was low and below that. . However, studies concerning this recommended that one of the tasks of the school committee is to evaluate the performance of the school along with its plan (Townsend, 1994).The KS D test reveals that the calculated D value (0.133) exceeds the critical value (.0124), and thus results show significant among observed frequency distribution of respondents.

4.4. The contribution of community participation to teaching learning process.

In the following Table the researcher was going to made presentation, analysis and interpretation of PTA members' contribution in teaching –learning activities. In computing the results of the study the researcher has used different points for the responses. That is always scored 5, mostly scored 4, sometimes scored 3, reraly scored 2 and never at all scored 1 in Table10 and 16.

Table-10: Respondents' view on the contribution of PTA to the teaching - learning process.

No	Items	Respondents		Responses value						\bar{x}	D value
				1	2	3	4	5	Total		
1	Community efforts to increase enrollment.	PTA in	No	7	20	34	14	5	80	2.88	0.18*
			%	8.75	25	42.5	17.5	6.25	100		
		KETB in	No	3	10	20	5	2	40	2.83	
			%	7.5	25	50	12.5	5	100		
2.	Community strive to minimize wastage	PTA in	No	5	17	48	10	-	80	2.79	0.19*
			%	6.25	21.25	60	12.5	-	100		
		KETB in	No	4	11	21	4	-	40	2.63	
			%	10	27.5	52.5	10	-	100		
3	Efforts to obtain support form the community	PTA in	No	5	2	26	35	12	80	3.59	0.33*
			%	6.25	2.5	32.5	43.75	15	100		
		KETB in	No	-	1	10	23	6	40	4.08	
			%	-	2.5	25	57.5	15	100		
4	The responses to the problem encountered to the schools	PTA in	No	8	29	30	6	7	80	2.69	0.23*
			%	10	36.25	37.5	7.5	8.75	100		
		KETB in	No	2	10	21	7	-	40	2.83	
			%	5	25	52.5	17.5	-	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

As shown on item 1 of Table 10 the respondents were asked to rate the contributions of community in encouraging parents to send their children to school in order to increase enrollment as to desired level. Accordingly , the majority of the respondents,76.25% (61) of PTA members and 82.5% (33) of KETB members replied that PTA effort to encourage parents participation in increasing enrollment some times basis and below that it was rarely and they never exert any effort at all.

Moreover, the mean value of two groups of respondents (2.88 for PTA and 2.83 for KETB members) also indicating that some times basis efforts which need more significant improvements to be made. The Kolmogorov –Smirnov one sample test show that calculated D value (0.183) exceeds the critical value at 0.05 level of significance, and thus results indicates significant among observed frequencies distribution of respondents. Besides, the document analysis and the interview made with WEO and schools principals proved that efforts of PTA members to encourage parents to send their children to school were sometimes basis on kebele meeting. This implies that in order to increase contribution of PTA members to the desired level, it requires additional training to improve their awareness.

Regarding this the world Bank (2002) state that communities are expected to oversee the operations of schools, conduct annual surveys of village children to identify non-enrollments and dropouts and encourage parents to send their children to school and keep them.

In item 2 of Table 10, the respondents were requested to put level of PTA members strive to reduce students' dropout. Accordingly, significant proportion of respondents, 60 %(48) of PTA and 52.5 %(21) KETB members reported that they some times strive to minimize the dropout of children out of schools. The mean value of respondents more strengthen that the efforts to reduce repetition and dropouts of students was some times basis. The Kolmogorov Smirnov –one sample test reveals that the calculated D value (0.192) greater than the critical value (0.124) at 0.05 level of significance, and thus results show significant among observed frequencies distribution of respondents.

Besides, from the interview conducted with WEO and school principals, it possible to understand that though good start to participate some PTA members on reduction of educational wastage, there is no observable efforts made to reduce the dropout students out of

schools. In contrary to this result, research findings suggest that community participation promotes education in increasing access to schooling , reducing the dropout rates and minimizing the repetition rates (Mary,1992),

Item 3 of the same Table requires the respondents to indicate their views regarding efforts of PTA members to obtain support form community .Accordingly, 58.75% and 72.5% of PTA and KETB members respectively responded that they made effort above average position .The KS one sample test confirms that the calculated D value (0.33) exceeds the critical value, and thus the results show the deviation among observed value distribution of respondents. Thus, it can be concluded that as already mentioned in previous discussion, PTA member were mainly focusing on contribution of the financial and materials resources for schools by mobilizing the community participation. While they have low involvement in controlling school resource utilization in line with the school plans.

Item 4 of Table 10 also illustrated that the respondents view regarding on the contribution of PTA members in giving quick responses to the problems encountered in teaching – learning process. Accordingly, the mean value of two groups of respondents(2.69 for PTA and 2.83 to KETB) indicating that the level they give responses to the problems of teaching- learning process was some times basis though not high as desired level. The KS D test indicates that the calculated D value (0.233) greater than critical value, and thus the results show significant difference among observed frequency distribution of respondents.

From this finding, it is possible to conclude that much effort expected from WEO and schools principals so as to bring the level of contribution of communities representative in teaching-learning process to as the desired level.

Table -11: The degree of PTA member's participation in evaluation of their performance

No	Description of items	PTA,N=80	
		No	%
1	Do you have an experience evaluation of their performance		
	a. Yes	27	33.75
	b. No	53	66.25
	Total	80	100
2	If yes, how often do you conduct		
	a. monthly	1	3.7
	b. Quarterly	2	7.4
	c. Bi-annually	6	22.2
	d. annually	18	66.7
	Total	27	100

As can be seen from item 1 of Table 11, majority of respondents; 66.25 %(53) of PTA members disclosed that they had no experience to evaluate their performance of schools affairs. Besides, the document analysis on the minutes of PTA and KETB members in the majority of sample schools, there was no agenda that indicates them undertaking any evaluation of their performance.

Furthermore, from information secured from interview; it was possible to understand that the level of participation of PTA in most area of the management was found to be below the desired level. Hence, the level of PTA members able to identify their own problems, assess possible solution to the problems, take corrective action, and evaluation of implementation result was low.

Thus, it is very advisable to develop the experience to evaluate their performance which helps them to gain more knowledge, learn better practice, greater awareness of the school problems, and feel greater self-confidence and greater sense of accountability (Bagin, 2001)

In Item 2 of the same Table the respondents were asked to rate how often PTA members conducting evaluation of their school performance. Accordingly, 3.7% of them replied that monthly, 7.4% of them quarterly, and 22.2% of them biannually and the majority of the respondents that is 66.7% of them responded annually. From this study, it was possible to understand that participation of PTA to evaluate their performances in school affair was not developed in the majority of sample schools. This show that the concerned bodies both WEO

and school principals should have to take corrective measures to improve their experience to evaluate their performance in schools teaching-learning process.

Table-12: Participation of KETB members to follow- up and evaluation performance of schools

No	Item	KETB N=40	
		No	%
1	Does your board follow up and evaluate the performance of PTA and principal		
	a. Yes	11	27.5
	b. No	29	72.5
	Total	40	100
2	If yes, how often do you conduct		
	a. monthly	-	-
	b. Quarterly	1	9.1
	c. Bi-annually	2	18.2
	d. annually	8	72.7
	Total	11	100

As indicated in item 1 of table 12, the majority of respondents (72.5%) responded that they did not follow-up and evaluate the school performance of PTA and principals, whereas the remaining fewer respondents noted as evaluation present.

In line with this MOE (2002) states school managing bodies are established in each school, however, their progress and performance in carry out their roles and responsibilities remain inadequate. Besides, the information secured from interview, it was possible to conclude that the participation of KETB members to follow up and evaluate the performance of school affairs was very low relatively to that of PTA members' participation. Hence, they are not instrumental organs towards empowering communities to exercise their rights, duties and responsibilities as indicated by ministry of Education.

As to frequency of evaluation session, item 2 of the same Table, 9.1%, 18.2% and 72.7% of KETB members positively responded that quarterly, bi-annually and annually means respectively. This is also indicating that KETB members conduct evaluation of school activity only once a year as indicated by the majority of respondents (72.7%). From this finding, it was possible to understand that the frequency of their evaluation community participation in school teaching-learning process was low or some times.

Table-13 Respondents view on provision of training for the community representatives

	Description of items	PTA, N=80		KETB N=40		D value
		No	%	No	%	
1	Provision of trainings to PTA members					
	a. Yes	37	46.25	6	15	
	b. No.	43	53.75	34	85	
	Total	80	100	40	100	
2	The extent training helped to execute their duties					
	a. Very high	4	5	4	10	0.183*
	b. high	24	30	11	27.5	
	c. medium	47	58.75	21	52.5	
	d. Low	5	6.25	4	10	
	E. Very low	-	-	-	-	
	Total	80	100	40	100	
	Mean	3.33		3.38		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

The community representative requires specific training to understanding their role and responsibilities for implementation of educational program .As it can be observed from item 1 of Table 13, the respondents were asked to indicate whether training provided for PTA and KETB members help them to execute their role and responsibilities or not. Accordingly, majority of respondents (64.17%) indicated that desired training was not given while the remaining respondents replied positively. Besides, the information secured from interview, the document of the woreda education office and schools confirmed that one to two days short training and orientation which did not much help to execute their duties was given. Moreover, they added that there was dropout of members on training and also turn over of the trained committee members. So, from this it is possible to understand that the majority of school committee serving without having adequate training. This obviously indicate that the school principals and woredas education should have to provide training and orientation in continuous manner in order to increase the capacities of PTA and KETB members that helped to execute their duties and responsibilities

In item 2 of the same Table, the respondents were asked to put the degree to which the training and orientation helped them to execute their duties and responsibilities. Accordingly,

As indicated in item 1 of Table 14, the frequency of reporting system, 56.25% (45) of PTA members and 57.5 % (23) of KETB members indicated that PTA members reporting system was at annually basis. Remaining 45% of PTA members and 42.5% of KETB members were replied that they reported bi-annually, quarterly or monthly basis. This indicates that the reporting system of PTA members on their performance and schools teaching- learning process to local community discussion was at the end of the year. From this study, it is possible to conclude that the continuous discussion between school and communities created by reports of PTA members on school performance was low. Hence, a system which promotes trends of frequency reporting of performance to community should be established or the existing system reorganized to quarterly bases.

In item 2 of Table 14, the respondents were requested to indicate the level that the teachers and local community were accepted their reports. Accordingly, 63.75% of PTA members and 60% of KETB members confirmed that the acceptance of community and teachers the reports of PTA members' were high. This shows that the majority of the respondents agree with their high level of acceptance of the reports. While 31.25 percent and 35 percent of PTA and KETB members responded that it is medium respectively.

The KS D test confirms that the calculated D value (0.20) point out that there is significant difference among the responses of respondents since the D value exceeds the critical value. Regarding this, scholars suggest that the community elect their representative to govern the school they own, they should be kept in formed on a regular basis about how money is being spent and how effective the education being provided is (Bagin, 1001).

On the other hand, the mean value of two groups of respondents (3.66 for PTA and 3.68 to KETB members) indicating that high level of their acceptance. From this, it is possible to understand that even though frequency of PTA members report school performance at the end of the year, the community willing to accept their reports to contribute money, in-kind and labor for improvement of school affairs. Therefore, it needs to be established quarterly report system and communication channel between community and school governing bodies for more participation and agreement.

Consistent reporting systems of the school board/committee members is by far recommended for the fact that provision of information on how schools are doing is one of their responsibilities. Failure in doing so reveals that there is no smooth information flow, which ends up with poor collaboration with the parents and the school, and reduces important stakeholders understanding and supports (Allan and Frederick, 1991:813).

4.5. Factors and problems that affect community participation

Table -15: Respondents view on the factors that challenge participation of PTA members.

No	Items	Respondents		Responses value						\bar{x}	D value
				SDA	DA	UD	AG	SA	Total		
1	Their residence and inconvenient time of meeting	PTA in	No	20	28	11	21	-	80	2.41	0.10
			%	25	35	13.75	26.25	-	100		
		KETB in	No	10	14	6	10	-	40	2.4	
			%	25	35	15	25	-	100		
2.	Lack of knowledge and poor understanding of their duties	PTA in	No	5	11	14	30	20	80	3.61	0.21*
			%	6.25	13.75	17.5	37.5	25	100		
		KETB in	No	2	6	9	16	7	40	3.5	
			%	5	15	22.5	40	17.5	100		
3	Lack of time and poor economic background	PTA in	No	7	9	19	25	20	80	3.53	0.25*
			%	8.75	11.25	23.75	31.25	25	100		
		KETB in	No	-	2	5	21	12	40	4.03	
			%	-	5	12.5	52.5	30	100		
4	Low level of principals and teachers initiation and encouragement	PTA in	No	-	16	18	39	7	80	3.5	0.233*
			%	-	20	22.5	48.75	8.75	100		
		KETB in	No	1	3	8	17	11	40	3.85	
			%	2.5	7.5	20	42.5	27.5	100		
5	Low level of understanding with regard to the value of education	PTA in	No	-	18	24	18	20	80	3.53	0.025
			%	-	22.5	30	22.5	25	100		
		KETB in	No	-	15	4	12	9	40	3.38	
			%	-	37.5	10	30	22.5	100		
6	Reluctance and lack of commitment due to lack of incentive	PTA in	No	2	3	10	44	21	80	3.99	0.40*
			%	2.5	3.75	12.5	55	26.25	100		
		KETB in	No	1	1	7	17	14	40	4.05	
			%	2.5	2.5	17.5	42.5	35	100		
7	Trusting that education of children as task given to principals and teachers	PTA in	No	5	6	12	35	22	80	3.79	0.33*
			%	6.25	7.5	15	43.75	27.5	100		
		KETB in	No	1	1	7	17	14	40	4.05	
			%	2.5	2.5	17.5	42.5	35	100		

NB: The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

SDA=strongly disagree, DA=disagree, UD=undecided, AG=agree and SA=strongly agree.

As depicted in item 1 of Table 15, 60% (72) of respondents disagree with regard to the effect of long distance from their residence and time of meeting as major factors challenge participation of PTA members. Besides, the mean value for two groups of respondents (2.41 for PTA and 2.4 for KETB) strengthened that time and place are not major factors and problems that challenge PTA members to execute their responsibilities. Moreover, the information secured from interview proved the above result. The KS D test reveals that the calculated D value (0.10) less than critical value (0.124) shows that no significant differences among the response of respondents.

Thus, it is possible to understand that the majority of respondents agree on time and place are not major factors and problems that hinder the participation of PTA members. On the contrary, only 26.25% (21) and 25% (10) of PTA and KETB members respectively agree that the time and place were the factors and problems that hinder their participation.

In item 2 of Table 15, 62.5% of PTA and 57.5% of KETB members of respondents expressed their agreement that lack of knowledge and poor understanding of their roles and responsibilities were the major factors and problems that reduce the participation of PTA members in management of schools activities. The mean values of two groups of respondents also indicating that the level of agreement on the above responses. The KS D value asserts that the calculated D value (0.21) exceeds the critical value, and thus the results show significant difference among observed frequencies distribution of respondents

Regarding this, Pena (1995) reveals that because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their roles as separate from one another, with out substantial parental interaction with teachers. From this study, it is possible to understand that lack of knowledge on how to participate and their poor understanding of their roles and responsibilities result from shortage of the necessary training and orientation. Conversely, 37.5% (30) and 42.5% (17) of PTA and KETB members respectively reported that they do not express their opinion and disagree with what proposed by the majority of respondents.

As indicated in item 3 of the same Table, 65%(78) of the respondents signifies their agreement that more needs of time for individual life activities and poor economic background were factors and problems that challenge participation of community in schools affairs. Besides, the mean scores of two groups of respondent (3.53 for PTA and 4.03 for KETB) indicating that level of agreement of respondent with the above responds. Thus, it can be concluded that devotion for individual life and poor economic background of PTA members highly prevent their participation in school management.

The KS D test reveals that the calculated D value (0.25) exceeds the critical value, and thus the results show significant difference among observed frequencies distribution of respondents. In line with this, (Uemura ,1999, Shaeffer ,1992) suggested that some parents and families are not willing to collaborate with schools because they cannot afford to lose their economic labor. The degree of their participation is particularly low in socially and economically marginal regions.

With regards item 4 of Table 15, it has been revealed that 57.5% of PTA members and 70% of KETB members were expressed their agreement about the point that low level of principals and teachers initiation and encouragement of community participation in the managements of school activities. However, 42.5% (42) of PTA members and 30% (12) of KETB members expressed that their disagreement and they did not decided to expresses their opinion. On the other hand, the mean values of two groups of respondents indicating that they were agreed with above responses.

Regarding this, Uemura (1999) revealed that not all principals and teachers welcome parents' and communities' participation, they tend to feel that they are losing authority with in schools, as power is taken by parents and communities. Hence, it can be concluded that participation of PTA member may affected by low level of principals and teacher's initiation and encouragement. The KS D test indicates that the calculated value (0.233) greater than the critical value (0.124), and thus the results show significant difference among observed value distribution.

Item 5 of Table 15, the mean values of two groups of respondents 3.53 for PTA members and 3.38 for KETB members agreed that lack of deep understanding value of education

moderately prevented the participation of community. This calls for immediate measure to be taken through providing special training for community in way to change their attitude attached to the value of education. The Kolmogorov- Smirnov (KS) D test confirms that the calculated D value (0.025) less than critical value, and thus the results show no significant difference among observed frequencies distribution.

Item 6 of the same Ttable indicated that; 81.25% and 77.5% of PTA and KETB members respectively agreed that reluctance and lack of commitment of PTA was major factors and problems that challenge communities' participation in management of schools affairs. However, 18.75% (15) and 22.5% (9) of PTA and KETB members respectively disagree and never express their opinion at all.

From the interview conducted, it is possible to understand that due to lack of incentive either monetary or psychological rewards for their participation, KETB and PTA members lack the commitment and gives less attention to their duties in management of schools. The KS D test (0.40) shows that there is significant difference among observed value distribution of respondents.

As shown in item 7 of the same Tables; majority of respondents that is 75.25% of PTA and 77.5% of KETB members agreed that considering children education as duties and responsibilities of principals and teachers was the major factors and problems that prevent the participation of community. Besides, the mean value of two groups of respondents (3.79 for PTA and 4.05 for KETB) indicating that agreement level of respondents with the above responses.

Regarding this, scholars suggested that not all parents and community members are willing to get involved in school activities because some have had negative schooling experience, illiterate and do not feel comfortable talking to teachers and they feel they do not have control over the school (Uemura, 1999). The KS D test reveals that the calculated D value (0.33) greater than the critical value and thus the results show significant difference among observed frequencies distribution of respondents.

4.6 Possible measure to be taken to the factors that challenge community participation

Although community participation can be a strong tool to tackle some educational problem, it is important to identify what problems are, where they are, and how they arise, then appropriate and long lasting measures have to be followed.

Table -16 Measure to be taken to overcome factors and problems that challenge PTA and KETB Participation

No	Items	Respondents		Responses value						\bar{x}	D value
				1	2	3	4	5	Total		
1	Examine and understand nature and structure of community	PTA in	No	-	10	39	24	7	80	3.35	0.15*
			%	-	12.5	48.75	30	8.75	100		
		KETB in	No	-	5	20	10	5	40	3.38	
			%	-	12.5	50	25	12.5	100		
2.	Assess capabilities of community and responsible agencies	PTA in	No	-	3	28	37	12	80	3.73	0.23*
			%	-	3.75	35	46.25	15	100		
		KETB in	No	-	-	17	18	5	40	3.7	
			%	-	-	42.5	45	12.5	100		
3	Identifying training needs and address these need	PTAS in	No	-	5	25	39	11	80	3.7	0.20*
			%	-	6.25	31.25	48.75	13.75	100		
		KETB in	No	-	1	13	20	6	40	3.78	
			%	-	2.5	32.5	50	15	100		
4	Establish communication channels	PTA in	No	-	4	24	33	19	80	3.84	0.22*
			%	-	5	30	41.25	23.75	100		
		KETB in	No	-	-	12	22	6	40	3.85	
			%	-	-	30	55	15	100		
5	Conduct continuous assessment	PTA in	No	-	2	25	37	16	80	3.84	0.22*
			%	-	2.5	31.25	46.25	20	100		
		KETB in	No	-	2	18	11	9	40	3.68	
			%	-	5	45	27.5	22.5	100		
6	Provision of incentive for their participation	PTA in	No	-	16	42	21	1	80	3.09	0.24*
			%	-	20	52.5	26.25	1.25	100		
		KETB in	No	-	8	22	10	-	40	3.03	
			%	-	20	55	25	-	100		
7	Explaining the their role and responsibilities	PTA in	No	-	-	17	27	36	80	4.24	0.13*
			%	-	-	21.25	33.75	45	100		
		KETB in	No	-	-	7	13	20	40	4.33	
			%	-	-	17.5	32.5	50	100		

NB The critical value of D for large sample (over 35) at 0.05 level of significance is given by the formula $1.36/\sqrt{n}$, where n is the sample size thus, the critical value is 0.124.

As can be seen from item 1 of Table 16, the respondents were asked to indicate the importance of examine and understanding the nature and structure of communities. Accordingly; significant proportion of respondents, 87.5% of PTA member and 87.5% of KETB members confirmed that examining and understanding the characteristics and organization of community on some times basis and above that was required. Besides, the mean value of two groups of respondents which are 3.35 and 3.38 for PTA and KETB members respectively indicating that careful examining of community problems and social organization sometimes need for their effective and efficient participation. Otherwise, seasonal, economical and others factors could affect the participation of community in implementation of schools program.

From the interview conducted, it was possible to understand that PTA and KETB community members were not voluntary to participate in school management during farming and harvesting of agricultural activities. The KS D test reveals that the calculated D value (0.15) greater than critical value (0.124), and thus results show significant

Item 2 of the same Tables, the respondents were asked whether assessing capabilities of community and responsible agencies necessary for promoting community participation. Accordingly, the mean value of two groups of respondents 3.73 for PTA and 3.7 for KETB members indicating that most of the time needed to assess the capabilities of responsible agencies to promote community participation. In line with this, authors illustrated that implementing agencies required to have the technical capability to carry out active community participation .They also need to have financial knowledge to oversee the funding and to operate the school (uemura, 1999)

Thus, it is possible to understand that assessing the capabilities of PTA and KETB members whether having technical knowledge and skills to run schools and political will to work collaboratively with WEO and principals is needed before they take the responsibilities to implement the school programs. The KS D test reveals that the calculated D value (0.23) exceeds the critical value, and thus the results show significant difference among the observed frequencies distribution of respondents.

As can be seen from item 3 of the same Table, 50 (62.5%) of PTA and 26 (65%) of KETB members responded that always and most of the time identifying the training required to PTA

and KETB member and provision of these required training in relation to how to promote community participation was one of the major measure to be taken. While 25 (31.25% and 13 (32.5% percent) of PTA and KETB members respectively responded that it was some times basis. However, only 5(6.25%) of PTA and 1(2.5%) of KETB members responded that it was rarely required. Furthermore, the mean value of two group of respondent which is 3.7 for PTA and 3.78 for KETB member indicating that most of the time training required to overcome the major problem that affecting participation of communities. The KS D test reveals that there is significant difference among observed value distribution of respondents since D value (0.20) greater than critical value.

Item 4 of the same Table showed that majority of respondents 76(95%) PTA and 40 (100%) of KETB members responded that it is average and above. On the other hand, the mean value of two groups of respondents (3.84 for PTA and 3.85 for KETB members) indicating that most of the time requirement of channel of communication between the school and community. The KS D test indicates that the calculated D value (0.22) greater than critical value (0.124), and thus the results show significant among observed frequencies distribution of respondents.

In order to exercise any kind of community participation it is need to establish continuous dialogue between schools and community because it usually takes along period of time to yield any benefit. So, community discussions, meeting, parental education and training can result in the community assuming greater responsibility for its own welfare and development (Bagin, 2001).

Item 5 of the Table 16 show that about 20.83, 40 and 35.83 percent of PTA and KETB members responded that always , mostly and on some times bases respectively .This means 73 (60.83%) of the respondents responded that mostly and above that conducting continuous assessment of community participation need to over come the major problems that prevent their participation. As whole, the mean value (3.84 for PTA and 3.68 for KETB) indicated that mostly conducting continuous assessment of community participation was one of the major to be taken to bring their active participation in school management.

Item 6 of the same Table, respondents were asked to indicate that provision of incentive as a major technique of promoting community participation. Accordingly, 53.33 percent of the respondents confirmed that provision of incentive for maximum time and energy spent for

their participation was required some times. Furthermore, the mean value of two groups of respondents (3.09 for PTA and 3.03 for KETB) indicate that some times monetary reward and consistent psychological rewards depend on the capability of schools needed for PTA and KETB members in order to promote community participation in management of schools.

Moreover, the information which was secured form interview indicated that PTA members give less attention and KETB members never at all participate in management of schools activities due to lack of incentive.

Thus, it is possible to conclude that even though not possible to provide always monetary rewards for school committee members, at least sometimes monetary rewards and consistent psychological rewards need to be provided so as to improve the major problems that hinder their participation. The KS D test indicates that the calculated D value (0.242) exceeds the critical value of D, and thus results show significant among observed frequencies distribution of respondents.

Item 7 of the same Table, shows that 63 (about 78.75 percent) of PTA and 33 (about 82.5 percent) of KETB members responded that it was mostly and above that explanation of the roles and responsibility was required. This means 99 (80 percent) of the respondents stated that mostly and above explanation of their roles and responsibilities through provision of consecutive and adequate training was important in order to prevent the problems that challenge the participation of community in school management.

Moreover, the mean value of two groups of respondents (4.24 for PTA and 4.33 for KETB members) indicating that most of the time requirement of clearly defined roles and responsibilities of PTA and KETB members in order to discharge their duties. While, 17 (21.25 percent) of PTA and 7 (17.5 percent) of KETB members responded that it is some times necessary. Thus, it can be concluded that the community representative have to be made to know their role and responsibilities through provision of training and orientation most of the time. The Kolmogorov –Smirnov D value (0.134) indicates that there is statistically significant difference in the responses of respondents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The main purpose of this study was to assess community participation in the management of primary schools of Arsi Zone, to point out the prevailing problems and to suggest alternative solution to the problems encountered.

In order to achieve this purpose, the study was made to answer the following basic questions:

1. To what extent do communities discharge their duties and responsibilities in the management of primary schools activities?
2. To what extent do KETB and PTA community members contribute to teaching-learning process in terms of increasing education access and reducing educational wastage?
3. To what extent were KETB and PTA community members got with orientation and training in certain aspects of school management?
4. What are the major factor and problems that affect community members' participation in the management of schools in the woreda?
5. What are the major impacts and effects of such challenges in community members' participation in general?

The study was carried out with twenty randomly selected primary schools of Arsi Zone. The necessary information was collected from PTA and KETB members using a set of questionnaire. Besides, the interview was conducted with the woreda education office experts and school principals.

The data obtained from all the questionnaires distributed, interviews and document analysis were collected, and analyzed using percentage mean value and the Kolmogorov-Smirnov one sample test.

The followings are the major findings draw from the analysis

1. The majority of respondents, 82.5 percent believed that involvement of community for improvement of school was highly important. That is asserted that the awareness of PTA members and KETB members about value of community participation in the management of school activities was high.
2. With regard to the current level of local community participation in management of schools programs, 53.3 percent of the total respondents responded that their level of participation was medium mainly confined themselves to contribution of financial, in-kind and materials resource rather they leaving management to school principals.
3. With respect to the extent of woreda education office and KETB members initiation and facilitation of community participation, majority of PTA members about 80 percent responded that it was average and below that on sometimes basis.
4. As indicated by 55 percent of the respondents, the current status of PTA members' relationship with KETB members was good that it is not very good. Besides, their relationship get stronger occasionally whenever the problem encountered the schools need to be solved with their co-operation.
5. The majority of respondents, 70.83 percent indicated that the level of school principals and teachers to encourage and support participation of PTA members in planning, decision making, implementation of school programs and so forth was average and below that unsatisfactory.
6. With respect to PTA members' participation in the planning of school activities, almost half of respondents (50.83 percent) indicated that their role in planning was medium. That is, it was point out that the school plan was prepared by principals together with department head and unit leader and final PTA members' were approved it.
7. The majority of respondents 70 percent asserted that PTA members' role in examining and approving the school budget was high. In most cases without involvement of PTA members', impossible to plan and approve the school budget because they were authorized. Besides, with regard to participation of PTA members in decision-making,

the great majority of respondents, 72.5 percent responded that their level of participation was high.

8. In relation to contribution of resource, 75 percent of respondents indicated that the role of PTA members participation in advising mechanism to generate internal income by mobilizing of community to contribute money, in kind and labor was average and above. However, 52.5 percent of respondents responded that the level of PTA members managing effective utilization and distribution of resources was medium though not high as the desired level. Besides, the majority of respondents (75 percent) reported that they had medium level and below that awareness about the value of their participation in resources management.
9. With respect to PTA members participation in controlling school discipline, majority of respondents (about 77.5 percent) indicated that their participation in solving school discipline was medium and below that on the sometimes basis and the result obtained was unsatisfactory.
10. As indicated by 80.83 percent of respondents, PTA members participation in implementation of school program was medium and below that in the same cases.
11. The majority (63.3 percent) of the respondents responded that PTA members' participation in monitoring and on-going evaluation of schools performance was found to be low. Similarly, significant proportion of respondent (about 53.3 percent) asserted that the extent of PTA members monitoring the utilization of school resources in line with the plan was found to be low.
12. With regard to the contribution of PTA members to the teaching-learning process, majority of respondents (78.33 percent) responded that their effort to encourage parents participation in increasing enrollment was on the sometimes basis and below which need more significant improvement to be made. But there is good start by some PTA members strive to minimize the dropout and repetition of students that is no observable efforts made to reduce educational wastage. On the other had, the contribution of PTA members in obtaining support from community was above the average that by mobilizing the community participation in collection of fund for the

schools but the contribution of PTA in giving quick responses to the problems encountered in teaching-learning process was on the sometimes basis as indicated by majority of respondents.

13. The majority of the respondents (66.3 percent) disclosed that, PTA members had no experience to evaluate themselves. According to the responses of the majority of respondents, (66.7 percent) the frequency of conducting evaluation of their school performance was by annually means.
14. With respect to KETB members' participation in follow-up and evaluation of school performance, the majority of respondents (72.5 percent) responded that they had no experience to follow-up and evaluate the school performance of PTA and school principals. In there, it was found out that the KETB members were no deeply involved in the activities of the teaching-learning process and as result there were no significant contribution were made by participation of KETB members in the management of school activities. According to the responses of 72.7 percent of the respondents reported that the frequency of KETB to conduct evaluation of the school community participation performance was low.
15. Majority of the respondents 64.17 percent found out that no desired trainings were given for participation of PTA and KETB members. Besides, as indicated by 56.67 percent of the respondents confirmed that the capacity of PTA and KETB members got from the orientation and training that helped to execute their duties and responsibilities was medium. Moreover, there was dropout on training and orientation and also turnover of the trained committee members. So that, the majority of PTA and KETB members serving without having adequate knowledge, skills and attitude that realize their active participation in the management of schools activities.
16. In relation to the frequency of reporting system, the majority of the respondents (56.67 percent) indicated that the reporting of PTA members on their performance and schools teaching-learning process to community and teachers discussion was at end of the year. But, it was found out that even though frequency of PTA report of school

performance was low, the teachers and local community agreed and accepted their reports and contribute money, in kind and labor for improvements of school program.

17. With regard to major problems that challenge PTA members' participation in the management of the schools, the following major findings were drawn from the analysis:

- Lack of knowledge, skill and poor understanding of their roles and responsibilities of PTA and KETB members;
- The needs of time for individual life activities and poor economical background of PTA and KETB members;
- Low level of school principals and teachers initiation and encourage of PTA and KETB members participation in the management of school;
- Lack of deep understanding value of education moderately prevent participation of community;
- Lack of commitment and reluctance of PTA and KETB members participation in the management of school activities;
- Trusting the principals and teachers let educate students and they believed that controlling teaching-learning process as duties and responsibilities of school principals and teachers.

18. With regard to the measure that have been taken to overcome the factor and problems that affecting community participation in the management of schools, the following measure were found to be taken;

- Examining and understanding the nature and structure of local community on the some times basis;
- Majority of the respondents (60 percent) responded that mostly and above that assessing capabilities of PTA members and responsible agencies before they assigned to participate in the management of school activities;

- Most of the time identifying the training needs to PTA and KETB members and provision of adequate training and orientation;
- Most of the time established channel of communication (reporting system) between schools and community;
- The mean value of respondents indicating that mostly conducting continuous assessment of community participation.
- Sometimes monetary reward and mostly psychological rewards and recognition to maximum time and energy PTA and KETB members spend in the management of school activities.
- Mostly Provision of clearly defined roles and responsibilities of community representative participation in planning schools activities, decision-making, controlling school resources and discipline, implementation of school program and evaluation of school performance.

5.2 Conclusion

As asserted by the majority of the respondents, the current level participation of the community was found to be low largely confined to contribution of resources in kind, cash and labor. This failure definitely has resulted from the low level of participation of WEO, KETB, PTA members, and no strong level of commitment within the local authorities to bring high level of community participation in the management of schools.

The majority of the respondents indicated that PTA member participation in planning school activities, controlling effective utilization and distribution of resources, implementation school program, monitoring utilization of resources in line with plan and evaluation of the school performance found to be not high, rather average and below average in some cases, where as in the activities which must required participation of PTA members, that is decision of budget and financial processing was high. It was school principals, department head and unit leaders who usually did those activities they have low participation. From this it possible to conclude that, however the school committee have decentralized autonomy to manage the

school activities, they are not mostly discharge their roles and responsibilities given to them by ministry of education.

In order to get the utmost contribution of PTA members to the school, the school principals and teachers not only welcome and encourage them to participate in the management, they need to be responsible for making sure that representative of communities are involved and can have impact in the management of school activities. However, as indicated in the finding by the majority of the respondents the school principals and teachers support to bring community participation at all level of school management was found to be medium and below that. This indicates that little was done to awaken and encourage community representative to come to discharge their roles and responsibilities in the management of schools. That is, the school principals and teachers lack commitment to consciously realize effective community participation in the management of schools.

As revealed by the majority of respondents, the contribution of community participation to teaching - learning process to increase the enrollment of students, to minimize educational wastage and the result obtained from controlling of schools discipline was found to be on the sometimes basis and below that. That is, the school principals and woreda education office no much effort done so as to bring the level of contribution of communities representative in teaching-learning process that result from low level of involvement of them in planning, controlling utilization of resources, implementation of school program and low level of evaluation of school performance and themselves.

A good proportion of the respondents show that PTA and KETB members had no experience to identify their own problems, assess possible solution to the problems, taking corrective action and evaluation of school performance and themselves. This indicates that there is no the tradition of self-evaluation which ascertain their own performance in identifying of their own strength and weaknesses to progress towards existing educational objectives. As stated in the finding, KETB members who were simply assuming the position but with no significant contributions to the teaching-learning relatively to that of PTA members participation.

The majority of the respondents indicated that the frequency of PTA and KETB members reporting on their performance and schools teach and learning process to local community

was at the end of the year (annually). This implies that they are not doing it by the book which expects them to do it at least three times a year, at quarterly, semi-annual and end of the year to discuss the plan, to assess semesters' performance and present the year performance report. Thus, it can be possible to conclude that the continuous discussion between school and communities that created by reports of community's representative on school strength, weaknesses and problems to be encountered was low.

As revealed by the majority of the respondents, PTA and KETB members were not given adequate training and orientation that help them to discharge and realize their roles and responsibilities in the management of schools. Due to this fact, lack of knowledge and poor understanding of their roles and responsibilities, lack of time and poor economic background, reluctance and lack of commitment that result from low level of training were the mot factors and problems that challenge the participation of PTA and KETB members' in the management of schools. Thus, it is possible to conclude that most of the problems are technical which need the effort of woreda education office and school principals to increase knowledge and skill of school committee.

5.3 Recommendations

On the basis of the finding obtained and conclusion drawn the following recommendations were forwarded.

5.3.1 Understanding the Nature of Communities: - In order to make participation of community in school management meaningful to discharge the roles and responsibilities vested up on them, it has to be considering their background. That is, the community participation were a complex and unique in their nature that require careful examination each of them and not all of them are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate, merchant and they do not feel comfortable talking to schools and getting involved in any kind of schools activities. Besides, time, economical, seasonal and others factors could affect the participation of KETB and PTA members' in schools affairs as indicated by majority of the respondents. Therefore, it is strongly advisable that the authorities in the woredas level should careful examining and understanding the nature of community representative before they come to governing the

school activities and adjust appropriate time, date and season which is social and economical convenient mainly for the majority of them. The community also should be consulted and making decision on how and when to participate in order to create mutual-understanding and consensus which would in its turn help to reduce the burden of the low level of community participation in school management.

5.3.2 Capacity Building

The finding clearly indicates that the school KETB and PTA members were not provided with adequate training. This has led to low level of participation in achieving the aim to strengthen the school-community relationship to improve school governance through establishment of school management committee. Thus, the woreda education office and the school principals should assess training needs, develop guidelines and provision of orientation and training to KETB and PTA members to fill the gap which are observed due to lack of capacities and commitment in planning schools activities, implementation of school programs, less emphasis to resources management and lack of evaluation of the schools and their performance. Further more, strengthening and expansion of in-service training programs and provisions of appropriate manuals and other support orientation should be needed to improve knowledge, skill and attitude of the present and newly elected PTA and KETB members that help them to shoulder their roles and responsibilities effectively. In this regard, the school management committee will gain more knowledge, greater awareness of the school problems, greater sense of accountability and responsibility. The school principals to discharge responsibilities to create trust between the school and community they also required special skills on the part of the leadership through adequate training provided by regional education Bureau.

5.3.4 Motivate and Encourage PTA and KETB Members: - Empower of the community representative is not only means to bring active participation as indicated in the findings. Due to in some cases where most PTA and KETB members' may not have had a related qualification and experience in the teaching-learning process of school activities feel that they do not have necessary skills and knowledge to participate in the management of schools affairs. As a result of this fact, they feel they do not have control over the school and they are not willing to collaborate with the schools rather they prefer to leave their authorities to the

school principals and teachers. This their uncertainties are not likely to disappear unless they are provide with necessary motivation and encourage from principals, teachers and woredas education office.

In order to overcome the problems the woreda education office school principals' should have to under take the following majority activities:

- Provided sometimes monetary reward for maximum time and energy they spent for their participation in the management of school and consistent psychological rewards and recognition to the maximum effort they made.
- Establishes good channel of communication between the schools and community, consequently supervision and feedback about strength and weakness of their performance.
- Provided each of them with knowledge, skills and experience to benefit the school in planning, decision making, controlling resource and evaluation. So that, their interest in working for the schools should increase once they are invited on such activities and they will feel a sense of belongings.

5.3.5 Establish Performance Report to the Greater Community: - As indicated in the findings, the frequency of reporting system of PTA and KETB members about their performance and school teaching and learning process to local community was low. However, one of the major roles of KETB and PTA members is to design the discussion forum to parents and community members that can help them to understand the programs and plan of the school so that they feel more reasonable and attempts to contribute more to teaching and leaning process.

Therefore, KETB and PTA members of the school should reports at every quarterly, semi-annual and annual work and financial performance of the school activities and they should be established communication channel and discussion that would focus on the reports and possible solution to the problems raised. The reports should concentrate on planning of school activities, utilization of resources, implementation of program, the problems encountered, and weaknesses and strengths of their school performance. Mainly the quarterly report should

focus on the day to day management of implementation of school programs and the semi-and annual reports should be the main source of information on the process and achievement made the entire programs compared to plans.

5.3 Promote Continuous Assessment and Evaluation: - The finding has clearly indicates that community participation in education, despite significant progress remain inadequate. Thus, woreda education office are the first immediate body should develop continuous assessment mechanism through which they follow-up and evaluate the performance of PTA and KETB members of the schools in the woreda along with the plan so that there would be have a chance of identifying the problems of inadequate participation and take immediate measure to overcome. Besides, they should be follow-up and evaluate the performance of community participation progress by going down to the grass-root level and provide materials as well as psychological rewards for PTA and KETB members of the schools who have better performance in the management of schools affairs. They also should be conducted to assess the schools human, financial and materials resources, identify what still needed and what is actually available and take corrective measures to the gap that would be observed.

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Appendix –A
Addis Ababa University
School of Graduated studies
College of education and Behavioral study
Department of educational planning and management

Dear respondent!

The purpose of this Questionnaire is to collect necessary information for the study “community participation in the Management of primary schools in Arsi Zone.” you are, therefore, Kindly requested to fill in the questionnaire since the success of this study directly depends up on your genuine responses to the question.

Thank you!

Instruction

1. No need of writing your name
2. Please follow each of the instruction when filling out the questionnaire
3. Please write short answers in the black space provide for question items that require your opinion.

General information and Demographic Characteristics

1. General information

- 1.1. Name of school _____
- 1.2. Kebele _____
- 1.3. Your current position in that school
a. PTA b. KETB c. principal d. Teacher

2. Socio Demographic characteristics

- 2.1. Age _____
- 2.2. Sex a. Male b. Female
- 2.3. Marital status a. Married b. single c. Divorced D. widowed
- 2.4. Occupation
a. Principal b. Teacher’s c. Farmers d. Merchant e.
Governmental employees’ f. If any others _____
- 2.5. Level of education a. illiterate b. 1-8 c. 9-10 d. 11-12 e. diploma f. BA/BS

1. PTA members' participation in the management of primary school.

The following are some of the areas that the PTA members' are expected to participation in the management of school. So, please select and put (✓) mark on the level of appropriate agreement.

1.1	Planning	Level of participation				
		Very High	high	medium	low	Very low
a.	The degree of PTA members' participating in the planning the schools' activities					
b.	The level of PTA members participation in examining and approving the school budget					
1.2	Decision-making					
a.	The extent of PTA members' participation in decision making in areas of school activities					
b.	The role of PTA member in advising mechanism where by schools generation their internal income					
c.	The level of awareness of the PTAs about the importance of their participating in school resources management.					
d.	The extent of PTA members' participation in the effective utilizations and distribution of the schools resources such as human, material as well as financial resources.					
1.3	Managing Disciplinary issues and problems.					
a.	The degree of PTA members' participation in the communication between the schools and community in solving schools disciplinary issues and problems.					
b.	The result obtained by participating PTA in the management of discipline in the school					
1.4	Implementation					
a.	The extent of PTA members controlling implementation of the school program					
1.5	Monitoring and evaluation					
a.	The extent of PTA participation in monitoring and evaluation the school performances					
b.	The extent of PTA members' participation in monitoring the school disciplinary issues.					
c.	The extent of the participation of PTA in monitoring and evaluating the utilization of resources in line with the plan					

3 The contribution of PTA to teaching-learning process

	Item	Always	mostly	Some time	Rarely	Never at all
a	How often does PTA encourage parents to send their children to school in order to increase enrollment?					
b	How often does PTA strive to minimize dropout rate of students?					
c	How often PTA strive to obtain support from the community?					
d	How often do PTA members give quick response to the problems encountered in the teaching-learning process?					

4 .Does PTA members have the experience to evaluate their performance?

- a. yes b. No

5. If the answer for question No5 is 'yes', how often it took place?

- a. monthly b. quarterly c. bi-annually d. Annually

6.To What extent do you believe that involvement of the local community important for the betterment of primary education?

- a. very high b. high c. medium d. low e. no idea

7. To what extent was the participation of local the community in school management?

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

8 .To what extent the WEO and KETB initiating and facilitating participation of community?

- A. very high b. high c. medium d. low e. very low

9. What is the current status of PTA relationship with kebele education and training boards?

- a. excellent b. Very good c. good d. if any other_____

10. To what extent do the school principals encourage and support PTA to participate in the management of schools?

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

11. If your answer for item No 12 is low or very low, what do you think the reasons may be?

12. Have the PTAs in your school ever taken any training /workshop/ orientation that would enable them to execute their duties and responsibilities properly? yes No

13. If your answer for item '15' is 'No', what do you think the reasons may be?

14. If your answer for item '15' is 'Yes' for how long was the training given? _____
_____By whom the training were given to_____

15. To what extent do you believe that the training has helped you to execute your duties and responsibilities?

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

16. How often do your members' conducting meeting to discuss with teachers and the local community in order to reports school performance evaluation? a. monthly b. quarterly
c. annually d. If any other_____

17. To what extent do the teachers and the local community agree and get concerned with the reports of yours?

- a. very high b. High c. medium d. Low e. Very low

4. Major problems that challenge PTA members' from participating in the management of schools.

4.1 The lists in the following table are factors that challenge the participation of PTA in school management so indicate your level of agreements by putting (✓) mark.

No	Factors that challenge participation PTA in the school management	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a	Long distance from their residence to school and inconvenient time of meeting for all members					
b	Lack of awareness, knowledge and poor understanding of their duties and responsibilities					
c	Low level of understanding with regard to the value of education					
d	Lack of time, energy and poor economic background					
e	Low level o principals and teachers initiation and encouragement them					
f	Reluctance and lack of commitment on the part of PTA members due to lack of incentive and education					
g	PTA members' trust that educating children is essentially task of principals and teachers					

4.2 If there are any other problem that challenge the participation of PTA members in management of schools. _____

5. The following are the common measures, which are recommended to be taken to solve the challenge with PTA and KETB members' participation in the management of primary schools. So, please indicate your level of agreement by putting a "✓" mark.

No	Measure taken	Level of agreement				
		Always	Mostly	Sometimes	Rarely	Never at all
a	Examine and understand nature, and structure of local community in detail					
b	Assess capabilities of communities and responsible agencies					
c	Identify training needs and ways to address these need					
d	Establish communication channels between the schools and community.					
e	Conduct continuous assessments for community participation					
f	Provision of incentive for their participation					
g	Explaining and making clear the role and responsibilities of them					

5.1. What are others measures to be taken in order to solve the factors that challenge PTA members?

Thank You in advances

Appendix –B

Addis Ababa University

School of Graduated studies

College of education and Behavioral study

Department of educational planning and management

Question for kebele education and training Board (KETB)

1. Do principals in your school facilitating and initiating the parents' local community and teachers to participate in school activities?
yes No
2. If your answer is 'yes' to question No 1 to what extent do you think that principal facilitate and initiate them?
a. Very high b. High c. Medium d. Low e. very low
3. What is the level of participation of teachers in creating suitable conditions for participating of parents and local community in the management of school activities?
a. Very high b. high c. medium d. low e. very low
4. Have the PTA's in your school ever taken any training/workshop/orientation that would enable them to execute their duties and responsibilities properly?
a. Yes b. No
5. If your answer is 'yes', for how long was training given? _____ by whom was the training given? _____
6. To what extent do you believe that the training has helped them to execute their duties and responsibilities?
a. Very high b. high c. medium d. low
7. To what extent the schools principals and woreda education and training board facilitating and initiating participation of the community?
a. Very high b. high c. medium d. low e. very low

8. What is the current status of your relationship with woreda education office?
- a. Excellent b. very good c. good d. fair e. no relationship
9. What is the current status of your relationship in the management of school activities?
- a. Excellent b. very good c. good d. low e. very low
10. Does your board follow up and evaluate the performance of PTA and school principals?
- a. Yes b. no
11. If your answer 'yes' for question no 15, how often do you conduct the follow-up and evaluation?
- a. monthly b. quarterly c. bi-annually d. annually
12. What are the problems you encountered in attaining the participating of the local community _____
13. What do you think should be done in order to attain greater participation of the community in management of schools activities? _____
- _____

3. The following are the common measures, which are recommended to be taken to solve the challenge with PTA and KETB members' participation in the management of primary schools. So, please indicate your level of agreement by putting a "✓" mark.

No	Measure taken	Level of agreement				
		Always	Mostly	Sometimes	Rarely	Never at all
a	Examine and understand nature, and structure of local community in detail					
b	Assess capabilities of communities and responsible agencies					
c	Identify training needs and ways to address these need					
d	Establish communication channels between the schools and community.					
e	Conduct continuous assessments for community participation					
f	Provision of incentive for their participation					
g	Explaining and making clear the role and responsibilities of them					

3.1. What are others measures to be taken in order to solve the factors that challenge PTA members?

4. Community participation in school management

In the following take there are lists of managerial function where PTA members' are expected to participate in the management of school. So, please select and put (✓) mark on the level of appropriate of your agreement.

No	Managerial function	Level of participation				
		Very high	High	Medium	Low	Very low
4.1	Planning					
a	The degree of PTA members participation in planning of the schools' activities					
b	The level of PTA members participation in examining and approving the school budget					
4.2	Decision-making					
a	The extent of PTA members' participating in decision-making in areas of school activities					
b	The role of PTA member in advising mechanism where by schools generation their internal income					
c	The level of awareness of PTA about the importance of their participating in the management of school resources					
d	The extent of PAT members' participating in the effective utilization and distribution of the schools resources (human, material as well as financial resource)					
4.3	Managing disciplinary issues					
a	The degree of communicating between the school and community in solving schools disciplinary issues and problems.					
b	The result obtained by participation of PTA in the management of discipline					
3.4	Implementation					
3.4.1	The participation of PTA in controlling the implementation of the school activities					
4.5	Monitoring and evaluation					
a	The extent of PTA members participation in monitoring and evaluation the school performance					
b	The extent of PTA members participation in monitoring the school disciplinary issues					
c	The extent of the participation of PTA in monitoring the utilization of resources in line with the plan					

Thank you!

Appendix -C
Addis Ababa University
School of Graduates Studies
College of education and Behavioral study
Department of Educational Planning and Management

Interview Question for Woredas Education Office Expert and the School Principal


1. To what extent KETB and PTA members contribute for participation of community in school management such as resources contribution, reducing dropout rate and repeat rate, and improving enrollment of children?
2. How does your KETB and PTA member organize the mobilization of the community and control the implementation process? Do they evaluate their performance? How often?
3. To what extent principals support KETB and PTA to carryout their responsibilities?
4. Is there training and orientation given to them? On what points? By whom? Do you think it is enough? Is there any benefit obtain from it?
5. To what extent do you consult with the local community and representative to participate in planning, decision-making, implementation of school programs?
6. How do you express the school-community relation created by KETB and PTA members
7. Who are the key participants in the contribution in teaching-learning process? Parent, the poor families and illiterate, the rich, the whole community? Why so?
8. To what extent the role of principals and teachers initiating the local community to participate in school activities?
9. What are the major challenges encountered in the process of mobilizing the community in school activities?
10. What measures do your think should be taken in order to improve the participation of community in school activities?

Thank You in advance!

Declaration

This thesis is my original work all the sources information used in the study have been dually acknowledge.

Name MUBIATU MENGISTU

Signature 

Date 27/05/2019

This thesis has been submitted for examination with my approval as University advisor.

Name _____

Signature 

Date _____