

**FACTORS INFLUENCING COMMUNITY PARTICIPATION IN THE
IMPLEMENTATION OF PRIMARY SCHOOL CURRICULUM IN
PRIMARY SCHOOLS OF AXUM TOWN, TIGRAY REGION**

BY

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ABSTRACT

The main purpose of this study is to identify the practices and level of community participation in the implementation of primary school curriculum. Communities are strategic in a variety of ways towards the provision and management of education as well as teaching learning and enforcement processes. However, the role of the communities on schools, at which this study is focused, was raised by schools in Axum town as one of the problem areas that need improvement. This paper discusses how communities can be involved in variety of aspects related to the implementation of curriculum in schools for the improvement of quality of education.

Descriptive survey method was used in this study. Questionnaires, interviews and review of documents were employed in order to conduct both quantitative and quantitative content analysis of community participation in various forms and dimensions in order to show the challenges and prospects in the Axum community setting. The study was conducted in five primary schools in the Axum town of the Tigray Region. A total of 109 respondents were participated in the study comprising of 5 principals, 6 vice principals, 79 teachers 4 cluster supervisors 5 PTA members, 5 SETB members and 5 parents.

Overall, the community participation in the implementation of primary school curriculum in the five schools studied was found to be low. The roles of the school community in the implementation of school curriculum are found inadequate. Primary school curriculum implementation needs a shared efforts and responses from the community, teachers, principals, vice principals and students. It is recommended that partnership and interaction between community and school in implementing educational policies and programs must be built to provide initiative, responsibility, sensitivity for participation in education and school governance designed to improve community participation in the implementation of primary school curriculum.

Abbreviations and Acronyms

CSPP	Community School Partnership Program
ETP	Education and Training policy
MOE	Ministry of Education
PMAC	Provisional Military Administration Council
PLSS	Parent learning support system
PTA	Parent Teacher Association
SETBs	School Education and Training Board
TGE	Transitional Government of Ethiopia
SIP	School Improvement Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

As graduate student of Educational Leadership, I was expected to conduct a thesis work as a partial fulfillment of my Masters Degree. When choosing an area of study for this purpose, I came across a chronic issue that was being raised by schools as a problem, and as a supervisor of a woreda education office myself, I decided to conduct a study on the issue of community participation in the implementation of primary school curriculum in schools of Axum town. I opted to do the study in Axum town because it is easier for me to get access to the data required for the study.

Schools are one of the basic institutions of a community, which are responsible for educating children. In addition to schools, the role of community in helping schools run their overall activities is considered to be of a great importance. For Forojalla (1993) community is considered to be the group of people living within the vicinity of the school, and who receive the service delivered by the school. As a result, the community has a legitimate interest in education and socialization of the children within the Community. Regarding the role of a community in the effective learning-teaching process, the World Bank (2001) notes that community involvement in education plays a determinant role in delivering quality education. That entails that schools should have a sound relationship with the community they serve. Schools are service rendering institutions and serve a certain community. Hence, a close and intimate relationship between the school and the community improves the educational achievements of children and the youth. Generally schools can be considered as community learning centers. Therefore it is

global issue that the community in general and the parents in particular should play their role in educating the child in coordination with the schools.

Review of community – school cooperation in Ethiopia over the last half century shows that during the imperial period, the level of participation of local communities was limited to only the provision of educational expenditure for the building of schools. Tekeste (1990) even argues during the imperial period there was no community participation in the educational program planning and decision making until 1976. This is because, as Tekeste notes, educational administration was highly centralized and the role of communities in the effectiveness of educational process was not then recognized. The flow of instruction was from top to bottom, i.e. from ministry level to local administration level.

During the Derg period, there was a better trend of involving the community in school matters. It was declared that the power of controlling the school was to be under the school parents' committee. A proclamation (proclamation no. 103, 1976) was issued and directives were given to form school parents committee to involve the community in school programs. In that proclamation, the responsibilities and powers of the school parents' committee was specified (PMAC, 1984).

After the down fall of the Derg regime, the transitional government of Ethiopia (TGE) issued a new education and training policy (ETP) and education sector strategy policy in 1994. In this policy (TGE, 1994), it was stated that schools will be strongly linked with the community, which will take responsibility in its well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community. The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions (TGE,

1994). Based on the policy and strategy the Ministry of Education also developed a guideline for the organization of education management, community participation and educational finance (MOE, 2002). Similarly, in the Education and Training Policy (1994, p30) it is stated that “the coordination and educational management will be autonomous in their internal administration and democratic leadership by boards or committee consisting of members from the community.”

More specifically, in recognition of the importance of community participation in the effective implementation of school curriculum, and in an effort to improve educational performance, the Government of Ethiopia has introduced a revised Education and Training Policy in 1994, whereby the executive power of school administrations was decentralized from top to bottom levels. In this revised Education and Training Policy, several community participation mechanisms were introduced, including the establishment of Parent Teacher Association (PTA) and School Education and Training Board (SETB) in the school. These community representatives are expected to contribute in the increase of enrolment, reduction of drop-out and improve academic performance of students.

In spite of this, the efforts of education can only fully achieve its goals if it is performed in collaboration with the society. It needs the cooperative endeavor of the school, the staff, the parents and the community in the context of Ethiopia, there is a policy imperative which is conducive for high participation of the community/parents in their children education in many respects. The question is to what extent the community involves school activities as outlined in the education and training policy and other related guidelines (e.g. MOE, 2002). There are some evidences that the level of community participation and hence the implementation of the above mention educational policy varies across different schools.

Community participation in Ethiopia has been accompanied by the decentralization of responsibilities and executive powers to school levels. (PLSS) (2003) has argued that school – community partnership should be considered as a valuable force for children's social and emotional learning process, helping them develop and apply the skills necessary to succeed both academically and emotionally at schools and in life.

1.2 Statement of the problem

According to the Ministry of Education, the provision of access to primary education for all school age as well as many overage children in the country can't be achievable by the government alone without community participation. To achieve education for all, the community participation in several aspects including school leadership and management, contribution of money, labor and local material for classroom construction, and curriculum evaluation is recognized to be indispensable (MOE 2005).

With the introduction of this Policy in 1994, the administration of government primary and secondary education is decentralized (MOE 2002) and has provided guidelines that describe the duties and responsibilities of Parent Teacher Association (PTA) and School Education and Training Board (SETB) members. Based on this, PTA and SETB are supposed to be established in all primary and secondary schools in the Country to enhance community participation in school affairs. However, the level of implementation of this Policy and the effectiveness of community participation in the teaching and learning process in the primary schools of the Axum town in the Tigray Region is not adequate, according to the reports of school principals and evaluation reports observed by the researcher in the course of job activities. The purpose of this study is therefore, to assess and analyze the implementation of the existing Education and Training Policy regarding community participation in the implementation of school curriculum

in primary schools. The researcher has decided to conduct a research on practices and problems of school community participation on the implementation of primary school curriculum on five selected primary schools in Axum town to answer the following basic research questions:

1. How do community representatives (PTA and SETB members) participate in the school curriculum implementation?
2. How do schools motivate their respective community in the curriculum implementation?
3. What encourages or hinder community participation in the curriculum implementation of the targeted schools?

1.3 General and specific objectives of the study

1.3.1 General Objectives

The general objectives of this study are to assess the extent of community participation in the implementation of curriculum in the five selected primary schools.

1.3.2 Specific objectives

The specific objectives of this study are the following:

- 1 To assess how parents, community and community representatives' participate in the selected five primary schools.
- 2 To investigate how the schools are seeking the participation of parents and the community.
- 3 To find out the main factors that motivates or hinders the participation of community in the targeted schools in the implementation of primary school curriculum.

1.4 Significance of the study

The study is expected to have the following significance;

1. Suggest ways of improving community participation in primary schools of Axum town;
2. Suggest some possible solutions on problems related to community participation in the implementation of primary school curriculum in the selected sample schools.
3. It can also serve as an input for researchers wishing to conduct further studies on related subjects or problems.

1.5 Delimitation of the study

Community involvement in the affairs of schools is multifaceted. It can range from the establishment of a new school up to the day to day running and decision making of the schools' activities. Some example of community participation in schools' affairs include: mobilization of resource to establish new schools; repairing and maintenance of school resources; evaluation of school performances, development and improvement of curriculum, management and controlling of resources, etc. However, all of these areas of interaction between the community and the schools will not be treated in this study. The scope of this study is limited to the community participation in academic matters concerning implementation of primary school curriculum related supports such as provision of educational expenditure, supervision and evaluation of students' academic issues in the selected five primary schools in Axum town. This town is selected because the researcher has been working here for the last 23 years and it will be easier to get better access to inputs required for the study. The study was conducted over a period of eight months from October to May of the year of 2014.

1.6. Operational definitions of key terms

Community: For the purpose of this study, community refers to the people who live in the vicinity of and who have stakes on the activities of a school.

Community participation: is the involvement of parents and community representatives in supporting educational activities that contribute for the improvement of school performance in the teaching learning process.

Primary school curriculum: refers to the curriculum designed for grade 1-8.

Parent involvement: refers to the participation of the students' parents in supporting the teaching and learning activities. Parents can involve in area such as follow-up and support of assignments, reading at home for students, identifying and discussing talents and future plans of their children.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter reviews the literature that relate to the study objectives and basic questions raised in Chapter One.

The topics reviewed include: concepts of community participation in the implementation of school curriculum, rationale for the community participation in curriculum implementation, scale of community participation in education system and their roles in the school, and the roles of school leadership in community participation.

2.1. Community participation in the implementation of school curriculum

2.1.1. Community participation

The term community participation has been defined in various ways by different authorities and organizations depending on their understandings and the contexts used. Shea and Bauer (Shea and Bauer, 1997) defined that community participation is a collaborative support for the school programs, requires increased activity and commitment on the part of the family members. Shea and Bauer (1997) also noted that community participation is a collaboration that may include information giving and information sharing activities, and is a home – school intervention in which family members work together with the school. It is further explained that in the school- community collaboration, family members serve as paraprofessionals, instructors of mini courses, voluntaries, committee members, tutors and curriculum planners.

According to USAID/CSPP (2008, p.7), Community participation is defined as “a social process whereby specific groups with shared needs often living in defined geographic area pursue identification of their needs, make decision and establish mechanism to meet their needs”.

Community participation is the positive relationship between the full time school Staff and local residents to improve the student's performance.

Regarding to Olsen (1954), community participation is the constructive involvement of people other than adults involved as students and part time employees in school policy program planning and evaluation. Schaefer (2005, p.461) defined community as a “special or a political unit of social organization that gives people a sense of belongingness. Community participation is the collaboration between the school and the community with the aim of improving students’ achievement. It is working together with the community for the improvement of education”.

In order to obtain the participation of the community in school activities, the school has to build a two way follow of communications in which the school reaches and interacts with the community and vice versa.

From the above, we can see that the definitions of community participation in schools’ activities revolve around certain key points. These are: a) the fact that the community and the school cooperate, collaborate and interact between themselves in various ways; and b) that the ultimate purpose of the interaction between the school and the community is to improve the quality of education and performance of the students.

2.1.2. Community participation initiatives.

In order to secure the active participation of a community in a school’s activities, a school has to take some initiatives. Community participation in school is expected to increase when the school management respect their involvement, and work cooperatively with them. Regarding this Davis and Julia (2007) mentioned the following techniques used to build and maintain positive relationship with parents:

1. Welcome students and their families to school.
2. Treat all students and families fairly
3. Maintain a positive tone and acknowledge the feelings and efforts of parents
4. Meet regularly with parents of struggling youth.
5. Find positive and important roles for parents to play as team members and give them credit for change.
6. Listen to ideas and concerns of the parents and act on as many of those concerns as possible.
7. At time of crisis, ask ‘what they would like to do, instead of reacting defensively’.
8. Earn trust by following through on the commitment.

According to USAID/CSPP document, community may participate in school program through committee such as parent teacher association (PTA), School education and training board (SETB), School improvement committee, etc. These committees may play in leadership and management and as intermediaries between the school and the community. Community members may participate directly in the school program decisions and evaluation during the parent teacher conferences. The community members can also participate directly as teacher aids, tutors, financial supporters (fundraising) as well as advisors. Therefore the main objective of community participation in a school system is to improve the students’ performance. To facilitate this, the Ethiopian Ministry of Education has issued a document MOE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. According to this Document, involvement of the community was mainly limited to fundraising and contribution of labor for school construction.

2.2. Rationale for the community participation in curriculum implementation

As discussed previously in the definition section of this paper, community participation is an experience felt differently by different people in different Situations. Community participation in education system is accompanied with the decentralization of education management. Decentralization of education management and community participation are closely related entities. Regarding this, World Bank review (1995. p, 12) notes that “fully autonomous institution have authorities to allocate their resources and are able to create an educational environment adapted to local conditions inside and outside the school”. On the same page the World Bank also stated that quality of education can benefit when schools have the autonomy to use instructional inputs according to the local school and community conditions and are accountable to parents and communities.

Regarding the importance of community participation in school program, Dodd (2002, pp.4-6) stated that “parents are both teachers of their children and mediators of the school”. They have the right and obligation to make sure that children are well served by the schools they attended. In relation to this, World Bank (1995) has also noted that educational institutions may be accountable for their performance when households are more closely involved in the activities of the institutions. When parents involve in the affairs of a school, the students will more likely be satisfied and more importantly, this will help the education process to be more effective.

A research conducted by Karen L. Mapp, Ed.D. deputy superintendent of Boston Public Schools on 51 previous studies has concluded in 2004 that community participation on schooling programs has an undisputed positive impact on students’ performance on the following areas:

- Earn higher grades and test scores

- Enroll in higher level programs
- Be promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education

Karen (2004) also asserted that there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.

Fahrman (1987) noted that students whose parents are actively involved in their education have better grades, test scores and long term academic achievement. Students also attend schools more regularly, complete more homework and demonstrate more positive attitudes and behaviors than those with less involved parents. Similarly, Eby (1997) also argued that parents are the child's first teachers and children respond better when they know their parents are behind them, and children are viewed as continuously learning both in school and in family.

In order to create a healthy relationship between the school and the community, the school has to inform parents on the important activities of the school, especially on the positive achievements of the school and their children. Such acknowledgment of positive achievements will be most effective when the exchange of information is specific and frequent. It is also imperative that the school seeks opinions from the community members on areas such as possible improvements ideas. Such close interaction between the school and the community help to increase the ownership of the school by the community. In relation to this, Davis and Julia

(2007, p.197) stated that “to build trust, it is to do what we say or let people know why we have been unable to do so”.

One of the targets of participation the community in schools’ activities is then to develop a sense of ownership among the people on the school programs. Other strong sides noted on community participation in the curriculum implementation are:

1. Avoid conflicts with education bureaucracy on tasks done in isolation,
2. Reduce the burden of state duties,
3. Develop a curriculum that covers a wider scope,
4. Collaborate through financial and other initiatives Tett (2003).

2.3 Scale of Community Participation in Education System.

Community participation in the affairs of schools can greatly vary across different geographical areas. Community participation is one way of creating an opportunity to all members of a community to engage in the monitoring of student’s performance. As already stated previously, the term participation is an experience felt differently by different people in different situations. Even in similar situation the form and degree of participation is not the same for all. Owing this, different scholars categorized the level of community participation in different ways. For instance scholars like Nayaran and Katrika (1997) described that community participation is a meaningful and active involvement of the community starting from the planning all the way to the implementation of a program. Members of a community could be converted from being observers to being contributors. As such community members may attend projects or provide various supports ranging from morale up to contributing skills and playing

leadership roles in the community participation activities. Community members may also participate in the election process of community representative such as Parent Teacher Association (PTA) at schools or they may participate at higher level responsibilities such as working as community representatives. Parents can also have other responsibilities in improving the teaching-learning process such as creating conducive learning environment, encouraging/rewarding students and helping them with their studies at home. Regarding this, Davis and Julia (2007) noted that parents can play positive roles, such as parents can reward their children with extra attention at home for receiving positive notes; parents can urge their children to behave better and let school staff know what their children are thinking and feeling; however some parents fail to do so when they limit themselves to only listening at meetings and singing forms. This is because they cannot see themselves as valued team members. In this connection UNESCO (2006) Stated that access and the provision of quality education is realized through the appropriate level of community participation. Shea and Bauer (1997) cited Simpson (1988) as saying that the most widely used and/or requested services by parents is that of information exchange through informal feedback, progress reports, conferences, program information, parent coordinated service programs, counseling, therapy and consultation. Uemura (1999) also pointed out three ladders of community participation as follows

- Advocating enrolment and education benefits;
- Boasting morale of school staff and
- Raising money for schools.

The above areas of community participation are expected to positively contribute towards fostering school improvement programs.

Shaeffer (1994) proposed three relatively passive practices and four higher levels of practices on the degree of community participation levels. The three low levels of Shaeffer's areas of community participation are:

1. The provision of resources
2. Involvement at home with motivating children and helping them with home works.
3. Involvements as audience on passive supports of school run meetings or assemblies.

The higher levels of Shaeffer's community participation are:

1. Consultants on school issues,
2. Partner in teaching learning process
3. Implementers as delegated powers and
4. In control of the school.

These are levels of participation which increase from passive parent and community involvements such as manipulation and the mere use of service, to increasingly participatory activities where participants are consulted, then they share decision making in activities initiated by others, and finally they decide on and direct activities initiated by themselves.

In relation to this MOE (2006) mentioned the stages of community participation in school activities as:

- Diagnosing and defining problems;
- Collecting and analyzing information;
- Articulating priorities and setting goals;
- Assessing available resources;
- Deciding on and planning programs;
- Implementing strategies and assigning responsibilities among participants;
- Managing programs;

- Monitoring progress
- Evaluating results and impact; and
- Redefining problems generated for further action.

In addition to the direct involvement of the community on the academic activities of schools, there are also indirect ways that the community and community members can involve in enhancing educational performance of students through creating conducive environment regarding the psychological, emotional and nutritional readiness of the students for the teaching learning process. Regarding this, the World Bank (1995) states that students' capacity and motivation to learn are determined by the quality of home and school environments' health and nutrition status and their prior learning experiences including the degree of parental stimulation. The principal sources of children's capacity and motivation to learn is the family through the direct provision of nutrients and health care.

The World Bank (1995) also stated that communities can participate in school fund raising in forms such as cost sharing. In the case of Ethiopia, cost sharing starts at grade 11 and upwards. The reason for not asking parents to share costs of education of their children at lower grades is to provide basic education to all. Basic education at lower grades is considered to be the rights of the people. This encourages all the citizens of the nation, including those poor communities who cannot afford to make any contributions at all, to send their school age children to attend basic education. At higher grades, where cost sharing is mandatory, students can continue attending their classes through loans granted from the government for the cost sharing payment. But ultimately, the amount borrowed by the students will have to be repaid when the students get employed. Such loan arrangement from the government helps the students from poor communities, who cannot make outright contributions for the cost sharing to continue

their education. This type of cost sharing arrangement enables the community to participate in fundraising towards expanding education in the Country as well as minimizing the financial burden on the Government.

When we think about community participation in education, it is important to have a general idea of whom and at what level of the educational system involvement should be required. Since the sophistication of the tasks that require community participation has great variations, the capacity of the participants need to be considered when seeking support from the community. Individuals with higher capacity can be involved in the decision making process of the school affairs.

Regarding to parental influence on children MOE (2006) stated that parents are usually the first and most influential teachers of children. Because of their vital roles, it is important that parents stay involved in their children's lives, both at home and at school.

Community participation is not the same in all the schools in Ethiopia even at very nearby schools. This is because the school principals and teachers would not give the same emphasis for community participation in the teaching learning process.

In some counties like the Philippines, parents observe their children in classroom and at play, and then schedule individual meeting with the teacher and the teachers also makes home visits. Results of the parent learning supports system (PLSS) program showed increased cognitive and affective achievements of student improved relations between teachers and parents, and increased coherence between what is taught at home and at school, MOE (2006). Furthermore, “Parents can be introduced in a general way to what is taught in the school, including why and how certain subjects and topics are taught. This can help to bring parents closer to the school and the school closer to the parents' felt need” MOE (2006, p.167).

Review of the evolution of community participation in school activities in Ethiopia shows that there is an increasing level of community participation over the years. During the Derg period there was a limited level of community participation through election of community representatives.

After the downfall of the Derg regime, the transitional government of Ethiopia (TGE) issued a new education and training policy (ETP) and education sector strategy in 1994 on which the community was endowed with an increased level of autonomy in the administration of school and in the design and implementation of education and training programs. Thus, the participation of the community is encouraged through decentralization approach to empower the community members in decision making and to develop sense of belongingness on the parts of the community pertaining to the school system.

Overall, during my review of documents and literatures in preparation for this study, I didn't come across any literature that discounts the importance of community participation on curriculum implementation at schools.

The community participation in school management and decision making can be ensured through the establishment of representative committees. Such community education committees include PTA, SETB, School Improvement Program (SIP) and the like.

2.4. PTA and SETB and their roles in the school

Parent teacher association (PTA) and school education and training board (SETB) are the major ones which are established to ensure real involvement of community participation in school management. The set up and roles of these bodies will be discussed below.

2.4.1 Parent –Teacher Association (PTA)

PTA is a voluntary school organization whose members consists of the school principal, two teachers and four parents’ representatives selected in the parent- teacher conference, and a student representative. The chairperson of the PTA is selected out of the four parents’ representatives. According to Burrup (1972) the central principle of the parent –teacher organization is that the welfare of children is best served by close cooperation between the two groups most intimately and deeply concerned with children. Therefore, teachers and parents are inevitable partners in the child’s development. In connection to this, Burrup (1972) also noted the following four relevant reasons why PTA is established in school:

1. To promote the welfare of children and youth at home, school and the community;
2. To secure adequate laws for the care and protection of children and youth.
3. To bring in to closer relation, the home and the school, the parents and teachers may cooperate intelligently in the training of the child.
4. To develop relationship between educators and the general public and create a united effort as will secure for every child the highest advantages in physical, mental and social education.

Burrup also identified the chief purposes of PTA as a) Self-education of everything related to children and b) public education, that is, the creation of an established public opinion on issues and conditions affecting the welfare and education of children.

According to MOE (2002) some of the functions of PTA being currently practiced are:

1. Approving the yearly plan developed by the school principal
2. Public sanctions the school yearly budget.
3. Monitoring the performance of the school
4. Evaluating the achievements of the school performance with regard to the plan.

5. It serves the role of disciplining students and solving urgent problems within the school.

Regarding the functions and responsibilities of PTA at school level, MOE (2006) has also outlined directions as follows:

1. Evaluate the efficiency of teachers and appropriate attendance of students, and extend the necessary support in this regard
2. Ensure that teachers are offering the lessons after undergoing the necessary preparation, make available themselves at their respected work places regularly and extend the necessary academic support to students,
3. Offer awards to those students with academic excellence and exemplary discipline.
4. Construct additional classes to avoid congestion
5. Fulfill the educational materials that are in short supply.
6. Take the necessary measures against those teachers and educational professionals who do not discharge their duties properly and set a bad example.

Schools get resources such as money, materials and free labor by mobilizing the community. If there is no clear and transparent system in handling and administering these resources, Parents and communities may retreat and would never contribute anything necessary for the school. Regarding this, MOE (2006) also elaborates that “in handling financial system of schools, PTA members and others who are responsible to handle this system, because financial abuse brings about conflict and divisions. PTA members should also participate in planning decision- making, and monitoring the financial expenditure.

According to MOE (2006) PTA activities can also include the following:

1. Girls meeting regularly with mothers' committee to discuss issues related to the education and welfare of girls within the school
2. Father meeting regularly with boys to discuss the problems faced by boys in the school.
3. The PTA can help the school in a number of ways such as:
 - Parents come to the school each day to check on absenteeism by teachers and pupils.
 - Parents assist in the school feeding program where such program exists.
 - Parents help to plant woodlots, fruit or chards, etc.
 - Parents come and teach pupils skills that are common in the community.
 - Parents offer awards to those students with academic excellence and exemplary discipline.

According to USAID/CSPP (2008) the duties and responsibilities of the parent- teacher association (PTA) are as follows:

- ✓ Equip students with good ethical values.
- ✓ Encourage students not to disrupt their education.
- ✓ Advise and correct those teachers who failed to discharge their duties properly.
- ✓ Call parents to meeting; seek lasting solutions to the problem affecting parent- teacher relationship in collaboration with principal, parents and SETB.

2.4.2 The School Education and Training Board (SETB)

The school education and training board is the highest school governing body which comprises representatives from the local administration, school principal, teachers including one female teacher representative, teachers association of the school, students and the PTA chair person. Since as described in the preceding section, the chairperson of the PTA is selected from

parents' representatives, and hence the community is represented through the PTA chairperson in the SETB, and the school principal as the secretary of the school board MOE (2002). The board is accountable and has responsibility to approve school plan budgets, monitoring and evaluating school performance and getting dropouts back in to the school (MOE, 1994).

The main purpose of the school board is to enhance community participation so that quality education could be provided to the citizens. Therefore school education and training board is responsible to mobilize the entire community within the school vicinity. Regarding this MOE (1994) indicated that the responsibilities of SETB are planning, maintenance, finance, staffing, supervision, monitoring and evaluation of the school performances as per the education guidelines and school plans. Communities with higher level of participation in school management are more willing to assist in the financing of schools. Fundraising is one of the functions of the SETB. Regarding this, the World Bank review (1995) described responsibilities to be performed by school committee as:

- Improvement of academic curricula and modes of teaching.
- Co-curricular /extracurricular activities
- Promotion of culture and moral activities
- Infrastructure development
- Organizing library and educational equipment
- Welfare and community relations
- Interaction with media
- Control of finance utilization and disbursement of school funds.
- Student personality development

According to the World Bank (1995) effective involvement in school governance does not come easily. Intensive training is necessary for new elected committee members. Training can be instrumental for both the literate as well as the illiterate community members. All important segments of the community need to be represented in the community education committees by electing them democratically UNESCO (2006). The roles and responsibilities of the committee have to be clearly defined and communicated to them. Democratically elected representatives could bring strong and meaningful interaction between the school and the community.

2.5. Factors Affecting Community Participation in the School System

Involving the community in various school programs is not an easy task. There are numerous obstacles to parent involvement in the school program. This can be due to lack of training, lack of interest and lack of time and each of these will be discussed in detail below.

2.5.1. Lack of Interest

Lack of interest arises from different perspectives. Teachers prevent parent involvement due to their unwillingness to face hostile parent, fear of failure and fear of criticism (Aggrawal 1996). There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. Emphasizing this Molnar (1996) described that education organizations, for a multitude of reasons, are reluctant to share their power with parents. He further generalizes that absence of clear roles for teachers, principals and parents makes them disinterested in school activities.

According to Shea and Bauer (1997) the factors that prevent parents or community from being involved in school program are;

- Parents held the attitude that school is not important enough to take time from work ;
- Parents are unable to help school work;
- Parents are jealous of teachers' upward mobility;

- Parents feel that long time teachers are apathetic and not responsive to them;
- There is an absence of activities to attract parents to schools.

Regarding this, Shea and Bauer (1997) also concluded that, the most frequent barrier to collaboration is the parents' attitude toward the school. Teachers must take the initiatives in working cooperatively and teachers must develop friendly feelings toward parents who are often critical, because of the previous school experiences of their own.

2.5.2 Lack of Training

Inadequate training of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities, Bagin (2001). Shea and Bauer (1997).also asserted that training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parents is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the expected responsibilities of the schools.

2.5.3 Lack of Time

Lack of allocating appropriate time may also be another obstacle to the teacher - parent collaboration. The teachers may not be able or willing to spare time to meet the parents. On the other hand the parents may also not be able to visit the school due to busy life styles, in addition to the lack of interest or awareness. In Butler's study (1992), it was found that teachers have little time available for meetings due to the rigid structure of the school days and parents may be too busy with their jobs and other commitments to schedule around. In addition to the rigid structure of school days, teachers may have to allocate time for their families and may not have the

flexibility to meet at the parents' convenience. Thus lack of time and conflict in work schedule are obstacles to parent involvement in children's educations. Therefore busy life from the side of parents to contact teachers and the rigid structure of the school day from the side of teachers can be obstacles for parent involvement in school activities.

2.6. School Principal Related Factors in Community Participation

In the school system, the principal is a key person to organize and mobilize the schools' human and materials resources for the successful realization of the educational objectives, so as to bring about quality education. Regarding this Schiefelbein (1990) stated that a good principal has multiplier effects on his/her teaching staff. Alison (1997) noted that the more democratic the principal is, the better the community participation will be. Kandasamy and Lio (2004) also claim that the principals effectiveness as a democratic leader depends much more on his/her attitude towards participating the community and community representatives in the decision making of the school affairs.

The internal management of school is often taken care of by teams or councils with various members of the school structure. This includes the school principal, deputies, unit leaders, department heads and school board members. Regarding this Burrup (1972) stated that partnership between teacher and parent forms the basis and the only real hope for a superior school program at all levels Principals have to sensitize, motivate and welcome the community education committee and the whole public to the school. Much of the schools' success depends on the quality and effectiveness of the schools' leadership. The role played by the school principals either hinder or facilitate community's participation in the school management.

The approach and leadership style of the principal could have direct bearing on school improvement programs. His/her approach and style can make or break the effectiveness of the collaboration between the school and the community. The level of community participation is

predominantly influenced by the principal's leadership style. In relation to this, Koontz et.al in USAID/CSPP (2008, p.4) defined leadership as: "the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals". Since educational leadership is similar to other forms of leadership, educational leadership can be defined as the art or process of influencing people involved in the education sector at various levels so that they will willingly and enthusiastically strive to implement educational goals. In the same document, USAID/CSPP also asserts that the school principal plays an important role in integrating and coordinating the efforts of teachers, staff member, students and parents to achieve the desired objectives of education and facilitate the overall aspects of the teaching learning process.

USAID/CSPP, in the above document lists the main duties and responsibilities of a school principal concerning community participation as follows:

- Prepares annual education plan that involve PTA and school community
- Organize experience sharing programs in collaboration with the PTA that enable teachers to be acquainted with latest innovation.
- Organizes the parent-teacher interactions, curriculum, administrative training as well as consultative committees, clubs, etc.
- Coordinates co-curricular programs along with PTA to help students in the education activities inside and outside of the class room;
- Examines and passes decisions on the recommendations presented to him/her by the PTA and informs the outcomes of the decisions to concerned bodies.

As can be seen from the above functions of the principal, his/her roles are closely linked with the participations of the community representatives and in fact the principal's success to bring

about an effective education to the students greatly depends on how good he/she interacts with and participates in the community.

CHAPTER THREE

METHOD OF THE STUDY

3.1. Research design and methodology

This study was generally intended to assess the current practices of community participation in the implementation of primary school curriculum by investigating the activities in five selected primary schools in Axum Town of the Tigray region. In this research, the method used was a descriptive cross-sectional survey. Because a descriptive cross-sectional survey method helps to gather a large variety of data related to a problem under the study and it is also effective for providing a snapshot of the current behaviors, attitudes and beliefs in a population, but not in particular cases. Regarding this Zenebe (2002) cited in his hand out of introduction to educational research noted that the descriptive cross-sectional survey method of research is more appropriate to gather several kinds of data in such a broad size rather than case study which is in depth study. The descriptive cross-sectional survey method also helps to provide adequate information that enables the researcher to suggest with some valuable alternatives. Supporting this, Keeves (1990) has pointed out that a descriptive survey method of research is a fact finding study with adequate and accurate interpretations of the findings. Thus a descriptive cross-sectional survey method was used in this study.

3.2. Population, Sample Size and Sampling Techniques

There are ten governmental and four private primary schools in Axum town. Out of these ten governmental schools – eight of them are 1-8 grade level and the other two schools are 1-4 grade level. There are also four private schools, two of them are 1-8 grade level and two are 1-4 level schools. As far as community participation is concerned, since the managerial aspects of the governmental schools are different from that of the private schools, the student researcher has

decided to conduct the study in the governmental schools only. The main factor that differentiates governmental schools from that of private ones is that governmental schools are subsidized by the government and the communities while private schools are run as profit organizations and parents have to pay full school fees for their children. As a result the government and the community have more responsibility and hence participation on the government schools. The interaction of the private schools with the community is mainly limited between the school and the parents only.

In any survey research, taking sample size is usually a critical issue. A great deal of care needs to be taken when taking a sample for a study both in terms of the size as well as the representation in order to prevent a bias. A perfect result would have been obtained when a research had been conducted on the whole population. However, due to constraints in time, expense (money) and efforts required to conduct a research on every person, an optimal sample size has to be taken. Regarding this, Zenebe (2002) indicated that it is generally not necessary to study all the possible member of a population. In survey study, it is extremely important that the individuals included in a sample constitute a representative cross- selection of individuals in the population. Based on these facts, therefore five of the ten governmental schools were selected by the researcher as sample schools by applying simple random sampling method. The sample schools are 50% of the total governmental schools.

Within the sample schools, there are five principals, eight vice principals, 196 teachers, four cluster supervisors, 40 PTA members and 40 SETB members including principals. Details of the schools which were included in the study and the number of teachers working in the schools are given in table 3.1 below and the sample respondent population size is provided in table 3.2 below.

Table 3.1: List of sample schools and teacher working in the sample schools

No	Name of sample schools includes in study	Grade Level	Number of teachers in each school		
			Male	Female	Total
1	Axum Primary school	1-8	29	19	48
2	Bazen Primary School	1-8	15	13	28
3	Abreha-We-Atsbeha Primary school	1-8	35	15	50
4	Kindeya Primary school	1-8	21	24	45
5	Ezana Primary school	1-8	13	12	25
Total			113	83	196

Table 3.2: Statistical details of respondents

N ^o	Type of respondents	Population	Sample population	% of Sample population
1	Principal	5	5	100
2	Vice principal	8	8	100
3	Teachers	196	80	40.81
5	Cluster Supervisor	4	4	100
6	PTA members	40	5	12.5
7	SETB Members	40	5	12.5
8	Parents	85	5	5.8
Total		378	112	29.63

3.2.1. Data Sources

Data from both primary and secondary sources were employed in the study. The primary data were collected from the principals, vice principals, teachers, cluster supervisors, parents and community representatives.

The selection of these people as a source of data is based on the expectation that they would have better information and knowledge about the subject matter of the study, since they have better involvement and interaction with the school activities.

Secondary data was gathered from school documents such as school reports, annual plan, letters written to a PTA and SETB members, minutes of PTA and SETB and other committees' documents which are relevant to the objective of this study.

3.2.2. Sample Size and Techniques

Within the sample schools there are 5 principals, 8 vice principals, 196 teachers, and 4 cluster supervisors, 40 PTA members, 40 SETB members, and 85 parents those who regularly visit the schools. From these population, 80(40.81%) teachers 5(12.5%) PTA members, 5(12.5%) SETB members, 5(5.8%) parents, were included in the study by applying both simple random sampling and purposive sampling method, while principals, cluster supervisors and vice principals were included 100%. The populations that will be included in the research are provided in Table 3.2 above.

1. Principals

All the five principals in the selected sample schools were purposively included as respondents to the questionnaire prepared for this purpose. That is because the principals are the school managers and they are expected to be the sources of information for all the school activities regarding community participation in the implementation of primary school curriculum.

2. Vice –Principals

All the vice-principals in the sample schools were included by purposive sampling in the study as respondents. This is because they are part of the leadership of the schools and as a result they are expected to have more information about the interaction of the school and the community than the other teachers.

3. Teachers

A total of 80 teachers (16 teachers from each sample schools) were selected from the five schools, by both a simple random sampling and purposive sampling techniques. The number of teachers included in the sample was from each school were the same regardless of total population of teachers in the schools. This was done in an attempt to give equal chance as they were all teaching from grade 1 to 8 levels. Purposive sampling technique was used to select the teachers working as PTA and SETB members since these are the main interface between the school and the community and hence the researcher could not afford to leave them out of the study through simple random sampling. However, the other teachers, who are not members of the PTA or SETB, included in the study were selected through simple random sampling method. The names of all the teachers in each sample school were written first and the roll numbers were

given to all the teachers in the list. Then the roll number of each teacher in the list was written in a separate piece of paper and then placed in a box. From each sample school of box, 12 piece of paper were drawn at random and the names of the teachers which correspond to the roll number drawn were chosen as respondents. In addition to this, two PTA member teachers and two SETB member teachers were selected purposively. That was because the PTA member and SETB members were expected to have more information about the community participation in school than the other teachers.

4. PTA and SETB members

In each school, there were eight PTA members and eight SETB members. However, since the school principal and two teachers are also PTA members and since they have already been selected as respondents, only one additional PTA member was added by random sampling technique from each sample school. As a result, four of the eight PTA members of each school have been included as respondents. Similarly, since three of the eight SETB members were included as respondents due to their roles as Principals, teachers and PTA members, only one additional SETB member from each school was randomly selected and included as respondent.

5. Parents

In the five sample schools, there were around eighty five parents who regularly visit the schools. From these eighty five parents one model parent from each school who most regularly visit the school was selected purposively for interview. The total number of parents included in the study were therefore five.

6. Cluster Supervisors

There are four cluster supervisors, each coordinating four to five schools. All these four cluster supervisors were included in the study since they have also better information on the interaction of the community with the schools.

7. Documents

Documents regarding community participation were selected as sources of data. The documents used as sources of data were mostly the school plans, official letters, minutes, etc. These sources of data were collected by preparing check lists.

Overall, the number of respondents selected from the five sample schools were as indicate in Table 3.2 of this Chapter.

3.3. Data Gathering Instruments

The data gathering tools used in this study was questionnaire, interview and relevant documents. These questionnaire and interview were first prepared in English language and was then translated in to Tigrigna version the locally spoken language. This is to avoid language barrier. Both the questionnaire and the interview drafts prepared in English language and the translated Tigrigna language were reviewed by two English language graduate teachers teaching in Axum preparatory school. Both the English and Tigrigna versions were then revised based on the comments received from these language teaches. Finally the revised research tools were sent to my adviser and valuable comments we received and incorporated. Based on the feedback received from my advisor, I omitted two questions, the intents of which were already covered by other questions.

1. Questionnaire

The questionnaire containing both close and open ended questions were distributed to the target teachers, vice principals and cluster supervisors while a questionnaire that includes additional open ended questions were given to the school principals so that the principals can address additional subjects pertaining this position. Questionnaire is not only instrumental to gather accurate and factual information about peoples' opinions and views, but it also serves as an appropriate tool to obtain a variety of opinions within relatively short period of time. In this regard, Koul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to acquire opinions and attitudes of individuals and groups.

The questions for the teachers, principals, vice principals and cluster supervisors contain three sections. The first section was designed to collect information about the back ground of the respondents like age, sex, educational level, service year, and responsibility and period allotment of teachers per week. The second section of the questionnaire consists of 27 items. Out of these, 23 were Likert scale type of question items ranging from not occurring (level-1) to frequently occurring (level- 4). This helped the researcher to get the level of community participation in the primary school curriculum implementation. The questions were designed so that the answers can be given in a scale of 1 to 4. 1 being the least initiative designated as doesn't occur and 4 being the highest initiative designated as frequently. The middle scales 3 and 2 represent sometimes and rarely respectively. Under this section, 4 open ended questions were included to collect detailed information from these respondents, if they have any additional suggestions or opinions regarding community participation. The third section of the questionnaire consists of ten open-ended questions prepared for the principals only in order to give additional suggestions about the

level of community participation in the curriculum implementation. Generally the closed and open-ended questions were designed to assess the level of community participation in curriculum implementation in three ways.

- The role of community participation in the school management;
- The role of community participation in fund raising to fulfill the school facilities; and
- The role of community participation in the curriculum implementation activities.

2. Interview

Structured interview questions were employed as an instrument to collect significant and relevant information from community representatives and parents. The reason for using structured interview questions is that it can permit the exploration of issues, which might be too complex to investigate through questionnaires. It also provides flexibility for both the interviewer and interviewee to better explain more explicitly what he/she knows and thinks about the issue.

The interview questions were developed to ask the five PTA members, five SETB members as well as five parents. There are ten semi-structured interview questions which were designed for PTA and SETB members and other ten interview questions which were designed for five role model parents who regularly visit the schools. These interview questions were designed to supplement the information that was collected by the questionnaire. These interviews were conducted by the student researcher and notes were taken while the interviewees were responding the questions. These twenty semi-structured interview questions designed for the PTA, SETB and parents revolve around the following contents:

The contribution of community participation in the school management; the role of community participation in the teaching-learning processes; the role of community participation in fund

raising and financial control; the contribution of community participation in experience exchange; and the contribution of community participation in the follow up of children's behavior and disciplining.

3. Document analysis

The document analysis checklist was prepared under a similar process as that of the questionnaire and interview. The document analysis was used to collect data from previously documented activities regarding community participation by preparing checklists. These data were gathered from annual plans, reports, official letters and supervision reports.

3.4. Procedures of Data collection

After the data gathering tools were developed, pilot test was carried out in one of the primary school, other than the target schools to test validity and reliability of the instruments. This helped the researcher to check whether or not the items are clear and understandable by the respondents. After this the respondents identified, i.e. the teachers, principals, vice principals and the cluster supervisors in each school were invited by the respective principals for an orientation. A briefing on how to fill the questionnaire was then given by the researcher and the questionnaires were immediately distributed to the respondents in each school. After the respondents completed filling their responses to the questions, the duly completed questionnaires were collected by the researcher.

The second type of the data gathering tool was the interview. The school principal in each school called one PTA and one SETB members as well as one parent to the school. Then orientation was similarly given by the researcher on how to give response to each interview

questions. Finally all the respondents were interviewed one by one by the researcher and then their response was recorded on sheets of paper.

The third data gathering tool was the document analysis. The data gathering from documents of each school was conducted by the researcher using the checklist. Then the researcher compiled the data found from each school.

3.5. Data analysis

All the data that were gathered by employing questionnaire, interview and document review were analyzed using both quantitative and qualitative techniques after coding, sorting and organizing the information that were gathered. To narrate the data collected through open-ended questionnaire, interview and document analysis, qualitative analysis method were employed. Then statistical analysis was done through calculating percentage points of each frequency and the mean value of each item. Then analysis and interpretation was made in relation to the basic questions of the study, and then the findings of the study were compiled. Finally conclusions and recommendations were presented.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the study deals with the presentation, analysis and interpretation of the data gathered through the questionnaire, interviews and document review. This section is divided into five sub-sections.

The first section provides the socio-demographic and general characteristics of the respondents. The second part deals with the roles played by the school in involving the community. The third section of the study covers the role of teachers in community participation. The fourth has to do with the community's role in the implementation of primary school curriculum. The last section discusses about the level of communication between teachers and the community.

The data obtained from the respondents are summarized in tables and analysis of the responses is presented. Analysis of the data obtained close ended questions has been done through calculating the percentages and mean values. On the open ended questions, interviews and documents review, the analysis is done the qualitative narrations and are used to supplement the data gathered from the questionnaire.

4.1. Socio-demographic and general characteristics of the respondents

In order to investigate if there are socio-demographic and other factors that can affect the school staff's interaction with the community either positively or negatively, such data as sex, age, year of service, qualification and weekly workload in terms of periods allotment of each teacher has been compiled and are shown in Table 4.1a and 4.1b bellow.

Table 4.1a: Socio demographic and characteristics of school teacher respondents

Items		Respondents	
		No.	%
I. sex	a. male	54	68.4
	b. Female	25	31.6
II. Age	a. 25 – 30	14	17.7
	b. 31 - 35	17	21.5
	c. 36 - 40	10	12.7
	c. 41 - 45	14	17.7
	d. 46 - 50	12	15.2
	e. \geq 51	12	15.2
III. Years of service	a. \leq 10	21	26.6
	b. 11 – 20	17	21.5
	c. 21 – 30	26	32.9
	d \geq 31	15	19
Iv. Qualification	a. TTI	3	3.8
	b. Diploma	64	81
	c. Degree and above	12	15.2
VI. Weekly Period Allotment	a. \leq 20	31	33
	b. 21-25	38	40.4
	c.26 -30	10	10.6

Table 4.1b: Socio demographic and characteristics of school management.

Items		Respondents	
		No.	%
I. sex	a. male	13	86.7
	b. Female	2	13.3
II. Age	a. 25 – 30	2	13.3
	b. 31 - 35	4	26.7
	c. 36 - 40	5	33.3
	c. 41 - 45	1	6.7
	d. 46 - 50	2	13.3
	e. \geq 51	1	6.7
III. Years of service	a. \leq 10	3	20
	b. 11 – 20	7	46.7
	c. 21 – 30	3	20
	d. \geq 31	2	13.3
Iv. Qualification	a. TTI	0	0
	b. Diploma	0	0
	c. Degree and above	15	100

Although 83 of the 196 teachers, i.e. 42.34% of the whole population were female teachers, only 25 of the 79 teachers or 31.6% of the respondents in our sample were females. This variation in percentage of female teachers represented in the sample as compared to the percentage of total female teachers in the schools studied was a result of a mere chance in the random sampling process, as there was no intentional selection of male teachers than that of female ones. However, none of the 25 female respondents in the sample have mentioned any gender related factors that either hinder or enhance their efforts to interact with the community. Therefore, if there are any factors that affect the female teachers' interaction with the community, then these factors will be common with their male teacher colleagues.

Regarding age of the participants, 36 of the 79 participants or 45.6% are above 40 years of age and 24 (30.4%) of the participants are over 45 years of age. Similarly, the age of the school management members, 4 out of 15 were above 40 years. Although the study did not identify any age related factors on the school community relationship, we can see from Tables 4.1a and 4.1b that significant portion of the participants are matured enough to deal with the community. In fact, due to their age, it will be expected that most of the teachers in the study could have children of their own who can or have already attended primary education. As a result, such teachers can also see the problems from a parent's perspective in addition to their teaching roles.

The years of service of the participants is also significant, as can be seen in Tables 4.1a and 4.1b above. 58 teachers of the 79 participants, which is 73.4%, have more than 10 years of service. In fact, 41 participants or 51.9% have above 20 years of service. Regarding the service years of the schools management staff, 12 of the 15 respondents are above 10 years of service. Since Axum town is one of the major towns in the Tigray Region, teachers are transferred to such towns after giving certain year of service in the rural areas around the towns. Therefore as

far as service year is concerned, lack of sufficient service years cannot be expected to have a negative impact on the teacher community interaction. However, as will be discussed later in this Chapter, the researcher had asked the principals if they had taken any trainings concerning communication school interaction and they replied that none of them have taken any training dedicated on this area. This shows that all the principals in the five schools does not have any formal exposure or training focused on community participation on schools activities. The researcher hence have the impression that although most of the teachers working in the target schools have stayed in the job for a significant number of years, they do not have adequate formal knowledge on community-school interaction.

Regarding professional qualification of the teachers, Table 4.1a shows that 3 out of the 79 school staff participants are graduates of teachers training institute (TTI). This is 3.8% of the sample. 64 or 81% of the participants are diploma holders and 12 or 15.2% are first degree holders. Out of the 15 school management staff, only one has master's degree and the others are first degree holders.

According to the current teachers, supervisors and principals profile framework commonly called as the “blue print”, the qualification requirement of teachers for primary schools is diploma level and for supervisors and principals, it is a degree level. Based on this qualification standard, there are only three teachers within the sample taken from the five schools that do not meet the minimum qualification requirement currently in effect. Further, reviews of the teachers' qualification those have degrees shows that twelve of the teachers in the sample have degrees while their position requires only diploma. One cluster supervisor has also a second degree while his position calls only first degree. Based on this therefore almost all the school staff, except the three teachers with TTI level qualification, are under the minimum qualification standard set by

the Ethiopian Ministry of Education and hence we can safely say that the schools under study do not have significant deficiency that can negatively affect the school community interaction concerning qualification.

Table 4.1a above also provides summary of the weekly workload on the teachers. The data shows that 10 teachers had a weekly work load of between 26 and 30 periods. The 10 teachers in this group of 26-30 periods of work per week, they have between 5 to 6 periods per day. Out of these ten teachers, six of them have 30 periods per week. In fact farther review of the questionnaire responses of these 6 teachers with the maximum work load showed that two of them are members of the PTA and one is a member of SETB, in addition to their teaching assignments. Since the maximum number of periods each class takes per day is 6, the teachers with 30 periods per week are 100% fully occupied every day of the week. The researcher therefore finds it difficult to expect the teachers with such high workloads to have time for interaction with parents. However, 31 teachers and 38 teachers have less than or equal to 20 and between 21 to 25 periods per week respectively. Especially the teachers with about four periods per day or about 20 periods per week can afford to spare some time to interact with parents. But as the work load increases, obviously the time the teachers can dedicate for interaction with the parents or the community diminishes. The open ended of similar question was asked for teachers and school leaders. Teachers of grades 1-4 replied that they stay in school for one shift where as teachers of grades 5-8 reported that they used to stay in school for two shifts. This shows existence of rigid structures in the schools. This could be an obstacle for teacher-parent collaboration as indicated in a Butler's study (1992) which stated that lack of time and the rigid structure of the school day from the side of teachers is an obstacle for parent-teacher collaboration on school issues.

4.2 Initiatives of schools on community participation

This section of the study analyses the data and findings obtained from the research instruments regarding the role of community involvement on education. The findings were also compared and validated against other studies conducted on similar subjects.

A research study conducted by Karen L. Mapp in 2004 on interactions between community and schools show that intervention by parents and the community on schools has undisputed positive results on the effectiveness of education and the success of students. Apparently in line with this generally established trend, the Ethiopian Education and training Policy issued in 1994 and still in effect, gives strong emphasis on the close collaboration between schools and the community. Thus, for schools to get the collaboration of the community, it is imperative for the school to take an initiative and start building a bridge with the community.

Table 4.2 below provides summary of responses of 9 questions related to the schools effort's to work with the community and which were presented to the teaching staff. In order to help the researchers make analysis and conclusion on the central tendency of the group on each questions, the arithmetic mean value of each question calculated by dividing the sum of the observed numerical values of each question by the number of observations, i.e. number of responses for each question.

In determining whether the mean value for the group shows frequently, sometimes, and rarely or doesn't occur, a simple statistical rounding method was used. As a result, if the mean value is between 1 and 1.45, it will be rounded to 1 and interpreted as doesn't occur. If the mean value falls between 1.5 and 2.45, it will be rounded to 2 and interpreted as rarely. For mean

values falling between 2.5 and 3.45, and between 3.5 and 4, the group result will be rounded to 3 and 4 respectively and interpreted as sometimes and frequently.

Table 4.2: Schools' level of efforts in involving community

Item no	Item questions	Frequently (4)	Sometimes (3)	Rarely (2)	Doesn't occur (1)	mean
1	Your school makes parents, SETB, and PTA members participate in the preparation and revision of strategy and annual plans of the school.	53 (56.4%)	27 (28.7%)	10 (10.6%)	4 (4.3%)	3.37
2	Your school conducts parents' meetings on school related issues and child development	48 (51.1%)	33 (35.1%)	12 (12.8%)	1 (1.1%)	3.36
3	Your school make parents participate in decision making on budget preparation, implementation and follow-up	58 (61.7%)	20 (21.3%)	11 (11.7%)	5 (5.3%)	3.39
4	Your school invite parents to monitor the school resources	54 (57.4%)	28 (29.8%)	11 (11.7%)	1 (1.1%)	3.44
5	Your school provides parents training on school related issues and child development	19 (20.2%)	24 (25.5%)	26 (27.7%)	25 (26.6%)	2.53
6	Your school provides parents opportunities to visit the school.	52 (55.3%)	34 (36.2%)	8 (8.5%)	0 (0%)	3.47
7	Your school encourages PTAs and SETBs members in order to enroll students on time	45 (47.9%)	28 (29.8%)	18 (19.1%)	3 (3.2%)	3.22
8	Your school participate PTAs and SETBs members in the rate of reducing dropout students.	40 (42.6%)	20 (21.3%)	27 (28.7%)	7 (7.4%)	2.99
9	Your school conducts a welcome orientation meetings to parents on school opening occasions	72 (76.6%)	17 (18.1%)	4 (4.3%)	1 (1.1%)	3.70

The first question of Table 4.2 above deals with the school's level of efforts to participate parents and community members represented through the SETB and PTA. Here, the teaching staff participants were asked to rate the degree to which the school makes the parents and community representatives participate in the school's strategy and annual plan preparation process. The mean value of the responses for this question is 3.37 and hence overall, we can say that sometimes the schools make parents and community representative participate in the school's planning process. In terms of percentage, 56.4% or majority of the respondents said that their school makes parents and community representative participate in the school's strategy and annual plan preparation and revision process. Only 4% of the respondents replied that parent and community representative participation in the planning process does not occur in their school.

To validate this, interviews and document reviews were done. In the interviews done with the PTA members, the community representative of one school said that he has been involving fully in the school strategy and annual plan preparations and farther commented that he played important roles in incorporating the community's interests in the plans. Review of the meeting minutes of that particular school has also showed that there is a full participation of the community representatives and parents in the planning process of the school. The community representatives were involved in the financial budgeting and mobilization of resources for the school. As a result the school facilities and infrastructure were better than the other schools studied.

In the other four schools however, the participation of the community representatives is limited to approving and assisting in the implementation process through approval and control of financial expenditures. When asked why they could not participate fully in the development and

revision of the plan, the community representatives of these four schools said that they did not have the technical knowledge and skills of preparing school strategies and annual plan and hence they left the task to the discretion of school principal.

According to the current Education and Training Policy (1994), the PTA and SETB members are expected to participate both in the preparation and implementation phases of the plans. This educational guide line and school plans also indicated that the responsibilities of SETB is planning, maintenance, finance, staffing, supervision, monitoring and evaluation of the school performances. Communities with higher level of participation in school management are more willing to assist in the financing of schools.

The community representatives of four of the five schools studied reported that they don't fully participate especially in the preparation of the plans due to their knowledge gap. This is in agreement with the study by Swift Morgan (2006, p.341) which showed that "international institutions and governments in developing countries often use community participation to mean locally driven reform, while in reality these institutions and governments are actually acquiring local support for preplanned interventions and transferring costs from the public to the private sector". In order to get the full participation of the community in the school program plans, proper training needs to be given to the community representatives to close the knowledge gap.

Item 2 of Table 4.2 above deals with the schools' efforts to conduct meetings with parents on issues related school affairs and development of their children. Here, 51% of the respondents said that they conduct meeting with parents frequently, 35.1% sometimes and 1.1% doesn't conduct. The mean value of the group response is 3.36 and hence the overall trend of the group is that the schools sometimes conduct meeting with parents on school and child development related issues.

During the interviews with the parent representatives of the schools, this was also confirmed by saying that they conduct parent-teacher conferences three times a year. In addition to this they conduct face to face meeting of parents, teachers and students of each section at least twice a year to evaluate the teaching-learning process and conducts of students. In fact one school is conducting the parents-teachers and students, face to face evaluation four times a year. These meetings are three way evaluations of the three players, namely the teachers, the parents and the students whereby they evaluate strengths and limitations of each other. These meeting were also verified through review of minutes recorded.

The third and fourth question of Table 4.2 addresses parents' participation in decision making process on the budget preparation and implementation and monitoring of resources. Here also, similar results were obtained where majority of the respondents concurred that their schools make parents participate in the preparation and implementation of the budget as well as monitoring the schools' resources. For Item 3, 61.7% of the respondents rated it as frequently, 21.3% as sometimes, 11.7% rarely and 5.3% not occurring. Similarly, the respondents rated question 4 as follows: 57.4% frequently, 29.8% sometimes, 11.7% rarely, and 1.1 of not occurring. The mean results of the group for item 3 and Item 4 are 3.39 and 3.44 respectively and both these values can be rounded to 3. This means the teachers feel that they are conducting these tasks sometimes.

During the interview with the parents' representatives, the above results were confirmed by three of the five schools studied. On two of the schools however, this result was not supported by the parents' representatives interviewed as the parents feel that although the schools are participating the parents in the budget preparation and implementation process, the schools are not doing enough to mobilize the community to increase their resources to fulfill their budget

requirements. The parents' representatives of these schools said that the schools should not depend solely on revenues from rental of houses located on the street sides of the schools. They feel that the schools can generate more revenue from the community to cover their budget deficits. The comments made by the parents' representatives of both schools were surprisingly similar.

The other question used to analyze the schools' efforts to participate parent and community representatives on school activities on item 5 of Table 4.2 was on whether or not the schools provide trainings to parents. This is one of the key parameters where schools can help parents improve their capability so that they can participate and add value in the schools' activities. In this regard, 26.6% of the school staff participants admitted that their schools do not provide training to parents while 27.7% of them said that they rarely provide parent trainings. Only 20.2% of them claimed that they are providing trainings frequently. The mean value of the group response for this question was 2.39, which can be rounded to 2 and interpreted as rarely. Overall this is one of the areas where a significant gap or miss-match between the needs of the parents and the efforts of the schools was observed by the researcher. The parents feel that they do not have the level of knowledge and skills to make a meaningful intervention on the schools' activities while the school is not doing enough to upgrade the capabilities of the parents through trainings so that they will be able to contribute for the schools effectiveness. This is inconsistent with that of Shea and Bauer (1997) which noted that parent training is one of the critical issues that schools should perform to improve community participation.

From the interviews conducted with the parents and community representatives, the researcher has also learned that none of them have recalled receiving trainings focused on improving parents' and community representatives' ability to play their share in helping the

schools. In fact, four out of the five PTA members and all of the parents interviewed feel that they do not have adequate knowledge to provide effective support to the schools and as a result their participations are mostly limited to attending meetings.

On the schools' efforts to provide parents with the opportunity to visit schools, item 6 of Table 4.2 shows that 55.3% of the respondents said that their school is doing this frequently and none of them have said that they do not invite parents. 8.5% of them indicated that they invite parents for school visits rarely. The mean value of the responses for this question is 3.47 rounded to 4, which shows that almost all the respondents feel that they are inviting parents for school visits frequently. This could be probably due the fact that schools have regular teacher- parent conferences three times a year and the face to face meetings at least twice a year and these meeting are being considered as parents visit as well.

Items 7 and 8 of Table 4.2 deals with whether or not the schools' encourage the PTA and SETB members to participate in helping the school with the on-time enrollment and reducing dropout students. The results on these two questions were very close, with mean values of 3.22 for question 7 and 2.99 for question 8 respectively which both rounded to 3. It can be concluded, based on these results that the schools are sometimes encouraging the PTA and SETB members to help the school with the on-time enrollment and reducing of student dropouts.

The interviews conducted with the PTA and SETB members also reinforced the above results as especially the PTA members have acknowledged the schools' efforts in seeking their supports in improving students' on-time enrollment and reducing dropout rates.

The last item of Table 4.2 addresses the schools initiative in conducting a welcoming orientation to parents during school opening seasons. On this, a clear majority of the respondents, i.e. 76.6% agreed that they are conducting this task frequently. The mean value of

the sample group response is also, 3.7, which based on our rounding convention will be classified as frequently. This conclusion also agrees with the findings on the previously discussed questions related to conducting of meetings and conferences between the school and the parents such as the parent –teacher conferences and face to face evaluation meeting. This is supported by Davis and Julia (2007) and Burrup (1972) which stated that the art of welcoming students and parents is a way for striving to get willingness and enthusing of participation.

In summary, as can be seen from the mean scores of Table 4.2 above, efforts made by the schools to involve the community is quite encouraging. Except two items (items 3 and 5) with mean scores below 3, the mean scores for the other 7 items is well above three. For the seven items, the mean scores range from 3.22 (for item 7) to 3,70 (for item 9), which is quite close to the highest possible mean score which is 4. Even the two items with below three are not that low. The score of item 8 (mean score 2,99) is almost three.

As might be expected, the highest mean score (item 9 = 3,7) has to do with the task of the schools in giving an orientation given to parents at the beginning of the school calendar regarding their participation in school matters. One however wonders if that attempt is sustained across the academic year.

4.3 Role of teachers on community participation

As discussed under Section 2.1.2 of the literature review part of this paper, it has been established that community participation in a school is expected to increase when the school management respect the involvement of parents and the community, and work cooperatively with them. As a result, as indicated under Section 1.2 in the statement of the problem, one of the four research questions that the student researcher aimed to address was the roles played by the

teachers and school principals to secure the community representatives' participation in all the school activities of the five targeted schools.

In order to study the level of efforts being exerted by teachers, where the school principal is also included with the target group for this purpose, a set of six questions were designed and the responses have been summarized in Table 4.3 below. Moreover, additional open ended question related to this subject were also included in the questionnaire distributed to the teachers and the principal and these open ended questions will be discussed in this section.

Out of the six close ended questions presented to the teachers and management staff, Item 4 has the maximum rating, where 56.4% of the respondents have said that they are performing this task frequently and 21.3% of them have rated it sometimes. For this question the rating of only 3.2 was doesn't occur. The mean value of the group response is 3.3 and can be rounded to 3 which correspond with sometimes. This clearly shows that majority of the teachers are contacting parents of students having academic or behavioral problems.

During review of school documents conducted by the researcher, this was confirmed as parent of students with academic and behavioral problems have signed at the back of the students attendance sheets. In fact I have seen written notes where some parents of such students have given their commitment to help their children to improve their shortcomings.

On the other spectrum of the ratings of item 5 of Table 4.3, the item that was rated least is the one that asked teachers if they encourage parents and the community members to share their experience with students as part of classroom activities. Here, 31.9% and 23.4% of the respondents said that this doesn't occur and rarely occur respectively. Only 13.8 % of the respondents claimed that this activity is done frequently. The mean value of the responses for the question is 2.27, which corresponds with rarely when rounded to 2.

During the interviews conducted with the sample parents, none of the parent respondents recalled attending classrooms of their children let alone to share their experiences. In fact one parent representative testified that the teachers do not contact them unless the student has a problem with the school.

Shea and Baur (1997) indicated that if teachers work cooperatively, develop friendship feelings with parents, community participation will be improved.

Table 4.3: The role of teachers and management staff on community participation

No	Items	Frequently	Some-times	Rarely	Doesn't occur	Mean
		4	3	2	1	
1	You make parents aware of the importance of reading at home, and ask parents to listen their children read, or read aloud with their children	30 (31.9%)	28 (29.8%)	26 (27.7%)	10 (10.6%)	2.83
2	You ask parents for information about their children's goals, desires and talents	8 (8.5%)	39 (41.5%)	37 (39.4%)	10 (10.6%)	2.48
3	You make home visit to help parents understand schools and the school to understand parents	12 (12.8%)	33 (35.1%)	31 (33%)	14 (14.9%)	2.41
4	You contact parents of students having academic or behavioral problems	53 (56.4%)	20 (21.3%)	18 (19.1%)	3 (3.2%)	3.31
5	You encourage parents and the community members to share their experience with students as part of classroom activities	13 (13.8%)	29 (30.9%)	22 (23.4%)	30 (31.9%)	2.27
6	You send students work weekly or monthly for parents to review and comment on.	20 (21.3%)	32 (34%)	27 (28.7%)	15 (16%)	2.61

Item 3 of Table 4.3, which addresses the question of home visits by teachers to students' parents was also rate low. Only 12.8% responded frequently. 35.1% responded sometimes and 33% and 14.9% responded rarely and doesn't occur respectively. The mean value of the response for this question was 2.41, which shows the group response tends toward rarely as 2.41 will be rounded to 2. This implies that teachers rarely make home visit to create a better understanding between the parents and the schools.

The other three items of Table 4.3, namely Items 1, 2, and 6 were rated by the respondents with a mean of 2.83, 2.48, and 2.61 respectively. All these values can be rounded to 3. This shows these activities have been done some times.

When teachers and school principals were asked if they could cite factors that limit parents' participation on school activities, the following responses were obtained:

- ✓ Economic problems that causes time constraints
- ✓ Lack of awareness on the importance of their participation as the parents think that the responsibility of schooling is solely that of the school and the teachers. The parents believe that their role is limited to providing financial support to their children.
- ✓ Some parents think that the current content of the education system is not geared to solving their real life problems and a waste of time and resources.
- ✓ Education is not leading to securing employment as some students are falling under the burden of their parents even after completing their education and hence parents are losing hope on the value of educating their children.
- ✓ As the relationship between the students and parents is not healthy, and in fact some students are out of their parents control, some parents are not interested in following up on their children's schooling process

- ✓ The attitude of some teachers towards parents is not welcoming
- ✓ One teacher complained that their principal has not done enough to create a conducive environment that encourages parents to participate in the school's activities.
- ✓ Principals complain that training on how to involve parents and the community in the instructional processes is the core problem that hinders community participation.

The above findings of this research are in line with the factors that are recognized as hindrances that can negatively affect the parents – teachers working relationship discussed in the literature review section of this report. These are factors such as, inadequate training of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities Bagin (2001). Lack of allocating appropriate time on the part of the teacher may also be another obstacle to the teacher- parent collaboration. The teachers may not be able or willing to spare time to meet the parents.

4.4 Community Participation

“Community participation” in the context of education is the key concept in this research. In this section the overall observations and findings of the student researcher regarding the participation of the community in the five target schools that are not discussed in other sections will be dealt with.

Morgan (2006) cited in The World Bank (2000b) describing participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. In our context therefore, the development initiative is the effectiveness of education while the main stakeholders being analyzed here are the school staff

particularly the teachers including the principal and community, particularly parents and other people in the community who can influence and can be affected by the school.

One of the parents interviewed narrated an interesting story to the researcher about his experience with his student daughter. Initially he was not doing any follow-up on his daughter's educational experiences. But one day he was called by the school and a teacher told him that his daughter's performance at school, both academically and behaviorally was not good. Alerted by this, he started to develop a program for his daughter's study at home and restricted her from spending too much time playing. Although he was not educated himself, he asked his wife, who is better educated than him, to help his daughter on her studies. Furthermore, he said that he advised his daughter to avoid friends whose behaviors were not desirable. Following this intervention, the parent claimed that his daughter improved her rank from 27th to 9th level in her class.

The other four parents interviewed however, provided similar responses when asked on the level of their involvement on their children's education. All of them similarly said that they are not providing any academic assistance to their children, other than fulfilling their material requirements and following up their children's on-time return back home. Surprisingly enough, one of these respondents was a teacher himself.

Table 4.4 below provides summary of the teachers' perspective on the level of parents' intervention on their children's homework. The responses show that 30.9% and 42.6% of the teacher respondents said that parents give comments on their children's homework's performance sometimes and rarely respectively. 18.1 % replied doesn't occur and only 8.5% of the respondents said frequently. The mean value of the response is also 2.42 and can be rounded

to 2, which corresponds to “rarely”. This is in line with the qualitative responses obtained from the parents’ interviews discussed above.

To seek the general opinion of the respondents, they were asked through questionnaire and interviews on what kind of measures or initiatives should be taken on the school, parents and community so that they work cooperatively to improve the students’ education. Generally respondents replied the following:

- ✓ The awareness level of the community on the importance of their involvement in the teaching learning process should be increased.
- ✓ The schools should communicate with parents regularly all the achievements of their children at school.
- ✓ Schools that have better and effective working relationship with the community should share their best practices to other schools and communities.
- ✓ The parents’ and community representatives that are nominated to work with schools should be influential and should have better acceptance level in the community.
- ✓ Schools should acknowledge and reward parents who have better follow up on their children’s education.
- ✓ Trainings focused on school-community relationship should be given to teachers and principals.

Table 4.4: Parental follow-up on academic performance

No	Items	Frequently	Some- times	Rarely	Doesn't occur	Mean
		4	3	2	1	
1	Parents give comments on their children's homework performance	8 (8.5%)	29 (30.9%)	40 (42.6%)	17 (18.1%)	2.42

4.5 Communication between teachers and parents

In order to evaluate the level of interaction between the school and the community, the other area assessed in detail is the efforts made by teachers to communicate with parents. This gives us a clue on the extent and type of information they exchange and the methods they use and hence help us to understand how the schools are involving their respective community in the curriculum implementation as well as the roles played by the teachers and school principals in participating the community representatives in all the school activities. In the group of teacher who filled the questionnaire, the principals, vice principals and cluster supervisors were also included. For this analysis, seven questions were designed and the response results are summarized in Table 4.5 below.

Table 4.5: Level of teachers and management staff communication with parents

Item no	Item questions	Frequently	Sometimes	Rarely	Doesn't occur	Mean
		4	3	2	1	
1	You provide orientation to parents about school policies and programs	9 (8.5%)	28 (41.5%)	37 (39.4%)	20 (10.6%)	2.28
2	You use letter communication with parents.	31 (33%)	33 (35.1%)	23 (24.5%)	7 (7.45)	2.94
3	You provide parents clear information about the curriculum assessments and achievement levels and report cards	64 (68.1%)	19 (20.2%)	11 (11.7%)	0 (0%)	3.56
4	You provide information to parents /guardians on how to monitor and discuss school work at home.	37 (39.4%)	35 (37.2%)	15 (16%)	7 (7.4%)	3.09
5	You provide ongoing and specific information to parents on how to assist students with skills that they need to improve.	15 (16%)	30 (31.9%)	30 (31.9%)	19 (20.2%)	2.44
6	You schedule regular interactive homework that requires students to administrate and discuss what they are learning with parents and other family members	14 (14.9%)	33 (35.1%)	31 (33%)	16 (17%)	2.48
7	Your school establish a two way communications from school to parents and from parents to school	44 (46.8%)	27 (28.7%)	19 (20.2%)	4 (4.3%)	3.18

The question that received the highest rating is Item 3 of Table 4.5, where the respondents were asked on whether or not they are providing parents with clear information about the

curriculum assessment and achievement levels, and a sounding majority of 68.1% of the respondents said that they are doing this frequently. 20.2 % replied sometimes and 11.7% said rarely. The mean value of the responses on this question is 3.56 which can be rounded to 4 or frequently. This clearly shows that teachers are frequently communicating with parents of the students about the academic achievement of their students.

The other areas that received high ratings of mean greater than 3 among the set of question in Table 4.5 are Item 4 and Item 7 with their respective means of 3.09 and 3.18. The responses for Item 4 are 39.4% frequently, 37.2% sometimes, 16% rarely and 7.4% not occurring and that of Item 7 are 46.8% frequently, 28.7% sometimes, 20.2% rarely and 4.3% not occurring. The overall group responses can be summed as sometimes and the mean values can be rounded to 3.

The area that received the least rating among the questions in Table 4.5 is item 1 that measures the extent to which the teachers communicate with parents about the school policies and programs. The mean value of the response on this is 2.28 which can be approximated as being done only rarely as the mean value will be rounded to 2. This shows that, although the teachers are conducting academic achievement related communications with the parents frequently, as seen in the discussions above, the level to which they inform the parents about the schools' overall policies and programs is limited.

The other item that received low rating, only better than Item 1, is Item 5 with a mean of 2.44. This Item addresses the issue on whether teachers provide ongoing and specific information to parents on how to assist students with skills that they need to improve. The group mean will be interpreted as rarely after rounding the 2.44 to 2. The percentage distribution of the responses for this Item is 16% frequently, 31.9% sometimes, 31.9% rarely and 20.2% not occurring.

The mean values of Item 2 and Item 6 can be rounded to 3 as they are 2.94 and 2.48 respectively. Item 2 asks the extent to which teachers use letter communications with parents and Item 6 addresses whether or not teachers schedule regular interactive homework that requires students to administer and discuss what they are learning with parents and other family members. This shows that teachers are sometimes exchanging ideas with parents through letters and preparing home-works to students to interact with their parents and families. We have also found copies of official letters sent to parents of students who had behavioral problems. Similarly parents were asked to know whether teachers are preparing home works in order to interact with their parents and families. Two of the five parents responded that teachers occasionally prepared home works. Whereas, one parent said that teachers prepare home works in order to interact parents and their children frequently. Two parent respondents replied that since they are illiterate they couldn't know whether teachers prepare home work or not in order to interact parents and families with their children. Regarding the communication, Shae and Baur (1997) stated that teachers should interact and communicate the community through informal feedbacks, progress reports, conferences, program information, and parent coordinated service programs so as to enhance community participation in implementing school policies and programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the study provides summary of the main findings, conclusions and recommendations which were drawn based on the analysis of the data collected from the respondents as well as review of relevant literatures conducted by the student researcher.

5.1 Summary

The main purpose of this study was to investigate the level of community participation in the implementation of primary school curriculum in Axum town, in Tigray Region in the five selected primary schools. This study was designed with the following objectives in mind:

- 1 To assess how parents, community and community representatives' participate in the selected five primary schools.
- 2 To investigate how the schools are seeking the participation of parents and the community.
- 3 To find out the main factors that motivates or hinders the participation of community in the targeted schools in the implementation of primary school curriculum.

To achieve the above three objectives, the study was designed to address and attempt to answer the following three basic questions.

1. How do community representatives (PTA and SETB members) participate in the school curriculum implementation?
2. How do schools motivate their respective community in the curriculum implementation?
3. What encourages or hinder community participation in the curriculum implementation of the targeted schools?

As discussed in chapter 3 above, the data sources were teachers, principals, vice principals, cluster supervisors, parents, parent representatives and the document review. In collecting data for the study both simple random and purposive sampling techniques were used to enroll respondents. Majority of the respondents were selected by simple random method of sampling while the PTA, SETB members, the principals, vice principals, cluster supervisors, parents, parent representatives and teacher PTA and SETB members were selected by using purposive sampling methods.

The number of respondents enrolled to the study were 5 principals, 6 vice principals, 5 parents, 10 PTA and SETB members, 79 teachers and 4 cluster supervisors, adding up to a total of 109 participants.

In the study, three questionnaires of the respondents (i.e., of 1 teacher and 2 vice principals) were not collected, which gave a response rate of 97.32%.

The tools used to collect data from teachers, principals, vice principals and cluster supervisors were questionnaires, while interview questionnaires were used for parents and parent representatives. The data gathered from teachers, principals, vice principals and cluster supervisors were entered to SPSS V-20 software to compute frequencies, percentages and mean values. The data obtained from interviews and document sources were used to supplement the data collected from the questionnaires.

The major findings of study are summarized as follows:

- 1) The socio-demographic characteristics of the respondents like sex, age, years of services and type of qualification appears to have no effect on the parent-teacher interaction. However, teachers with high work load in the period allotment and working in two shifts was found to have an adverse effect on parent-teacher interaction.

- 2) The study also showed that the school involvement in encouraging the parents and community representatives in the schools' strategy and annual plan preparation process was found not significant. Parents and community representative respondents claimed that schools do not adequately participate them in school activities.
- 3) Parents meeting on schools related issues and children development were medium.
- 4) Parents' participation in the budget preparation and implementation were medium.
- 5) The role of the school on providing training for parents on school related issues, providing opportunities for parents to visit schools, encouraging PTAs, SETB members to enroll students, and in inviting parents to monitor school resources were inadequately performed.
- 6) Schools adequately prepare welcome orientation meetings with parents during school opening occasions.
- 7) The role of teachers in making parents aware of the importance of reading to their children at home was inadequately performed.
- 8) Schools were found to be poor in asking parents for information about their children's goals, desires and talents.
- 9) Teachers are not encouraging parents and the community members to share their experiences with the school.
- 10) Teachers are not regularly, such as weekly and monthly, sending students' works to parents for review and comments. However, majority of the teachers frequently contact parents of students having academic or behavioral problems.
- 11) Parents' interaction on their children's homework is remarkably low.
- 12) Over all, the level of communication between teachers and parents in the evolvement of the community for primary school curriculum implementation is low.

- 13) Teachers rarely provide ongoing and specific information to parents on how to assist students with skills that they need to improve.
- 14) The two ways communication scheduled by teachers is inadequately done.

5.2 Conclusions

The following key conclusions are drawn from the main findings of this study.

Overall, the schools' level of efforts in involving the community in the implementation of primary school curriculum was Medium. This is because, participation of the community was limited in the development and implementation process due to lack of technical knowledge and skills of the parents, although effective primary school curriculum implementation requires community participation to drive reforms, provides financial and technical support.

The teachers' level of effort on community participation is low. Teachers rarely create awareness of parents on the importance of reading at home for their children. Similarly teachers rarely create parent awareness on the importance of children's follow up of their goals, and aspirations. Teachers also rarely encourage parents and the community members to share experience with the schools.

The level of communication between teachers and parents for enhancing primary school curriculum implementation through community participation is low. Orientation about school policies and programs, providing information on how to monitor and discuss school at home, provide ongoing and specific information on how to assist students at home are inadequate. The schools and the teachers' role in enhancing the community participation are low.

Parents' intervention on their children's home work is remarkably low.

Overall the level of communication between teachers and parents in the enrolment of the community for the primary school curriculum implementation is low. Teachers rarely provide orientation on school policies and programs to parents. Teachers rarely provide ongoing and specific information to parents on how to assist students with skills that they need to improve. Teachers sometimes provide parents information on how to monitor and discuss school work at home. The two way communication between the schools and teachers is not adequate. However, teachers frequently provide clear information about the curriculum assessments and achievement levels to parents.

5.3 Recommendations

Based on the key findings presented above, the following recommendations are proposed.

- 1) Primary school curriculum implementation needs a shared efforts and responses from the community, teachers, principals, vice principals and students. Therefore, schools should design and conduct trainings to both the teachers as well as community representatives to enhance community participation in school activities. This is because in this study it was found that the roles of the schools, teachers, PTA, and SETBs in facilitating the community participation were low. Teachers only contact parents when students are faced with problems. Schools should design, organize and deliver workshops to the community on how to monitor their children's education, what is expected of the school and the parents, and how they could communicate with each other. In this study it was found that one of the factors why parents did not control and follow their children's education is because of lack of knowledge on what teachers provide students as assignment and how they can communicate with their children.
- 2) Schools should give emphasis to community participation in the curriculum implementation in addition to fund rising. They should develop holistic plan for enhancing community participation in curriculum implementation and control of children's education.
- 3) The schools, through the principal should develop a mechanism of flexible work schedule and manageable period of allotments in one shift as this study revealed that the main reason why teachers' roles are limited on community participation and communication with parents, was due to the high working load of teachers and working in two shifts.
- 4) The Tigray Education Bureau and Axum Education office in collaboration should delivered trainings to principals on how to participate parents, community and community representatives in the implementation of school curriculum. This is because all the principals

included in the study replied that they didn't take any training on how to involve the community in school activities.

- 5) We suggest further analytical studies on the impact of community participation on the enhancement of the teaching learning process and the role of the school staff on the level of community participation in school activities.

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Appendix i
ADDIS ABEBA UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Planning and Management

Dear respondents,

The purpose of this questionnaire is to collect data on the performance of community participation in implementation of primary school curriculum for the work of master's of degree fulfillment program.

Please read each of the items carefully and give the response that corresponds to the conditions in year school and your activities. You not required writing your name in any part of the questionnaires and as a result your anonymity will be maintained. Please also be assured that the confidentiality of your responses will be kept.

Tadewos Hailu

Thank you in advance for your cooperation

I. Information about the respondents

1. Age: _____
2. Sex: Male Female
3. Educational Qualification:
 - A. Certificate (TTI)
 - B. Diploma
 - C. Degree
 - D. If any _____
4. Years of Service in teaching _____
5. Your responsibility in the school in addition to teaching
 - A. Unit leader
 - B. Department head
 - C. PTA member

6. Period allotment per-week _____

7. for the non teaching staff

7.1 Occupation _____

7.2 Years of service _____

8. Your school works in _____ shift/s

8.1 If your school works in one shift

a) The starting time of school day programs is _____

b) The ending time of school day program is _____

8.2 If your school works in two shifts

a) The starting time of school day program is _____

b) The ending time of school day program is _____

II. Scoring Explanation

1. Not occurring: the activity does not happen at all
2. Rarely : the activities occurs in one or two grade/s /class/es
3. Occasionally: the activities occurs in some grades levels/classes
4. Frequently: the activities occurs in many /all grade levels / classes

Give your response by putting / ✓/ mark in one of the four alternatives that corresponds to the response that is closer to the situation of your school.

No	Item	Not occurring	Rarely	Occasionally	Frequently
1	Your school makes parents, SETB, and PTA members participate in the preparation of strategy and annual plans of the school.				
2	Your school provides parents meetings, workshops and training on school related issues and child development				
3	Your school make parents participate in decision making on budget preparation and implementation				
4	You make parents aware of the importance of reading at home, and ask parents to listen their children read, or read aloud with their children				
5	You r school invite parents to manage and monitor the school resources				
6	Your school provides parents meetings, workshops and training on school related issues and child development				
7	You ask parents for information about their children’s goals, desires and talents.				
8	You Provide orientation to parents about school policies and programs				
9	You make home visit to help parents understand schools and the school to understand parents				
10	You contact parents of students having academic or behavioral problems.				
11	Your school establish a clear two way communications from school to parents and from parents to school				

No	Item	Not occurring	Rarely	Occasionally	Frequently
12	You encourage parents and the community members to share their experience scale with students as part of classroom activities				
13	You send of students work weekly or monthly for parents to review and comment on.				
14	Your school provides parents opportunities to visit the school.				
15	You use letter communication with parents.				
16	You provide parents clear information about the curriculum assessments and achievement levels and report cards				
17	Your school conducts a welcome orientation meetings on school opening occasions				
18	Your school encourages PTAs and SETBs members to participate in the increasing rate of enrollment				
19	Your school participate PTAs and SETBs members in the rate of reducing dropout students.				
20	You provide information to parents /guardians on how to monitor and discuss school work at home.				
21	You provide ongoing and specific information to parents on how to assist students with skills that they need to improve.				
22	You schedule regular interactive homework that requires students to administrate and discuss what they are learning with parents and other family members				
23	Parents gave frequently on their children's homework performance				

III. . Questionnaire to be answered by teachers, Vice principals and cluster supervisors

Please, give more suggestion on the basis of the following points.

1. Some people think that the task of education needs proficiency and they consider the involvements of parents and communities in the teaching learning process as has no importance. What is your opinion regarding the involvement of parents and communities to take part in teaching learning process?

2. If you think that there are practices on parents and communities especially PTA and SETB member’s involvement in school program, what are the major activities that the parents and communities are involved in?

3. If you think that there are limitation on the involvement of parents and communities in your school program, what are the major factors you think limited the involvement efforts especially that of PTA and SETB members.

4. What do you suggest for the improvement of community participation in the curriculum implementation in your school?

IV. Questionnaire to be answered by principals only

1. What are the communication mechanisms of the school with parents, PTAs and SETBs?
2. How do you encourage teachers to communicate with parents about curriculum plans, expectations for homework's, and how parents can help?
3. Does your school have organizational structure to participate the community in the school activities? If yes what are they?
4. What methods do you use to participate the community in curriculum planning, curriculum evaluation and in leadership?
5. To what extent do PTAs and SETBs cooperate, the community in fund raising activities?
6. Have you taken any training courses on how to involve parents and community in the instructional process?
7. To what extent do PTAs and SETBs involve in resource mobilization and in school management?
8. What are the major activities that parents and community involved in the school program?
9. Based on the directives of ministry of education which one of the committees' (PTA or SETB) is more functional? If you think that one is more functional, reasons out why the other committee is less or non-functional?
10. If you think that there are factors limit the involvement efforts and supports, what do you suggest for the improvement of community participation, particularly in the parent school partnership?

Appendix ii

Interview guide to PTA and SETB members

1. You as parent representatives, do you have a regular meeting program? If yes, what are the major issues presented for the discussion?
2. You as community /parent/ representative have you made conference with school and parents regarding how parents assist and monitor their children at home and at school such as in homework, reducing children's work load, visiting children at school and provision of educational materials?
3. You as community representative, do you participate in the preparation of strategic and annual planning time and evaluation time? How?
4. You as parent representative, do you participate in school fund raising, decision make on school budget and in the school management process in general? How?
5. What are the motivation efforts and supports made by the school principal to make you active participant in all the school programs?
6. What are the major activities that the parents and communities are involved in?
7. Are there volunteers of free service givers from parents and community members as tutors or teacher aid at school?
8. What do you comment on the ways school management body planning, monitoring, evaluating and reporting process to the parents about the improvement of the school program?
9. What do you think to be improved the involvement of parents, PTAs, SETBs and the school principal so that they work in partnership to improve the level of implementation of primary school curriculum?
10. If you think that there are factors limit the involvement efforts and supports from the side of parents what do you suggest for the improvement of parent school collaboration?

Appendix iii

Interview guide to parents

1. Is your home environment conducive for your child (children) to study. That is in attending and monitoring their work, providing them with necessary materials for their learning
2. Do you make contacts with your child's (children's) teacher(s) to discuss regarding your child's (children's) achievement, school progress and school activities?
3. Do you follow what subjects and contents your child's (children's) daily learn, the strategies and assessment process carried in the school?
4. Do you visit your child (children) in class room while learning
5. What are the roles played by parents and communities in assisting their children's learning?
6. What systems of communication does the school develop in order to strengthen the relationships between the school and the community?
7. What are the activities of the school you involved in?
8. Have you taken any orientation how to work with the school? How
9. How many does the school celebrate the school holidays per year? In how many of them have you been presented? Do you think that the meetings were important? How?
10. What do you think to improve on the parts of the school, parents and communities so that they work cooperatively on the children's educational improvement and progress?

Checklist for document gathering regarding to community participation

1. Availability of

- School policy
- Education and training policy 1994
- Education sector development programs I, II, III and IV
- CPD manuals

2. Committee establishment (Minutes)

PTA: Parent Teacher Association

SETB: School Education and Training Board

SIP: School Improvement Program

3. Committees'

- Guide line
- Regulation
- Annual plan
- Meeting schedule
- Files

4. Documents available in the school

- Parent teacher meetings
- Decision made by PTA and SETB member (minutes, files, reports)
- Experience taken by PTAs and SETBs
- Workshops or orientation given to parents
- Money/material contribution to the school
- Labor contribution by parents for construction
- Parents as teacher aid

5. Communication mechanisms

- Meeting
- Official letters
- Brochures
- Report card
- Home visiting by teachers

Appendix iv

አዲስ አበባ ዩኒቨርሲቲ

ኮሌጅ: ስነ - ትምህርቲ

ቤት ትምህርቲ: ድህረ ምረቃ

ትምህርቲ ክፍሉ: ትልምን አመራርሐ ትምህርትን

እዚ መሕትት እዚ ብመምህራን፣ ር/መምህራን፣ ምክትል ር/መምህራንን ክላስተር ሱፐርቫይዘራትን ዝምላእ እዩ

ዕላማ እዚ መሕትት

እዚ መሕትት እዚ ኣብ ኣተገባብራ ስርዓተ ትምህርቲ ተሳትፎ ሕብረተ ሰብ ኣብ ምንታይ ኩነታት ከምዘሎ መረዳእታ ብምእካብ ን2^ይ ድግሪ ትምህርቲ መማልኢ ዝቀረበ መፅናዕታዊ ዕሑፍ እዩ። ስለዚ ንሶም/ሰን ብዝህብዎ/ብኦ ንክክለኛ መረዳእታ ተደራሕ ዝካየድ መፅናዕቲ ብምዃኑ ንዝቀረቡ ሕቶታት ብትኩረት ብንባብ ኣብ ቤት-ምህርቶም/ተን ምስ ዘሎ ከይዲ ተሳትፎ ሕብረተ-ሰብ ኣብ ዝመሳሰል ቁፅሪ ኣብ ዘሎ ክፍቲ ቦታ “✓” ምልክት ብምቅማጥ ክምልሱ-ለይ/ሳለይ ትሕብብሮም/ረን እናሓተትኩ ንዝገብሩ-ለይ /ራለይ ትሕብብር ብቀዳምነት ኣመስግን

፩. ሓበሬታ ብዛዕባ ምላሽ ወሃብቲ

ስም ቤት ትምህርቲ _____

1. ዕድመ _____

2. ፆታ _____

3. ደረጃ ትምህርቲ _____

ሀ) ፐቲ

ለ) ዲፕሎማ

ሐ) ዲግሪ

መ) ካሊእ እንተሃልዩ

4. ዘበን ግልጋሎት _____

5. ዓይነት ስራሕ _____

6. ካብ ምምሃር ወፃኢ ኣብዚ ቤት ትምህርቲ ዘለዎም ሓላፍነት (ንመምህራን ጥራሕ)

ሀ) መራሒ ዩኒት

ለ) ሓለፊ ዲፓርትመንት

ሐ) ካሊእ እንተሃልዩ ይገለፅ _____

7. ሰሙናዊ ዘምህርዎ/ኦ በዝሒ ክፍለ ግዘ (ንመምህራን ጥራሕ) _____

8. እቲ ቤት ትምህርቲ ዝሰርሓሉ በዝሒ ፈረቓ _____

8.1. እቲ ቤት ትምህርቲ ብሓደ ፈረቓ ዝሰርሕ እንተኮይኑ

ሀ) ትምህርቲ ዝጀመረሉ ሰዓት _____

ለ) ትምህርቲ ዝጠናቀቀሉ ሰዓት _____

8.2. እቲ ቤት ትምህርቲ ብክልተ ፈረቓ ዝሰርሕ እንተኮይኑ

ሀ) ትምህርቲ ዝጀመረሉ ሰዓት _____

ለ) ምህርቲ ዝጠናቀቀሉ ሰዓት _____

፪. አወሃህባ ነጥቢ ዝምልከት

1. ምንም፡ እቲ ንጥፊት ምንም ኣየርኣየን
2. ሓለሓሊፉ፡ እቲ ንጥፊት ኣብ ሓደ ወይ ኣብ ክልተ ደረጃ ክፍሊ ይረክ
3. ሓደሓደ ጊዘ፡ እቲ ንጥፊት ኣብ ብዝሕ ዝበሉ ደረጃ ክፍልታት ይረክ
4. ብተደጋጋሚ፡ እቲ ንጥፊት ኣብ ኩሉ ደረጃ ክፍሊ ይረክ

ንዘለዎም ግንዛብ ይቀርብ እዩ ዝብልዎ/ኦ ዝሓዘ ቁፅሪ ኣብ ትሕቲኡ ኣብ ዘሎ ክፍቲ ቦታ ናይ”✓” ምልክት የቀምጡ/ጣ

ሪጋ	ዝርዝር መሕትት	መማረፅታት			
		ብተደጋጋሚ	ሚ. ሓደሓደ ጊዘ	ሓለሓሊፉ	ምንም
1	ቤት ትምህርቶም/ተን ወለዲ ወይ ወክልቶም /ቦርድ ትምህርትን ሰልጠናን (ቦትስ) ወለዲ መምህራን ሕብረት (ወ.መ.ሕ) የሳትፍ እዩ።				
2	ቤት ትምህርቶም/ተን ምስ ቤት ትምህርቲ ኣብ ዝተዛመዱ ጉደያትን ምዕባለ ተምሃሮን ኣመልኪቲ ንወለዲ ኣኬባ የዳሉ እዩ።				
3	ቤት ትምህርቶም/ተን ኣብ እቶት ቤት ትምህርቲ ምትእክክብን ኣብ ምድላውን ምትግባርን በጀት ወለዲ ወይ ተወክልቶም ክሳተፉ ይገብር እዩ።				
4	ንወለዲ ኣብ ገዛ ናይ ምንባብ ጠቓምነትን ደቆም እንተተንበቡ ክሰምዕዎምን ግንዛብ ፈ.ጢሮምሎም /ናሎም እዮም/የን። ከምኡ ንክገብሩ እውን የሓትትዎም /ኦም እዮም /የን				
5	ቤት ትምህርቶም/ተን ኣብ ምሕደራን ቁፅፅር ንበረትን ገንዘብን ቤት ትምህርቲ ወለዲ ወይ ወክልቶም ክሳተፉ ይገብር እዩ።				
6	ቤት ትምህርቶም/ተን ወለዲ ተምሃሮ ብምዕዳም ተምሃሮ ዘሓሸ ዓቕሚ ንክህልዎም ስልጠና ይዳሉ እዩ።				
7	ወለዲ ብዛዕባ ናይ ደቆም ሽቶ፣ ጥንካረን ዝንበላን ሓበሬታ ንምርካብ የሓቱ እዮም።				
8	ፖሊስታትን ፐሮግራማትን ትምህርቲ ኣመልኪቲ ንወለዲ ናይ ግንዛብ መዕባይ ትምህርቲ ሂሶም/በን እዮም/እየን				
9	ወለዲ ብዛዕባ ቤት ትምህርቲ ክርድኡ፣ ቤት ትምህርቲ ብዛዕባ ወለዲ ግንዛብን ክህልዎም ንምሕጋዝ ናይ ተምሃሮ ገዛ ይሪኡ/ኣ ‘ዮም/የን				

10	ናይ ኣካዳሚ ወይ ናይ ባህርይ ፀገም ምስ ዘለዎም ናይ ተምሃሮ ወለዲ ርክብ ይገብሩ/ራ እዮም/የን				
11	ቤት ትምህርቶም/ተን ኣብ መንገዱ ቤት ትምህርትን ወለድን ዘሎ ክልተኣዊ ርክብ /two way communication/ ንምሕያል ስሩዕ መስርሕ ወፅኢሉ ዝካየድ ዘሎ እዩ።				
12	ሕብረተሰብ ወለዲ ተምሃሮን ዓቕሞም ብዝፈቀደ ኣብ ክፍሊ ውሽጢ ኣትዮም ተሞክሮ ከካፍሉ የተባብዑ/ዓ እዮም/የን				
13	ወለዲ ናይ ተምሃሮ ስራሕ ሪክም ሪኪትኦም ንክቀምጡ ኣብ ሰሙን ወይ ኣብ ወርሒ ይልእኩ/ካ እዮም/የን				
14	ቤት ትምህርቶም/ተን ወለዲ ኣብ ቤት ትምህርቲ ዘሎ ምንቅሳቃስ ክዕዘቡ ዕድል ፈጠሩ እዩ።				
15	ምስ ወለዲ ዝራከብሉ ደብዳቤ ይጥቀሙ/ማ እዮም/የን				
16	ብዛዕባ ስርዓተ ትምህርቲ ገምጋም፣ ውፅኢት ተምሃሮን ሪፖርት ካርድን ንወለዲ ሓበሬታ ይህቡ/ባ እዮም/የን				
17	ቤት ትምህርቶም/ተን ምጅማር ትምህርቲ ኣመልኪቱ ንወለድን ተምሃሮን እንኳን ናይ ደሓን መፅኣኩም ሓበሬታ ልውውጥ ስነ-ሰርዓት የካይድ እዩ።				
18	ቤት ትምህርቶም ኣብ እዋን ምዝገባ ተምሃሮ ብእዋኑ ከቲቶም ንክመፁ ወመሕን ቦትስን ኣብ ምብርባር ሕብረተሰብ ንክሳተፉ ምትብባዕ ይግበረሎም እዩ።				
19	ቤት ትምህርቶም ተምሃሮ ንክይቋርፁ ዘቋረፁ እውን ብእዋኑ ንክምለሱ ወ.መ.ሕ./ቤ.ት.ስ. ኣብ ሕብረተሰብ ኣትዮም ንክሰርሑ ምትብባዕ ይግበረሎም እዩ።				
20	ንወለዲ ብዛዕባ ደቆም ኣብ ቤት ትምህርቲ ዝተማሃርዎን ዝሰርሕዎን ከመይ ከምዝቐፀሩን ከምዝመያየጡን ሓበሬታ የቅርቡ /ባ እዮም/የን				
21	ወለዲ ንተምሃሮ ደቆም ከማዕብልዎ ንዝደልዩ ሙያ ከመይ ከምዝሕግዝዎም ኣብ ምዕባል ዘሎ ጭቡጥ ሓበሬታን የቅርቡ/ባ እዮም/የን				
22	ተምሃሮ ምስ ወለድን ካልኦት ኣበላት ስድራ ቤት ዘዛቲ ዕዮ ገዛ ብምሃብ ንዝተማህርዎ ትምህርቲ ንምይይጥ ዘድሊ ስሩዕ መርሃ ግብሪ ሒዞም የትግብሩ/ራ እዮም/የን።				
23	ወለዲ ብዛዕባ ኣፈፃፀማ ዕዮ ገዛ ደቆም ብተደጋጋሚ ሪኪቶ የቀምጡ/ባ እዮም /የን።				

፫. ኣብዞም ኣብዚ ንታሕቲ ዘለው ዝርዝር ነጥብታት ሓሰቦም/ሳበን ይግለፁ /9

1. ሓደሓደ ሰባት ናይ ትምህርቲ ስራሕ ፍሉይ ዝበለ ሙያዊ ስልጠና ዘድልዮ እዩ፣ ብምዃኑ እውን ኣብ ክይዲ ምምሃር ምስትምሃር ወለድን ሕብረተሰብን ምስታፍ ጥቅሚ የብሉን ይብሉ። ንሶም/ሳን ወለዲ ወይ ሕብረተሰብ ኣብ ክይዲ ምምሃር ምስትምሃር ምስታፍ እንታይ ሪኢቶ ኣለዎም/ወን? _____

2. ኣብ ምትግባር ስርዓተ ትምህርቲ ናይ ወለድን ሕብረተሰብ ተሳትፎ ኣሎ ዝብሉ/ላ እንተኮይኖም እንተኮይነን እቶም ዋናዎና ሕብረተሰብን ወለድን ዝሳተፍሎም ተግባራት እንታይ እዮም? _____

3. ተሳትፎ ወለድን ሕብረተሰብን ኣብ ምትግባር ስርዓተ ትምህርቲ ውስን እዩ ዝብሉ/ላ እንተኮይኖም /ነን ውስን ክኮውን ዝገበርም ነገራት እታይ እዩ? _____

4. ኣብ ቤት ትምህርትኩም ተሳትፎ ወለድን ሕብረተሰብን ንክማሓየሽ እንታይ ክግበር ኣለዎ ይብሉ/ላ? _____

ትምህርቲ ክፍሊ፡ ትልምን ኣመራርሓ ትምህርትን

ብዛዕባ ወለድን ሕብረተሰብን ኣብ ቤት ትምህርቲ ዘለዎም ተሳትፎ ዝገልፅ ብርእሰ መምህራን ዝምለስ መሕትት

እዞም ካብዚ ንታሕቲ ዝቀረበዩ ዝርዝር መሕትት ካብ ቤት ትምህርትኩም ናይ ወለድን ሕብረተሰብን ዘሎ ተሳትፎ እንታይ ከምዝመስል ብምእካብ ንድህረ-ምረቃ ትምህርቲ መማልኢ ፅሑፍ ብምኳኑ እቶም ዝርዝር መሕትት ሓደብሓደ ብንጥንቃቄ ብምንባብ ኣብቲ ንሕድሕድ መሕትት ዝተቀመጠሉ ናይ መልሲ ቦታ ክምልሱ እናሓተትኩ ንዝተገብረለይ ትሕብብር ብቀዳምነት ኣመስግን፡፡

1. ቤት ትምህርትኩም ምስ ወለዲ፣ ወ.መ.ሕን ቦትስን ዝራከቡሎም ሚላታት ኣለውዶ? እንታሃልዮም ይዘርዘሩ፡፡ _____

2. ብዛዕባ ስርዓተ ትምህርቲ ዕለታዊ ምድላውን ኣብ ናይ ገዛ ዕዮ ድጋፍ መምህራን ምስ ወለዲ ንክረዳድኡ ዝተገብረሎም ምትብባዕ እንታይ ኣሎ? _____

3. ሕብረተሰብን ኣብ ናይ ቤት ትምህርቲ ንጥፊታት ንክሳተፉ ዝተዘርገሉ መሓውራት ኣለውዶ? እንሃልይም ይዘርዘሩ፡፡ _____

4. ናይ ቤት ትምህርቲ እቶት ንምትእክካብ ግደ ወ.መ.ሕን ቤት.ስን እንታ ይመስል? _____

5. ወለድን ሕብረተሰብን ኣብ ከይዲ ምምሃር ምስትምሃር ከመይ ምስታፍ ከምዝክእሉ ዝወሰድዎ ስልጠና /ኮርስ/ ኣሎዶ? ኣብዚ መሰረት ገይሩ ኣብ ዝተወሃበኩም ስልጠና ዝምልከት እንታይ ሪኢቶ ኣለኩም? _____

6. ኣብ ሃፍትን ቤት ትምህርትን ምምሕዳርን ናይ ወ.መ.ሕ.ን ቢ.ት.ሲ.ን ድልውነት/ተበግሶ እንታይ ይመስል? _____

7. ወ.መ.ሕ.ን ቢ.ት.ሲ.ን ብዋናነት ዝሳተፍሎም ናይ ቤት ትምህርቲ መርሃ ግብሪታት ኣብ ምንታይ እዮም? _____

8. ሓደ ሓደ ሰባት ኣብ ስርዓተ ትምህርቲ ኣተገባብራ ምስታፍ ፍልይ ዝበለ ሙያዊ ስልጠና ይሓትት እዩ ይብሉ? ንሶም ወለዲ ኣብ ናይ ቤት ትም/ቲ ኣተገባብራ ስርዓተ ትም/ቲ ምስታፍ እንታይ ጥቅሚ ኣለዎ ይብሉ? _____

9. ሕ/ሰብ ኣብ ናይ ቤት ትም/ቲ ዋኒን /ንጥፊት/ ንክይሳተፉ ዝግግቱ ነገራት ኣለው ዝበሉ እንተኮይኖም እቶም ዝግግቱ ነገራት እንታይ እዮም? _____

10. ኣብ ተራ ቁፅሪ 11 ናይ ሕ/ሰብን ወለድን ተሳትፎ ፃዕሪ ዘዳክሙ ነገራት ኣለው ኢሎም መሊሶም እንተኮይኖም ነዞም ድክመታት ንምምሕዳሽ ቤት ትም/ቲ እንታይ ክገብር ኣለዎ ይብሉ? _____

ንወ.መ.ሕን ቤት.ስን ዝተዳለወ ቃለ መሕትት

ስም ቤት ትምህርቲ _____

1. ንሶም/ሰን ከም ናይ ሕ/ሰብ ተወካሊ/ት መጠን ምስ ወለድን ሕ/ሰብን ዘራክቡ ሱሩዓት ዝኮኑ ናይ ኣኬባ እዋን ኣለውኩም ዶ?ሰሩዕ ናይ ኣኬባ እዋን እንተሃሊዩኩም እቶም መዛተይ ዋና ዋና ነጥብታት ኣብ ምንታይ ዛዕባታት ዘተከሩ እዮም? _____

2. ንሶም/ሰን ከም መጠን ናይ ሕ/ሰብ ተወካሊ/ት ወለዲ ንደቆም ኣብ ገዛ ይኩን ኣብ ቤት ት/ቲ ከመይ ከምዝድግፍዎም ከም ዝቆፃፀርዎም፣ ናውቲ ትም/ቲ ከመይ ከምዘማልኡሎም፣ ናይ ገዛ ስራሕ ፃዕቂ ከመይ ከምዝቅንሰሎም፣ ናይ ቤት ትም/ቲ እናመፁ ከመይ ከምዝከታተሉን መሰረት ዝገበሩ ናይ ወለዲ ጉባኤታት ይካየዱ ዶ? _____

3. ንሶም/ሰን ከም ናይ ሕ/ሰብ ተወካሊ/ት ኣብ ናይ ቤት ትም/ቲ ስትራተጂክ ትልሚ ይኩን ዓመታዊ ትልሚ ኣብ ምድላውን ምግምጋምን ዘለዎም ተሳትፎ እንታይ ይመስል? _____

4. ንሶም/ሰን ከም ናይ ሕ/ሰብ ተወካሊ/ት ኣብ ናይ ቤት ትም/ቲ እቶት ምትእክካብን በጀት ምምሕዳርን ዘለዎም ተሳትፎ እንታይ ይመስል? _____

5. ንስካትኩም ኣብ ናይ ቤት ትም/ቲ ስራሕ ብዝበለፀ ንክትፅዕሩን ክትድግፉን በቲ ናይ ቤት ትም/ቲ C/መምህር ዝግበረልኩም ምትብባዕ እንታይ ይመስል ? _____

6. ካብ ወለድን ሕ/ሰብን ሓገዝቲ መምህራን ንፍሉይ ሓገዝን /ቴቶርል/ ብነፃ ግልጋሎት ዝሰርሑ ኣለው ዶ? _____

7. ምምሕዳር ቤት ትም/ቲ ኣብ ምትላም፣ምቁፅፃር፣ምግምጋምን ፀብፃብ ምቅራብን፣ወለዲ ኣብ ምስታፍ እንታይ ምምሕያሽ ክገብር ኣለዎ ይብሉ/ላ? _____

8. ንሶም/ሰን ኣብ ናይ ትመህርቲ መርሃ ግብሪ ወለዲ ንክሳተፍ ይኣምንሉ ዶ? ዝኣምንሉ እንተኮይኖም ብከመይ? _____

9. ተሳትፎ ወለዲ፣ወ.መ.ሕን ቦ.ት.ሰን ብምጥንኻር ኣቢሉ ደረጃ ትግባር ስርዓተ ትምህርቲ ቤት ንምምሕያሽ እንታይ ክግበር ኣለዎ ይብሉ/ላ? _____

10. ሕ/ሰብን ወለድን ኣብ ምትግባር ስርዓተ ትምህርቲ ንክይሳተፉ ብኣሉታ ዝፀልው ነገራት ኣለው ዶ ይብሉ? መልሶም እወ እንተኮይኑ እቶም ንክይሳተፍ ብኣሉታ ዝፀልው እንታይ እዮም? _____

ንወለዲ ተምሃሮ ዝቀረበ ቃለ መሕትት

ስም ቤት ትምህርቲ _____

1. ደቆም ኣብ ገዛ ንክፅንዑ ዘክእል ምቸው ሃውሃው ኣሎ ዶ? ማለት እውን ሃዕቂ ብወለዲ ዝወሃብ ናይ ገዛ ስራሕ ምቅናስ፣ ዕዮታት እንተ-ሰርሑ ክትትልን ቁፅፅርን ኣብ ምግባር፣ ገዛዕዮ እንተ-ሰርሑ ምሕጋዝን ናይ ትም/ቲ ናውቲ ኣብ ምቅራብን ዘሎ ኩነታት እንታይ ይመስል? _____

2. ንሶም/ሰን ብዛዕባ ናይ ውላዶም /ደን ውፅኢት፣ ምዕባለ ቤት ትምህርትን ንጥፈታትን ኣመልኪቱ ምስናይ ደቆም መምህራን እናተራከቡ/ባ ይመደዩጡ/ባ ዶ? _____

3. ውላዶም/ደን ኣብ ቤት ትም/ቲ እንታይ ዓይነት ትም/ቲን ትሕዝቶን ከምዝመሃሩ ዝወሃቡ ንጥፈታትን ተፍታሽን እንታይ ከም ዘለው መዓልታዊ ክትትል ይገብሩ ዶ? _____

4. ደቆም/ቀን ኣብ ክፍሊ ውሽጢ እናተመሃሩ ኣትዮም ይፅዘቡ/ባ ዶ? _____

5. ደቆም/ቀን ንክመሃሩ ኣብ ምሕጋዝ ግደወለድን ሕብረተሰብን እንታይ እዩ ይብሉ/ላ? _____

6. ኣብ መንጎ ሕብረተሰብን ቤት ትምህርትን ዘሎ ርክብ ንምምዕባልን ንምጥንኻርን እንታይ ዝተሓንፀፀ ሜላ ኣሎ? _____

7. ንሶም/ስን ዝሳተፍሎም ንጥፈታት ቤት ትምህርቲ እንታይ እዮም? _____

8. ንሶም/ስን ምስ ቤት ትምህርቲ ተሓባብሮም ንክሰርሑ ገለፃ/መብርሂ ይግበርሎም ዶ? ከመይ? _____

9. ወለዲ፣ ሕብረተሰብን ቤት ትምህርትን ተዋዲዶም ኣብ ናይ ደቆም ትምህርቲ ምምሕያሽን ምዕባልን ንክሰርሑ፣ ሕድሕድም እንታይ ክገብሩ ኣለዎም ይብሉ/ላ? _____

10. ወለዲ ኣብ ቤት ትምህርቲ ንክሳተፉ ዝግበር ፃዕሪ ዝጻግቱ ነገራት ኣለው ዝብሉ እንተኮይኖም ሕብረት ወለድን ቤት ትምህርትን ንምምሕያሽ እንታይ ክግበር ኣለዎ ይብሉ/ላ? _____

Declaration

The under signed, declare that this thesis is my work and all sources of materials used for this thesis have been acknowledged.

Name Tadewos Hailu

Signature _____

Date of Submission _____

Submission Approval

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

Name Dr. Getnet Tizazu

Signature _____

Date of Submission _____