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THE PARTICIPATION OF PTA IN PROMOTING SCHOOL COMMUNITY
RELATIONSHIP: THE CASE OF SOME SECONDARY SCHOOLS IN NORTH SHEWA
ZONE OF AMHARA REGIONAL STATE, ETHIOPIA

BY

MEZGEBWORK BICHIL

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL
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Department of educational planning and management

The participation of PTA in promoting school community relationship: the case of
some secondary schools in north Shewa zone of Amhara Regional State, Ethiopia

BY
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A Thesis Submitted to the School of Graduate Studies in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Educational Leadership and
Management

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October, 2018
Addis Ababa

Declaration

I hereby declare this thesis is my original work and that all sources of information used for the thesis have been acknowledged. I also assure that it has not been presented to any other university for the award of a degree.

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LETTER OF APPROVAL

This is to certify that the thesis was prepared by Mezgebework Bichil W/Libanos, entitled “The participation of PTA in promoting school community relationship: the case of some secondary schools in north Shewa zone of Amhara Region State, Ethiopia” Submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Acronyms

AREB	Amhara Regional Education Bureau
ESDP	Education Sector Development Program
ETA	Ethiopian Teacher Association
FGD	Focus Group Discussion
GEQIP	General Education Quality Improvement Program
KETB	Kebele Education and Training Board
MOE	Ministry of Education
NGO:	Non-Governmental Organization.
PASDEP	Plan for Accelerated and Sustained Development to End Poverty.
PSTA	Parent Student Teacher Association
PTA	Parent-Teacher Association
SIP	School Improvement Program.
SPSS	Statistical Package for the Social Sciences
TDP	Teacher Development Program
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations International Children Fund

ABSTRACT

The main purpose of this study was to assess the contribution of PTA in promoting school-community relation in some selected secondary schools, North Shoa zone, Amhara region. The study employed descriptive survey design and a mixed method approach to collect and analyze data. Participants of the study involved 189 from eight secondary schools. Samples of study schools, teachers and student council participants were selected by using simple random sampling and PTA members and school leaders were also selected by purposive sampling techniques. The instruments for data collection were questionnaire, focus group discussion and document. The finding of this study indicated that the participation of PTA members from their regular and fund raising activities were good among others achievements. Communication was to same extent show improvement, while instructional program was found to be low in most sampled secondary schools. Parent Teacher Association participation achievement data showed that, their contribution in fund raising from various sources to support the school were to be found good. On the contrary, students performance and discipline were found to be low. Thirdly, the findings of the study identified the basic factors that affect Parent Teacher Association contribution were encountered PTA members, teachers and school principal related. Finally, to minimize and solve the identified problems, the Woreda education office or principals and supervisors need to give continuous follow up and training on duties and responsibilities to the Parent Teacher Association members.

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CHAPTER ONE

INTRODUCTION

In this part of the paper background of the Study, statement of the problem, objectives of the study, delimitation, and limitation of the study, operational definition and organization of the whole study were treated.

1.1. Background of the Study

The functions of education in Ethiopia; as in other part of the world, are many and varied. Education promotes the development and extension of our democratic beliefs, contributes to the realization of individual potentialities, and prepares the way for future progress and change. It transmits and perpetuates the cultural achievements of each generation as well as advancing the economic well being of the nation. According to World Bank (1995:19), education is a major instrument for economic growth and social development. Psacharopoulos (1987:423), also writes that ascertaining minimum level of educational provision is necessary to a country in order to better attain a reasonably high rate of economic growth. These are only a few of the many reasons why schools are organized.

There are different ways of forging relationship between the schools and the community. Among the common ways, showing the interaction between school and community is parent teacher association. Successful parent teacher association can play a crucial role in promoting successful relationship between communities and school (*Hamdan, Iqbal Lokman, 2013, P.379*).

FDRE (1994:2) also stated that the main objective of any educational system is to cultivate the individual capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, ability, skill and attitude.

Community involvement domain describes the development quality, ongoing community relationship and networks. Schools are responsive to community expectations, suitable for learning, school administration and community participation. Community participation in educational affairs is one of the most important. Community participation is a process through which stakeholders shared control over development initiatives.

Parent and Teacher Association (PTA) or in its new name Parent, Student and Teacher Association (PSTA) also running to achieve its objectives. Based on the Amhara region Education Bureau the previous Parent Teacher Association (PTA) was replaced or amended by the new Parent Student Teacher Association (PSTA) in 2005 E.C. The preceding one does not include students at all and more of its view has focus on schools administration. In addition, it does not have clear long and short-term objectives. Hence, the relationship between schools and society is not strong.

From the researcher's personal experience, in North Showa Zone most secondary school students seem like very reckless to their learning and their behavior is a kind of strange. In other way when we look their parents' role in the school program, they do not attend even once a year. This indicates that the school's Parent Teacher Association is weak in promoting school-community relation.

The school –community interaction opens the opportunities for the school to see and understand the social, economic and political situation in the community that affects the instructional programs in the school. Moreover, it helps the school to look and use the human and material resources in the community interaction.

1.2. Statement of the Problem

Education takes place not only in schools but also with in families, communities and society. Despite the various degree of responsibility taken by each group, none can be the sole agent to take full responsibility for children's education as long as the children interact with the learning from the world outside their families (Bagin and Gallagher, 2001,P.136). PTA, as a representative of large community, has its own importance in addressing the problem of teaching learning process.

For various reasons that was studied in this research, the newly organized parent- teacher association (PTA) is unable to implement the duties and responsibilities indicated in the document. Educational management, Organization, community participation and finance guideline (AREB, 2004,). It was not able to fully involve the community in general and parents in particular to assist and develop the teaching learning process.

From the researcher experience and zone education office evaluations shows all members of PTA have not promoting school community relationship; the structure of PTA has not been well functional too. Because all members of PTA were not attending regular meeting to make decision on the school issues. They have not been willing to solve the problem encountered among the teachers and students and other related school issues. PTA has not played a decisive role for the establishment of good relationship between parents and schools, because of this, the school could not get appropriate supports. Furthermore, PTA has not facilitated community participation and PTA members have not taken the responsibility to participate in decision-making and problem solving process of the school. This shows that the members of PTA have not developed a sense of partnership of the school.

Because of the above PTA's weakness, the school has faced many challenges. Some of this are: lack of community support to the school, the interruption of the relationship between school and community. Because of the school is unable to address quality education for the society there has been; high dropout and repetition rate of students and, worsening behavioral problem of students and shortage of educational materials and others have become severe problems of the school, and the school runs its work alone without PTA's supports.

If this problem continues for long time without giving remedial solution, it may affect directly the students who learn at school. The students may not get appropriate knowledge, skill and ethics; Because of this, they cannot be competing with others. The problem may also bring a negative impact on the local community and country's economy. In addition to this, it affects the effort of the government and stake -holders to provide quality education for all.

Consequently, the main agenda of this study targeted to examine the problems that affect PTA members (why they are not promoting school community relationships effectively). Beside to this, it was intended to forward possible solution for the problem to alleviate the existing problem of PTA.

In the earlier studies. Haastrup and Hezekiah (2012) the paper examined the traditional roles of the Parent Teacher Association (PTA) in secondary schools in Nigeria. The paper still concluded that there are still some problems of the PTA in the administration of schools which, include inadequate financial support of the PTA to the schools, lack of cooperation between the school's authority and the parents, inadequate supervision of schools, parents aiding and abetting examination

malpractices which invariably culminates into poor performance of students in public examinations. Based on these findings, recommendations were made on how to strengthen the roles of the PTA in order to expect better community participation in the development of secondary schools. These include giving members of the PTA more involvement in educational financing; involving them the more in school administration giving them direct labour for execution of projects instead of giving to outside contractors. (p.19)

Gebremichael (2006) found out that Parent Teacher Association efforts and outcomes in school administration was not successful at Kindaya Primary School in Tigray region. His findings showed that Teachers and Directors disagree with the interference of parents. They accepted the involvement of parents in the school affairs, but dissatisfied with parents' involvement in evaluation of teachers. Beside the effort of Parent Teacher Association in alleviating disciplinary problem was low. Therefore, students saw in breaking the regulation (e.g. truancy). (P.59)

Tata Umar, Abdullahi and Sadiq. (2014) based on the findings of this study, the following conclusions were made. That school community relationship is very relevant in the development of primary education in Azare metropolis of Bauchi state. This is evident because the community provides many things to the school such as land for building schools, funds, facilities, supervisions, discipline and classrooms. This helps greatly in sustaining and strengthening school community relationship, which ultimately leads to the development of primary education in Azare metropolis. (p.6)

The same thing is true Eyasu (2011) stated that, Parent Teacher participation in managing their respective schools and observing roles of PTA was not at desired level. As a result, they had weak role on motivating the school communities, improving students' discipline, meetings in convenient time. He also asserted that the contribution of PTA's participation in decreasing students' dropout and repetition rate, and increasing effectiveness of implementation in school programs respectively were low.(p.72)

The difference between findings of previous studies might be the place where PTA is influential or not influential in the society, which means in some places it attempts to put its actions as much as possible, and in some other places, the reverse might be true. Besides the studies were conducted in different levels. Some of them were in primary cycle, and some

others were in secondary schools. The method they have used, data gathering tools and characteristics of respondents might have influence on the finding.

Even though, the title and major concepts of this study has similarities with above four studies, my work has its own unique qualities. For instance, my study site differs from the previous, which in turn can bring different participants with their norm, culture, environmental background from which different information were extracted. The second point is grade level, at which the study was conducted. My study focus on secondary school that can comprise relatively matured students who were given appropriate response for the given points of discussion. Data collection and analysis methods might also differ based on the researcher's awareness which are bring difference from others. The study focuses area is being PTA participation to promote school -community relation and also the states of data sources are different e.g. School leaders and PTA members.

Thus , this study has made its major purpose attempts to assess the degree of contribution of PTA in promoting school community relation, the major achievement that have been made by PTA's contribution in promoting school community relation problems that hinder the contribution of PTA in promoting school community interaction and the possible strategies of PTA for building strong school-community relationship.

1.3. To this End the Following Basic Questions were asked

1. Which specific contributions the PTA made to promote school- community relation?
2. To what extent successful achievements have been made as the result of the participation of PTA in promoting school community relationship?
3. What are the factors that affected the PTA not to apply their maximum efforts in creating strong school-community relationship?
4. What are the significance difference between teachers and school leaders .responses about the participation of PTA in promoting school community relation.?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is assessing the status of participation of PTA in promoting school – community relation North Shoa zone secondary school Amhara region.

1.4.2 Specific Objectives

1. To determine specific contribution that PTA gets more attention in promoting school-community relation
2. To examine the successful achievements that have been made as the result of the participation of PTA in promoting school community relation.
3. To identify the inhabiting factors that affected the PTA to apply their maximum efforts for creating strong school-community relationship.
4. To identify the significance difference between teachers and school leaders .responses about the participation of PTA in promoting school community relation.

1.5. Significance of the Study

The basics and significance of this research was to identify the causes for poor participation of PTA in promoting school – community relation and suggesting possible solutions to have the maximum contribution of PTA and the local community. The finding of this work also provide solid information to the local community and the PTA to know what is going on in promoting school- community relation in secondary schools and their role on how to participate in school – community relation activities. It was created awareness for the governmental institutions such as woreda, zone and regional education office and other educational bodies on the current school – community relationship scale for decision-making and further improvement.

1.6. Delimitations of the Study

The study delimited to eight governmental secondary schools found in eight Werdas of North Showa Zone. The study was delimited to assess participation of PTA in promoting school – community relation at secondary school level by focusing on Parent- Teacher association specific a contribution, successful achievements that have been made PTA participation, factors that affected PTA participation for the last two years and possible strategies that build strong school-community relation as implemented by PTA were identified. Principals, vice principals, teachers, supervisors, PTA members and students council representatives were selected as the participants in the study.

1.7. Limitations of the Study

Some limitations hinder to gather information in depth. Since, this educational opportunity is an in-service program; the shortage of time is one of the limitations for this study. Another

limitation was lack of cooperation from focus group dissection participants especially parents were not volunteer to attend the discussion programs. Another limitation encountered were the distance of the selected secondary school. However, the researcher did the research as needed and planned by solving the limitations using different options.

1.8. Operational Definitions of Terms

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

School- community relation: it is the harmony of understanding that exists between the school and the public it serves.

Parent Teacher Association: An organization of teachers and parents of pupil that works for the improvement of the schools and the benefit of the pupils.

Secondary schools: In the context it includes a cycle of both grades 9 and 10

Participation: It is a process, which the organizations have opportunity to become actively involved in the program.

Promoting: Is increasing the activities of the organization.

1.9 . Organization of the Study

The paper organized into five chapters. The first one included the introductory part of the research. Next after the first, intensive review of related literature arranged and presented. The third one discussed about the research method and procedures. Data analyzed and interpretation were discussed in the fourth chapter. The last chapter contained the summary, conclusion and recommendation part and also at the end reference and appendix attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 . The School Improvement Program and the School Grant Program

To put GEQIP's objectives properly these two programs, SIP and SGP are essential instruments as Social Development Direct (2011, p.7) stated "They are key tools to be used strategically to encourage locally appropriate responses to inequity."

The School Improvement Program (SIP)

According to MoE (2008:6) the objectives of the SIP component are to: (i) Improve the capacity of schools to prioritize needs and develop a school improvement (ii) Enhance school and community participation in resource utilization decisions and resource generation. (iii) Improve the government's capacity to deliver specified amounts of schools grants at the woreda level and (iv) Improve the learning environment by providing basic operational resources to schools. The School Improvement Program (SIP) is a national program developed by the Ministry of Education in 1999, to improve student results in primary and secondary schools.

Over the last three years many important lessons have been learnt through implementation of the SIP in schools across Ethiopia. It was agreed that a new SIP guideline should be developed in order to incorporate the lessons learnt to date, while also aligning existing SIP documents into one simplified guideline. Therefore, a very good understanding about the SIP guideline is essential.

The School Grant School Grant Program (SGP)

SGP is one element for GEQIP. It works with SIP to have change on education including finance in different schools. According to UNESCO's Working Paper on an overview of experiences of five countries, entitled Can School Grants Lead to School Improvement? (2011, p.4) stated in an increasing number of countries, school grant policies represent a major reform in educational management. Schools, which before such policies had very little or no say about financial management, now receive grants directly from central authorities.

2.2. Community Involvement Domain

According to Van and Lamer (1990:25-32), in Kruger (1996), parent involvement is the active and willing participation of parents in a wide range of school and home based activities which

may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home. Parents' involvement implies mutual cooperation, sharing and support. "Community involvement domain describes the development quality, ongoing community relationship and networks. Schools are responsive to community expectations, suitable for learning, school administration and community participation. Community participation in educational affairs is one of the most important. Community participation is a process through which stakeholders shared control over development initiatives.

According to MoE (1996:83), has also indicated the following activities as a means for parents to get school; helping children with homework, fund raising ; maintenance building and supporting of pupil's; organization functions at school helping with extracurricular and supporting school activities. Several reports on community involvement indicate that school in general and teacher and students in particular benefits a lot from the involvement of the community in the issue of schools (MoE, 2006).

Van (1990:25-32) in Kruger, (1996:78-79), emphasize the following merits of parent Involvement for the teacher, the pupil and the school: engender parent- teacher positive spirit. Trust , support, lightning of teacher work load, and knowledge of circumstances of students at home; improvement of pupil's learning performance and school attendance, illumination of learning and behavioral problems, increase in pupil's sense of security and emotional stability, improvement of unity and coordination of education, valuable service in the interests of the school, improved support from the community and can lead to greater financial support.

2.3 .The Concept of PTA

Parent teacher Association is a democratic organization which attempts to bring parents and teachers together in the interest of the child Ajayi, (2009in CCSE, 2012,p.16). It is a formal link of communication on school matters between the teachers and parents. According to Oniyangi (2008 in CCSE, 2012, p.16).The meeting of this body serves as a forum for the exchange of ideas between teachers and parents about school programmers towards the smooth running of the school and the achievements of the goals of the school.

Bagin and Gallagher (2001,p.131) also described it as a voluntary organization whose membership consists of parents, teachers, principals and students of the individual school and

school system in order to devolve legal authority to make policy decisions or to administer educational programs.

In the 2002 guideline also noted that the PTA is active in raising the awareness of general community on the benefit of education and in encourage parents to send their children so as to increase access and reduce dropout. The school PTA is also accountable to the Parent Teacher Conference. The PTA is not only concerned with fund raising, but is also involved in the open day, special events, and as a board for development. The main aim of PTA is to provide the school with those items not normally provided by the government and foster more extended relationship between home and school.

2.4. The Purpose of PTA

To promote connections and communications between parents and school and to establish a partnership between them, to promote the development in academic performance and the physical and mental health of children through close home-school co-operation, to develop the potential of parents and to strengthen their relationship with their children through planning and conducting a variety of developmental and recreational activities. to help parents to better understand their children's needs and to arouse their interest and involvement in youth policy through parent education, to provide a channel for both parents and the school to exchange opinions concerning school policies for promoting the development of the school and to elect parent managers to the incorporated Management Committee to work together with the other school managers in the management of the school. Lin (2010 in Ijaz Ahmad Tatlah *et al.*, 2011)

Consequently, the PTA is expected to contribute to the management of school plant, fund raising and raising the moral tone of the school among other things. In the management of school plants, the PTA is expected to contribute to the maintenance of school buildings, equipping of libraries with books, provision of office equipment and stationeries, and provision of other range of school's facilities. In the USA, Lin (2010 in Ijaz Ahmad Tatlah *et al.*, 2011,p.2) reported a number of roles performed by PTAs, they include, involving parents in classroom decision, promoting communications, social events and fundraising and, lobbying the state and national legislatures on behalf of the students.

2.5. The PTA Meeting

Meetings offer an opportunity to discuss problems related the way schools run, help to solve community problems, ways parents and teachers might meet and exchange ideas, mutual information about the teaching learning process, problems encountered within the school and the community. Hence the PTA members have the regular and special meetings. So it is important to adjust the meeting time and place appropriate to PTA members. Programs should be planned carefully and should not be too long and devoid of uninteresting features. “Meetings can be classified into General Meetings, meetings for preparing the annual plan, working meetings and annual review meetings” Parent - Teacher Association Handbook (1993,p.15)

2.6. Roles of PTA

PTA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role of varies from one country to another, state to state and district to district.

Silver (1993 cited in G/Michael, 2006) defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task accomplishment. Similarly, it is also a means of defining duties among group members. Parent Teacher Association (PTA) is a powerful organization affiliated with many schools across the country. It plays an integral role in how schools function. As local and national organization of parent and teachers working together to improve the quality of education in a grass root level, involving parents in class room decision, promoting communication in a grass root level. Involving parents in class room decision, promoting communication, events and fund raisers and even lobbying state and national legislatures on behalf of their students is very important.

The school is a social institutions created to serve the community (Barr, 1988).it is apparent that there is a symbolic link between schools and their communities. Local communities can strengthen the school by providing resources and participating in different school activities. The school, in turn, can contribute to the community by addressing community needs in its

program and by organizing students to work on community problems and projects (UNESCO, 1998). Taking Ethiopia situation in to account, proclamation No.260 of 1994 has stipulated that communities shall be involved in school affairs through the setting up of government school committees like PTA and KETB.

Therefore, PTA members will be involved in promoting school-community relations to provide appropriate education to children. Therefore, in order to promote effective school-community relation by PTA, the following are certain areas of concern:

2.6.1. PTA for Fund Raising

PTAs help raise much-needed money by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events.

Owauamanam (1991) wrote that most communities make financial contributions through the PTA levy and personal donations for the support of the schools in the communities. The author also submitted that communities participate in school administration by electing their members to the Board of Governors. Most PTAs raise money through event. They often hold one main event each school term for example, a Christmas fair in the winter, a quiz in the spring, and a summer fair. Other PTA events include school uniform sales, discos, firework displays, international evenings and many more. They are always looking for new fundraisings ideas. The money generated by these used to buy educational materials to promote educational opportunities.

Besides, Abdullahi (1996) also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools. By the school governance weakness, sometimes, PTA's are not strong in generating money from different direction. A.

Fund raising:

The fund raising initiatives of schools and local communities are reactive rather than anticipatory. PTAs raise much needed money by organizing and managing various fund raisers throughout the year. The money generated by these fund raisers may be used to by computer, to build additional blocks of the school to provide more educational services (Knight, 1993).

2.6.2. PTA for Communication

Parental support is critical factor in the success of the school and the cooperation between teachers and parents to enhance the pupil's performance. Effective parent teacher communication, parent teacher relationships are essential elements in a student's development. When the teachers want to know a lot about students it's good knowing their parents because parents are a child's first teacher, know a lot about their child. Consequently along with their teachers play the largest and most important roles in their education. Abdullahi (1996) also posited that the PTA enhance understanding and good rapport between the teachers and parents; lobby government for support in the schools; and curtail crises that often arise in the schools.

In other dimension, Oniyangi in Alongue & Ekundayo (2012) agreed that the PTA assists in improving the enrolment of the schools in their communities; help in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community.

Oniyangi in Alongue & Ekundayo (2012) also agreed that the PTA helps in sensitization and mobilization of parents on enrolment attendance and retention of their children or wards in schools. Communication is a cooperative enterprise requiring the mutual interchange of ideas and information and out of which understanding develops and action is taken (Olsen, 1954). Communication can also be regarded as a tool for drawing people and their view point's closer together and thus facilitating the quality of the relationship they enjoy (Shaffer, 1991). Then one of the primarily roles of the PTA to promote effective school-community relation is to build strong relationship among teachers, staff, students and the community at large. Relationships are built through communications. Then PTA should use the following communication techniques to promote effective school community relation.

With internal school community

Internal school administrators are well aware of the importance of good internal communication if they want to get a continued public support of education. Bagin and Donald (2001) mentioned three reasons why a good internal communication program is very important: a good external communication program cannot survive without internal

communication program, employees will suggest constructive ideas because some is listing and informing them, human needs such as recognition and a sense of belongingness will be meet thus making employee more productive. The member of PTA enhances their degree of communication by collecting feedback from teachers and students to improve school-community relation.

With External community

Schools that communicate with external publics in some organized way enhance their chance of getting better public support, minimizing criticism, learning the values and priorities of a community and receiving many functional ideas that will help them to educate students better (Bagin and Donald, 2001). Encouraging parental involvement is good in solving school problem. Parental involvement is an active and willing participation of parents in a wide range of school based and home based activities, which may be educational or non-educational.

The modern school is a community center and the teacher is a field philosopher and guide of the people. By organizing the community programs and providing school resources for the community work, the position of the teacher is improved and they gain confidence and respect (Little, 1997). Therefore, the member of PTA should organize different program for the school community to deliver service for the local community to improve school-community relation.

With community agencies

The schools cannot possibly take care of all the needs and interests of the children and youth. However, schools are being held increasingly responsible for coordinating the service of other agencies with their own for the welfare of children (UNESCO, 2000). Various agencies in the community have interests in the development of children. The more the extensive the cooperation between the schools and the outside agencies, the more effective to be the work of both, and the higher will raise the position of the school in the estimation of the community (MoE, 2004).

2.6.3. PTA for Academic Events

Parent-teacher association (PTA) plays an integral role in how schools function for academic events. Competition in Mathematics, Science, History, Language, and performing arts all help

increase learning and proficiency. PTA organize, promote and host such event, PTA also organize students and serves as chaperones for academic competition. It also involved in helping to choose the direct academic curriculum and textbooks. Here, parents input are essential in such decisions and the PTA serves as the liaison between parents and the administration Oniyangi in Alongue & Ekundayo (2012).

This is the chief concern of the school board and has three areas of major responsibilities. These are, school board should know the characteristics of a good educational program know what is going on in the local schools and the best school systems in other part of the country and constantly evaluate and improve the work of the schools (Dykes, 1965) cited in Endraw (2011).

To enhance school-community relation, the number of PTA should organize forum with students to study the school problem, organizing program for parent visit to classroom and school, educating parents and community on children's behavior and learning, and form various advisory committee to study the school problems.

2. 6.4 . PTA for Social Event

Social events provide an environment in which to promote learning. Seasonal festivals and cultural festival are examples of educational social events; it involves more students and their families in the overall school environment. Social events promote learning by teaching students and other to work together in teams to meet shared goals. These and other roles suggest that the PTA has been participating on matters affecting education. It is to be noted however, that virtually all the secondary schools in the city have the PTA in place. Despite the laudable role of the PTA in secondary schools appears, but the problems of the school thrive. Therefore, the roles of the PTA must be strengthened in order to enhance better community participation in the schools. Oniyangi in Alongue & Ekundayo (2012)

Special event programs have added advantage of placing the adults in close contact with the regular school program. It provides an environment in which to promote learning. For example, award ceremonies, celebrate academic and athletic achievement, and participate in parent day activity, family game night, organize recreational and educational program in and out of the school, seasonal festival are example of educational special event program that are made possible by local PTAs to promote school community relation.

2.6.5. PTA for Procedures

For different school organization and coordination of complex works, PTAs assist develop procedures and protocols together with teachers and parents. When children being given to school and taken up from school, protocols and procedures manage how teachers, parents and students are doing it. To get comfortable and free place from danger for children to get out from and get in to the school compound, teachers and parents work together in the PTA Oniyangi in Alongue & Ekundayo (2012).

2.7. Responsibilities and Duties of PTA

PTA members have to meet on a regular basis-be it monthly, bi-monthly, or quarterly-to discuss and bring fore that may go unnoticed for effective performance. The PTA's have also the responsibility to design the time and place of their meeting to suit the convenience of its members. Although notifying PTA members about the purpose, time and place of meetings including the agendas of the meeting is the responsibilities of the school principal. PTA members have also the responsibilities to decide in advance the time and place of meetings (Fullan 2001). Besides, MoE (1994) stated that PTA members are assumed to exercise their responsibilities by drawing plans and getting them approved. They prepare relevant plan of action and submit it to the principal for approval. The PTA members follow up the tasks and give comments on the accomplishment of the school annual plan of action. They also plan and devise mechanisms to equip student with good ethical values. The PTA as representative of the community, who contribute, in the management of the school, has to conduct meetings in order to carry out its responsibilities.

PTA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the administration of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role of varies from one country to another, state to state and district to district. Silver (1993 cited in G/Michael, 2006, p. 4) defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task accomplishment. Similarly, it is also a means of defining duties among group members.

2.8. Strategies of Strengthening the Role of PTA

The following are some of the ways through which the roles of the PTA can be strengthened towards better service delivery in the schools:

2.8.1. In Education Financing

In order to enhance parents' participation in educational financing in secondary schools, members of the PTA should be made members of boards and committees that relate to rising and spending of funds in the schools. There are several levies, which are collected in the schools (such as PTA levy, lesson fee, among others), in which members of the PTA can be part of the spending team. The need for probity and efficient utilization of the schools' resources will make parents be willing to give more financial assistance to schools. Hicks (1992), Sammons, Hillman and Mortimore (1995) and Cotton and Wikelund (2001).

2.8.2. School Administration

Opportunities should be given to members of the PTA to take part in decision making about school programmers. This may include being a school board member, participation on parent's advisory committee. Areas in which parents may be helping to make programmed decisions include goal setting, development and implementation of programmed activities and fund allocations. Hicks (1992), Sammons, Hillman and Mortimore (1995) and Cotton and Wikelund (2001) submitted in their various studies that many benefits are accrued for the school system and for parents themselves when parents become involved in the school activities.

2.8.3. In Organized School Events

In order to create a better mutual understanding and closer links between the school and the community, members of the community as well as members of the PTA should be involved in organized school events such as sports and other school activities. Oniyangi (2008) submitted that the school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts can be taught in schools but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones.

2.8.4. Giving Direct Labor for Execution of Projects

Members of the community as well as members of the PTA who are experts in one profession or the other (such as bricklayers, carpenters, plumbers, electricians, among others) should be encouraged to take up contracts in the building of schools when these are to be done. Akintelure (2007) suggested that if the construction of physical facilities in schools are awarded to members of the PTA instead of contractors, parents would be willing to make additional sacrifice in the development of the schools.

2.9. Contribution of PTA in Promoting School-Community Relation

2.9.1. In Developing Countries

PTA is a powerful association affiliated with many schools that are found across both developing and developed countries. It is a huge and very influential nation with state and local affiliates throughout the country and promotes different roles in school communities. Some roles of the PTA, especially in developing countries, to include. Assisting in the maintenance and repair of school infrastructure Providing accommodation and text books to teachers and students. Paying regular visits to the schools to monitor children and teachers performance.

Assisting teachers to maintain discipline by reporting lateness truancy to school Authorities. Cooperating with other organizations, stakeholders and communities to provide quality education to children. Developing countries are mostly in problems in different issues. These countries' education system also faces different obstacles. Government influence on educational policies and curriculum can be an example. The same thing is true PTA in developing countries has disputes in its roles. Dunne (2007) wrote that in many educational systems in developing countries there are tensions and conflicts in the roles of PTA. Ramani and Zhimin (2010) point out that role conflict involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in social systems.

The state of secondary schools in Nigeria suggests that there are still some problems facing the school in which the PTA had been found wanting. These include inadequate financial support of the PTA to the schools; lack of cooperation between the schools and parents; inadequate supervision of schools among others. (Alonge, & Ekundaye, 2012, p. 16).

The historical development of PTA in both the developed and developing countries is partly linked to school board of governor's failures and partly due to the need for extra financial

support from the local community for school development (Hurt, 1985). In some developing countries PTA had been formed in the Policy of National Education. Pakistan's PTA/School Management Committee (SMC) can be an example.

According to World Bank (2008) In Pakistan PTA/SMC School Management Committee were created in the light of National Education Policy 1998. It assumed that it was set up to raise extra funds for school development, however, later on there seems to be a growing feeling that BOGs are politically elected and therefore are not the right forum to address the interest and needs of parents and the community in general. For this reason PTA has been seen in a better choice. Macbeth (1990) has identified six purpose of a parental association but warns that they may conflict in their roles such as to: Provide support for teachers. Represent parent's interest. Provide a forum for educational discussion and a means of communication. Foster educational partnership between home and school for the benefit of children. Assist members who have difficulties. Advance an ideology (e.g. religious, educational etc.).

In many developing countries PTA look for funds, different events, meeting in representing students. Yahie, (2000) wrote that the PTAs forum therefore affords parents and teachers an opportunity to socialize and raise funds. In addition, PTA is responsible for controlling and supplying of materials and controlling funds in developing countries too. According to Iqbal & Tatlah, (2011) In Punjab province, Pakistan in public schools, Parent Teacher Association (PTA) is responsible for the management and provision of learning and teaching materials.

Besides undertaking management roles, it also plays a significant role in monitoring funds. The aim is to enhance participation of parents in the leadership and management of public educational affairs. For parents and teachers, in Nigeria, law in some states making it compulsory; while in other states it is voluntary backs PTA. Whichever way, parents mandatorily pay levies agreed by the association for their wards attendance in that particular school (Igwe, in Chiman, S. Ugulashi, 2012).

Based on this practice, Enaohwo and Eferakeya (1989 cited in Chima, S. Ugulashi, 2012) noted that in public schools it is not well practiced and needs to be discouraged especially where PTA arrogates themselves powers meant for Board of Governors, usually appointed by the ministry of education to facilitate school governance. This assertion obviously portrays what is tenable in contemporary struggling societies where education is corruptly managed

under the guise of a shrinking economy. This postulation provided an impeccable background for condemnation of PTA as an important avenue for school financing. In some developing countries PTA is running in different directions like creating projects, workshops and sustainability awareness in many ways. On the role of PTA in sustaining Information Communication Technology (ICT) is important to learn from best practices. Economic, human and social sustainability are also very essential. Economic sustainability included regular sustainable contribution made by parents. Human sustainability involved organizing and promoting training workshop for teachers, students, parents and other community members. Social sustainability, on the other hand, includes involving the entire community from the beginning to the end in all activities of the school.

Generally, the roles of the Parent Teacher Association (PTA) at Secondary Schools in developing countries still have some obstacles facing each year. These include problem of working between the schools and the parents, financial problems, less responsible staff, insufficient supervision of schools among others. Therefore, different authors concurred that in the provision of qualitative education at the secondary school level; a question of ‘How the roles of the PTA can be strengthened’ is raised.

2.9.2. The Ethiopian Context

Parents’ involvement and community participation in school activities existed in various forms in the administration of schools in Ethiopia. Representatives of parents and community in school administration have exercised participation in different forms. “In Ethiopia village peasant associations were established to encourage parents to send their children to school” the World Bank, 1998 as cited in Tsegaw checkole (2000). School management committees have raised funds from the communities in order to; either fully or partially support the construction of schools.

School management committees were composed of community representatives, teachers and student representatives and the school principal acting as the secretary. The committees were legally empowered to provide guidance and support to the schools. In different political systems of the country, parents’ representatives called as, parents committee, school administrative committee, government school committee and PTA. Their duties and responsibilities were also different in each period.

The Federal Democratic Republic of Ethiopia developed education and training policy in 1994, to make educational management decentralized, participatory and democratic. This is because; educational system could not succeed in attaining its objectives only for changes in the curriculum or method of teaching but it must also need change to be made on the organization and management (MOE, 2002). Federal Democratic Republic Government of Ethiopia education sector strategy (1994) stated that schools will be strongly linked with the community which will take responsibility in its well-being and upkeep. They will be made to be responsive to the local needs and requirements and shall act as centers for all educational activities of the community.

2.10. Problems of PTA in Promoting School-Community Relation

The various problems encountered with the contribution of PTA to promote effective school community relation can be attributed to different stakeholders. This includes PTA member themselves, teachers, principals, and parents and communities.

2.10.1 .PTA Members Related Problems

PTA members can not contribute effectively and efficiently if they are not aware of their roles and responsibilities (ADEA, 1975) as cited in Melesew (2005). That is when they are not aware of their roles and responsibilities that may not know how and why to contribute, and this may result in poor communication and poor level of understanding about the school program. Therefore, PTA member should be well informed about their duties and responsibilities. Besides, the skills that PTA members have and the amount of time that they can spent, influence their contribution in promoting school community relation. Many of them believes that they lack the ability to contribute and their time is too pre occupied with their daily life (Kochnar, 1991) as cited in (Melesew, 2005).

Strengthen the above idea UNESCO (2002) noted that lack of appreciation, in adequate motivation, lack of commitment, low income on the part of community, lack of transportation and communication are problems associated with PTAs contribution in promoting school community relation.

2.10.2. Teachers Related Problems

When teachers are uncertain or insecure about their own teaching skills, they fear criticism of how they do on their job and discourage PTA contribution in the classrooms (Townsend, 1994).and also some teachers afraid that PTA contribution may lead to serious interference with their rights and duties. They do not believe that PTAs are qualified to decide what education is best for children or to discuss technical matters of curriculum building and instructional procedures. PTAs have skills and talents that can be drawn for the enrichment for curricular and co-curricular activities. Many parents are highly competent in problem solving procedures and the formation of policies that reflect wishes of the people.

2.10.3. School Principals Related Problems

The more democratic the leadership style principal is, the better for the contribution of PTA's in school affairs will be (Robore, 1996). The principal have the opportunity, power and authority to promote effective school-community relation provided that he has the proper orientation, commitment, and training to run the program. Unwillingness on the part of the principal, lack of incentives, lack of skills due to poor or not training regarding contribution, lack of provision of administrative support, difficulty of convincing people of the value of contribution and reluctance are some of the problems related to the principals that hinder effective school-community relation.

The effective administration of secondary schools could be hampered where the PTA is not performing its roles as expected. A careful examination of the secondary school system suggests that there are some problems bedeviling the PTA which have been hindering effective and smooth relationship between the association and the schools (Alongue & Ekundayo, 2012, p.17). Some of these are examined as follows:

Inadequate Funding

Inadequate funding is a major problem facing the educational institutions from the primary level to the university level. Aghenta in Alongue & Ekundayo (2012, p.17) remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs. The author further argued that with little supply

of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish.

However, Ajayi (1999) observed that the major problem that compounds schools' financial inadequacy is irregular payment of school fees and PTA levy and inadequate financial support of the PTA. It is believed that money generated through this medium would help complement governments' effort in the provision of fund for secondary schools.

Inadequate Facilities

“The challenges of physical and instructional facilities seem to hinder effective performance of the schools” (Adedeji, in Alongue & Ekundayo 2012). Effective running of schools to achieve pre-determined goals can hardly be without sufficient facilities to aid teaching and learning. Meanwhile, the state of inadequacy of facilities in most secondary schools is manifestation of poor funding of the system.

Lack of Cooperation between the School Authority and the Parents

It has been observed that some school principals do not involve the parents in administration of the schools for the fear of being criticized. Fehrman, Keith and Reiners in Alongue & Ekundayo (2012,p. 17) argued that, most parents would like to play a more active role in their students' progress in schools and decision making about school programmers but school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance. The non-involvement of parents in school governance, most often than not, results in lack of cooperation between the school and the parents which invariably limits the extent to which the schools can perform.

Poor Supervision of Schools

According to Abiodun-Oyebanji in Alongue & Ekundayo (2012) “schools are not well supervised by the agents involved”. Categorized the supervisors of schools into: (i) internal supervisors-the within-the school supervisors such as principals, vice-principals and heads of departments; (ii) external supervisors-the outside-the school supervisors in which the PTA is part. The primary responsibility of the supervisors is to see that schools are run in accordance with the laid down regulations. The negligence of this area of responsibility seems to hinder effective teaching-learning activities in the secondary schools.

Poor Academic Performance

One of the major obstacles to the development of secondary education is the persistent mass failure of students in public examinations. Some of the reasons adduced for this poor performance include lack of proper guidance by parents; failure of parents to provide necessary materials for their children; parents aiding examination practices among others. Ajayi & Ekundayo (2010 cited in Alongue & Ekundayo, 2010). For the same authors, the above are some of the problems be leveling the secondary school system in which the PTA has been found wanting. This appears to be a reason why many countries are turning to private schools as alternatives to the failing public schools.

2.10.4. Parents and Community Related Problems

The local parents and local community are not deeply involved as external actors in formal education. Their involvement in promoting school community is largely limited to the provision of resources, such as money, material and labor. However, the substantial involvement in terms of consultancy, management or control, diagnosis of needs, the development implementation of school policies, the design and evaluation of educational content is usually seriously constrained (Rugh and Heater 1998).

There are several reasons for this and some as mentioned by UNESCO (2000) are: lack of time, energy, sense of efficacy required for contribution, lack of appreciations of the overall objectives of the education and mismatch between what parents expect from education and what the school is provided, poor dissemination of information are some problems associated with parents that affect the effective contribution of parent-teacher association.

First and foremost, it wouldn't be fair to pose a framework for building family and community involvement without acknowledging the difficulty and challenges of the work. Because, the challenges come in many shapes and sizes, but perhaps can be illustrated in different ways, contexts and circumstances. Third, *potential participants, especially those economically and socially weakest, may lack a sense of self-confidence and political efficacy* - the feeling that individual political action does fourth, *marginal communities (and many governments) cannot bear the added expense of participatory processes* – especially in terms of financial resources and of the time and energy required of participating community organizations, government agencies, and individuals. Fifth, *participatory processes* do not just happen by themselves or

by fiat, but rather *require new and complex managerial and supervisory skills, attitudes, and behaviors*. MoE (2013, p.19).

2.11. Historical Analysis of PTA in Ethiopian Secondary Schools

According to the Ethiopian Federal Democratic Republic Government, Ministry of Education (MOE), Educational Management Organization Community Participation and Finance Directive (1994) PTA is formed by Parent -Teacher Council by selecting volunteer individual members those who have a good acceptance in the community. Because of this fact, PTA is accountable for Parent- Teacher Council; its terms of office would be three years. However, the council can appoint or remove its members at any time as per situation. As the assumption of the previous manifesto/principle, we can perceive that the Parent-Teacher Association members are elected per three years by their own good personal position, ability power to guide particular school activities, and to mobilize the community on any educational activities to maintain the effectiveness of the school. In contrast, the PTA members can be voided; henceforth, other counterpart can be assigned/appointed by Parent-Teacher Council. In nut shell, the reason why their replacement directly related with lack of feasibility and trust. Furthermore, they might be docility in line with calling up on amenable improvement or change, they have to be got ride off.

2.12. Parent Student Teacher Association (PSTA)

To make the society good participant in educational work, especially parents, PTA had been established. But the association didn't include students and it didn't have clear short and long term objectives and focused on administrative issues rather than teaching learning process. According to AACAEB (2012) PTA structure doesn't include the benefits of the school society. Therefore schools lost most of their benefits that was supposed to get from the parents and society. And schools themselves didn't give their contribution to the society as well. The previous association (PTA) was only limited in schools. To improve the teaching learning process, students result and their behavior it is approved that organizing the new Parent Student Teacher Association (PSTA) is necessary in city, sub-city, woreda and school level. Consequently the Addis Ababa City Administration Education Bureau (AACAEB) amended the new No. 3/February 2004 E.C. Structure and Organization of Parent Teacher Association

(PSTA) based on the authority that was given to issue the guideline on proclamation No. 15/2001 E.C article 9(2) & 20 (6). Organization and Structure of PSTA

Based on the Amhara region Education Bureau the previous Parent Teacher Association (PTA) is replaced or amended by the new Parent Student Teacher Association (PSTA) in 2005 E.C. The preceding one does not include students at all and more of its view has focus on schools administration. In addition, it does not have a clear long and short-term objective.

2.13. Reasons for the Establishment of PTA at the School Level

A number of factors may have been forwarded for the establishment of Parent- Teacher Association (PTA) at school level. The Amhara National Regional State Education Bureau Educational Management Organization Community Participation and Finance Directive, (1994) suggests certain reasons directly contributed the occurrence of PTA. For instance, in the former Educational Organization a number of Committees were formed at the school level in order to create conducive atmosphere for the community, specially, for parents to be active participant in educational activities. On condition that the organized parent committees or school committees well performed, they have certain constraints. These are: they did not have a brief and precise short and long term objectives, the given duties were focused on administrative issues rather than teaching learning process, the structures did not encourage the horizontal relationship of the community and the school, the schools did not got any invaluable support either from the parents or the community apart this, the schools also could not offer any possible contribution for the community.

Therefore, in order to adjust such types of barriers, the government has confined the Parent-Teacher Association to Educational Organization in a new form.

2.14. Define Community

The term community has two distinct meanings: A group of interacting people, living in some proximity (i.e., in space, time, or relationship). Community usually refers to a social unit larger than a household that shares common values and has social cohesion. The term can also refer to the national community or international community, and, a community is a group of interacting living organisms sharing a populated environment. The school community is generally considered to include students, families, school staff, other professionals, other

support staff and volunteers. The school community may also include members of other organizations in the wider community who support the operation of the school that is society (MOE, November 2013).

2.15. Importance of Community Participation

Participation is the process through which stakeholders' influence and share control over priority setting, policy-making, resource allocations and access to public goods and services. The process of making decisions about one's own life and then acting on those decisions - of having some influence on the forces and pressures surrounding one's environment - brings benefit to individuals communities, and society at large. Participation is valued for both intrinsic and instrumental reasons. In particular, participation has the potential to achieve more efficient and equitable outcomes in many different contexts of decision-making, such as allocation of budgetary resources among alternative uses, management of common property resources, delivery of community services, and so on (UN, 2008).

Only participation can allow this exercise of voice (UN, 2008). Participation in the everyday occupations of life is a vital part of human development and lived experience. Through participation, we acquire skills and competencies; connect with others and our communities, and find purpose and meaning in life. Especially, the community development approach emphasizes self- help, the democratic process, and local leadership in community revitalization. Thus, community participation is an important component of community development and reflects a grassroots or bottom- up approach to problem solving. Effective community participation may lead to social and personal empowerment, economic development, and sociopolitical transformation.

Families that have the chance to understand the school system better can participate more fully in their children's education. They too will benefit from their engagement with their children's school discovering resources they can access, building new skills, and developing a deeper connection with their children. In schools with strong family partnerships, teachers understand students who come from other cultures more easily, and in fact, the school can become the natural extension of home, aiding in the preservation of families' cultures and values. So participation of parents has profound advantage for parents themselves with regard to: Greater knowledge of education programs and how schools work, knowledge of how to be more

supportive of children, greater confidence about ways to help children learn, more positive views of teachers and greater empowerment (Carter, 2003).

In the best of circumstances, such achievements at the community level also benefit the society. Greater participation within a society can lower development costs (e.g., through more volunteer labor and the use of more local expertise and resources), make development programs more cost-effective, and ensure greater equity of the benefits of development within and across communities.

It can also increase the impact and sustainability of development programs by encouraging more of a "hand-crafted approach to development". With such an approach, utilization rates, continuity, and maintenance of development programs can be improved. There are a number of benefits of public participation that include: Improved governance; increased quality of the functions performed and services provided by public agencies; Revitalization of democratic practice in general; maintaining the stability of society. When people are directly involved in the decision-making process, they become more aware of the possible problems and are more willing to live with the consequences than they are when decisions are imposed from outside. They become more aware of problems and tend to be less towards explosive conflicts; Guarding the public interest. To make public agencies more responsive to the needs of public and disadvantaged groups in society. Citizens can work as watchdogs of society; Increased community cohesion and unity and capacity to reduce alienation of the individual. A feeling of political helplessness combined with a general distrust of power, is the personal situation known as alienation. Community participation in schools also has an advantage for teachers and administrators on greater teaching effectiveness; higher expectations of students; increased ability to understand family views and cultures; greater appreciation of parent volunteers and improved morale and Greater sense of community (Carter, 2003).

2.16. School Culture That Promotes Community Participation

Culture is perceived as a set of linkages that included the system of collectively accepted meanings, beliefs, values, behavioral norms, and assumptions that organizational members use to guide their regular, daily actions and interpret their surroundings. Culture refers to a set of common values, attitudes, beliefs and norms, some of which are explicit and some of which are not. Here, vision and values are the foundation of school culture; core values, implicit or

explicit, reside at the heart of every institution or organization (Leclear, 2005). It has long been observed that an organization's success can be attributed to its culture.

One potential benefit of opening the school to the community is to establish more clearly and directly the link between good education and greater parental and community demand and support for education. Both the more visible ways of making the school and its achievements 'open to the gaze' of the community (e.g., PTAs, parents' days, the observation of classes by parents) and the less concrete (e.g., policy and practice that make parents feel welcome in the school) may increase parental interest in, and support for, the school (Shaffer, 1994).

2.17. Types of Parental Involvement

Parents could be involved in the learning of their children in many ways. Epstein (1995) outlined, six different types of parent involvement. These are: - Parenting: Help all families establish home environments to support children as students. Parent education and other courses or training for parents (e.g. family literacy). Family support programs to assist families with health, nutrition, and other services. Home visits at transition points to pre-school, elementary, middle, and high school.

Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress Information for students and families on community health, cultural, recreational, social support, and other programs/services. Information on community activities that link to learning skills and talents, including summer programs for students. Language translators to assist families as needed. Regular schedule for useful notice memos, phone calls, newsletters, and other communications. Epstein (1995)

Volunteering: Recruit and organize parent help and support .School and classroom volunteer program to help teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings, and resources for families. Annual postcard survey to identify all available talents, times, and locations of volunteers. Epstein (1995)

Learning at home: provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Information for families on skills required for students in all subjects at each grade.

Information on homework policies and how to monitor and discuss schoolwork at home. Family participation in setting student goals each year and in planning for college or work. Epstein (1995) Decision making: Include parents in school decisions, developing parent leaders and representatives. Active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation. Independent advocacy groups to lobby and work for school reform and improvements. Networks to link all families with parent representatives. Collaborating with community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

2.18. Major Factors inhibiting Parents Involvement in schools

Three major factors of parental involvement in the education of their children:

- Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children
- The extent to which parents believe that they can have a positive influence on their children's education
- Parents' perceptions that their children and school want them to be involved.

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children. The Education and training policy of Ethiopia (1994) stated that 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. The Education Sector Strategy (1994) also states that the participation of the community will be encouraged and enhanced in building schools and providing furniture on a voluntary self-help basis (MOE, 1994). When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was conducted in some selected secondary schools of North Shoa Zone, Amhara Regional State, North Shoa zone is 552 km away from Bahir Dar, Capital city of Amhara region, 130 km from Addis Ababa. The zone has 24 woreda and each woreda has 2- 4 secondary schools. Based on the zone geographical direction eight woredas were selected .Which were from east Mojja and Attay, from west AngolelaTara and Basso, from the north Ankober and Menz mama and from south Deneba and Moretnajrru. In these weredas there are 17 secondary schools. From these eight secondary schools selected.

3.2. Research Design

The study focuses on the participation of parent teacher association (PTA) in promoting school community in government secondary schools of some selected weredas in North Shoa zone. To this end, a descriptive survey approach used as a method of the study because it was helped to gather a large variety of data related to the study (Alew, 2005) the researcher insisted on using the descriptive survey method to undertake the study for the following reasons. Firstly, survey method is always more applicable in most research fields like social sciences than experimental research. Secondly, the nature of the research itself needs wide range of data which can be gained through questionnaire and focus group discussion. Creswell, (2012) “In quantitative research, the major characteristics are describing a research problem through a description of trends or a need for an explanation of the relationship among variables” (p.26). The quantitative research were supported with the qualitative data to make the research more credible. This research design attempts to understand people’s perceptions, perspectives, and understandings of a particular situation.

3.3. Sample and Sampling Techniques

Among the 24 Woredas in North Shoa Zone, the researcher based on the four geographical direction selected eight woredas. From each direction, two woredas were selected using simple random sampling technique. Each woredas have been 2-4 secondary schools which were 17 secondary school. From these 17 secondary schools, eight of them were sampled by using simple random sampling with quota. The reason behind selecting simple random sampling

technique was that all schools in the define population have been equal and independent chance of being included in the sample.

Table 1. Summary Table Showing Total Population and Sample

Name of the woreda	Secondary schools	Name of the Sample secondary schools	Total Population				Sample				
			PTA members	Teachers	School leader (principals and vice principals)	Students council leaders	Secondary schools	PTA members	Teachers	School leader (principals and vice principals)	Students council leaders
Ataye	2	Ataye G/S/S	6	78	3	3	1	4	26	3	
Mojjana wedera	2	Sasit G/S/S	6	25	3	3	1	4	9	3	1
Ankober	2	Ankober G/S/S	6	49	3	3	1	4	17	2	
Menze mama	2	Bash G/S/S	6	24	3	3	1	4	8	3	
Angolela Tara	2	Chacha G/S/S	6	73	3	3	1	4	25	2	1
Bassona werena	3	Keyt G/S/S	6	42	3	3	1	4	14	3	1
Moretna Jiru	2	Enewary G/S/S	6	52	3	3	1	4	18	2	
Deneba	2	Deneba G/S/S	6	42	3	3	1	4	14	2	1
Total	17		48	390	24	24	8	32	133	20	4

Subjects for this study were teachers, school leaders (supervisors, principals, and vice principals), parent –teacher association members from each school, students council leaders. Eight woredas were selected based on the four geographical direction. From each direction, eight secondary schools have been selected by using simple random sampling with quota.

Table 2. Summary Table for Sample and Sampling Techniques

Items	Total population	Sample	Sampling technique
Woredas	24	8	Simple random sampling
Secondary schools	17	8	Simple random sampling
PTA members	48	32	Purposive sampling
Teachers	390	133	Simple random sampling
School leader (principals, vice principals and supervise)	24	20	Purposive sampling
Students council leaders	24	4	Simple random sampling
Total	503	189	

From the eight selected secondary schools, 32 PTA members, 20 school leaders (supervisors, principals, and vice principals) had been selected by using Purposive sampling and 133 teachers and 4 students council leaders were selected by using simple random sampling. As stated by Creswell (2012). Simple random sampling, the most popular and rigorous form of probability sampling from a population is simple random sampling. In simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled who were representative of the population. (p.143). Therefore, as the table above described a total sample of 189 participants were chosen for the study.

3.4. Data Sources

To achieve the above stated objectives, the researcher employed both primary and secondary data sources. Therefore, teachers, principals, vice principal and supervisors, student council and PTA members were used as primary sources. Whereas, documents, Books, Thesis papers, Journals, and Internets were used as a secondary sources of the data.

3.5. Data Gathering Instruments

The following data collection instruments employed in the study

3. 5. 1. Questionnaire

The questionnaire used for data collection because it offered considerable advantages in the administration. It also presented an even stimulus potentially to large numbers of people

simultaneously and provide. The investigation with an easy accumulation of data. Gay 1992 claims that questionnaires give respondents freedom. Questionnaires used to gathered quantitative data from 133 teachers eight of them were PTA members and 16 school leaders (principal vice-principals supervisor) totally 149 participated in the study. The questionnaire have been comprised of items using 5 – point – Likert scale to measure the participation of PTA to promote school- community relation in the selected secondary schools. The items were close ended and open-ended. The questionnaire was divided into four sections. The first section collected the background information of the participants. The second section used to measure contribution of PTA to promote school –community relation in their school. The third part used to measure the major achievements that had been made PTA participation. The fourth part used to measure challenges of PTA participation to promote school –community relation and in each part open ended item included. The questionnaires were prepared in English and Amharic.

3.5. 2. Focus Group Discussion (FGD)

“Focus groups are particularly useful when the interaction between individuals will lead to a hard understanding of the questions posed by a teacher researcher.” (Gay, Mills and Airasian, 2012, p.386). To get in-depth information about the role of PTA to promote school-community relation, achievements that have been made by PTA participation, problems of PTA participation and possible strategies of strengthen PTA participation. FGD conducted in four schools with sixteen PTA members, four school leaders and four student’s council representatives. For this study, necessary arrangements were taken about the researcher’s assistant who facilitated the discussion and the discussants schedule. Each FGD contained six members, which were one school leader, two PTA member teachers, two PTA member parents and one student council. Focus group discussion questions translated into Amharic version.

3.5.3. Document

Different documents were assessed under the study focused on PTA meeting agendas community mobilization achievements (money, labor and materials), school discipline problem and educational wastage (drop out, .detained and absentee students data,)

3.6. Pilot Test

“Pilot testing the questionnaire provides information about deficiencies and suggestions for improvement.”(Gay, Mills and Airasian, 2012, p.189). To check the relevance & quality of the

instruments the researcher were carrying out a pilot test for the questionnaire. Based on the data were collected, the validity and reliability analyzed and necessary modifications was made, question which lack clarity for respondents were improved, question that were redundant discarded.

3.7. Procedures of Data Collection

In order to collect data, first permission sought from the University. Then, permission also sought from the relevant educational authorities in the zone. Before collecting data, pilot test was conducted. Then, during zonal meeting time, principals of each schools were contacted and gave short orientation and gave responsibility for supervisors to distributed questioners for teachers and school leaders. Then, researcher observed documents and arrange focus group discussions among PTA school leaders, student's council representatives respectively in their respective schools were made.

3.8. Data Analysis

The data was collected through questionnaires, FDG and document. Then it was cleaned and analyzed.

3.8.1. Quantitative Data Analysis

Responses, which obtained from close-ended item questionnaires edited, classified and then these data frequency, presenting and mean would feed into a computer and analyze using Statistical Package for Social Scientists (SPSS) Version and software. The collected data through questionnaires were organized, analyzed and the result was also displayed in the form of tables. To check different variables statistical significant, t- test and p-value were used. The findings of the research were interpreted and discussed in relation to other related works in the same context both in the country as well as from abroad. The congruence and deviation of this research from other works were supported by tangible explanations that reflect the real and unique condition of the research area and results.

3.8.2. Qualitative Data Analysis

Data was collected through open-ended item questioner, FGD and document. From open-ended discussion specially, data collected about strategies that build PTA contribution and focus group discussions, which collected data, based on the four basic questions. From document,

data was collected in order to discover the result of PTA participation with PTA meeting agendas community mobilization achievements (money, labor and materials),school discipline problem and educational wastage (drop out, .detained and absentee students data,) would be analyzed qualitatively. All qualitative data were transcribed, classified and presented through thematic approach to report the main finding.

3. 9. Validity and Reliability

To assure the quality and minimize the feebleness in this study, use of different data collection methods was more advantageous. Through triangulation technique, the validity of the study was maintained. In the study, data collection instruments such as questioners and FGD were supported by document to confirm the validity of the data. Triangulation was qualitative cross validation that assesses the sufficiency of the data according to the convergence of the multiple data collection procedures (Wiersman, 1995). To assure the reliability of the data used in this research, the researcher using different source of data at the right time and place collected the data. To achieve the desired level of accuracy of the data collected from all sources and all instruments used during data collection and analysis have been commented by the advisor and improved at this level.

Table 3. Computed internal reliability coefficient of the pilot test using cronbach alpha method of reliability test

NO	Item	Calculated reliability value
1	instructional program, communication, fund raising and special event program	0.802
2	Achievement	0.757
3	Problems	0.807

3.10. Ethics of the Research

The researcher was carefully collected the data by avoiding careless error and negligence. Serious steps of research activities like design of the study, selection of participants and data collection were done. Besides with big respect and responsibility to the whole participants. During data collection time, the researcher did polite , initiated participants and FDG time for

the sake of the study and assured to all participants that identifying information were never made available to anyone who was not directly involved in the study. Hence, the informants, especially PTA and teachers agreed to participate and not to withdraw from giving adequate and relevant information.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with the presentation, analysis and interpretation of the data gathered from some selected woredas secondary schools of North Shoa zone, Amhara region to seek appropriate answers to the basic questions raised in chapter one of the research documents. Accordingly, presentation and analysis were made making use of the data gathered from the schools teachers, principals, supervisors, students council and parent teachers association (PTA) members through questionnaires, FGD and document. From 147 questionnaires distributed to respondents 137 (93.19%) were properly filled and returned. FGD was made in four secondary schools. Which were, group one participants represented principal (D1), the two teachers represent (T1 and T2) parents (P1 and P2) student council (S1). On May 9/9/2010 E.C. Group two participants represented principal (D2), the two teachers represent (T21 and T22) parents (P21 and P22) student council (S2). On May 13/9/2010 E.C. Group three participants represented principal (D3), the two teachers represent (T31 and T32) parents (P31) student council (S3). On May 19/9/2010 E.C. Group four participants represented principal (D4), the two teachers represent (T41 and T42) parents (P41 and P42) and student council (S3). On May, 22/9/2010 E.C. From 24 PTA members 15 (63%) were participants and four school principals and four student councils representatives (100%) were participant.

4.1. Socio- Demographic Characteristics of the Respondents

Table 4. Sex, Age and Qualification of Respondents

Background		Teachers		School leaders		PTA members				Student council	
		No	%	No	%	Teachers		Parents		No	%
						No	%	No	%		
Sex	Male	92	75	14	100	6	86	7	88	3	75
	Female	31	25	0	0	1	14	1	13	1	25
	Total	123	100	14	100	7	100	8	100	4	10
Age	16-25	5	4	0	0	0	0		0	4	10
	26-35	68	55	1	7	2	29	1	13	0	0
	36-45	36	29	12	86	5	71	6	75	0	0
	46 and above	14	12	1	7	0	0	1	13	0	0
	Total	123	100	14	100	7	100	8	100	4	10
Educational level	Under Certificate	0	0	0	0	0	0	0	0	4	10
	Certificate	0	0	0	0	0	0	0	0	0	0
	Diploma	0	0	0	0	0	0	0	0	0	0
	Degree and above	123	100	14	100	7	100	8	100	0	0
Total		123	100	14	100	7	100	8	100	4	10

Table 4.indicates that, 75% (98) of the teachers were males and 25 % (31) were females. 4% (5) of respondents had an age of 16-25 years where as 55% (68) of teachers are 26-35 years old.29% (36) respondents were 36-45 Years old and 12% (14) teachers above 45years old. All teachers 100% (123) had degree and above qualification, showing that most secondary school teachers fulfilled the criteria set by Ministry of Education to teach at secondary level. The entire leaders 100% (14) of the principals were males and there was no female leader in the questioner respondents. From this, the zone must do with qualifying of female school leaders to motivate the people with community involvement. The zone must do with female leader’s participation as a model for other community and for the motivation of the whole community participation in the school. 100 % (14) of the school leader respondents had degree and above qualification. The MoE explain that the secondary school principal was second degree and most of them have second degree a few of them were not complete the standard .

4.2. Respondents’ view on contribution of PTA in promoting school community relation

Table 5.a. Communication Activities

No	Item	Scale	F	%	Cumu. %	M	T-test	P value
1	Collecting feedback from parents, teachers and students	very low	35	25.5	25.5	2.4307	1.395	0.00
		Low	46	33.6	59.1			
		Medium	30	21.9	81.0			
		Good	14	10.2	91.2			
		very good	12	8.8	100.0			
2	Designing a schedule for contacting specific parents	very low	48	35.0	35.0	2.3066	1.194	0.00
		Low	35	25.5	60.6			
		Medium	26	19.0	79.6			
		Good	20	14.6	94.2			
		very good	8	5.8	100.0			
3	Calling parents whose children have disciplinary problems	very low	17	12.4	12.4	3.1314	2.545	0.00
		Low	32	23.4	35.8			
		Medium	35	25.5	61.3			
		Good	22	16.1	77.4			
		very good	31	22.6	100.0			

Note that: N = population % = percentage Cumu. %= cumulative percentage M= mean Level of Significant (α) = 0.05 t value at $\alpha=0.05$ is 1.97

For table 5a item 1, which is collecting feedback from parents, teachers and students. Out of the total respondents, 35 (25.5%) very low, 46 (33.6%) low, 30 (21.9) medium,14 (10.2) good and 12(8.8) of them responded respectively. This indicates that the majority of respondents from the percentage and average mean (2.4307) most of respondents’ response very low and

low. This implies that in most sampled secondary schools PTA collecting feedback from parents, teachers and students was low.

For table 5.a item, 2 which is designing a schedule for contacting specific parents respondents very low 48 (35.0%), low 35 (25.5%), medium 26 (19.0%), good 20 (14.6%) and very good 8 (5.8%), responded respectively. From the percentage and average mean (2.3066) most of respondents' response very low and low. This implies that in most sample secondary schools PTA designing a schedule for contacting specific parents' activities were low.

For Table 5.a item, 3. Which is calling parents whose children have disciplinary problems out of the total respondents, very low 17 (12.4%), low 32 (23.4%), medium 35 (25.5%), good 22 (16.1%) and very good 31(22.6%) responded respectively. From the percentage and average mean (3.1343) most of respondents' response good and very good. This implies that in most sample secondary schools PTA calling parents whose children have disciplinary problems activities were good.

Table 5.b Communication Activities

<i>No</i>	<i>Items</i>	<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>T- test</i>	<i>p-value</i>
1	Collecting feedback from parents, teachers and students	Teacher	123	2.4797	1.395	0.00
		School leader	14	2.0000		
2	Designing a schedule for contacting specific parents	Teacher	123	2.3496	1.194	0.00
		School leader	14	1.9286		
3	Calling parents whose children have disciplinary problems	Teacher	123	3.2276	2.545	0.00
		School leader	14	2.2857		

As table 5b, item1 Collecting feedback from parents, teachers and students this item was rated by teacher and school leader respondents and the mean scores of each participants were 2.47 and 2.00 respectively. The calculated t-test value of 1.395 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that, there was no significance difference between teachers and school leaders responses . This implies that both teachers and school leaders responses indicates that the given attention for the PTA participation of collecting feedback from parents, teachers and students.

As table 5b, item 2. Designing a schedule for contacting specific parents this item was rated by teacher and school leader respondents and the mean scores of each participants were 2.34 and 1.92 respectively. The calculated t-test value of 1.194 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that the given attention for the PTA participation of designing a schedule for contacting specific parents.

As table 5b, item 3. Calling parents whose children have disciplinary problems. Teacher and school leader respondents rated this item and the mean scores of each participants were 3.22 and 2.28 respectively. The calculated t-test value of 2.544 which is greater than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with. p-value (0.000) indicated that, there was significance difference between teachers and school leaders responses . This implies that teachers and school leaders responses indicates that the given attention was differently for the PTA participation of designing a schedule for calling parents whose children have disciplinary problems .

Generally, from communication activities, collecting feedback from parents, teachers and students and calling parents whose children have disciplinary problems were good in the most sampled secondary schools. On the other hand FGD participants P1 said that, most of the time during school meeting program he gathered different problems then, he gave feedback for the students, the teachers and in general the school principals. The same idea T1, T31 said that , they organized feedback from their students and their parents and also they call parents whose children have discipline problems. Similarly all group the school directors participants said these were their daily activities. On the other hand, documents showed in the most secondary schools a lot of school discipline problems registered and many PTA meeting agendas were feedbacks for the teachers and students about discipline problems.

Table 6.a .Instructional Program Activities

No	Item	Scale	F	%	Cumu. %	M	T-value	P-value
4	Organizing forum with teachers to study the school problems	very	19	13.9	13.9	3.4526	6.933	0.00
		Low	54	39.4	53.3			
		Medium	36	26.3	79.6			
		Good	17	12.4	92			
		Very	11	8.0	100.0			
5	Educating parents and community on children's behavior and learning	very	39	28.5	28.5	2.6277	.934	0.00
		Low	43	31.4	54.8			
		Medium	24	17.5	72.3			
		Good	22	16.1	88.4			
		Very	9	6.6	100.0			
6	Organizing program for parent visit to classroom and school	very	36	26.3	26.3	2.4964	3.513	0.00
		Low	37	27.0	53.3			
		Medium	37	27.0	80.3			
		Good	14	10.2	90.5			
		Very	13	9.5	100.0			
7	Forming various advisory committees to study the school problems	very	39	28.5	16.8	2.7591	.841	0.00
		Low	38	27.7	44.5			
		Medium	39	28.5	73.0			
		Good	23	16.8	89.8			
		Very	14	10.2	100.0			

Note that: N = population % = percentage Cumu. %= cumulative percentage M= mean Level of Significant (α) = 0.05, t value at $\alpha=0.05$ is 1.97

For Table 6a. item 4, which is organizing forum with teachers to study the school problems, respondents very low 19 (13.9%) low 54 (39.4%) medium 36(26.3%) good 17(12.4%) very good 11(8.09%) responded respectively. From the percentage and average mean (3.4526) most of respondents' response very low and low. This implies that in most sample secondary schools PTA did not organizing forum with teachers.

For Table 6.a item 5, which is educating parents and community on children's behavior and learning, teachers and students respondents very low 39 (28.5%) low 43 (31.4%) medium 24(17.5%) good 22 (16.1%)very good 9 (6.6%) responded respectively. From the percentage and average mean (2.6277) most of respondents' response very low and low. This implies that in most sample secondary schools PTA did not participated educating parents and community on children's behavior and learning teachers and students.

For Table 6a item 6, which is organizing program for parent visit to classroom and school teachers and students respondents 36 (26.3%) very low 37 (27.0%) low 37 (27.0%) medium 14 (10.2%) good 13 (9.5%) very good of them responded respectively. From the percentage and average mean (2.4964) most of respondents' response very low and low. This implies that in most sample secondary schools PTA organizing program for parent visit to classroom and school teachers and students.

Table 6.b. Instructional program Activities

No	Items	types of respondents	N	Mean	T-test	P-value
4	Organizing forum with teachers to study the school problems	Teacher	123	3.6260	6.933	0.00
		School leader	14	1.9286		
5	Organizing program for parent visit to classroom and school	Teacher	123	2.6179	3.513	0.00
		School leader	14	1.4286		
6	Forming various advisory committees to study the school problems	Teacher	123	2.7886	0.841	0.00
		School leader	14	2.5000		
7	Educating parents and community on children's behavior and learning	Teacher	123	2.6585	0.934	0.00
		School leader	14	2.3571		

As Table 6b, item 4. Organizing forum with teachers to study the school problems this item was rated by teacher and school leader respondents and the mean scores of each participants were 3.62 and 1.92 respectively. The calculated t-test value of 6.933 which is greater than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. This implies that teachers and school leaders did not give similar attention and follow up for the PTA participation of organizing forum with teachers to study the school problems.

As Table 6b, item 5. Organizing program for parent visit to classroom and school. This item was rated by teacher and school leader respondents and the mean scores of each participants were 2.61 and 1.42 respectively. The calculated t-test value of 3.513 which was greater than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. This implies

that teachers and school leaders that the given different attention for the PTA participation of organizing program for parent visit to classroom and school.

As Table 6b, item 6. Forming various advisory committees to study the school problems. This item was rated by teacher and school leader respondents and the mean scores of each participants were 2.78 and 2.50 respectively. The calculated t-test value of 0.84 which was less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that, there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that the given attention for the PTA participation of forming various advisory committees to study the school problems

As Table 6b, item7. Educating parents and community on children's behavior and learning this item was rated by teacher and school leader respondents and the mean scores of each participants were 2.65 and 2.55 respectively. The calculated t-test value of 0.934 which was less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that, there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that the given attention for the PTA participation of educating parents and community on children's behavior and learning

Generally, the data showed in most sampled secondary schools instructional program activates which are organizing forum with teachers to study the school problems, organizing program for parent visit to classroom and school, forming various advisory committees to study the school problems and educating parents and community on children's behavior and learning low.

As stated by Iqbal Ahmad, (20013) to make the society a better place should be a closer cooperation and collaboration between the school and the community. Both closely depend on each other for their growth and development School community relationship transforms schools into the miniature communities where the children learn. Through interactions. are the study were actively involved the child will learn self-discipline, cooperation and leadership Successful parent teacher association can play a crucial role in promoting successful community school relationship. In this regard, teachers and school administrators may develop strategies to encourage interaction with the community and parents (P.397)

Table 7.a. Fund Raising Activities

No	Item	Scale	F	%	Cumu. %	M	T-test	P-value
8	Organizing programs for the local community to deliver services to the school.	very low	24	17.5	17.5	2.5912	1.916	0.00
		Low	41	29.9	47.4			
		Medium	45	32.8	80.3			
		Good	21	15.3	95.6			
		Very good	6	4.4	100.0			
9	Organizing programs for the school community to deliver services to the school.	very low	22	16.1	16.1	2.7664	1.342	0.00
		Low	40	29.2	45.3			
		Medium	36	26.3	71.5			
		Good	26	19.0	90.5			
		Very good	13	9.5	100.0			
10	Raising funds from various sources to support the school	very low	25	18.2	18.2	2.7956	2.099	0.00
		Low	33	24.1	42.3			
		Medium	38	27.7	70.1			
		Good	27	19.7	89.8			
		Very good	14	10.2	100.0			

Note that: N = population % = percentage Cumu. %= cumulative percentage M= mean
Level of Significant (α) = 0.05, t value at $\alpha=0.05$ is 1.97

For table 7.a. item 8, which is, organizing programs for the local community to deliver services to the school. Respondents very low 24(17.5) low 41 (29.9) medium 45(32.8) good 21(15.3) Very good 6 (4.4) responded respectively. From the percentage and average mean (2.5912) most of respondents' response medium, good and very good. This implies that in most sample secondary schools PTA Organizing programs for the local community to deliver services to the school activities were good.

For Table 7a item 9. Organizing programs for the school community to deliver services to the school, respondents very low 22 (16.1%), low 40 (29.2%), medium 36 (26.3%), good 26(19.0%), very good 13 (9.5%), responded respectively. From the percentage and average mean (2.7664) most of respondents' response low and very low. This implies that in most sample secondary schools PTA organizing programs for the local community to deliver services to the school activities were low.

For Table 7a item 10. Which is raising funds from various sources to support the school. Respondents very low 25 (18.2%), low 33(24.1%), medium 38 (27.7%), good 27(19.7%), very good 14(10.2) responded respectively. From the percentage and average mean (2.7956) most of

respondents' response medium, good and very good. This implies that in most sample secondary schools PTA raising funds on various sources to support the school activities were good.

Table 7b, Fund raising activities

No	Items	Respondents	N	Mean	t-test	P-value
8	Organizing programs for the local community to deliver services to the school.	Teacher	123	2.6504	1.916	0.00
		School leader	14	2.0714		
9	Organizing programs for the school community to deliver services to the school.	Teacher	123	2.8130	1.342	0.00
		School leader	14	2.3571		
10	Raising funds from various sources to support the school	Teacher	123	2.8699	2.099	0.00
		School leader	14	1.4286		

As Table 7b, item 8. Organizing programs for the local community to deliver services to the school. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.65 and 2.67 respectively. The calculated t-test value of 1.916 which was less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that, there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that the given attention for the PTA organizing programs for the local community to deliver services to the school.

As Table 7b, item 9. Organizing programs for the school community to deliver services to the school. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.81 and 2.35 respectively. The calculated t-test value of 1.342 which was less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that, there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that the given attention for the PTA organizing programs for the local community to deliver services to the school.

As Table 7b, item 10. Raising funds from various sources to support the school. Raising funds from various sources to support the school. Teacher and school leader respondents rated this

item and the mean scores of each participants were 2.86 and 1.42 respectively. The calculated t-test value of 2.099 which is greater than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. This implies that teachers and school leaders responses that the given different attention for the PTA raising funds activity.

FGD participant in the fourth group said that, fund raising was one of PTA focused area participation and all participants said from the result of PTA participation community yearly found raising was highly achieved from the other contribution. T2 informs that money also collected from individual students after parents of students decided to give limited amount of money in public meetings. D2 informs that the usual count of money from each student is 150 birr. However, from this year on wards it becomes 200 birr. The reason for students contribution in school's finance was that participant D2 asserted that students get a chance to have the school resource. S31 in FGD inform that sometimes some teachers reminded us to contribute the usual money, and if they do not bring it, they forced the students to call parent.

Similarly, when the researcher-searched documents from the sampled schools, PTA minutes and official letters, most agendas were talking about financial strengthen of PTA on how to organize and arrange different money raising ways were hold PTA's emphasis highly. It indicated that PTA focused community mobilization for financial support.

As stated by Owuamanam (1991) submitted that most Nigerian communities make financial contributions through the PTA levy and personal donations for the support of the schools in the communities. The author also submitted that communities participate in school administration by electing their members to the Board of Governors. In another dimension, Abdullahi (1996) also posited that the PTA enhance understanding and good rapport between the teachers and parents; lobby government for support in the schools; and curtail crises that often arise in the schools.

Oniyangi (2008) also agreed that the PTA assists in improving the enrolment of the schools in their communities helps in maintaining disciplines in the schools; ensure smooth co-existence, understanding and cooperation between the school and the community. Adewumi in Oniyangi (2008) also submitted that the PTA helps in sensitization and mobilization of parents on enrolment attendance and retention of their children or wards in schools. Besides, Abdullahi

(1996) also reported that the PTA complements governments' efforts in the provision and maintenance of infrastructures in the schools.

Table 8a .Special Programs

No	Item	Scale	F	%	Cumu. %	M	T-test	P-value
11	Organizing recreational and educational programs for school community in and out of schools	very low	38	27.7	27.7	3.0292	-0.365	0.00
		Low	35	25.5	53.2			
		Medium	15	10.9	64.1			
		Good	29	21.2	85.4			
		Very	20	14.6	100.0			
12	Participating in parent's day –to-day activities.	very low	40	29.2	29.2	3.0146	-1.536	0.00
		Low	30	21.9	51.1			
		Medium	31	22.6	73.7			
		Good	20	14.6	88.3			
		Very	16	11.7	100.0			
13	Giving recognition award for teachers and staff members who have best performance	very low	17	12.4	12.4	3.0438	2.467	0.00
		Low	32	23.4	35.8			
		Medium	34	24.8	60.6			
		Good	36	26.3	86.9			
		Very	18	13.1	100.0			

Note that: N = population % = percentage Cumu. %= cumulative percentage M= mean Level of Significant (α) = 0.05, t value at $\alpha=0.05$ is 1.97

As table 8a stated that item 11. Organizing recreational and educational programs for school community in and out of schools .Respondents replied 38 (27.7%) very low 35 (25.5%) low 15(10.9%) medium 29(21.2%) good 20 (14.6%) very good. The majority from the percentage and average mean most of respondents' response low and very low. This implies that in most sample secondary schools PTA less organizing recreational and educational programs for school community in and out of schools.

As Table 8a stated that item 12. Participating in parent day to day activities. Respondents replied very low 40 (29.2%) low 30 (21.9%) medium 31 (22.6%) good 20 (14.6%) very good 16 (11.7%). The majority from the percentage and average mean most of respondents' response low and very low. This implies that in most sample secondary schools PTA had less participating in parent's day –to-day activities.

As Table 8a stated that item 13. Giving recognition award for teachers and staff members who have best performance. Respondents replied very low 17 (12.4%) low 32 (23.4%) medium 34 (24.8%) good 36 (26.3%) very good 18 (13.1%). The majority from the percentage and average mean most of respondents' response good and very good. This implies that in most sample secondary schools PTA giving recognition award for teachers and staff members who have best performance.

Table 8b Special Programs

No	Items	Respondents	N	Mean	T- test	P-value
11	Organizing recreational and educational programs for school community in and out of schools	Teacher	123	3.0163	-0.365	0.00
		School leader	14	3.1429		
12	Participating in parent's day –to-day activities.	Teacher	123	2.9593	-1.536	0.00
		School leader	14	3.5000		
13	Giving recognition award for teachers and staff members who have best performance	Teacher	123	3.1301	2.467	0.00
		School leader	14	2.2857		

As Table 8b, item 11. Organizing recreational and educational programs for school community in and out of schools. Teacher and school leader respondents rated this item and the mean scores of each participants were 3.016 and 3.142 respectively. The calculated t-test value of 0.365 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there is no statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that similar.

As Table 8b, item 12. Participating in parent's day –to-day activities. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.959 and 3.500 respectively. The calculated t-test value of -1.536 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that there was no statistically significant variation in the responses of the respondents.. This implies that both teachers and school leaders responses indicates that given similar attention for PTA Participating in parent's day –to-day activities.

As Table 8b, item 13. Giving recognition award for teachers and staff members who have best performance. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.65 and 2.55 respectively. The calculated t-test value 2.467 which is

greater than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that vary.

Generally, the above data showed from special events programs, PTA implemented most of the time giving recognition award for teachers and staff members who have best performance. However, participating in parent's day-to-day activities and organizing recreational and educational programs for school community in and out of schools were low participation. On the other hand, FGD participant specially, P31 said that, at the end of semester they gave recognition and award for students who had best result and teachers who had good performance for all over activities. Similar ideas P1 and p22 said that, even if the school took high responsibility they discussed and arrange the program and also during the program they attended and gave the reward. On the opposite side, T1 participant said, in their school context they didn't do anything. Not only PTA members, generally, the school has not this kind of activities. Beside, documents showed in same sampled secondary schools, PTA meeting agendas includes decision, which were schools have to create teachers yearly ceremony and students and teachers award program. The same thing, one school PTA meeting agenda showed they discussed the source of the financial source for award. To put solution how they get support and finally they took responsibility to ask supports for non governmental organization.

4.3 . Respondents’ View on the Major Achievements of PTA

Table.9. Major Achievements of the Contribution of PTA

No	Items	Very low		Low		Medium		Good		Very Good		Mean
		N	%	N	%	N	%	N	%	N	%	
1	School income has increased	17	13.82	35	28.46	34	27.64	25	20.33	12	9.76	2.84
2	Additional classroom have been constructed.	40	32.52	36	29.27	17	13.82	19	15.45	11	8.94	2.20
3	School disciplinary problem has been reduced	12	9.76	35	28.45	37	30.08	22	17.88	17	13.82	3.18
4	Wastage of education has been reduced	29	23.58	41	33.33	23	18.70	16	13.01	14	11.38	2.46
5	Teachers performance has been improved	31	25.20	40	32.52	19	15.45	16	13.01	17	13.82	2.46
6	Students performance has been improved	35	28.46	37	30.08	23	18.70	19	15.45	9	7.32	2.28
7	Awareness of parents on the importance of school –community relation has been improved.	21	17.07	30	24.39	32	26.02	28	22.76	12	9.76	2.80

As indicated in Table 9, about item 1.School income has increased. Out of the total respondents replayed that 17(13.82%), very low 35(28.46%) low 34(27.64%) medium 25(20.33%) replayed good 12 (9.76%) very good. This implies that, more than half from the percentage and average mean most of respondents response showed the school income was increased in the most sampled secondary schools.

FGD participant in the fourth group said that, fund raising was one of PTA focused area participation and all participants said from the result of PTA participation community yearly found raising was highly achieved from the other contribution. T2 informs that, money also collected from individual students after parents of students decided to give limited amount of money in public meetings. Other participant T32 said that, their school could gain different materials for examples reference book, laboratory chair and table. D2 informs that the usual count of money from each student is 150 birr. However, from this year on wards it becomes

200 birr. The reason for students contribution in school's finance was that participant D2 asserted that, students get a chance to have the school resource. On the other hand, S31 inform that, sometimes some teachers reminded us to contribute the usual money, and if we don't bring it, they forced us to call parent.

Table 10. Community Mobilization Achievement Document Data

Year	Schools Community Mobilization (money, labor and rescuers) Achievement with %								
	Chacha	Keyt	Deneba	Enewary	Sasit	Ataye	Ankober	Bash	Averg
2008E.C	73.2	65	75.5	89	57	87	67	85	74.85
2009E.C	89.5	79.2	73.2	97	63	88	73	87	83.48
2010E.C	91.3	97.5	84.5	100	86.7	95	79	95	90.97

As Table 10, data showed that, community supports the schools by money, resource and labor 2008 E.C 74.85 %, 2009 E.C 83.48 % and 2010 E.C 90.97 presents from the schools were planned. The data indicated that, the achievement of the schools income were progressed year to year. It indicated that PTA focused community mobilization for financial support, organize, and arrange different money raising ways were hold PTA's emphasis highly. Generally, all data findings showed schools income improved by community mobilization.

As Table 9. Stated that item 2, additional classroom have been constructed. Respondents replied 40 (32.52%) very low, 36 (29%) low, 17 (13%) medium, 19 (5.45%) good, 11(8.94%) very good. The majority from the percentage and average mean most of respondents' response low and very low. This implies that in most sampled secondary schools additional classroom did not constructed by PTA contribution. Even if school income increased schools did not build classroom. Beside, FGD participants were not told about additional class either achievement or focused area. It implied from the sample secondary schools, no one-build additional classroom by the contribution of PTA because, the standard of secondary schools buildings need high capital. Similarly, in the documents, which are PTA official reports and minutes there were not any information about new building by PTA contributing. However, school fence build in most schools.

As indicated in Table 9, about item 3. School disciplinary problem has been reduced. Out of the total respondents replied that 21 (9.76%) very low, 43 (34.95%) low, 29 (23.57%) medium, 22 (17.88%) problem good , 8 (6.5%) very good. The majority of the respondents from the total respondents, reducing School disciplinary problem were very low and low. This indicated that from north Showa zone some selected werdas secondary schools most of them School disciplinary problem did not reduced. This indicated the contribution of PTA to solve discipline problem in most secondary schools was low.

On the other hand, FGD, participant in the fourth group agreed that, PTA focused to make decision if there, discipline problem. Similarly, all students agreed that, there are students discipline problem. To solve the problem, during PTA meeting time, they need discussion together. Because they have different information about students .T21 opposed the students idea he said that during PTA meeting time different secret issues raised. Therefore, if the students know, that will be dangers for the teachers. This indicated only PTA dissection could not solve students discipline problem.

Table 11 Documents of Schools Discipline Problems Achievements

School disciplinary problems that were registered the schools black list	Number of problems 2009-2010 E.C							
	Chacha	Keyt	Deneba	Enewar	Sasit	Ataye	Ankobe	Bash
Fighting between among students	16	35	12	16	24	21	13	9
Fighting students to teachers	6	8	11	9	18	21	18	6
Students jumping school fence	32	35	29	11	25	33	26	23
Cheating exam and materials	27	16	13	8	23	28	17	9
Harassment	-	11	2	1	5	9	-	-

Regarding to Table 11 document showed that, in the most sampled schools a lot of school discipline problems were happened. Specially, students fighting, jumping school fence and cheating exam were the most school discipline problems. It indicated that schools discipline

problem were not reduce from the most secondary schools. However, a lot of PTA meeting agendas were discussed about students discipline problem and official letters, which were decision, and feedback who had discipline problems. From the sample secondary schools, five students punished for one year by losing their learning. Generally, all findings showed that had low PTA member's participation to get achievements. FGD Participant S4 said that, some students do not want to attend class and do not do homework. They ran to other side of the compound when they hear the director or teacher sound. Similarly, S2 FGD participants said that, students who do not attend class are given a warning orally to attend class immediately. If they don't attend class they are given a piece of paper having a stamp of the school to call their parents and if they miss reputedly PTA give strong warning ,written warning, give the paper to their friends or to an unknown person who is not their parents or family member. The FGD participants continues, then the one who took the paper come to the school and act as if he/she is family member of the concerned students. S4 strengthen this, PTA in supporting students. However, we were not get chance to participate during PTA meeting program. There for parents and teachers hadn't enough information about the problem. It indicated even if teachers and students discipline problem improved PTA participation was not enough.

As Table 9. Stated that to item 4. Wastage of education has been reduced. Respondents replied out of the total respondents 29 (23.58) very low, 41 (33.33) low, 23 (18.70) medium, 16(13.01) good, 14 (11.38) very good. From the percentage and the total mean value most of them replied PTA contributed reducing wastage of education was low and very low. This implies from the sampled secondary schools reducing students drop out and absenteeism PTA had less contribution or were not focused this area.

FGD participants P1 said that, they did together the werda and kebele 1to5 groups student came back who were drop out. Similarly, P2 said that, he has additional idea to solve absentsim problems the school support the students continuously who have economic problems. Similar idea, D2 said that, before two years, their school dropout rate was over. However, after two years noon governmental organization support with money and educational materials the students who have high economic problems .T2 and T31 told similar idea, students drop out case was their responsibility. There for, many students who were slow learners dropout after first semester mid and final exam. To solve this problem they gave tutorial for slow learners.

Table 12. Wastage of Education Document 2008-2009 E.C

Items	Secondary Schools Achievement with %								
	Chacha	K eyt	Deneba	Enewary	Sasit	Ataye	Ankober	Bash	Averg
Students absentee	4.3	4.7	2.3	1.2	3.3	3.4	2.3	4.6	3.26
Drop out	3	3.1	1.2	2.	7.3	5.3	2.1	3.8	3.4
Detained	27	47	44	29	38	24	21	18	31

As indicated Table 12, document show in average 3.26 % students were not daily attend their class ,3.4 % students in one year from the schools total students drop out by different case even if, schools planned dropout would be below 2%, they were not achieve their objectives. From the sampled secondary schools 31%, students could not pass for the next level. Generally the document indicated wastage of education were not decrease therefor PTA members had not good achievements. It indicated in the most sampled secondary schools PTA were not participate to solve students drop out and absenteeism. However if the PTA worked this area they could get achievements because parents have high responsibility and power about their children. On the other hand, document, which is SIP plan, showed that, during SIP plans PTA members were not participant. However, the contribution of PTA have been all most all SIP implementation activities

As Table 9, stated that to item 5. Teachers performance has been improved. Out of the total respondents replied 31(25.20) very low, 40 (32.52) low, 19(15.45) medium, 16 (13.01) good, 17 (13.82) very good. The majority respondent, from the percentage and the total mean replied, low and very low. This indicated from the sampled secondary schools in the most secondary schools teachers' performance did not improved by the contribution of PTA, which means PTA had low contribution to improved teachers' performance.

FGD participants both school leaders and PTA said, the main PTA contribution was in these area two times a year fill teachers performance evaluation out of 25. D2 said that, even if, filling teachers performance evaluation was contribution of PTA leaders, same times they did

not fill. Because, they had not information about the teachers. By this case, school directors felt the result and PTA leaders put only their signature.

As Table 9 stated that to item 6. Student's performance has been improved. Respondents replied out of the total respondent's 35 (28.46) very low, 37(30.08) low, 23(18.70) medium, 19 (15.45) good, 9 (7.32) very good. The majority of respondents replied from the percentage and the total mean low and very low .This indicated by the contribution of PTA participation, from the sampled secondary schools in most secondary schools student performance didn't improved. Which means PTA had less contribution to improve students performants. Which indicated that there was school –community relation problems in most secondary schools

FGD participants T2 said that, those students learning interest is decrease only few students are high achievers but more than half students low achiever no medium learners. D2 told it was true. However, for this problems all stakeholders have responsibility and also PTA To create interest we didn.t do anything .Therefor, it is one factors to decrease the students' performance. On the other side, other group participant T1and T2 said that, the students' performance improved. Nevertheless, it was not only PTA contribution. Similarly, documents showed specially students mid and final exam result analysis, there was no sustainable achievement. Similarly, national exam result show improvement in number. However, the percentage was decrease.

As Table 9 stated item7. Awareness of parents on the importance of school –community relation has been improved. Respondents replied out of the total 21 (17.07%) very low, 30 (24.39%) low, 32 (26.02%) medium, 28 (22.76%) good, 12 (9.76%) very good. The majority of respondents replied from the percentage and the total mean medium, good and very good .This indicated by the contribution of PTA participation from the sampled secondary schools in most secondary schools, awareness of parents on the importance of school –community relation has been improved. It showed PTA contributed to create awareness for parents about the important of school –community relation.

From FDG participants D2 said that, parents did not know the important of school-community relation when they invite them to create meeting program, they are not volunteer. It showed parents had not awareness on the importance of school –community relation. However, other

participant D1 said that, when they called parents most of them came easily .It indicated same parents had awareness on the importance of school –community relation.

Generally, as can be seen from table 9, for the major achievements in the contribution of PTA in promoting school-community relation in all the respondents' replies that school income has increased and awareness of parents on the importance of school –community relation has been improved. Where as in the School disciplinary problem, wastage of education, teachers performance and students' performance improvement the contribution of PTA is low, then PTA should be done in the instructional program to improve their problems with teachers and students.

Besides, FGD participant said that, the school has bought different reference books furniture bought by the contribution of PTA. and more over the school income has been increased from time to time as the result of the contribution of PTA in promoting school community relation in secondary schools. Though the above-mentioned results were obtained as the result of the contribution of PTA in promoting school community relation in secondary schools, PTA members were not playing a significant role as expected from them. Therefore, they should give great attention for their responsibilities to bring great change to keep the quality of education by improving teachers and students performance.

According to MoE (2006), construction activities beautifying the school grounds and staffing the library are some of area in which parental active involvement can be carried on and that create loyalty and commitment to education. Because the contribution of PTA in such activities is very important especially in Ethiopia, the construction of schools and governance of the school is going much decentralized to the community of the school. In addition to the FGD participants obtained that, the contribution of PTA brings change on the disciplinary case as the result of continuous discussion with students, teachers and community. However, this change is not found as a desired level. Therefore, PTA members should work hard to bring this change efficiently. As shown in table 6 most of the respondents said and document showed that achievement of wastage of education was low contribution of PTA in promoting school community relation in secondary school. Especially on minimizing dropout rate by continuous contact of their student's family wearing the community about the important of education were low. As all the respondents were also asked to point out their view on whether the

achievements have been made or not on teacher performance, students' performance and quality of education as the result of the contribution of PTA in promoting school community relation in secondary school is low. i.e. the contribution of PTA in promoting school community relation in secondary school about quality is low.

From this, we can conclude that the contribution of PTA to bring quality education was not much significant. They were involved more on administrative issues rather than the teaching learning process. Therefore, they need to be aware of what quality education means training and orientation about the six programs that helps to improve the quality of education and the way to achieve it should be given for PTA members. When teachers are uncertain or insecure about their own teaching skills, they fear criticism of why they do on their job and discourage PTA contribution in the classrooms (Townsend, 1994).

4.4. Participants' View on Problem Encountered PTA Participation

Table 13 a Problems encountered PTA members related

NO	FACTORS	CASE	N	F	%	M	SD	T-test	DF	MD	P-value
1	Shortage of time for PTA to improve school-community relation	Not a problem	137	21	15.33	3.09	1.30	-3.30	135	3.04	0.00
		Less serious		25	18.25						
		Moderately		32	23.36						
		Serious		38	27.74						
		Very serious		21	15.33						
2	Lack of commitment on PTA on strength school community relation	Not a problem	137	15	10.95	3.24	1.24	1.92	135	3.19	0.00
		Less serious		23	16.79						
		Moderately		37	27.01						
		Serious		38	27.74						
		Very serious		24	17.52						
3	Lack of clear understanding on the duties and responsibilities of PTA	Not a problem	137	18	13.14	3.16	1.26	-1.98	135	3.11	0.00
		Less serious		24	17.52						
		Moderately		34	24.82						
		Serious		40	29.2						
		Very serious		21	15.33						
4	Difficulty in arranging convenient time and places for meeting	Not a problem	137	24	17.52	2.82	1.25	-1.93	135	2.77	0.00
		Less serious		33	24.09						
		Moderately		38	27.74						
		Serious		27	19.71						
		Very serious		15	10.95						

As Table 13a, Stated that to item 1. Shortage of time for PTA to improve school-community relation. Respondents replied out of the total 21(15.33%) not problem, 25(18.25%) less serious, 2 (23.36%), moderately serious, 38 (27.74%) serious and 21 (15.33%) very serious. The majority of respondents replied from the percentage 38(27.74) and the total mean 3.0949, Shortage of time was serious problem while PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools PTA had been shortage of time to achieve their responsibility

As Table 13a. Stated that to item 2. Lack of commitment on PTA to strength school community relation. Respondents replied out of the total 15 (10.95%) not problem, 23

(16.79%) less serious, 37 (27.01%) moderately serious, 38 (27.74%) serious, 24 (17.52%) very serious. The majority of respondents replied from the percentage 38 (27.74%) and the total mean 3.2409, lack of commitment was serious problem while PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools PTA had been lack of commitment to achieve their responsibility

As Table 13a. Stated that to item 3 .Lack of clear understanding on the duties and responsibilities of PTA. Respondents replied out of the total 18(13.12%) not problem,24 (17.52%) less serious, 34 (24.82%) moderately serious, 40(29.2%) serious, 21 (15.33%) very serious. The majority of respondents replied from the percentage 40 (29.2%) and the total mean 3.1606, lack of clear understanding on the duties and responsibilities was moderately serious problem while, PTA trying to promote school and community relation .This indicated from the sampled secondary schools, most of them PTA had been lack of clear understanding on their duties and responsibilities.

As Stated Table 13a, item 4. Difficulty in arranging convenient time and places for meeting. The response of respondents of the total, 33 (24.09%) gave a response of less serious, 38(27.74%) moderately serious, 27(19.75%) serious and 15 (10.95%) very serious. The majority of respondents replied from the percentage 27(19.75%) and the total mean 2.8246, difficulty in arranging convenient time and places for meeting was moderately serious, problem 38(27.74%) moderately serious while PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools PTA had been difficulty in arranging convenient time and places for meeting to achieve their responsibility.

Table, 13b. Problems encountered PTA members related

<i>No</i>	<i>Items</i>	<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>t-test</i>	<i>P-value</i>
1	Shortage of time for PTA to improve school-community relation	Teacher	123	2.9756	-3.297	0.00
		School leader	14	4.1429		
2	Lack of commitment on PTA on strength school community relation	Teacher	123	3.3089	1.924	0.00
		School leader	14	2.6429		
3	Lack of clear understanding on the duties and responsibilities of PTA	Teacher	123	3.0894	-1.977	0.00
		School leader	14	3.7857		
4	Difficulty in arranging convenient time and places for meeting	Teacher	123	2.7561	-1.93	0.00
		School leader	14	3.4286		

As Table 13b , item 1. Shortage of time for PTA to improve school-community relation this item was rated by teacher and school leader respondents and the mean scores of each participants were 2,97 and 4.14 respectively. The calculated t-test value of -3.297 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was no statistically significant variation in the responses of the respondents. This implies that both teachers and school leader's responses showed that they gave similar attention

In addition, FGD participant P1 and P2, reported to attend meeting program and to full fill our responsibility we had not enough time because we are farmers and our living place are far from this school . D1 said that, to save their time most of the time before meeting He organized everything even mentee. However I couldn't get them P41and P42 reported they are governmental worker so that they haven' time. This indicated shortage of time was serious problem. Therefore, during PTA election time personal work and responsibility must into consideration and school principals adjust conductive time for the PTA

As Table13b, item 2. Lack of commitment on PTA on strength school community relation. This item was rated by teacher and school leader respondents and the mean scores of each participants were 3.308 and 2.64 respectively. The calculated t-test value of 1.924 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. On the other way the p-value (0.000) greater than at $\alpha = 0.05$ significant level with indicated. This implies that both teachers and school leaders responses indicates that similar.

On the other hand, FGD participants especially D1 said that, PTA members are not commuted they need motivational payment, D2 said that, voluntary task is difficult to manage as the school needed so, the government have to change way of working and also D3 said that, the responsibility of PTA is broad. However, they did little. Therefore, principals and supervisor create awareness and motivate them.

As Table13b, item 3. Lack of clear understanding on the duties and responsibilities of PTA. Teacher and school leader respondents rated this item and the mean scores of each participants were 3.08 and 3.78 respectively. The calculated t-test value of -1.977 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that there is no statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that similar

Beside, all FGD participants said that, only little responsibility they know. This implies PTA members had no clear information about their duty and responsibility. Therefore, school principals and supervisor have to create awareness about PTA duties and responsibilities by using different ways. Similarly, document data showed, PTA meeting agendas focused similar and a few issues. It indicated they know only a few responsibilities.

As Table 13.b, item 4. Difficulty in arranging convenient time and places for meeting This item was rated by teacher and school leader respondents and the mean scores of each participants were 2.75 and 3.42 respectively. The calculated t-test value of -1.977 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.000) indicated that there is statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that similar. Therefore, school principals arrange convenient time places especially for parents.

FGD participant especially P31 and P32 reported that, most of the time meeting program organized by the school principals during that time our problem did not consider. At the farming time, they call us. That was difficult. On the other hand, other FGD participants P41and P42 reported that, they are governmental employed there for when schools adjust meeting program most of the time use at the working time. Therefore, the time was difficult for them.

Strengthen the above idea UNESCO (2002) noted that lack of appreciation, in adequate motivation, lack of commitment, low income on the part of community, lack of transportation and communication are problems associated with PTAs contribution in promoting school community relation.

Table, 14a. Problems encountered teachers and school leaders related

<i>No</i>	<i>Factors</i>	<i>Case</i>	<i>N</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>SD</i>	<i>T-test</i>	<i>df</i>	<i>MD</i>	<i>P-value</i>
1	Lack of sufficient training to conduct effective school community relation	Not a problem	137	15	10.95	3.02	1.13	0.82	135	2.97	0.00
		Less serious		30	21.9						
		Moderately serious		40	29.2						
		Serious		41	29.93						
		Very serious		11	8.03						
2	Lack of providing reinforcement from school principals to the PTA members to strengthen school community	Not a problem	137	8	5.84	3.15	1.14	-1.45	135	3.10	0.00
		Less serious		37	27.01						
		Moderately serious		37	27.01						
		Serious		36	26.28						
		Very serious		19	13.87						
3	Inability to create conducive situation for parents and community so as to involve in the schools activity	Not a problem	137	11	8.03	2.99	1.10	1.76	135	2.94	0.00
		Less serious		35	25.55						
		Moderately serious		51	37.23						
		Serious		25	18.25						
		Very serious		15	10.95						
4	Lack of interest the school principals to work with PTA in strengthen school-community	Not a problem	137	35	25.55	2.70	1.34	1.02	135	2.65	0.00
		Less serious		28	20.44						
		Moderately serious		32	23.36						
		Serious		27	19.71						
		Very serious		15	10.95						
5	Teachers lack of interest to work with PTA members about school-community relationships.	Not a problem	137	38	27.74	2.58	1.35	-2.98	135	2.53	0.00
		Less serious		34	24.82						
		Moderately serious		31	22.63						
		Serious		16	11.68						
		Very serious		18	13.14						

As table 14a. Stated that to item 1.Lack of sufficient training to conduct effective school community relation. Respondents replied out of the total, not a problem 15(10.95), less serious 30 (21.9), moderately serious 40 (29.2), Serious 41(29.93) and Very serious 11 (8.03). The majority of respondents replied that, from the percentage 41 (29.9) and the total mean (3.0343), lack of sufficient training was serious problem to conduct effective school community relation.

As table 14a. Stated that to item 2, Lack of providing reinforcement from school principals to the PTA members to strengthen school community relation. Respondents replied out of the total 8 (5.84%) not problem, 37(27.01%) less serious, 37 (27.01%) moderately serious, 36(26.28%) serious, 19 (13.87%) very serious. The majority of respondents replied from the percentage and the total mean, lack of providing reinforcement from school principals moderately serious, serious problem while PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools school leaders did not give reinforcement. Therefore, school principals had better implement different reinforcement mechanism.

As Table 14a. Stated that to item 3.Inability to create conducive situation for parents and community to involve in the schools activity. Respondents replied out of the total 11 (8.03%) not problem, 35 (25.33%) less serious, 51 (37.23%) moderately serious, 25(18.25%) serious and 54 (10.95%) very serious. The majority of respondents replied from the percentage 54 (10.95%) and the total mean, inability to create conducive situation for parents and community was moderately serious problem while, PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools PTA had been Inability to create conducive situation for parents and community to achieve their responsibility. So, school principals and supervisor create awareness and motivate them the

As Table 14a. Stated that to item 4. Lack of interest the school principals to work with PTA in strengthen school-community relation. Respondents replied out of the total 38 (27.74%) not problem, 34 (24.82%) less serious. 31 (22.65%) moderately serious, 16 (11.68%) serious and 18 (1.4%) very serious. The majority of respondents replied from the percentage and the total mean, lack of interest the school principals to work with PTA was not problem, while PTA

trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools school leaders were interested to work with PTA.

As Table 14a, Stated that to item 5 Teachers lack of interest to work with PTA members about school-community relationships to work with PTA in strengthen school-community relation. Respondents replied out of the total 38 (27.74%) not problem, 34 (24.82%) less serious, 31 (22.65%) moderately serious, 16 (11.68%) serious and 18 (1.4%) very serious. The majority of respondents replied from the percentage and the total mean, lack of interest teachers to work with PTA was not problem, while PTA trying to promote school and community relation. This indicated from the sampled secondary schools, in most secondary schools, teachers had interest to do with PTA.

Table, 14b. Problems encountered teachers and school leaders related

<i>No</i>	<i>Items</i>	<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>T-test</i>	<i>P-value</i>
1	Lack of sufficient training to conduct effective school community relation	Teacher	123	3.0488	0.821	0.00
		School leader	14	2.7857		
2	Lack of providing reinforcement from school principals to the PTA members to strengthen school community relation	Teacher	123	3.1057	-1.45	0.00
		School leader	14	3.5714		
3	Inability to create conducive situation for parents and community so as to involve in the schools activity	Teacher	123	3.0407	1.759	0.00
		School leader	14	2.5000		
4	Lack of interest the school principals to work with PTA in strengthen school-community relation	Teacher	123	2.7398	1.016	0.00
		School leader	14	2.3571		
5	Teachers lack of interest to work with PTA members about school-community relationships.	Teacher	123	2.3571	-2.984	0.00
		School leader	14	-2.984		

As Table 14b, item 1 Lack of sufficient training to conduct effective school community relation Teacher and school leader respondents rated this item and the mean scores of each participants were 3.048 and 2.78 respectively. The calculated t-test value of 0.821 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated

that there was no statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that similar.

Beside, most FGD participant agreed that, PTA members didn't get any training and they had no enough information about the purpose of their contribution. This indicated from the sampled secondary schools, in most secondary schools PTA had been lack of sufficient training about their responsibility and purpose of school-community relation. So, school principals and supervisors have to create awareness for them.

As Table14b, item 2. Lack of providing reinforcement from school principals to the PTA members to strengthen school community relation. Teacher and school leader respondents rated this item and the mean scores of each participants were 3.10 and 3.57 respectively. The calculated t-test value of -1.45 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there was statistically significant variation in the responses of the respondents. On the other way the p-value (0.000) greater than at $\alpha = 0.05$ significant level with indicated that, there was no significance difference between teachers and school leaders. This implies that both teachers and school leaders responses indicates that similar.

FGD participants especially T1 said that, there is no any motivational things. However to do all activities the school leaders have to reinforce the PTA members and create motivation .Similarly, P31 and P32 said, at list school leaders can facilitate coffee ceremony during meeting time because parents came for the distance place. D2 said that, in addition to motivation, to reinforce them like KTTB the PTA leaders have to be governmental employee.

As Table14b, item 3. Inability to create conducive situation for parents and community so as to involve in the schools activity. Teacher and school leader respondents rated this item and the mean scores of each participants were 3.04 and 2.50 respectively. The calculated t-test value of 1.75 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there is no statistically significant variation in the responses of the respondents. This implies that both teachers and school leaders responses indicates that similarly.

In addition to the above data FGD participants P32, said that, most of the time school principals adjust stable time at the weekend. However, other participants disagree about the idea especially P41 told that, he is employee but the school call him for meeting. He cannot attend. Similarly, P32 said they are farmer therefor they have seasonal work but the school call them at the main work time. By this case most of the time, they could not attend.

As Table14b, item 4. Lack of interest the school principals to work with PTA in strengthen school-community relation. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.73 and 2.35 respectively. The calculated t-test value of 1.016 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with p-value (0.000) indicated that there is no statistically significant variation in the responses of the respondents This implies that both teachers and school leaders responses indicates that vary. Beside during FGD time participants did not say anything.

As Table14b, item 5. Lack of interest the school principals to work with PTA in strengthen school-community relation. Teacher and school leader respondents rated this item and the mean scores of each participants were 2.35and 2.35 respectively. The calculated t-test value of -2.984 which is less than the theoretical value of 1.97 at $\alpha = 0.05$ significant level with the p-value (0.00)indicated that there was no statistically significant variation in the responses of the respondents indicated that, there was no significance difference between teachers and school leaders agreements on the item. This implies that both teachers and school leaders responses indicates that similar agreement

On the other said FGD participants said opposite of the above finding. T2 said that, the teacher wants to leave the school immediately T1 continues; teachers are not active participants for the PTA. In another direction the same participant said, we teachers are expected to do different tasks like checking students exercise book, correcting tests, updating his/her self with a new knowledge and skill etc. when we get free periods. However, not almost all teachers want to stay in the compound. They quit the compound on the moment of finishing class. Then he starts leaving the class. D4 said our teacher who were PTA members are not volunteer to participate .Because they need their time to do extra and personal activities. There for the responsible person have to motivate them.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter consists of three sections (Section 5.1, Section 5.2 and Section 5.3). Section 5.1 presents summary of the major findings of the study. Section 5.2 deals with the conclusion drawn from the findings of the study. In section 5.3, recommendations of the possible measures are forwarded.

5.1. Summary

The purpose of this study was to assess the status of the contribution of PTA in promoting school-community relation in secondary schools of some selected Woredas secondary school, North Shoa Zone Amhara Region. Thus, the research was done to identify the focus area of PTA contribution, major achievements made, to identify basic problems encountered to the success of PTA and to provide recommendations for the identified problems.

Based on the identified research problems and proposed objectives, the following research questions were answered in this study in their respective site.

1. Which specific contributions of PTA gets more attention in promoting school- community relation?
2. To what extent successful achievements have been made as the result of the participation of PTA in promoting school community relation?
3. What are the factors affected the PTA to apply their maximum efforts in creating strong school-community relationship?
4. What are the significance difference between teachers and school leaders .responses about the participation of PTA in promoting school community relation.

In this study, descriptive survey design was employed to address this basic research questions. The sources of the data for the study were gathered from primary and secondary sources. Qualitative and quantitative approaches were used for this study. The open ended and close ended questionnaires were used to gather data from respondents. Specially, the close ended types were used as the major tool to collect empirical evidence. FGD was also used to gather in-depth information and also, document used as supportive evidence. The questionnaire was pilot tested. A total of 133 teachers, 20 school leaders, 4 student council and 32 PTA members were sample populations of this study. Of which, 123 teachers, 18 school leaders, 24 PTA

members and 4 student council were participant. Simple random sampling methods were used to select the sample population. The data on the characteristic of the population were analyzed by using percentage and all major variables were analyzed by using mean, frequency, one sample t- test and p-value.

Based on the analysis of the study, the following major findings were identified:

The study indicated that from PTA members specific contribution giving recognition award for teachers and staff members who have best performance, collecting feedback from parents, teachers and students, calling parents whose children have disciplinary problems, raising funds from various sources to support the school, organizing programs for the school community to deliver services to the school organizing programs for the local community and to the school were gotten more attention. On the other hand, designing a schedule for contacting specific parents organizing forum with students and teachers to study the school problems, organizing program for parent visit to classroom and school, forming various advisory committees to study the school problems, educating parents and community on children's behavior and learning, organizing recreational and educational programs for school community in and out of schools, participating in parent's day to day activities were found to be low attention in promoting school-community relation in secondary schools .

The participation of PTA member's in promoting school-community relation in secondary schools as perceived by teachers, school leaders and PTA members found out that the majority of the respondents on the participation of PTA was good on the area like school income has been maximized. However, additional classroom hasn't been constructed, wastage of education has not been reduced, teachers performance didn't becomes progressed, students' performance didn't increased, quality of education has not been improved and school discipline problems were not reduced as the result of the participation of PTA.

The other finding showed that, problems related to PTA members themselves and other stakeholders which are: lack of interest the school principals and teachers to work with PTA members about school-community relationships indicated that hinder their contribution in the school-community relation in secondary schools were found not problem. Lack of providing reinforcement from school principals were found to be less serious problems associated with

PTA members themselves that hinder their contribution in the school-community relation in secondary schools. On the other hand lack of sufficient training, shortage of time, lack of commitment and lack of clear understanding on the duties and responsibilities were found that serious problem that affect the contribution of PTA members in promoting school-community relations in the sampled secondary schools.

The last research finding which is possible strategies that PTA build strong school-community relation shows, important strategies should be implement at the beginning of PTA members election time (the elector should be live near the school compound, the person who have low responsibility and have interest.) Then, create awareness about their duty and responsibility; create opportunity for the PTA to take parts about the whole school activities. (Plan, Implementation and Evaluation) and make decision, PTA members should involve during different school special events programs such as yearly teachers day, teachers social program and sports, school principal should create conducive time and place for PTA contribution and other community involvement. Other important strategies that data shows responsible body changes the way of PTA organization and contribution

Generally, the findings of this study indicated that the participation of PTA members from their specific and fund raising activities were good among others. Communication was to same extent show improvement, on the other hand instructional program was found to be low in most sampled secondary schools .By PTA contribution a little achievements have been made e.g school income have been improved by community support. In the other hand students and teachers performance and school discipline were found to be low. Other finding of the study showed that from the basic challenges of PTA while trying to improve school community relation, problems encountered related to PTA members (by themselves) and other stockholders (teachers and school leaders). Due to this, the status of the participation of PTA in promoting school- community relation is not the expected level. To improve PTA contribution, possible and applicable strategies have to design and implement.

5.2. Conclusion

Based on the major findings of the study, the following conclusions were drawn. The contribution of PTA members in promoting school-community relation activities was found to be low. Therefore, one can conclude that the participation of PTA members to link schools with the community was insignificant. Thus, schools and communities were not properly linked to enhance and improve the teaching learning program. The result of the study also shows that there is no significant major achievement that has been made as the result of the participation of PTA members in promoting school-community relation. Thus, it can be concluded that the school could not get the maximum contribution from PTA and the local community. Moreover, the study indicated that there were various problems related to PTA members, school leaders, teachers, parents and community that hinder the contribution of PTA in promoting school-community relation activities. This again shows that the problem of contribution of PTA members to promote school-community relation has been multi-dimensional by nature. However, most of the problems affecting the contribution of PTA members were simple and technical and can be solve by PTA members themselves, school principals, supervisor, Woreda education office and other concerned bodies by using possible strategies such as stockholders create awareness and conductive time and place, PTA members participate school special program and the whole school activities .

5.3. Recommendations

Based on the findings of this research, the following recommendations were forwarded:

- The school supervisor, Principals, Teachers, and WEO should be integrated and need to support the PTA members to solve the identified problems and to initiate for better performance.
- The school principal should arrange conducive working environment in the school both in time and in place.
- The PTA members also should follow their annual plan and take over their responsibilities.
- PTA members should require training awareness from school principals, supervisors and Wereda education expert on the roles of parents, teachers and the community involvement.
- The school supervisors should help PTA members on how to implement instructional activities in the school to improve education quality.
- Principals and teachers should do their work in collaboration with PTA in interested and friendly manner.
- North Showa Zone, the whole administrator and school principals should help PTA by using reinforcement using morally and materially.
- The Woreda education office, chairperson of each Kebele, school principal and teachers should create friendship with PTA to get good result as Woreda or as a zone.
- Student council should be member of PTA and they should involve during regular evaluation of schools achievement by the PTA members.
- To mobilize all the school actors (teachers, principals, supervisors and PTA) of the system clear instructions and guidelines should be put in action in all schools by the PTA members.

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APPENDIX A

Addis Ababa University

College of Education and Behaviors Studies

Department of educational planning and management

Questionnaire

A questionnaire filled by teachers, school principals and supervisors

Dear respondents; the main objective of this questionnaire is to collect real data for a study aimed at understanding the opinion of respondents regarding, the contribution of parents Teachers Association (PTA) on promoting of school community relation. Your genuine response for each questionnaire is important. All information you give is confidential.

Thank you in advance for your cooperation!

PART ONE: personal information.

1.1, Name of Woreda -----

1.2, Name of school-----

Put an (X) mark in one of the boxes given.

1.3, Age

A, from 16—25 B, from 26—35 C, from 36—45 D, from 46 and above

1.4, Sex

Male female

1.5, Educational level

A, read and write B, TTI C, Diploma
D, Degree and above E, Other

1.6, Work position

A, Supervisor B, Principal C, vice principal
D, Teacher E, PTA F, Others

PART TWO;

Listed below are assumed to be regular activities (which is related to instructional program, communication, fund raising and special event program) performed by Parents Teacher Association members to promote school-community relation. Please rate them according to their degree of contribution in your school by putting (X) mark in one of the boxes given.

Key; 5=very good, 4=good, 3=medium, 2=low, 1=very low

No	Regular activities performed by Parents Teacher Association members to promote school-community relation.	Level of contribution				
		1	2	3	4	5
2.1	Organizing forum with teachers to study the school problems					
2.2	Organizing program for parent visit to classroom and school					
2.3	Forming various advisory committees to study the school problems					
2.4	Educating parents and community on children’s behavior and learning					
2.5	Giving recognition award for teachers and staff members who have best performance.					
2.6.	Participating in parent’s day –to-day activities.					
2.7	Collecting feedback from parents, teachers and students					
2.8	Designing a schedule for contacting specific parents					
2.9	Calling parents whose children have disciplinary problems					
2.10	Raising funds from various sources to support the school.					
2.11	Organizing programs for the school community to deliver services to the					
2.12	Organizing programs for the local community to deliver services to the school.					
2.13	Organizing recreational and educational programs for school community in and out of schools					

2.13. If there are any other activities performed by PTA to promote school-community relation, please specify. -----

PART THREE:

Listed below are assumed to be major achievements that have been made as the results of the contribution of PTA members in promoting school –community relation. Please show your disagreement or agreement of its achievement in your school by putting an (X) mark in one of the boxes given.

Key: 5 = very good, 4 = good, 3 = medium, 2 = low, 1 = very low

No	Achievements, which are made as the result of the contribution of PTA in promoting school-community relation.	Level of achievement				
		1	2	3	4	5
3.1	School income has increased					
3.2	Additional classroom have been constructed.					
3.3	School disciplinary problem has been reduced					
3.4	Wastage of education has been reduced					
3.5	Teachers performance has been improved					
3.6	Students performance has been improved					
3.7	Awareness of parents on the importance of school –community relation has been improved.					
3.8	Teachers’ and students’ discipline problems have been improved.					

3.9. If there are any other achievements made as the result of the contribution of PTA in promoting school-community relation. Please specify them.

 -----.

PART FOUR:

Listed below are problems expected that the Parents Teachers Association encounter while trying to promote school –community relation. Please rate them according to their degree of seriousness in your school by putting an (X) mark in one of the boxes given.

Key: 5=very serious, 4=serious, 3=moderately serious 2=less serious, 1=not a problem.

No	Problems expected that the Parents Teachers Association encounter while trying to promote school –community relation	Level of problems				
		1	2	3	4	5
4.1	Lack of sufficient training to conduct effective school community relation.					
4.2	Shortage of time for PTA to improve school-community relation.					
4.3	Lack of commitment on PTA on strength school community relation.					
4.4	Lack of clear understanding on the duties and responsibilities of PTA.					
4.5	Difficulty in arranging convenient time and places for meeting.					
4.6	Lack of providing reinforcement from school principals to the PTA members to strengthen school community relation.					
4.7	Inability to create conducive situation for parents and community to involve in the schools’ activity.					
4.8	Lack of interest the school principals to work with PTA in strengthen school-community relation.					
4.9	Teachers lack of interest to work with PTA members about school-community relationships.					

4.10. To improve the contribution of PTA members for school-community relationships and to remove problems what strategies ’will be used? please clarify them -----

Appendix B

Addis Ababa University

College of Education and Behaviors Studies

Department of educational planning and management

Focus Group Discussions Questions

For PTA members, school leaders/principals/and student’s council representatives

Dear respondents; the main objective of this discussion is to collect real data for a study aimed at understanding the opinion of respondents regarding, the contribution, challenges and solution of Parents Teachers Association on promoting of school community relation. Your genuine response for each question is important. All information you give is confidential.

Thank you in advance for your cooperation!

PART ONE: personal information.

1.1, Name of Woreda -----1.2, Name of school-----1.3Name of the respondent-----

1.3, Age A, from16—25 B, from26—35 C, from36—45 D, from46 and above

1.4, Sex male female

1.5, Educational level A, read and write B, TTI C, Diploma
D, Degree and above E, Grade 9-10 F. Other

1.6, Work position A, students council B, Principal C, vice principal
D, PTA E, woreda education office experts

PART TWO; listed below are discussions questions

1. How do you evaluate the contribution of PTA in strengthen school-community relation?-----

2. Would you describe the basic areas that PTA involves to strengthen the school-community relation?-----

3. In your opinion, what changes are brought as a result of the contribution of PTA in school-community relation?-----

4. What do you think are the major factors that hinder PTA members from appropriate accomplishment of your activity in school-community relation? -----

5. What should be done to improve the contribution of PTA and to create strong school-community relation?-----

Appendix D

ለወመህ አባላት ፣ለት/ቤት ርዕሰ መምህራን እና ለተማሪዎች ፓርላማ ተወካይ የተዘጋጀ የቡድን መወያ ያጥያቄ

ክፍል አንድ፡አጠቃላይ መረጃ የወረዳ ስም-----የት/ቤቱ ስም-----

እድሜ ሀ. ከ16—25 ከ26-35 ሐ. ከ36-45 መ.ከ46 እናበላይ

1.4 ጾታ ወንድ ሴት

1.5 የት/ትደረጃ ሀ.ማንበብና መጻፍ ለ.9ኛ-10ኛ ክፍል ሐ.ሰርተፍኬት መ.ዲፕሎማ

ሠ.የመጀመሪያዲግሪናበላይ ረ.ሌላ

1.6 የስራሃላፊነት ሀ. ስፕርቫይዘር ለ. ር/መ/ር ሐ. ም/ር/መ/ር

መ. መ/ር ሠ. ወመህ ረ.ሌላ

1. በት/ቤቱና ማህበረሰቡ መካከል ያለውን ግንኙነት ከማጠናከር አንጻር የወመህ አባላት አስተዋጽኦ አንደኛው ትግመግመዋለህ/ሸ?-----

2. የት/ቤትና ማህበረሰቡን ግንኙነት ከማሻሻል አንጻር የወመህ አባላት ይበልጥ የሚሳተፍባቸው መስኮች ምን ምን ናቸው?---

3. በት/ቤትና ማህበረሰብ ግንኙነት ውስጥ የወመህ አባላት በመሳተፋቸው የተገኙ ለውጦች ምንድናቸው?-----

4. የወመህ አባላት የት/ቤትና ማህበረሰብ ግንኙነትን ለማጠናከር በአግባቡ ሚናቸውን እንዲጫወቱ የሚያደርጋቸው ዋና ዋና ችግሮች ምን ምን ይሆናሉ ብላችሁታስባላችሁ?-----

5. የተሻለ የወመህ አስተዋጽኦ እንዲኖርና ጠንካራ የት/ቤትና ማህበረሰብ ግንኙነት እንዲፈጠር ምን መደረግ አለበትብለው ያስባሉ?-----
