



**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Educational Research**

*Current Practice of Community Participation in School Improvement Program  
the Case of Gurage Zone General Secondary and Preparatory Schools*

*Abera Bereda Chari*

Addis Ababa, Ethiopia

January 2015

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A Thesis Submitted to Institute of Educational Research for the Partial Fulfillment  
of the Requirements for the Degree of Masters of Art in Educational Research.

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This is to certify that the thesis prepared by Abera Bereda, entitled: Current Practice of Community Participation in School Improvement Program the case of Gurage zone general secondary and preparatory schools and submitted in partial fulfillment of the requirements for a Degree of Masters of Arts (Educational Research) complies with the regulations of the university and meets to accepted standards with respect to originality and quality.

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_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Examiner (Internal)	Signature	Date
_____	_____	_____
Examiner (External)	Signature	Date

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Chair of Department or Graduate Program Coordinator

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## **Abbreviations and Acronyms**

ANOVA	Analysis of Variance.
ESDP	Education Sector Development Program
ETP	Educational Training Policy.
GEQIP	General Education Quality Improving Package
GZFEDD	Gurage Zone Finance Economic Development Department
ICT	Information Communication Technology.
ISIP	International School Improvement Program.
KETB	Kebele Educational Training Board.
MOE	Ministry of Education.
NLNO	Netherland National Office
PTSA	Parents Teacher and Student Association
SIC	School Improvement Committee
SIP	School Improvement Program
TDP	Teacher Development Program
TGE	Transition Government of Ethiopia
UNESCO	United Nations Educational, Science and Cultural Organizations.

## ***Abstract***

*The purpose of this study was to assess current practice of community participation and challenges that hinder its implementation in SIP a case of Gurage zone General secondary and preparatory schools. To conduct this study, mixed research approach of a Descriptive Survey method was employed. Sample secondary and Preparatory schools were selected by purposive sampling. Respondents from each department were selected by using simple random sampling and stratified random sampling techniques. Accordingly, 5(41.7%) Secondary and preparatory Schools of Gurage zone, 108 (42%) of sample secondary school teachers, sample secondary school principals, supervisors, GQIP experts, 27 PTSA, 27 SIC, 42 KETB of the respective secondary schools were selected as a samples. Questionnaire, interviews, observation and document analysis were the data collection tools, employed in this study. Having pilot tested the instruments; data were collected from teachers, PTSA, KETB & SIC members through questionnaires. Data from principals & educational officials responded interview. Data were analyzed and interpreted using both qualitative and quantitative techniques. Individual group means, weighted mean and one-way ANOVA were employed as statical tools to analyze data. The findings of this study showed that current practices of community was not close enough(adequate) cooperative effort in the implementation of SIP. The major factors which hinder current community participations in SIP were low community awareness to the program and financial constraints in the sides of the community and lack of leadership skill, poor communication, lack of community services and ineffective roles of school community (principals, teachers, PTSA KETB & SIC) towards empowering the community. These problems are to be minimized by strengthening school community relation; by giving training, enhance community awareness, providing community services, develop good school-community relation & communication. Finally school community (principals, teachers, PTSA KETB & SIC), zone and woreda educational official should identify problems and set different strategies to solve factors that hindering current community participation in SIP.*

# Chapter One

## 1.1. Background of the Study

Education is a major foundation of societal progress. It is the basic and effective instrument by which human beings adopt nature according to their needs. The World Bank (1988: v) asserts that without education, development will not occur. Only educated people can command the skills necessary for sustainable economic growth and for a better quality of life. Anderson (1992:6-7) says “a child who has gained quality education will have a better chance of leading a healthy and secured life. It is not only the child who benefits from being Educated but also the Nation, because Education and Economic performance go together. Improvements in education increase national economic growth and bring broad social benefits’.

As Colclough (1982:16) portrays, the skilled manpower arguments for rapid expansion of secondary and tertiary education becomes less convincing to economic planners than they were some years ago. Education enables citizens to acquire knowledge, skill and attitude so that they can actively participate in the development of the country. This can be materialized if education is accessible to all citizens. Generally, education is universally recognized as a form of investment in human capital which yields economic, social, political and cultural benefits (Wood Hall, 1992).

However, at the early time, the majority of Ethiopia society had no access to education. As indicated in Ethiopian Education and Training Policy of 1994, the gross participation rate of secondary education in 1994 was below 22%, (ETP, 1994). After promulgation of the policy, the provision of education to the larger society has increased in the country. Even though participation rate of secondary school is growing from time to time, the provision of quality of education is the problem of the country.

Of course, nowadays providing quality education is the main problem of our country. It is also concern of nations in the world as a whole. It is for this reason that many countries of the world are undertaking different initiatives to produce quality education to their students. For example, to cite some of them, Ireland had introduced the raising schools' standards initiative (SSI) in 1994/1995, which was aimed at supporting the weak schools so that they can identify areas where improvement is necessary (Department of Education for Northern Ireland, 1996). Australia was conducting the school excellence initiative (SEI) to improve the quality of education and to achieve high learning outcome (ACT Department of Education, youth and Family service, 2004).

Chens (2005:156) has also witnessed that “--- unfortunately, many countries are still very disappointed with their education systems in view of the challenges of the new century. In order to reduce the problem in their education systems, more reforms are now proposed to improve the practice and effectiveness of education at different levels---”. The Netherland National Office (NLNO) was undertaking the school improvement programs (SIP) in secondary high school as a pilot project in 25 countries of the world. Ethiopia is also included in the project (report of SIP meeting, 2003). Thus, in addition to expanding access to education, the question of quality is becoming the burning issue of the time. It was a response of this issue that, Ethiopia has at present, stated the school improvement programs (SIP) to provide quality education. Tekeste (1990), for example, in his research report on a topic,” The state of Ethiopian Education implies heavy teaching load, poor English language proficiency, the shift system, shortage of students textbooks, lacks of teaching manual, teachers-centered methodology, overcrowded classrooms, wastage in student preparation, low community participation & irrelevance of subject matter were factors which made worse the education system”.

The Transitional Government of Ethiopia (TGE, 2004) issued a New Educational and Training Policy to respond to the successively accumulated deep rooted problems related to secondary and higher educational relevance. Quality has especially been found in a very worrying condition. The General Quality Assurance Package Manual, (MOE,2007) has also suggested that putting in to

practice to design a General Educational Quality Improving package (GEQIP) that contains six main programs such as; Teachers Development Program (TDP), School Improvement Program (SIP), Information Communication Technology Program (ICT), Education Leadership and Management Improvement Program, Civic and Ethical Education Program and Curriculum Improvement Program began from the second half of 2006 all over the country. In line with this, in Ethiopia as indicated in MOE (2007) document of SIP, the MOE address four major domains to improve schools. The domains are: Teaching and learning, learning environment, community participation and leadership and management. Current Practice of Community Participation in School Improvement Program is the center of the interest of my study.

Beginning from 2006/2007, MOE and Regional Educational Bureaus have given schools written materials like blue print, framework, handbooks and other guidelines and checklist through Woreda education office start to implemented school improvement Program effectively. Thus, the research might help to assess current practice of community participation in SIP and factors that hindering community participation of Gurage zone. Gurage zone is one of the thirteen administrative zones of the SNNPR and it occupies the most northerly portion of the regional government in the South Western range of the central Ethiopian plateau. It is found between  $7^{\circ}44'5''-8^{\circ}28'5''$ N latitude and  $37^{\circ}25'5''-38^{\circ}42'5''$ E longitude. The area in general is bordered in the North, west and East by the Oromia region, in the South and East it is bounded by Hadiya and silti zones respectively and in the South West by Yem special woreda. The total land area of Gurage zone is 5932 square kilometer and it is divided among thirteen woredas and two town administrations (Butajira and Wolkite), 437 rural Kebele and twenty nine urban kebeles (GZFEDD, 2012).The area under study includes five woredas of Cheha, Ehza , Enemor Abeshiga & Wolkite town which comprises the Western and the South Western part of the Gurage zone and they are bounded by Endegagn, Geto and Gumer woredas in the East, Kebena and Mihur Aklil woredas in north West, North and North East and Oromia region in the South and West. The areas lies South West of Addis Ababa and can be

reached by following the Jimma road until the town of Wolkite (155km) and then branching of to the east( GZFEEDD,2012).

When we look into the support of parents and the communities give to school, it is usually contributing additional resources without part in local decisions and control over Education. Especially, parental participation seems limited to financial material and labor contribution. In such conditions, other more substantial involvement in terms of consultation, management or control is limited. The development and implementation of school policies, the design of education content, or the delivery or evaluation of such content is usually seriously constrained. This indicates that the people of poor countries like Ethiopia need to organize and mobilize resources and complement the efforts of their governments in their respective countries in order to achieve a better life. In connection to this, there seems to exist an active local community participation in the promotion of educational facilities and services in some of the regional states of Ethiopia, particularly in Gurage zone, active Community participation has a great role in the implementation of school improvement program.

According to Squelch and Lemmer (1994), in (Kruger, 1996), parent involvement is to active and willing participation of parents in a wide range of school-based and home-based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home. In supporting this idea, Shaffer (1994) claims that education a program takes place at school level are most likely to be more relevant, more supported, successful and Sustainable to the extent that they involve their communities in Planning, Implementation and Evaluation. Parent/ community/involvement are a matter of principle. Parent involvement in a formal education is largely prescribed. Formal education by its own cannot fully satisfy the demands of the twenty-first century, guarantee for maintenance of community values. The high cost of education requires that funds be utilized in the best possible way & the intellectual development of the child calls for parent-teacher Corporation. Similarly, MCN ,ergncy F.M et al, (2004), further indicates good schools and homes go together. Evidence suggests that connections

between home and school help students adjust and learn parents boost their children's academic achievement by exposing them to intellectually stimulating experience, requesting information, and participating in school governance.

In agreement with the views of Shaffer (1994), Begin and Donald (2005) points out that there must be a structured systematic and active participation of the people of a community in the planning, policy making, problem solving and evaluation activities of the SIP. Schools exist within the context of parents, community, school districts, other educational organization and institutions and levels of government. Each of them has an impact on school and through school on pupils. Schools are somewhat like spiders' web. As the aim of spiders' "web" is to catch unwary insects so are schools to the learning of pupils. Schools Secrete partnership "web" with all individuals, groups, organizations and institutions which responsibility for the growth and development of pupil (Stoll, and Dean filk 1996). Therefore, to improve the quality of education and student's achievement, community participation is a vital component.

The parents that contribute for the school improvement described by strong senses of partnership and they contribute a lot to pupils' success. They support schools by providing their knowledge, skill and resources. The school surrounding community should support schools in various aspects. The community has to participate in school development programs and has to make financial and material support. Pupils have to be involved in decision making in school development programs and they have to be encouraged to take responsibility in day to day routine work at classroom level. School districts support school in providing equitable and purposeful distribution of resources, not only monetary but also human, material and psychological support. There are other partners such as non-government organization (NGOs), charitable organizations, teachers unions, Universities etc. that could support schools in their improvement efforts. Thus, this research was intended to assess current community participation and challenges that hinder in the implementation of SIP in Government General secondary & preparatory schools of Gurage zone.

## **1.2. Statement of the Problem**

The achievement of high quality education, the capacity of schools has to be developed. As Grisay (1991) stated, quality of education is composed of three interrelated dimensions, the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of the results (out puts and out comes). By strengthening the internal conditions of the schools, what Ethiopia so far has undertaken to provide quality education is promising. Based on the Education and Training Policy Promulgated in 1994, the education management system is decentralized to the grass root level. The guideline prepared by Ministry of Education in 1994E.C indicates, the duties and responsibilities of KETB, PTSA and SIC to help them actively participate in school activities and facilitate school community relationship( MOE: the SIP guideline Amharic version 2007).

Even though, the activities undertaken to improve the quality of education in the country are promising, they are not in a position to enable students to achieve high learning out come with its dimensions. The outcome dimensions are academic, social, emotional, cultural, and environmental (ACT Dep. Of education youth and Family service: 2004). Thus, taking the experiences of the schools that have good performance in the country and the experiences of other countries, Ethiopia has started a school improvement program (SIP) that is aimed at improving the learning outcome of students. The school improvement framework and other guidelines are prepared with focus on the four main domains which are learning and teaching, school environment, leadership and management and community involvement (MOE, the SIP guideline, Amharic version 2007). This is a new initiative that schools are to implement. While current community participation is very important to implementing School Improvement Program in the general secondary and preparatory school, there are challenges and resistances that hinder its realization in active community participation. As Ayalew (1991) stated, people working in an organization established social relationship and when a change disrupts their relationship, they resist either overtly or covertly to maintain the existing situation.

A number of studies reveal that active parent/community involvement in school affairs consistently correlated with improved school performance (Deslondes, 2003: Epstein, 2005: Joseph, 2007). According to the Federal Ministry of Education (MOE) improving school and students success is not achievable unless government efforts are supported by community participation. The MOE, in its five year plan (ESDP IV) specified that community would contribute money, labour and local materials and through its representatives. The PTSA and KTEB get involved in the day to day management of school. Researchers who conducted studies on the area (Awash, 2001: Getachew 2001: Matebe, 2006: Melesew, 2005) indicate that while community participation in contributing money and labor were found at medium level school community relationships, community participation in school management and decision-making, and parent involvement in their children education were all at low levels. Furthermore, the ministry of education (2005) notes that although community participation in the contribution of finance and educational materials is increasing from time to time, further effort are needed to improve school community relationship.

The main objective of school improvement program in community participation is to enhance students' achievement. The National Learning Assessment of grade 10 and 12 students stated that the academic achievement of the students as measured by the mean score of the five subjects namely English, Mathematics, Biology, Chemistry and Physics was found less than 50% achievement level set by the Education and Training Policy of Ethiopia. In grade 10, in the average of the five subjects only 13.8% scored fifty percent and above. In grade 12, in the average of the five subjects only 34.9% scored fifty percent and above. The mean achievement scores in the subject tested were found very low and most students in both grades were unable to score at least 50%. Despite the fact that, the minimum expected score in each subject is 50%. only 10.1% in grade 10 and 16.5% in grade 12 were able to score 50% and above in physics. Finally, to improve these results needs active current community participation.

Thus, while the study, mentioned above considered the case in view of their respective area, and the Ministry of Education put the problems at a general level. The existence and cause of the problem of community participation has largely remained an unstudied area when it comes to General secondary and preparatory school of Gurage zone. The researcher made preliminary investigation based on zonal education office report the situation identified researchable problem of low level of community participation of mentioned school of this zone.

In line with that, the study is attempted to answer the following basic research questions;-

- 1, What is the current practice of community participation in the implementation of SIP in Government General secondary and preparatory school of Gurage Zone?
2. What are the factors/challenges that affect current practice of community participation in the implementation of SIP in Gurage zone General secondary and preparatory schools?
3. What measures should be taken for the factors/challenges that are hindering current community participation in the implementation of SIP in Gurage zone General secondary and preparatory school?

### **1.3, Objectives of the study**

#### **1.3.1, General objective**

The main objective of this study was to assess the Current practices and challenges of current community participation in the implementation of School improvement program in Government General secondary and preparatory schools of Gurzge zone.

#### **1.3.2, Specific objectives**

1. To determine the current practices of community participation in the implementation of SIP in Government General Secondary Schools of Gurage zone.
2. To identify factors/ challenges that affect current community participation in the implementation of SIP in Gurage Zone General secondary and preparatory schools.

3. To suggest measure to be taken for the factors/ challenges that hinder current community participation in the implementation of SIP in Gurage zone general secondary and preparatory schools.

#### **1.4, Significance of the study**

*The importance of the study lies on what it describes to:-*

- help for zone Educational office, woreda Education office, principal, PTSA, KETB and SIC members to solve problems of current practice of community participation in SIP.
- the consumption of policy makers, at national or local levels and for practioners to correct their weakness
- suggest possible options for the improvement of current community participation in the implementation of SIP in the Government General secondary and preparatory school of Gurage zone.
- share experience about current practice of community participation in the implementation of SIP in the government schools with other government schools of the zone .
- provide further information for those who may conduct further study on this area.
- provide valuable contribution to enhance community participation in SIP.

#### **1.5 Delimitation of the study**

The study is designed to assess current practices and challenges of community participation in the implementation of SIP in Government General secondary and preparatory school of Gurage zone. This zone has 12 General secondary and preparatory schools. Among these schools five (5) were selected to investigate issues such as community current practice and challenges in the implementation of SIP in Gurage zone general secondary and preparatory schools.

## **1.6, Limitations of the study**

The researcher might face some limitation while doing research:-

- SIP is relatively new program in Ethiopian, then the locally written literature is scarcely available. This might limited the researcher in having sufficient literature reviewed on current Ethiopian context.
- Respondents did not give more attention to respond interview and questionnaire; it might influence the quality of research.

## **1.7, Operational definition of key terms**

**School improvement program (SIP);**-It is an approach or a program that bringing change in a school by enhance quality of student learning and achievement. It is aim used to making school better place for learning and to enhance student out comes as well as school capacity to managing change

**Safe & enabling school environment:-** The rights of learners with regard to their school environment implies learners right to learn to a clean and safe environment that is conducive to education Security of property, well-cared for school facilities, school furniture, equipment, clean toilet facilities, water and green environment etc. all create an atmosphere that is conducive for education and training.

**SIP frame work:-** is a system that enable schools assess their effectiveness against the designed standards which consisted of instruments and processes, besides, it is a guideline that enable schools based on the tangible information to know the performance level and what to do in the future and plan for improvement.

**Kebele education and training Board (KETB):-** a school management body that is having members from the civic society. The committee members are Kebele Administrator's, principal, teachers and parents

**Parent-Teacher Association (PTSA):-** a school management body that is having members from parents, teachers and students. They were set up to strengthen the school community relationship and create conducive learning environment in the school.

**School Improvement Committee (SIC):**- it is a committee set up from the school community i.e, from Teachers, students and parents to facilitate the implementation of SIP. The main objective of the committee improves student achievement by creating positive learning environment.

**Communities** ;-can be defined the people who live in a particular area the characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. Some communities are homogeneous while others are heterogeneous. The school community represents students, parents and other community members who contribute resources to the operations of the school.

**Participation;** - is rich concept that it is a matter of principle for other partners to different people in different setting and for some others. Participation is a process through which stakeholder's influence and share control over development initiative and the decisions and resources which affect them and other activities.

**community participation;**- is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping in their children learning .In this study community participation and involvement was used interchangeably.

## **1.8, Organization of the paper**

The first chapter describes back ground of the study, statement of the problem, research objectives, and research Questions, significance of the study, limitation &scope of the study. The second chapter review of related literature which contains definition of SIP & Community participation and other related issues. Third chapter deals with methodology. The fourth chapter describes data analysis and interpretation. The fifth chapter represents summary of result, discussion, and concludes the study by forwarding by Recommendation.

## **CHAPTER TWO**

### **2. Review of Related Literature**

#### **2.1 The Concept of School Improvement**

In current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is as an important process and becomes the dominant approach to educational change which helps to enhance quality of students' learning and strengthen school's capacity for change (Hopkins, 2002:55). School improvement is about strategies for improving the school's capacity for providing quality education by focusing on pupil's learning. In this regard, Reynolds (2010; 146) describes school improvement as a set of processes, managed from within the school, targeted both at pupil achievement and the school's ability to manage change.

There are reasons in which school improvements generally used. The first relates to general effort to make schools better places for students to learn. The second is a more technical in which school improvement is the strategies for educational change that enhance student outcomes as well as strengthening the schools' capacity for managing change (Hopkins and Stern, 1996:32). School improvement as a process involves the interaction of many people and changing school culture by reviewing teachers, school leaders, students and parents, as a central part of a change and demands improving and changing different situations in schools. In relation to this, Gray (2001:10) cited in Zijian and Williams (2006:4), stated that school improvement is the process of improving the way that school organizes, promotes and supports learning. It includes changing aims, expectations, organizations (sometimes people), ways of learning, and methods of teaching and organizational culture.

There are literatures that describe school improvement in terms of raising students' achievement by focusing on the quality of teaching and learning in classrooms and the management arrangements that support it. In relation to this Hopkins, (2001:17) states school improvement as an approach to

educational change that focuses on enhancing students achievement by modifying classroom practice and adapting management arrangement within the school to support teaching and learning or strengthen school's capacity for improvement. This shows that school improvement is an approach to educational change concerned with school process as well as student outcomes, and it is about enhancing teaching and learning as well as the conditions that support it. In line with this (MOE2007) stated that school improvement as a concept that focuses on increasing the academic performance of students by conducting self-evaluation on various school domains regarding the current situation of schools and by improving inputs and teaching process.

## **2.1 Historical development of School improvement and initiative**

Whole school development (WSD) initiatives have been used as a vehicle to improve the quality of education. Treating the schools as the unit of change, school improvement initiatives gave birth to the idea of 'whole school' change as an education reform drive meant to harness improvements in management strategies, in-service training, monitoring and evaluation and target setting in school development plans, teacher appraisal etc. to orchestrate a complete change in the culture and organisation of schools to improve performance. School improvement programmes attempt to improve the quality of the child's experience of learning. Typically, teaching in many developing countries is characterised by authoritarian, teacher-centred approaches that are linked to behaviourist approach to learning (Avalos 1991). WSD programmes have attempted to promote student-centred learning as part of the move to change the instructional culture of schools. Emphasis is placed on developing learners' problem solving skills in the context of group and project work. A systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals effectively in Focus on school process

School effectiveness describes, what do school really looks like in their daily operations? (Like taking the picture of a school and comparing that with the picture of other schools. The extent to which educational organization a social system, given certain resources and means, fulfill its

objectives without incapacitating its means and resources without placing under strain upon its members ( Georgopoulos and Tannenbaum, 1957 in Reynolds D. et al (1996). Provide means and goals for school improvement Focus on school organization. More concerned with change in pupils outcomes

### **2.3 School Improvement Program Experiences in Developed Countries**

School improvement approaches in the past thirty years have been characterized by two different sets of assumptions (Townsend, 1998:16-17). In the 1960s and 1970s, school improvement internationally displayed a technological view of change in which curriculum innovations were mainly introduced ‘top down’ to school from outside. The focus was on the schools formal organization and curriculum, outside were taken as given, and the innovation was targeted at the school rather than individual teacher. In the second assumptions and approach of school improvement paradigm of the early 1980s, school improvement was characterized by a ‘bottom- up’ approach to school improvement in which improvement attempts were ‘owned’ by those within schools, although outside consultants or experts could offer knowledge for possible use. By the late 1980s, the journey was also undertaken to enable school to evaluate their processes and outcomes. The third phase was lasted by the year 1995 (Townsend, 1997). The school improvement in this phase is characterized by systematic school reform. However, this doesn’t mean that this phase is the end era of the school improvement; it was pioneer for the current approach of school improvement.

#### **2.3.1 United Kingdom**

Publication on school’s effectiveness and latter of school improvement have been demonstrated since 1979 in Britain and much of the English speaking world (Hargreaves, 2001). In United Kingdom, the question of how to improve student achievement has resulted in the adoption of an ambitious reform program aimed at raising standards in schools (Harris, 2005:8). The introductions of National Literacy Strategies, and Information Communication Technology in the curriculum

were the major initiatives designed to improve teaching and learning in the United Kingdom. According to Hopkins (2005:148), school improvement in England is explanations of the fate of change of effort concerned with evolution of the managerial innovations of schools self-evaluation, and its successor, school development planning, both of which have been championed by external agents for the good of schools in England. The school improvement plan begins with setting learning goals for students. A teaching for achieving them is then produced. This strategy is supported by any necessary adjustments to the school's management arrangements (Hopkins, 2002:170).

In England, school improvement in 1980s tends to be practitioner oriented and a research and evidence base was not incorporated into policy making (Zijian and Williams, 2006:13). Between 1995 and 1998, there was an increase in government agency commissioned research and a consequent rise in universities involvement in the school improvement. From 1998, there has been a trend towards an integral relationship between research, policy and practice with the following themes: design approaches; contextual specific approaches to school improvement; networking, teacher effectiveness, teaching- learning and professional learning communities; teacher- led school improvement; and pupil involvement.

### **2.3.2 The United States of America (USA)**

The term 'school improvement' first came into prominence in United States of America in the 1960s with reference to Federal and State Programs for school improvement in specific areas such as bilingual education and science education (Marsh 1988:5). The introduction of school improvement in the USA is connected to different issues related to curriculum issues and community movements. Lieberman (2005:3), state curriculum reform efforts, civil right movement pressures, commitment towards "war on poverty" and money provided for a wide variety of educational programs to support equity and the improvement of school eventually causes evaluation of how schools used money and how the programs for change actually made their way in to school practice that lead to give ground for the beginning of school improvement.

### **2.3.3 Australia**

School improvement Program in Australia has large extent been performed due to state education system initiatives. The emergency of very different decentralized system in Victoria in the 1980s warrants special mention (Marsh, 1988:13). The authority also indicated that, though school improvement has a long history in Australia, the recent initiative is the school excellence initiative which is being on implementation since 2004. The primary outcome of striving for school excellence in Australia is to create quality in the four domains of schooling. The domains of schooling are: learning and teaching, leadership and management, community involvement and student environment. As it is stated in chapter one, the SIP of Ethiopia is similar to that of Australia because the Ethiopian SIP was adopted from that of Australia (MOE, 2007).

### **2.4, School Improvement Program in Ethiopia**

The Education and Training Policy and its implementation document reveals the shortage in access of education to citizens and the low quality of education. To solve these problems were among the initiatives to develop the new Education and Training Policy (MOE, 2002). Different documents identified that, even if the implementation of the policy has improved the access of education, but quality of educational at different level wasn't improved.

It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. In order to improve the shortcomings related to quality, MOE launched the General Education Quality Improvement Package in 2007 (MOE, 2007). As in the document, the package consists of four major programs. Teachers Development program; Curriculum Improvement Program; Education Leadership and Organization Improvement Program; School Improvement Program, and two complementary packages; Civics and Ethical Education, and Information Communications Technology. Hence, School Improvement Program is among the programs designed to improve quality of education in the country. The School

Improvement Program being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives; consist of four domains and twelve elements (MOE, 2007). The program was designed by MOE with different guiding manuals and then disseminated to regions, zones and schools for implementation. To ensure implementation of the program, trainings were given for different level educational leaders and expertise, and teachers. But most researchers stated that the stakeholders are not in position to help given adequate awareness to SIP (Lemessa; 2012).

## **2.5 Rationales and Objectives of School Improvement Program**

School improvement is necessary for school to provide quality education by improving the conditions under which teaching- learning takes place. The only way that school can survive and enhance quality in an era of change is through the school improvement (Hopkins et al., 1994). The principal focus of SIP in Ethiopia is to enhance the student achievement by improving the student learning and other conditions associated with it (MOE, 2007:8). The document also pointed out that the need of the SIP is to make schools accountable for parents, community and government to develop the responsibility and accountability of educational personnel's working at different level of the education system. According to the World Bank (2008), the objectives of the school improvement program are to: improve the capacity of schools, to prioritize needs and develop a school improvement plan, enhance school and community participation in resource utilization. The main aim of SIP to provide suitable condition and environment for learning by increase the participation of parents and the community and their feeling of responsibility to increasing their awareness regarding education and increase the quality of education by providing necessary resources through the coordination of the community, and nongovernmental organizations.

## 2.6 School Improvement Domains

The main focus area of SIP is students learning and learning outcomes. High performing schools support student learning through best practice across a range of elements within the four domains of schooling. The domains are: -

### 1. Teaching and Learning

- Student Support
- Curriculum
- Student focus

### 2. Student Environment

Teaching practice  
Student empowerment  
Learning and Assessment  
Student achievement

### 3. Leadership and management

- School management
- Leadership behavior Engaging the community
- Strategic vision

### 4. Community Involvement

Promoting education  
Partnership with parents and  
Careers

**Domain and element of SIP (Source: MOE, 2011:3, School Improvement Guidelines).**

#### 2.6.1 Teaching and Learning Domain

Promoting the learning and achievement of pupils is the major aim of school education. Teaching is the main way of achieving this. The school improvement research highlights the centrality of teaching and learning in the pursuit of sustained school improvement (Hopkins et al, 1994). Because teaching and learning is what ultimately made a difference in the mind of the learner, and

affect knowledge, skills, attitudes and the capacity of pupils to contribute to contemporary's societies.

### **2.6.2 Learning Environment Domain**

School learning environment can be defined as the set of internal characteristics (physical and psychological) that influences both staff and students and the teaching and learning processes in school. Learning can occur anywhere, but the positive learning outcomes generally sought by educational system happen in quality learning environments (Reynolds et al, 1996:11). Therefore, the school has to create the climate and culture in which effective teaching- learning process will succeed. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007:7). So, the environment should stimulate purposeful students' activity, and it should allow for a depth and ranges of activities that facilitate learning.

### **2.6.3 School Leadership and Management Domain**

Management can be defined as the organization and mobilization of all human and material resources in a particular system. The basic functions of management are planning, organization, staffing, evaluating and developing (Adesina, 1990:8). Leadership is about having vision and articulating, ordering priorities, getting others to go with you, constantly reviewing what you are doing and holding on to things you value. Harris (2002:12) claimed that the school improvement strategies can result in changing school culture and that leadership has an important part to play in defining and shaping schools culture.

### **2.6.4 Community Participation Domain**

The concept, community participation in school management, planning, decision making, monitoring and evaluation of school improvement has gained attention by educational planners and

policy makers. It seems they are convinced on the fact the intended beneficiaries must be involved in improving the school. World Bank (2000:2) as stated in Morgan (2006:340) described participation as a process through which the stakeholders influence and share control over development initiatives and the decisions and resources which affect them. Community participation can be explained in various ways based on the context of an organization, but overall it can be seen as an empowered community. Participation has many meanings and may be a means or an end, but in reality it is usually both (Shaeffer, 1994:15). The writer also discussed that, in schools, community participation can be described as : involvement through the more use of service; parent meeting at schools; involvement through construction on a particular issue; participation in delivery of service; and participation in real discussion making at Every stage such as identification of problem, planning, implementation and evaluation.

## **2.7 The Concept of Community Participation**

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

Involvement through the contribution of resources, materials, and labor; to

Involvement through 'attendance' and the receipt of information; to

Involvement through consultation (or feedback); to

Participation in the delivery of a service to

Participation as implementer of delegated power's to

Participation in real decision making at every stage: identification of problems, the study of feasibility, planning, implementation, and evaluation

The World Bank (2004), also stated that participation is rich concept that it is a matter of principle for other partners to different people in different setting and for some others, an end in itself.

According to the World Bank, participation is a process through which stakeholder's influence and share control over development initiative and the decisions and resources which affect them (World Bank 2004:1).

The concept 'community' like that of 'participation' is an ambiguous and elusive concept. It has no single definition. MOE (1998:43) defines 'community' as a group of people living together in a specific area and sharing similar economic political, cultural and social experiences. Bray (1987), defines it as a group of people who share social, economic and cultural interests. Bray (1987), makes a distinction among three different types of communities in his study of community financing of education. The first one is geographic community, which is defined according to its member place of residence, such as village or district. The second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial or religious identifications. The third one is communities based on shared family or educational concerns, which include parents association and similar bodies that are based on families concern for the welfare of students.

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

In the context of Ethiopia, community participation is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping children in their learning (TGE,

1994). Community participation is meaningful when the community is actively involved in all activities including planning, management, implementation and evaluation. It is based on the contribution of community participation that the MOE designed community school partnership as one of its strategies to be employed to improve schools and to quality of education (MOE, 2007). On the whole, although community participation has been viewed in different ways by different writers, it may be taken as the diversity of forms in which a community gets involved to influence the outcomes of schools such as contribution of finance, materials, labor, management through their representatives, maintenance of schools, construction of new school buildings etc

## **2.8 Rationale for community participation in school improvement program**

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. It is through such participation that the community comes to know the school. It is as a result of such participation that the community will be able to raise questions, obtain information, express ideas, consider proposals and take positions on critical issues. It is also this that helps the community to become part of the decision-making process and assist the school to keep up with social change and bring about educational change (Bagin and Donald, 2005) one major benefit of strengthening parent-school bond is improved student learning. Schools can make academic programs more relevant and inclusive if they recognize value and build on these cultural, social and material resources from children's everyday lives. To this effect, they need to know their families (Tasmania, 2002). The greater the community involvement in the process of school improvement program, the greater improvements of school in achieving their goals of education (Tasmania, 2002).

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

According to Townsend arguments the rationales for increasing community involvement in schools are:

Community participation will contributed to the development of school policies and practices which could be most effective and equitable for that community.

The capacity of the school to solve education problems is enhanced if parents and community members are part of the problem solving.

Community participation can contribute both to increased usage of the resources of the school and improved performance of the school's community as well. This increases the organizational effectiveness of the school. Community involvement can contribute to improve academic performance and fewer problems in schools. In general, the rationale for community participation is that it is an important means of improving educational relevancy, quality, and access by:-

Providing more resources for the school.

Increasing relevance of the school in terms of culture; curriculum for the child and for the community;

Reducing the work burden of teachers and principals;

Increasing feeling of ownership and responsiveness of community toward school;

Increasing the recognition of the value of education

Improving students' performance and achievements

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

## **2.9 Areas of community Participation in School Improvement Program**

There are different areas that a community could participate in the improvement of school. In recent years, community participation received increased attention in international and national policy, and many researchers and policymakers have documented areas of community participation. According to Schmit and Tracy (1996:10), the involvement of community in school originates with a commitment at policy level on the part of schools and results in programs and processes that build a commitment at the support level on the part of the community. For effective community participation in schools, educational policy makers must provide the impacts for community support. Regarding dimensions of community participation Shaeffer, (1994) has developed the following seven ladders for analysis:

The mere use of a resource (such as enrolling children in the school)

Participant through attendance and the receipt of information (e.g. at parents meeting) implying passive attendance.

Involvement through contribution (extraction) of resources material and labor

Involvement through consultation (feedback) on particular issues

Participation in the delivery of service, often as partner with other actors

Participation as implementation of delegated power

Participation in real decision making at every identification, feasibility study, planning, implementation and evaluation. Regarding community participation, Muskin (2001) in swift-Moran (2006:347) also stated six models of community participation. These models for community participation include: infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and class room support, student's supervision, and students' recruitment.

With regard to education system of Ethiopians, types/areas of community participation in education are stated in the guidelines for Organization Management, Community participation and Education

Finance (MOE, 2002:45-53). The guideline stated the following types/area of community participation:

Financing education

Participating in school based research

Promoting quality of education

Participating in school curriculum design and textbook preparation or revision

Increasing enrolment of girl students in school

Uprising school-community relation

Supporting teachers

School management

In this study the researcher gives more emphasis to the role of SIP by different aspects of community participation in quality of education. in a case of Gurage zone general secondary and preparatory school. In the Ethiopian context, community participation in terms of contributing finance, materials and physical labor is low (mollaBekalu2011; 65)

### **2.9.1 Current practice of Community Participation in school Improvement program**

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

### **2.9.1.1, In planning process**

The participation of the community in SIP planning through their representatives of PTA, SIC and others enables them to feel a sense of owners' ship. Their interest in the working for the school will increase as they feel that they would be heard. This may lead to the generation of ideas that might ultimately help the instructional process (Bain and Donald, 2005). Their participation at the stage of implementation will be very high, they will also do their best to make the plan successful because they consider it as their own, exert much effort and fulfilling the necessary requirements for the feasibility of the plan (kin, 1966 cited in Melesew, 2005). According to the MOE, readiness of the form of participation, the school as to involve the SIC and PTA in the planning of school improvement programs (MOE, 2007a). Lack of support on the part of the community to the implementation of plans emanates, in part, from is lack of participation at the planning stage. Therefore, for effective support and success of school, local community needs to participate in the planning of the school activities through their representatives

### **2.9.1.2, In Decision Making Process**

One of the areas of community participation is decision making at every stage ranging from the level of problem identification, planning, implementation, and evaluation of the results of the decision. Community participation in decision making serves as a political model as well as a strategy for tapping additional local resources for education (Kennedy, 1979). To this, Shaeffer (1994) adds that "when community is involved in school decision, it contributes more to the school, both financially and in kind". Thus, the more the community participates in decision making, the more it provides not only more financial and material resource but also likely to support those decisions than if those were simply imposed upon it. Successful implementation of any decision is largely dependent on the extent to which the community as some sense of ownership of control and responsibility. As the result of participation, decisions become better understood and implementation facilities' (Mbamba, 1992). Therefore, the responsibility of school principals is to create a conducive environment for active participation of the community in the decision-making process of SIP. According to Ministry of Education (MOE, 2002) the community can participate in

different areas of decision making approving the school yearly budget, disciplinary problems, solving immediate and urgent problems within the school, etc.

#### **2.9.1.3, In Monitoring and Evaluation Process**

Successful school improvement program process is liked to be systematically planned and executed monitoring and evaluating process and final outcomes (Stoll and Kink, 1996). One of the responsibilities of the school improvement program committee and PTA is, therefore, to evaluate the performance of the school against its plan. In the process of evaluation, the SIC and PTA, must examine the extent to which the plan is implemented, what remains and what problems are faced. It must be clear that more than inspectors who visit schools ones or twice a year, parents and local people are better informed about what is actually occurring in schools (UNESCO, 1985). Generally, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the SIP and identification of its weakness and strengths so as to take corrective measures.

#### **2.9.1.4, Creating Conducive School Environment**

Participation in the management of discipline has vital importance for the smooth running of school activities, and for the maintenance of school peace and also for the proper functioning of the SIP (Mehanty, 1990). In the school context, the purpose of discipline is to help boys and girls develop not only respect for themselves and society at large, but also respect for school authorities and school regulations. As Mbiti, (1984) indicates, the goal of discipline is to make it possible for individuals to succeed in their effort. Success in SIP is, therefore, possible when there is discipline and to maintain discipline in schools, the cooperation of the school and community is highly needed. It is not the duty only of the school principal but also parents, teachers, students and the community as a whole. Thus, the community should involve through their representatives of PTA, KETB and SIC in the effort made to promote order and stability in the schools.

## **2.9.2, Current Community Participation in the Implementation of SIP Resource**

### **Mobilization**

When government makes effort to expand access, and promoted the quality of education, its economy may not allow fulfilling both the quantity and quality demands without community participation. Community involvement in resources is crucial to promote relevance, quality and access of education. In line with this Cummings and Nelsen (1997), in Getachew (2001:15), stated that in difficult areas where resources are scarce and government support are unsatisfactory, community participation may be the most possible strategies for realizing the goals of SIP. According to Townsend (1994:53) community participation in funding schools implies that the government and educational system in many parts of the world are encouraging local communities to be more responsible for the SIP, both financially and in terms of the education program. An additional resource from the community is essential to SIP and to fulfill infrastructure, which enable the school to achieve its goals. In addition, expanding community finance may encourage participation to value education more highly, and greater parental involvement can promote the effectiveness of the school system. In line with this, World Bank (1995) in Rose (2003) proposes that cost sharing with communities is desirable, particularly where public resources are insufficient. Local communities and parents are increasingly playing a role in educational finance especially with regard to sharing the cost of buildings, maintenance and fulfilling for the success of SIP.

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

buildings, supervision of construction, maintenance of class rooms, and beautification of the school compound are the main roles in succeeding of SIP.

### **2.9.3 Current Parents Participation in their Children's Education**

The major objective of school improvement program is to improve student's achievement. Therefore, parents and other community members are expected to participate in student's learning at school and at home. When parents and other community members involved in children's learning process, it is more likely that they succeed in school attending regularly earning higher grades, passing their class, graduating and going on to post-secondary education. When parents are involved in schools, children's education at home, they do better in school. In addition, when parents are involved in school, children go farther in school and the schools they go to are better (Hendesron and Berla, 1994) According to Sheldon and Epstein (2005:197) parental involvement in a comprehensive SIP, family, and community partnership has six forms. These include:

**The basic obligations of parents:** parents help ready their children to learn at all ages by keeping them healthy and safe, and by supervising, discipline, and funding them. They help children feel good about themselves and confident with others. They teach them a positive attitude about learning and school.

**Communications between home and schools:** schools provide information to parents about students' progress and school programs. They provide ways for parents to share with school and staff information important to their children's learning (phone call, notes conferences etc.)

**Parent involvement at school:** parents assist teachers, administrators, and children in the classroom and school building by volunteering. They support their children by attending student performances, sports and other events, or attending workshop or classes for their own learning as parents.

**Parent involvement in learning activities at home:** families learn together by listening each other, by playing games, reading, going in on trips, visiting museum, telling stories, singing and working on homework. Parents help children connect family learning to school learning.

**Parent involvement in governance and advocacy:** parents help make decisions in the school through parent groups, building leadership terms, and other local organizations. Parents work for schools improvements at the district, state and national level

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

Furthermore, a research conducted by Rietberen (1996:124-127) indicated that parental involvement into the school physically, such as attending school programs, extracurricular activities, and teacher conference makes a real difference in student's achievements. Assisting and encouraging children at home is more effective if the parents take time and meet child's teacher and discuss on to help his or her children at home. In Ethiopian education system parents and other community members are expected to involve in different school activities such as school management, contribution of resources helping children's learning at school and home and in general to improve the relevance access and quality of the education system. Therefore, school improvement program has a great role to design to improve student's achievement in collaboration with school-community and the school community is expected to initiate and encourage the involvement of parents and other community members to involve in different school activities.

## **2.10, The Role of Stakeholders in Encouraging Current Community Participation in SIP**

The stakeholder play great role by the implementation of school improvement program by using active participation of community. Some of the roles of stakeholders are

**2.10.1, The Role of School Principal;** the principal and school committees head leadership played an important role in encouraging community participation or hindering their participation. The more democratic the leadership style of the principal is the better the participation of the community in school affairs will be (Sathory, 1974). Principals, in particular, play a pivotal role in maintaining healthy relationship between the schools and the parents. Effective school leaders know that a principal must be the master weaver of a complex and textured tapestry of school relationship

(Dodd and Konnzal, 2002). These principals lead by example and use their influence to change the behaviors and beliefs of others for the effective parental involvement. The approach of principals take in making changes can differentiate between parents apposition and support for innovation. School principals should believe that positive parental school relationship can bring effective school performance and consider parents as source of assistance to raise the quality of school improvement program (Novak et al. in gold ring, 1991: 220-221)Unwillingness on the part of the principal, lack of skills due to poor or no training regarding participation; lack of provision of administrative support, difficulty of convincing people of the principal that hinders to participate the community in the SIP.

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

Furthermore, the study by Telem (2003) in Agbo (2007), found that the principal plays a central role in promoting parental involvement and limited parental involvement could be related to the governance structure of the school, the leadership style of the principals feeling about parent's status and power and school climate. Where school is perceived as authoritarian institution, parents and community members do not feel welcome to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professional at school. According to Maayke (2004:2), the principal is responsible for encouraging the community representatives in school activities and

SIP. School principals, therefore “not only welcome and encourage parents to participate in SIP and other school activities, they need to be responsible for making sure that parents are involved and can have an impact”. Furthermore, Maayke explained that community need to participate to learn about the education process, determine the purpose of the school, implement the school program, and help appraise school program, so as to serve as important two way channels of combination between school and community. The principal, therefore, has to let them share in planning decision-making, development implementation, and evaluation; generally in the management of the school and other school activities.

For success of school improvement program, parental and other community members’ involvement can be considered as the major asset. In this regard, arise and Lambert (2003:3-4), in order to enhance parental and community involvement school leadership need to establish and maintain communication and provide atmosphere which allows parents and community to involve in making decisions and academic matters for success of school improvement program. In general, a school leader has an impact on community involvement in different school activities and therefore, school leader must initiate the community to visit schools. They must make known for the community what the schools want to do, make the children in school effective and successful and they must call for support to community members to participate in planning, implementation, monitoring evaluation of SIP and generating resources to run schools effectively.

### **2.10.2, The Role of Teachers**

Teachers, on the other hand, are the main implementing agents of the educational programs. They are the ones who are directly involved in bringing about the desired behavioral change of students regarding skills and knowledge. Teachers also exert more influence on the views and values of children than parents do in the classroom (Nelson, et al. in Matebe, 2006). This means, teachers are the master and mistresses of their classroom, already trained to impart student in skills, knowledge, and basic attitudes. To bring the overall required behavioral change of student, teachers alone cannot succeed. They importantly need the support of parents and families. As Bensman in Dodd

and Konnzal(2002) states, that unless there is a cultural exchange among educators, parents and community members there may be a tension in the educational program of the school. That is to say, teachers first understand the culture of their students, parents; need to learn about the cultures of their children's classmates. They also stated that "the family curriculum" differs on the basis of race, class, ethnicity, sexual orientation, educational background and prior experiences of parents. The more the teachers know about children's families, the more effectively they will be able to teach them at school and a strong bridge that parents and teachers create.

Teachers and parents need to work in building relationships through meaningful communication, more clearly defined, teacher and parents teacher' roles, increasing the number of involved parents, the time and the various support mechanisms, Conley in Molar (2006). He further described six major considerations that teacher implementation build trust relationship with parents: understanding the individual, attending to the little things commitments, clarifying expectations, showing personal integrity, and apologizing sincerely when you make an error. As described above, the role of teachers in parents' participation is crucial and has many dimensions because teachers interact with diversified parents. Teachers must accept what parents raise about and they should convince them. In general, if positive interactions occur and then when uncomfortable incident arises, the relationship remains positive. Teachers have a responsible for parental empowerment by asking parents for their assistance, views and suggestions as means to better prepare their child and ensure academic success. Empowered parents provide parent a varieties of opportunities to collaborate in the teaching of their children as homework activities, class project, classroom observation, field trips, in decision making and fundraising ( Mowder,; 1994 in Molanr ,2006). In general, effective parental involvement is paramount for the successful performance of SIP and thus teachers have a greater role and responsibility to empower parents and create mutual relationship for the benefit of students and the whole community.

### **2.10.3, Role of Students**

Achievement for instance is higher, where student take responsibility of their own learning. This further explains to develop the effective school culture that the students should be involved which are core values associated with democracy, such as tolerating and respecting others, participating and expressing views, sharing and disseminating knowledge, valuing equity and quality, and opportunity for students to make judgments. The research indicates that achievement of students learning is not only by the efforts of schools but also when students are aware of their roles. Students are the major agents of communications between schools, communities, and parents. As clients and customers of school enterprise, the pupils think their schools, communities and parents. Since they daily attend classes and spend most of their time in schools, students communicate and discuss more about the school and what happened in the school. So, students are the ones who display their deeply felt sadness or happiness of most concerning schools (Jensen et al 1967:244).Moreover, they noted that students discuss their feelings not only among themselves, but also with their parents and the general community. Since parents are interested in their children's education; they share common feelings about what happened in schools. Dodd and Komizal (2002), state that student play an important role in school changing efforts. When students are unhappy or don't understand what they are doing or why they are doing it, they will tell their parents. Parents learn a lot about what does on in school from their children, but parents must watch the information that will get from children's, because there may be misconception.

**2.10.4, The Role of Parents;** parents are usually the first and the most influential teachers of their children. They are important role in contribution to students' learning. Parents make sure children do their homework and assisting them in completing school assignments, encourage them to read books, involve them in construction jobs, and myriad other activities that contribute to their child's education (Dodd and Konnzal, 2002). The democratic ideal recognizes that parents have an important role to play. They have moral obligations to support and encourage the personal, social and academic development of their children they have also both right and obligation to make sure

that children are well served by the schools they attend (Friedman in Dodd and Konnzal, 2002). Molnar (2006), states that parents have responsibility to keep informed, ask questions, attend workshops, and borrow resources in order to make sound decision about their child and the school in SIP. Northwest Regional Educational Laboratory in Molnar (2006) states that the parents' role in their children education is in a variety of ways, ranging from reading to children at home and assisting in the classroom, to sitting on advisory councils at school.

Many researcher such as Beaver, 1994; Guttman and Wagner, 1995; Nweze, 1993; Witock, 1991, in Molnar (2006)Trotman (2001) and lark, 1983 revealed substantial evidences that: the role that parents play in educational involvement improves students outcomes such as grades, test, sores, attendance and behavior. Hopkins (2002:79) pointed out that creating student level condition alone may not be enough to improve learning achievements. Because, parents who support their children and reinforce learning expectations at home contribute significantly to school improvement program. The longer families stay meaningfully involved in their children's education, the more likely their children will be successful in school. Parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. When families, school, and communities working together, a school can successfully make a change to improve students; learning. Generally, increased parent involvement may show result in increased student success, increased parent and teacher satisfaction, and improved school climate in SIP.

#### **2.10.5, The Responsibility of School**

School provides an academic curriculum for all enrolled children to help them accumulate knowledge and skill. However, much of what children learn actually comes from the experiences, associations' and interactions they have outside and beyond scheduled school activities. This is the unplanned the informal row the hidden curriculums that schools and parts often target about or overlook (Brbour and Barbour, 1997), Dreeben, 1970; Apple, 1979 and Giroux, 1978 in Barbour and Barbour, 1997, explained that the hidden curriculum is the dominant part of any child's life, and

it must be related to the formal curriculum as prepared and implemented by schools. When any one considers who is responsible for children's education, it must be identified that has the most substantial and direct access to children's time, minds, and interests. All of the forces impart children with information and experience. These are schools, parents and communities in general. Schools carefully plan, facilitate and promote educational opportunities and carry out the curriculum. Schools administration and teachers have assumed "substitute parent" roles in promoting the aspiration of particular children (Barbur and Barbour, 1997). But as noted before schools cannot do this alone. Haberman, 1992 in Barbour and Barbour point out that special attention must be given to schools that transcend traditional between learning in and out of school, schooling as traditional process limited in item to the institution of school, and education as a continued life process occurring in community contexts and supportive to SIP.

#### **2.10.6, Parent- Teachers' and students Association (PTSA)**

PTA needs to be established in schools in order to share the school's problem and to serve, as bridge between the school and the community. The association usually consists of community representatives such as teachers, students, parents and principals as member. PTSA is expected to play a vital role in designing strategies for improving the school and implementing their school improvement plan. PTSA holds a central management in making the school a better place for students and students' learning. However, schools did not consider PTA as if can play a significant role in SIP. Even members of the committee don't consider that they have potential to make substantial contribution to school. In consequence, building up of positive attitudes about school participation and development their capacity is a time consuming process; it requires the concentrate efforts and assistance of teachers, principals and offices from education (Marsh, 1998:86). This implies that providing appropriate assistance for PTA is very crucial to ensure their involvement in the implementation of SIP.

### **2.10.6, School Improvement Committee/Team**

Organizing for improvement needs organizing the improvement planning team, and assessing needs (Burkett, 2006:8). In this regard, MOE (2007), declared that the school improvement committee (SIC) should comprise of teachers, management personal, students, parents and the community, and principal of each work as a committee chairman. This show, the collection of SIC in SIP ensures the participation of many stakeholders (parents, community members, teachers, and student) in planning, implementation and monitoring of the program. Hence, a well-represented school improvement team has ensured that all perspectives and expertise are represented in the committee. The SIC has a fundamental role in the implementation of SIP. Because the team comprise of effort of all stakeholders those could involve in planning. Implementation and evaluation processes. Hoffman (2000:84) in Zijian and Williams (2006:53) described that the team in school improvement indicates the participation of stakeholders to engage schools in an active process of knowledge creation and improvement practice and the community of learners working together within a school to determine common vision, set goals and objectives, provide support monitor progress, and adjust practices based on student and school needs. The writer also suggested that the team has to have common sense of direction, sufficiently mature to based leadership, pride in team membership, learn and develop by a process of continuous feedback, and make things happen. Moreover, Botha (2004) summarizes the roles of the SIC as follows.

Conduct an annual self-assessment across the four domains of school improvement

Ensure the annual satisfaction surveys

Facilitate the school planning process and ensure that a variety of valid data have been sourced

Report to the school principal on development and progress of the school plan

According to MOE (2007), some of the responsibilities of school improvement team are: preparing school improvement plan outline strategies through which the school community participates in the school improvement; organizing self-evaluation, implementation and evaluation of SIP; and reporting the improvement activities carried out in the school. It is necessary to identify steps to be

followed in school improvement process. In this regard, Kalasmier (1985:8) identified the following sequence of school improvement process to be carried out by the school improvement committee.

Awareness creation and rising.

Conduct self-assessment.

Identifies and prioritizes area of improvement annually.

Develop an improvement plan for each selected area of improvement annually.

Ensure that the relevant staff is properly prepared.

Implement the planned activities and monitors the progress.

Evaluate the effectiveness and report the results of the evaluation annually.

Repeat the cycle annually starting with self-assessment in refining the improved practice.

## **2.11, Factors affecting Current Community Participation in School Improvement Program**

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

### **2.11.1, Community Interest**

Not all community members are willing to get involved in SIP. Some have negative schooling experiences to themselves. Others are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of SIP. What schools do not seem relevant to its needs, the community shows reluctance or resistance. As a result, schools need to devise ways by which they could deal with school reluctance. In their effort to suggest solutions, Cummings and Dall (1995) note that when schools face with reluctance or resistance to their efforts, they have to make their programs transparent and reach the community using several mechanisms such as inviting elders dignitaries, and celebrities to schools. Davies Kean and Eccles (2003) in Meleswe (2005) also identified communities' interest affect their participation in school.

### **2.11.2, Awareness of Community**

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

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

### **2.11.3, Community Financial Resources**

Financing education is one of the areas of community participation in schools. Therefore, the community is expected to contribute financial resources and their contributions depend largely on the resources they have. In relation to this facts, the research conducted in eight rural communities of SNNPR on community participation in school by Swift- Morgan (2006:348) indicates poverty and poor relationship between school staff and community members are the main factors affecting

community participation in schools. According to Swift- Morgan investigation communities are willing to participate in school, but the problem is that the communities are very poor and have no money to contribute for the school. Gubert and Tounkana (2002) in Kaunda (2005:9) stated that community participation of many African countries is seriously hampered by poverty, illiteracy, lack of jobs for graduates and ignorance of the concept of free school. Sheldon (2000) in Jennifer D, et al, (2007) also noted that parents with access to more financial resources are more likely to be involved. He also reported that the more financially stable a family is, the more time that parents have for their children and the more concern they have for their education. Lareau (1996) in Abgo (2007) also stated that low income parents are less likely to become involved in their children's education.

#### **2.11.4, Fear**

Fear affects teachers as well as parents, and they may do little to encourage parental or community involvement. When teachers are uncertain or insecure about their own teaching skills, they fear criticism of how they do their job and discourage parental participation in their classrooms, when such criticism of schools, teachers become tired of being "scapegoat" for all the wrong society and they often express as desire to be left alone to teach. When such condition happens parents are made to feel unwelcome in many different ways (Barbour and Barbour, 1997). Such problem is then can also be the basis of distrust among teachers and parents. Molnar (2006) revealed in his research that suspicions and distrust will develop lack of confidence among teachers and parents. If there is no confidence, there may be no respect and mutual trust relationship between the two parties which will affect the improvement of educational activities.

#### **2.11.5, Insecurity and Intimidation:**

Research conducted by Dixon in Molnar (2006) out lined that the barrier to more parent involvement is not parent apathy but lack of support from educators in the case of insecurity and intimidation between parents and educators. In some cases, parents actually felt that their children

might be singled out or treated unfairly in grading by teachers who deemed parents to be interfering. On the other hand, parents describe their own insecurity at meeting with other adults at home and school association meetings, teachers talk defensively about being verbally attacked by parents and parents share discomfort entering schools due to their own level of education or past experience in schools. All these problems create walls between homes and school and limit parental involvement.

#### ***2.11.6 Professional territory:***

McInar (2006) also states that there is an insider outsider tension that results between school staff and community members. Parents are never quite insiders because the minute they go too far they are subtly reminded that they are stepping into professional territory. He also further explained that, at times, teachers consider parents troublesome because they question, challenge, and take time. Educators feel threatened about intrusion into their territory and parents are not safe if they trust teachers or other parents. All these situations will develop a protection territory among all stakeholders which influence parental involvement negatively.

#### **2.11.7, Attitudes of Principals, Teachers and Parents:**

Some teachers and principals purposely or unknowingly, discourage parents and community participation (Kandasukmy and Lia, 2004). Supporting this, the report of UNESCO (2002) noted that principals and teachers sometimes refuse to encourage the school board and association board members or parents to actively participate for they fear that these community members would get overall control of the pedagogical matters which they have no mastery. On the other hand, principals and teachers may perceive that school board and association members often have few decision making skills and they degraded the capacities of the community representatives to participate in the educational activities of the school. Parents who had unpleasant school experiences are often reluctant to become involved with their children's schools because they develop negative attitude to the school (Barbouir and Barbouir, 1997). Also some parents view that the responsibility of schooling is that of schools. School personal may conceptualize and perceive

parent involvement activities outcomes differently, that of academic achievement while parents viewed it as means of supporting the total well-being of the child.

#### **2.11.8, Communication Factors**

Communication barriers arise when the intent of the message and the content as perceived by the receiver differ, when the honesty of the message is questionable, when the language and cultural gap is large, when there is lack of understanding between parties, or the idea is not accurately communicated to the parents and the community (Shaffer and Betz, 1992). Supporting this, Steinbergh, Brown and M. Colluim (1996) noted that school reform needs several years for planning, gradual implementation, and flexible assessment mechanisms; however, clear goals for student outcomes should be documented at the beginning to help keep focus. The gap between written and reality may lead to frustration and failure.

#### **2.12, Strategies of enhancing community participation in school improvement**

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

##### **A .Building the capacity of school principals and teachers**

Principals and teachers play a pivotal role in the success of the school. In successful schools principals create a strong sense of mission and vision; build a strong culture of collaboration, set appropriate curriculum implementation mechanisms; possess an instructional leadership that takes responsibility for students achievement; develop and communicate plans for effective teaching , and nurture cooperative relationship with parents and other community members in general (MOE, 2005).Accomplishing all these requires some degrees of competence and these, in turn, necessitate further and continuous training. Teachers also need to undergo similar training for the same purpose of enabling them create a participatory management style by involving the local people in planning, decision making, implementing plans, developing school based budget and monitoring and

evaluation (MOE, 2002), UNESCO (2002) also notes that school leaders and teachers need training in how to manage their autonomy and collaborative responsibilities. Lack of training creates problems of communication with community members. Supporting this idea Holliday in Bagin (2001), explains that educators communicate poorly because they have little communication experiences almost no meaningful communication training. Thus, training principals and teachers on how to involve the community in the school program activities is essential.

### **B .Creating a school environment conducive for participation**

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

### **C. Creating clear roles to community members or their representatives**

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

marketing and awareness creation campaign. This helps to show the community its roles and what it needs to do in order to palsy the roles successfully. This could be carried out employing strategies such as meetings, parent- teachers conferences or parented materials such as report card, newsletters or bulletins, etc. therefore, creating awareness on the part of the communities on how to support and contributed their efforts to school improvement is considered as a prerequisite for their participation in different school programs.

#### **D, Giving orientation and training to community representatives**

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

#### **E. Providing community service**

The school has to design programs aimed at providing needed services in order for it to secure the participation of the community. Among these services are found community tasks carried out by students as part of their extracurricular activities, and students- teacher involvement in adult education. The school can also render services such as preventing traffic hazards, wastage disposal, and clearing streets. Through the activities mentioned above he school becomes a center of community service (Aggrawal, 1996; Bagain, 2001). Therefore, the school has to have school regulation and guidelines for communication, community services and parent teachers cooperation. Generally, the Ministry of education (MOE, 2005) sates that some of the ways which are used to build community participation as follows:

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

It is essential to give detail information for the community about how schools are run, about the teaching learning process and other school functions by establishing formal reporting mechanisms. Schools must be able to participate in the community development activities, Schools must invite the community to come the school and visit school activities by arranging some programs such as bazaar, parents' day, play and sport festivals. A program must be arranged for parents to come to school physically as a team or individually, to enable them to evaluate and give their suggestions about their children's academic progress.

Parents with outstanding contribution for the achievement of educational programs and those members of the community who actively participate in school affairs must be acknowledged or awarded a recognition that gives them value in the society. Therefore, the school has to involve the community in its different programs through the committees or associations elected from the community. In addition to this, the school has to have planned communication mechanisms which enable the community to as sit teachers and create a sense of ownership.

# Chapter Three

## 3. The Research Design and Methodology

This chapter deals with the research method, source of data, sample and sampling techniques, instrument for data collection, pilot testing, procedures of data collection and methods of data analysis.

### 3.1 Research Method

The objective of the study was to assess the current practices and challenges of community participation in the implementation of SIP. For this study, Descriptive survey design was employed. Both quantitative and qualitative approaches were used. Using mixed research method could neutralize the biases of any simple method; the more dominant approach used in the research called quantitative. But the qualitative data obtained from interviews and observation was applicable to support Quantitative data. It is used as a means for convergence and integrating qualitative and quantitative data (Creswell, 2009:14). The descriptive survey design was employed in this study on the ground that it was found to be helpful to obtain reliable and relevant information (Leedy & Ormord, 2005).

Descriptive survey method involves acquiring information about one or more groups of people- perhaps about their characteristics, opinions, attitudes or previous experiences. Similarly, Best and kahan (2003) noted that descriptive research design helps to describe and interpret the current conditions. Descriptive survey method was used to gather adequate and relevant data on the actual practice, existing challenges & opportunities of school improvement in community participation.

### 3.2 Source of Data/subjects of the study/

The data were gathered from primary and secondary sources to accomplish the study, to get reliable and valid information. The sources of primary data were school principal, teachers, parents and

community representatives of PTSA, KETB, SIC members, educational office GQIP experts and high school supervisors, of sample Gurage Zone Woreda. The secondary sources of data were SIP related documents such as, SIP guidelines, SIP Frame Work , Manuals, School Community participation plans, different records of SIC in community participations with their achievements and challenges, Journals, other Legal Documents and Books.

### **3.3 Samples and Sampling Techniques**

The target populations of this study were teachers, principals; community representatives (PTSA, KETB and SIC members) as well as educational office GQIP experts, high school supervisors of purposely selected five General secondary & preparatory schools of Gurage Zone. The selection procedures are indicated as follows:-

#### **A. School**

The study area was government general secondary and preparatory schools of Gurage Zone. The total number of schools (population of schools) are twelve. Since all schools of the Zone have similar characteristics and from these, total population five (41.6%) schools were selected as a sample for the study using purposive sampling techniques (one (50%) from city administration & four(40% )from rural areas).The sample school were selected by purposive sampling techniques.

#### **B. Teachers**

In the sample schools under the study, there are 251 teachers. From each General secondary and preparatory schools under the study 108(43%) of teachers selected using random techniques of each department from the total population. Because in descriptive research, it is common to sample 40% to 50% of population numbers less than 500 (Gray, 1996: 134).

### C. Parents or community representatives (PTSA, KETB & SIC members)

The total numbers of community representatives of the sample schools are 42 PTSA, 78 KETB and 42 SIC members. The researcher selected a sample of 27 (63%) of PTSA, 42 (53%) of KETB and 27 (63%) of SIC members as purposive sampling techniques. Because of their position and it was expected that they are partners either actual implementer or facilitators or evaluators of SIP in secondary and preparatory schools.

### D. Principals and educational officials

Regarding principals & officials of the sample schools each woreda or city has one principal, one GEQIP expert and one high school supervisors and total number of five principals, five GEQIP experts and five high school supervisors. In this research, total population taken as sample population are taken purposively because the researcher believes that they could provide more information on the issue under investigation.

In general, 5 (100%) principals, 27(63%) PTSA, 42(53%) KETB, 27 (63%) SIC members, 108 (43%) of teachers, 5 (100%) GQIP experts & 5 (100%) of high school supervisors from a total of 219 respondents were selected to participate in the subject of the study.

### **3.4 Instruments of data collection**

The study employed both quantitative and qualitative data. Both types of data were gathered by using appropriate data collecting tools in order to obtain ample information from respondents and school environment. Thus, questionnaires were the major data collecting tool used in this study. Interview, document analysis and observation were the other data gathering tools employed which helped the researcher for enrichment & triangulation of the data obtained from questionnaires and provide in-depth information on the issue under investigation.

#### **3.4.1 Questionnaire**

Questionnaires were designed as both close ended and open ended items, distributed to teachers, community representatives PTSA, KETB and SIC members. The Questionnaires were developed based on objective and purpose of the study using review of related literatures. It were commented by the advisor, two post graduate students and two language teachers for its relevance, completeness and clarity. It was translated into Amharic language by the researcher and one language teacher in the study area. Before being used for the actual purpose, the questionnaires were piloted on one of school which is out of the sample schools and checked for its appropriateness and certain amendments were made accordingly. The amendment was made similar to plausibility wording style of the instrument. The five points of rating scale were employed to obtain close ended data from respondents and Open ended questionnaire were used to gather data from teachers, KETB, PTSA&SIC members of sample schools.

#### **3.4.2 Interview**

Interview was conducted to gather data from educational officials and school principals concerning the role of SIP in community participation. Leedy and Ormrod (2005) described that interview is a major tool in which a qualitative evaluator seek to understand the perceptions, feeling and knowledge of people in program through in-depth, intensive interviewing. Semi structured questions were used to guide the interview in the study. After explaining the purpose of the interview, for the interviewees and getting their consent, the researcher has conducted the interview. The interview questions constructed in English were later translated to Amharic language similar to the Questionnaire.

### **3.4.3 Document analysis**

The purpose of document analysis in this study was to assess the involvement of community in SIP during need assessment, planning, implementation, evaluation, fund rising, training etc. The secondary sources of data were SIP related documents such as, SIP guidelines, SIP frame works, manuals, school community participation plans, different records of SIC in community participations with their achievements , challenges, Journals, other legal documents and books. The tool was used to validate and check the consistency of the primary source.

### **3.4.4 Observation**

Observation was the data gathering tool employed in this study to check out the involvement of community representatives in SIP in different activities of the school. As to Best and Kahan (2003:141), the information obtained through observation is more accurate, more valid, and more reliable than information gathered through other means. In this regard, the community involvement with respects to SIP were observed and registered by using observation checklist so as to see creating conducive school environment, participation in service providing in decision making, implementation, evaluation, e. t. c.

### **3.4.5 Pilot testing**

Before administrating instrument of data collection, it was very necessary to test the reliability of the tools as it gives chance to comment on and check its clarity. In other words, the test was done with the objective of checking whether or not the items in the instruments could enable the researcher to gather relevant information. Accordingly, after some colleagues and the advisor reviewed the instruments, the designed questionnaires were tried out at Abafransua General Secondary school which was not included in the main study. The testing was conducted with 20 teachers, 1 principal, 7PTSA, 10KETB, 7SIC members. The teachers were selected by simple random sampling from each department, where the other respondents were selected purposely due to the same reason explained for the final study.

Based on the pilot test, the reliability of the instruments was calculated by using cronbach alpha as it was appropriate to test the reliability of the instruments & the results were 0.89, 0.90, 0.91, 0.92, and 0.90 for teachers, principals, PTSA, KETB and SIC members respectively. Therefore, the instrument was found to be reliable as stastical literatures usually recommended a test results

of 0.70 and above is reliable as results of the feedback from the pilot test, few items were modified and some terminologies were simplified.

### **3.5 Data collecting procedures**

The researcher and his two assistant data collectors distributed the questionnaires to 108 teachers, 27 PTSA, 42 KETB and 27 SIC members. The questionnaire distributed after brief orientation about the purpose of the study and follow up was made collaboratively and provide one pen for each respondent. The questionnaires distributed to teachers were collected after two days by the researcher and his two assistants. The questionnaires given to PTSA, KETB and SIC members were collected by the directors after a week, Very few parents were illiterate in the sample and data were collected from the samples by asking the questionnaire orally and filled by data collectors. Then among the total 204(100%) Numbers of questionnaires, 194[95%] that is 104 [95%] teachers 40(95.2%) KETB, 25(92%) PTSA & 25 (92%) SIC members were filled and returned.

### **3.6, Method of data analysis and Interpretation**

The purpose of this study was to assess the current practice and challenges of community participation in the implementation of SIP in Gurage zone General secondary and preparatory schools. In order to achieve the objectives, data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative data were used and analyzed accordingly. The data which were obtained through questionnaires (teachers, PTSA, KETB and SIC) were tallied, tabulated and the frequency counts were changed into individual mean, weighted mean, ANOVA and post hoc analysis were to be computed. Descriptive and inferential statistics were employed in this study. The questions in the questionnaire of the appendix parts have a repetitive nature and during analysis similar items were clustered together for the sake of simplicity of presentation. The rated results of the items are taken as the average of their summation for purpose of presentation. Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview (principals and educational official) open ended questions, observation and document review were narrated under quantitative data items related to it.

# Chapter Four

## PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

This chapter of the study deals with data presentation, analysis and interpretation of data obtained from questionnaire, interview, observation and document analysis to search for appropriate answer to the basic questions listed in chapter one. The section is divided into two major parts. The first part presents the demographic & Educational characteristics of the participants and the second part deals with the analysis and interpretation of the role of school improvement in community participation.

Accordingly, presentation and analysis were made making use of the data gathered from teachers, PTSA, KETB & SIC members of the respective schools. In order to collect data, questionnaires were filled by selected secondary & preparatory schools sample teachers and community representatives mentioned above. In order to validate the data from questionnaires, interviews were conducted with principals, supervisors and educational Office GQIP experts. In addition to these, observation and document analysis were employed as supplementary data gathering tools in this study. The questions in the questionnaire of the appendix parts have a repetitive nature and during analysis, similar items are clustered together. The rated results of the items are taken as the average of their summation for simplicity of presentation.

### **4.1 Demographic and educational characteristics of participants.**

Descriptive characteristics of the respondents give some basic information about the sample population. Thus the following three tables show the general characteristics sex, age, qualification, work experiences, field of study and school duties of the respondents involved in the study.

**Table 3****Sex and age of the study participants**

No	Variable	Categories	Teachers		PTSA		KETB		SICS	
			N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%
1	Sex	M	63	61	19	76	28	70	21	84
		F	41	39	6	24	12	30	4	16
		Total	104	100	25	100	40	100	25	100
2	Age	15-20			6	24	-	-	6	24
		21-25	24	23	-	-	-	-	-	-
		26-30	20	19	4	16	5	12.5	10	40
		31-35	17	16	5	20	6	15	4	16
		36-40	19	18	9	36	11	27.5	5	20
		Above 41	25	24	7	28	18	45	6	24
		Total	104	100	25	100	40	100	25	100

The table 3 shows that about 61% of Teachers, 76% of PTSA, 70% of KETB & 84% of SIC members were males respectively. The remaining 39% of Teachers, 24% of PTSA, 30% of KETB & 16% of SIC respondents were females respectively. Concerning their age, as shown in Table 3, 24% of PTSA & SIC members were between the ages of 15-20 years. The others 23% of teachers were 21-25 years and 19% of Teachers, 16% of PTSA, 12.5% of KETB & 40% of SIC participants were 26-30 years. Only 16% of teachers, 20% of PTSA, 15% of KETB & 16% of SIC respondents were 31-35 years. The rest 18% of teachers, 11% of PTSA, 27.5% of KETB & 20% SIC of members were 36-40 years and 24% of Teachers, 28% of PTSA, 45% of KETB & 24% of SIC members were above 41 year.

Table 4

Description of respondents by educational qualification and service

No	Variable	Categories	Teachers		PTSA		KETB		SICS	
			N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%	N <sup>o</sup>	%
1	Educational Background (Academic qualification)	Illiterate	-		3	12	6	12	-	-
		<10grade	-	-	3	12	6	12	5	20
		Certificate	-		2	8	5	8	-	-
		Diploma	7	7	6	24	9	24	3	12
		Degree	94	90	11	44	14	44	17	68
		Above Degree(MA/MED/MSc)	3	3	-	-	-	-	-	-
		Total	104	100	25	100	40	100	25	100
2	Services years (work experiences)	Below 5 years	25	24						
		5-10years	12	12						
		11-15	10	10						
		16-20 years	14	14						
		21-25years	30	30						
		Above 25 years	14	14						
		Total	104	100						

Table 4 show that about 12% of PTSA, 12% of KETB respondents were illiterate and 12% of PTSA, 12% of KETB & 20% of SIC members were less than grade ten respectively. Only 8% of PTSA, 8% of KETB, respondents were certificate & 7% of teachers, 24% of PTSA, 24% of KETB & 12% of SIC members were diploma holders respectively. The majority of respondents 90% of Teachers, 44% of PTSA, 44% of KETB & 68% of SIC members were first degree respectively. The remaining 3% of Teachers were above first degree. Furthermore concerning years of service in teaching 24% of teachers have 1-5 years, 12% of teachers have 5-10 years,

10% of teachers have 11-15 years, 14% of teachers have 16-20 years, 30% of teachers have 21-25 years and the rest 14% of teachers have above 25 years of services in teaching. The respondents are selected with varieties of educational background and services, because to minimized the influence of external factor in the quality of the research.

**Table 5**

Characteristics of sample teachers by field of study and current school responsibilities

No	Variable	Categories	Teachers	
			N <sup>o</sup>	%
1	Field of study	Natural science	46	44
		Social science	25	24
		Language	21	20
		Others	12	12
		Total	104	100
2	Current school duties (responsibilities)	Unit leaders	7	6
		Department head	30	29
		PTSA, KETB or SIC members	16	15
		Club or committee coordinators	18	17
		Any responsibilities at all	34	33
		Total	104	100

Regarding field of study the respondents were 44% of Natural science, 24% of social science, 20% of language and 12% were in other fields of specialization. Based on current school duties or responsibilities 6% were unit leaders, 29% of department head, 15% of PTSA, KETB or SIC members, 17% of club or committee coordinators & 34% have no any responsibilities at all. This shows that the majority of teachers in the schools did not have additional responsibilities or duties in the school other than teaching.

## **4.2. Perceptions of respondents' current community participation in SIP**

A weighted mean is a kind of average mean, instead of each data point contributing equally to the final mean, because some data points contribute more "weight" than others. It is applicable as a method to average data, sometimes collection of values will vary significantly in their distribution. In such case, instead of simple average, weighted average method more adequately represents the dispersion of values where the frequency of values is different. The researcher preferred to use weighted mean value, because there are four groups (Teachers, KETB, PTSA and SIC) participate in the study. Instead of analysis of data of each independent variable, weighted mean is preferable to estimate the mean probability distribution under the assumption that they are independent and normally with the same mean. One way ANOVA is employed for the study because four groups were participated. In this method, specifically compare amount of variation between groups and within groups based on group variation, a hypothesis test for a static data analysis (F-ratio) is determined, if  $p < 0.05$  (probability of error at 5% estimation).

### 4.3. Presentation and Analysis of Data about Current Practice of community participation in SIP

**Table 6**

#### **Extent of current practice of community participation in SIP**

No	Items	T(n=104)	P (n=25)	K (n=40)	S (n=25)	Weighted mean( WM)
		M	M	M	M	WM
1	Community participation by identifying need assessment and planning process	3.3	3.24	2.93	3.52	3.24
2	Community support to the school in administrative such as solving teachers and students socio-economic problems in delegating power of the school	2.76	3.12	2.9	2.76	2.84
3	Community support in academic activities such as parent helping their children at home	2.99	2.6	2.88	2.26	2.55
4	Community participation in different school activities	2.13	2.56	2.67	2.64	2.36
5	Community participation in monitoring evaluation, giving feedback and decision making by SIP.	3.05	2.64	3	2.68	2.94
6	Community participation by developing school policies to provide well known ethic, culture & norms of the school which is well known by the society	2.54	3.16	3.1	3.2	2.82

Key T= Teacher, P= PTSA, K = KETB, S = SIC, WM= weighted mean & m= mean at  $P < 0.05$ , if  $WM \leq 2.5$  low participation,  $2.5 < WM \leq 3.5$  moderate participation,  $WM > 3.5$  active participation and  $m < 3$  below average,  $m > 3$  above average

As can be seen form Table 6 the current involvement of the community in identification of need assessment and planning process of SIP as rated by the respondent entirely moderate detected by a weighted mean value of 3.24. A collaborative planning gives chance for every stake holder to

contribute for effective implementation of the community participation such as Teachers, PTSA, and KETB & SIC by identifying need assessment and planning process was not active.

Regarding to community participation in supporting the school administrative such as solving teachers, students discipline, economic, social and political problems in delegating power of the school were rated a moderate with weighted mean values of 2.84. On the other hand, a weighted mean value of 2.55 was computed for item community support in academic activities with parent helping their children at home getting different feedback from schools and observing students behavior in school compound.

The interview conducted with school principals and educational officials (supervisors & GQIP experts) asserted the idea that:-

*“The parents are coming to schools when their children create disciplinary problems like frequently being late or absent. Most of the parents do not have awareness to help their children in their learning. Even though community participation in collaborative action research, school supervision & curriculum designers are important to solve academics problems, the involvement of the community in this area was low’.*

Table 6 asserts this idea that community participation in the above areas has a weighted mean value of 2.36. Jimenez (2002) and Musk in (2001) listed six domain or areas of parents participation for effective school curriculum implementation. These are infrastructure and maintenance, management and administration, teacher support, student support and recruitment. So, school and other concerned bodies should share their responsibilities to make parents for the balance of participation in each domain monitoring, evaluation and decision making was very important for effectiveness of SIP. But Table 6 indicates that community participation in the above stated areas was moderate one. That is a weighted mean value of 2.94.

**Table 7**

Current practice Community participation in contribution of resource and communicating to the school

No	Items for communication & fundraising	T(n=104)	P (n=25)	K (n=40)	S (n=25)	Weighted mean( WM)
		M	M	M	M	WM
1	The degree of Community participation different school meeting in to deal with students achievements and discipline	3.13	2.72	2.75	2.84	2.96
2	Extent of community participation by contributing fund and extraction of resources materials for SIP	2.8	3.36	2.9	2.96	2.9
3	The extent of the school giving regular orientation and training about roles and responsibility of the community regarding to SIP	2.59	2.76	2.8	2.64	2.66

Key T= teacher, P=PTSA, K= KETB, S=SIC, WM =weighted mean & m=mean

At  $P < 0.05$ , if  $WM \leq 2.5$  low involvement,  $2.5 < WM \leq 3.5$  moderate involvement & at  $WM > 3.5$  Active involvement,  $m < 3.0$  below average &  $m \leq 3.0$  above average.

The community participation in different school meetings to deal with student achievements and discipline problem with weighted mean value of 2.96. It show medium participation.

In relation to the idea in Table 7, the school principal interview stated that

*” The school usually invites the community in school opening and closing days by sending either oral or written message through students but most of the community members do not attend the meetings. Therefore, the school has always found difficulty to discuss the school problems with the community. Most of the school stated that they do not have regular meeting with the community. Meaningful communication is essential in building & maintaining healthy relationship between school and parents. But communication between the school & the community in the study zone as stated by school principal is one always performed by the school initiative”.*

Even though researchers as Conley in Molnar (2006), believes that communication is the building block of information exchange between schools and parents in strengthening relationship towards a co-operative education activities, schools need to develop partnership. Among others, schools have to establish connection network with parents & parents’ representatives and prepare open discussion conferences on school regulation over educational policy issues as well as the way how parents help their children’s education.

As despite in Table 7 respondents replied with weighted mean values of 2.9 & 2.66 for community participation in fundraising and training given by the school respectively to SIP. The data show that a weighted mean of medium value. The principal interviewee stated that,

*“The contribution of the community in terms of finance and material resources was low in comparison to budget or fund required to the implementation of SIP”. In addition to regarding the provision of orientation and training to the communities based on roles and responsibility, the interviewee of educational officials stated that “Our office oriented all principals to give orientation to train for teachers, PTSA, KETB & SIC members on the roles and responsibilities. But the respondents revealed that, it was very low. On the other hand, orientation and training were given to the communities by few schools. The role played by them to improve the school was not adequate”.*

**Table 8**

ANOVA summary Table for current practice of community participation in SIP

	Sum squares	df.	Mean squares	F	Sig	Respondents	No	Mean
Between groups	0.143	3	0.048			Teachers	36	2.87
						PTSA	36	2.87
Within groups	12.08	140	0.086	0.55	0.649	KETB	36	2.84
						SIC	36	2.8
Total	12.23	143				Total	144	2.84

The result for one way ANOVA test for the item that there was no as statically significant mean difference in view between teachers, PTSA, KETB & SIC members,  $F(3,140) = 0.55, p > 0.05$ .

The critical value of F is 3.98, which is greater than the calculated value. The mean values of teachers, PTSA, KETB & SIC members are 2.87, 2.84, 2.84 & 2.8 respectively. The mean values of the respondents are below average. The data clearly show that the current community participation in SIP is below average. But 'F' ratio indicated that there is no statically significant difference between through the group in relation to their perspective on community participation. SIP is one of the components of GQIP and the objective of SIP is enhancing community participation by different characteristics (indicators) of the school activities (MOE, 2007). To achieve the overall objectives of the program, the change in existing conditions are necessary. That means community participation should change from passive to active participation.

#### 4.4 Presentation and Analysis of Data about challenges or factors that hinder Current Practice of community participation in SIP

**Table 9**

##### **Challenges/ factors/ that hinder current community participation in SIP**

No	Challenges  factors  related to the school	T(n=104)	P (n=25)	K (n=40)	S (n=25)	Weighted mean( WM)
		M	M	m	M	WM
1	Reluctance of the school to participate the community in identification of need assessment and planning	3.02	2.4	2.8	2.6	2.85
2	The school lack of well-developed school policies, rules, regulation & norms to participate the community as a member of the school.	3.75	3.4	3.2	3.2	3.51
3	Lack of leadership skill and good governance of the school principals to participate the community in SIP	3.64	3.2	3.1	3.1	3.4
4	Lack of commitment of school community (principals, Teachers PTSA, KETB & SIC) to empower the community by giving orientation and training about SIP	3.5	3.1	3.2	3.4	3.38
5	There is no appropriate strategy for the school to provide community services, information about SIP.	3.64	3.2	3.1	3.2	3.4

Key T= teacher, P=PTSA, K=KETB, S= SIC, WM= weighted wean & m=mean

At \*p< 0.05, if  $WM \leq 2.5$  low challenges,  $2.5 < WM \leq 3.0$  medium challenges,  $3.0 < WM \leq 3.5$  high challenges,  $WM > 3.5$  very high challenges,  $m < 3.0$  below average &  $m > 3.0$  above average challenges.

Table 9 show lack of well-developed school polices, rules, regulation and norms which pave the way for community participation in the different schools of the study zone. The weighted mean value of the respondents to the items is 3.51. The data vividly showed that there were challenges for community participation in SIP. In relation to this the educational office GQIP expert interviewee stated that,

*'the school should make mechanism to work with the community, and also invite them to come to school even though still it has a great problem of getting the community to work & discuss with them''.*

As can be seen weighted mean value of 3.4 was due to hindrance of community participation as a result of lack of good governance & leadership skill of the principal. The weighted mean value revealed that there were high challenges for community participation in SIP. Principals are the key players in the school improvement process. One of their most important responsibilities is to ensure the practice of good governance, develop good leadership skill & help stakeholders to implement strategic plan and its objective in the form of active participation (MOE;1996). Stakeholders need to know what their school goals are and how well they are progressing. However, the weighted mean values in Table 9 shows that the activity of the principal in the sample school did not contribute these duties. The commitment from school communities (principal, teachers, PTSA, KETB & SIC) to empower community by giving training and orientation was rated a high challenges for community participation in SIP (WM=3.38).

The interview conducted with principals asserted that

*'The KETB of the school existed structurally as members of the school but not functional. As most of the respondents revealed that the strength of the PTSA was different from school to school and has a meeting at least once a month to solve school problems''.*

Similarly, the commitment of the school provide community service, communication and networking to advocate opportunities of SIP was rated a weighted mean values of 3.4. Moreover the respondents agree that existence of great challenges by school activities to provide community service, networking & communication.

The school as an institution must give social services for the community. Molor (2006) found that socializing together will improve communication, comfort and trust. Davis in Barbour &

Barbour (1997) stress the responsibility of schools to do more for improving parents participation in education of their children. As described by such scholars, school cannot educate the overall development of child without partnership with parents' community.

**Table 10**

**Main challenge related to the community cause to hinder current active participation in SIP.**

No	Main challenge related to community	T(n=104)	P (n=25)	K (n=40)	S (n=25)	Weighted mean (WM)
		M	M	M	M	WM
1	Poor follow up of the community performance to their children in close relation to the school	3.76	3.2	3.2	3.2	3.53
2	Lack of awareness or information about role & responsibilities of the community by SIP.	3.6	3.3	3.45	3.1	3.46
3	Lack of finance (economic problems on the parts of the society) to support SIP.	2.75	3.2	3.1	3.1	2.93

Key, T=Teacher, P= PTSA, K=KETB, S= SIC, WM= weight mean & m=mean.

At \* $P \leq 0.05$ , if  $WM < 2.5$  low challenges,  $2.5 \leq WM \leq 3.0$  medium challenges,  $3.0 \leq WM \leq 3.5$  high challenges,  $WM \geq 3.5$  Very high challenges,  $m \leq 3.0$  below average challenge &  $m > 3.0$  above average challenges.

Table 10 revealed that there was poor follow up of the community about the performance of their children. The weighted mean value the item was 3.53. The values show about the presence of high hindrance factors to community participation in SIP. It is because of most of the parents are uneducated; do not have knowledge and skill to help his/her child in any educational activities. Several educators express concern about the need for parents' involvement. From their extensive

literature, Heneveld and Craig (1996) argued that parents and the community are key factors to determine school effectiveness, because they can prepare children's readiness to come to school and enhance their cognitive development by ensuring children 'well balanced nutrition and health. In addition, parents can help their children with homework and make sure that children are physically ready to learn at school.

As can be seen from item 2 of Table 10, "awareness of community about roles & responsibility in SIP" had a weighted mean value of 3.46. The weighted mean value show that there was lack of awareness on the role & responsibility of community. Training is very important way to aware roles and responsibilities of all stakeholders, especially community (MOE, 2002), UNESCO (2002). The other major issue, which administered to the respondents refers to economic problems (lack of finance) on the part of the society was rated weighted mean values of 3.18. The communities due to low economic background, the majority were engaged in different daily activities to earn their living. The results create burden on the society & lack of communication to the school concerned bodies in implementation of SIP.

The response from the interview of principal stated that,

*"The parents are interested in supporting education of their children but they do not have time & finance. On the other hand, they are illiterates and do not know how to help their children at home in their educational activities".*

**Table 11**

**ANOVA summary table for challenges of current community participation in SIP**

	Sum of squares	df	Mean of squares	F	Sig	Respondents	N <sup>o</sup>	Mean
Between groups	2.95	3	0.97			Teachers	41	3.5
Within groups	13.01	160	0.081	11.98	0.0039	PTSA	41	3.2
						KETB	41	3.2
						SIC	41	3.2
Total	15.94	163			Total	164	3.27	

**Table 12**

**Post hoc values of comparison test**

TeKey HSD	Variable compared	Other variables	Mean deference	Significance
	Teachers	PTSA	0.30512*	000
		KETB	0.30805*	000
		SIC	0.31195*	000
	PTSA	Teacher	-0.30512*	00
		KETB	0.00293	1.00
		SIC	0.00683	1.00
	KETB	Teachers	-0.30805*	000
		PTSA	-0.00293	1.00
		SIC	-0.00390	1.00
	SIC	Teachers	0.31195*	000
		PTSA	-0.00683	1.00
		KETB	-0.00390	1.00

The mean difference is significant at the 0.05 level

One way ANOVA was employed to test if there was statically significant difference among the respondents response. The results from one way ANOVA test for items revealed that there was statistically significant mean differences between Teachers, PTSA, KETB and SIC members,  $F(3,160) = 11.9$ ,  $P \leq 0.05$ . The critical value is 3.09. This shows the respondent views on the identification of challenges for SIP is different among teachers ( $m=3.5$ ), PTSA ( $m=3.2$ ), KETB ( $m=3.2$ ) & SIC ( $m=3.2$ ). The mean values clearly show that, there was great challenges for community participation by SIP. The mean values are above average challenges ( $m > 3.0$ ). The challenges are lack of awareness, finance, communication & skills of the leaders to make active participant the community by SIP. Table 12 of the post hoc comparison test show that obtained a mean value is statically significant difference for teachers' respondent. The mean difference between teachers and PTSA, KETB, SIC were 0.305, 0.308 & 0.312 respectively. But significance relation between the groups is relatively equal to zero. This data show that there was significant difference teachers mean value from other groups. on the other hand mean values of PTSA in comparison to teacher, KETB SIC were -0.305, 0.00293 & 0.00683 respectively. The significance relation between these groups with PTSA was zero, one & one respectively. The data show there was significant mean difference or weak relationship between mean values of teachers and PTSA. The mean values of KETB in comparison to teachers, PTSA & SIC members were -0.308, -0.0029 & -0.00390. The significance relation of the groups in order to KETB were zero, one & one respectively. The data show that there was teachers respondents mean value different from other and no significance relatively with KETB. The mean value of SIC in comparison to teachers PTSA & KETB were 0.32, -0.00683 & -0.0039 respectively. The significance relations between them are zero, one & one respectively. The data show that there was mean values of teachers respondents were that has significant difference from other values.

# Chapter Five

## 5. Summary, Conclusions and Recommendations

Chapter five deals with the summary of the major findings, the conclusions drawn based on the findings and recommendations that are assumed to improve the community participation in SIP in General secondary and preparatory schools of Gurage zone.

### 5.1 Summary

The purpose of this study was to assess current practice of community participation in school improvement program in Gurage zone General secondary and preparatory schools.

In order to achieve the desired objectives the following basic questions were formulated:-

- 1,What is the current practice of community participation in the implementation of SIP in government General secondary and preparatory schools of Gurage Zone?
- 2, what are the factors/challenges that affect current practice of community participation in the implementation of SIP in Gurage zone General secondary and preparatory schools?
- 3, what measure should be taken for the factors/challenges that are hindering community participation in the implementation of SIP in Gurage zone General secondary and preparatory schools?

In dealing with the problems, both quantitative and qualitative approaches were used to assess the current practices of community participation in the implementation of SIP. Descriptive survey was employed in this study because this design enables the researcher to gather relevant and adequate information on the issues considered. The study was conducted in five sample secondary and preparatory schools. On the basis of the research questions, the researcher used different data collecting instruments such as questionnaires, interview, document analysis and observation.

A total of 204 (100%) questionnaires were distributed to 108 teachers, 42 KETB, 27 PTSA & 27 SIC members and 194(95.1%) were filled and returned. PTSA, KETB and SIC members were participate in responding questionnaire. Because they are main representatives of the community

in the school and to get more reliable and valid information. Semi structured types of questions were also employed for interview with 5 principals & 10 educational officials. Sample secondary and Preparatory schools were selected by purposive sampling. Respondents from each department were selected by using simple random sampling and stratified random sampling techniques. The data gathered by questionnaires were organized and analyzed using mean, weighted mean ANOVA and post hoc test. The data collected through interview and observations were analyzed through narration.

Based on analysis & interpretation of the data, the following major findings were found out:-

### **5.1.1 Current practice of community participation in the implementation of SIP.**

1. The level of community participation in discharging their responsibilities in identifying the need of the school, planning, implementation, monitoring, evaluation and decision making in SIP was moderate with a weighted mean values of all items between 2.5 & 3. The reason for medium level of participation was due to low level of training and awareness for the community in SIP.
2. Regarding community participation in supporting the school administration such as solving teachers and students' discipline, economic, social and political problems in delegating power of the school were rated as a moderate with weighted mean value of 2.84.
3. Community support in academic activities with parents helping of their children at home getting different feedback from the school & observing student behavior in the school compound is a weighted mean value of 2.55.
4. Community participation in collaborative action research, school supervision, curriculum design & evaluation are important to solve academics problems, but the involvement of the community in this area was low with weighted mean value 2.36.

### **5.1.2 Main challenges that hinder current community participation in the implementation of SIP.**

1. The sample schools have lack of well-developed school policies, rules, regulation & norms to encourage the community participation as a part of the school improvement program. The weighted mean value of 3.51 shows there is great challenge for current community participation in SIP.
2. A weighted mean value rated 3.4 was for due to hindrance of community participation as a result of lack of good governance & leadership skills of the principals. The weighted mean values revealed that there are challenges for community participation by SIP.
3. The community from the school (such as principals, teachers, PTSA, KETB & SIC) to empower community by giving training and orientation was rated a weighted mean values of 3.38. This shows that there is high challenge for community participation in SIP.
4. Failure of the school to provide community services, communication & networking to advocate opportunities of SIP with weighted mean value was 3.4 which show existence of a great challenge.
5. Awareness of a community about roles & responsibilities in SIP was a weighted mean value of 3.46. The weighted mean value shows that there was lack of awareness of the communities in identifying their roles & responsibilities.

### **5.2 Conclusions**

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

Community participation is not adequate to the implementation of SIP in government general secondary & preparatory school of Gurage zone. This inadequate participation is because of some of the problem related to the community & the school. The challenge which related to the school is reluctance of the community to participate in identification of the need assessment, planning, implementation & evaluation process. The school has lack of fixed time schedule to deal with the community about SIP. It has faced a great problem of getting the community to

work & discuss with them. On the other hand, the schools lack well-developed school policies, rules, regulation & norms to participate the community as a member of the school. In most cases, the reluctance of the community to participate actively in SIP due to lack of good governance & poor quality of principals in leadership skill, poor commitment of the school community (teachers, PTSA, KEBT & SIC) to involve the community in SIP & weak strategy for the school to provide community services and recent information about SIP are among the factors that contribute to the low level of community participation in SIP.

The Domain of community participation can be stated in various ways, depending on the context of school improvement program. It also consists of three elements and each element has its own standards. Element one of community participation domain stated that “working with parents”. The standards of this element describe “teachers meet with parents when necessary and at a minimum twice per-semester to provide quality reports and to discuss their child’s learning achievements. But the sample school teachers of the study zone were lack of any fixed schedule to deal with the community/parents. As a result the parents have limited information, communication and supportance about their children education or the school. Element two of community participation domain describe about “society participation” the standards of this element stated that “school successfully mobilized the community to provide resources to support the implementation of the school improvement program. When we came to the study zone, the communities provide moderate resources to support implementation of school improvement program. This condition caused scarcity of the resource. Finally it was caused to low students’ achievements.

Element three of community participation domain emphasized on “promoting education”. The standard of this element stated that schools are active in communicating and promoting the importance of education in the community. But the sample schools of the study zone had no appropriate network/channels to communicate with the community to promote the importance of school improvement program /education. Even if they had meeting at the end of first semester and end of the year, the number of parents come to the schools were very few.

Active community participation in SIP contributes to higher achievement of students and improves school environment. It is also crucial for implementation of effective teaching learning processes to assure quality of education. The school and parent relationship must be maintained

through the continuous clear exchanging of information between both sides (the parents & the school). Parents have to involve in their children's education activity, if they know how to help their children. They must be initiated by schools to be aware of their roles and responsibilities they can discharge in schools.

In addition, achievements in standardized examination are not accompanied by adequate improvement attempt in quality. It is below the required level. Nowadays most schools have a great number of repetition and dropout rate. Teachers agree to improve students' results by 10% per-year and used continuous assessments. But this result does not show students' real performance. It contradicts the results of standardized Examination. Even if schools today have a great number of challenges which cause deterioration of quality of education, the current vision of the Government for education development is described ESDP IV serving the overarching framework, giving high priority to quality improvement at all levels. With the frame work of ESDP IV MOE Developed a General Education quality improvement package (GEQIP). The overall purpose of GEQIP is to improve the quality of General education throughout the country. Among the components of GEQIP, SIP is the main program. The purpose of SIP is to enhance school & community participation in resources utilization, providing safe, secure & comfortable environment for learning teaching process & students' achievement. It is used to make the community & the school accountable for student achievement. But the above entire program is not the right direction from the grass-root levels for sample schools to assure quality of education

### **5.3 Recommendation**

Depending on the findings and the conclusion of the study, the following recommendations are forwarded:-

The schools Administrators, PTSA, KETB & SIC members and educational officials have responsibilities to the community with complete and accurate information regarding school improvement goals & program, and community duties and responsibilities on SIP. Every stakeholder has responsibilities to know what the school does in relation to SIP, its problems and opportunities, to solve the problems. The school principals and teachers have the responsibilities to furnish parent community and the whole community with clear and accurate information

regarding the objective of education, school goals and program, prepare training programs for parents to work together with the school.

The schools should prepare training program for parents how to help their children and work with schools. Schools have the responsibilities in identifying problems or factors that affect parent participation and should give ways and means with PTSA, SIC, KETB & Other stakeholders to solve the problems in discussion through meetings, conferences and workshops. Hence to develop active school-community relationship and implement SIP effectively and collaboratively, the school administration, educational officials, PTSA, KETB SIC members should undertake the following activities:-

- ☞ Create Awareness on communities roles and responsibilities (by providing training)
- ☞ Create communication channels used to link information about SIP to community.
- ☞ Initiate the community to participate in over all activities of the school
- ☞ The schools provide community services.

Therefore, schools should have commitment to assist parents to know ways of assisting their children in their education both at home and school: and contact every child's parents using home room teachers to discuss about students achievement & weakness individually or in a meeting. PTSA, KETB, SIC and school staff should enlighten parents and other community members on their role to improve their children education through active participation. The following specific activities are important for active participation of community in SIP.

1. School should promote collaborative structures of organizational conditions. This condition should promote effective professional learning that depends largely on its organizational culture such as belief, attitudes, value, knowledge, norms, rules, regulation and skills which enhance partnership with community.
2. The school system should have a shared responsibility to improve students' learning outcomes. The partners'/ communities know specific areas of education like need assessment, setting priorities, contributing resources, policy making and governance (the setting goals planning of programs and managing of budget) and the instructional process.

3. The woreda school-board and KETB should help to set direction and provide support for active participation of community by SIP. The woreda school- Board /KETB improve community participation by providing training concretes and forums for the community about SIP.
4. Educational experts / school supervisor or GQIP experts/ must encourage school community to involve by facilitating the strategies set by the school and monitor each school success. They should;-
  - ⇒ Understand the nature or characteristics of each school to develop collaborative working & partnership.
  - ⇒Ensure training opportunities that are available to school staff, KETB, PTSA & SIC members to active participation of communities in SIP.
  - ⇒Provides training for the community to develop partnership with school.
  - ⇒Monitor the overall activities of community participation by SIP continuously with successful solution to challenge & existing problem.
  - ⇒Provides opportunities for different schools to work together to resolve problems & share best practices.
5. The principals should be the key players in developing partnership with parents or the communities in the implementation of SIP.

**The principals’ roles in active participation of SIP should:-**

- ⇒ Clearly explain the roles & responsibility of the community in SIP.
- ⇒Train staff, PTSA, KETB & SIC members how to participate in SIP
- ⇒Invite the community to participate in different school activities.

e.g Sport game, to see school creative work, class room instruction and dealing detail with school “profile ” nature & characteristics meetings.

- .⇒Prepare training for the communities to actively participate in SIP
- ⇒Provide community service
  - ⇒Develop network with regular communication
  - ⇒Continually gather information from different stakeholder about active involvement of community in SIP. He needs to monitor, evaluate & give feedback for each stakeholder hierarchically.

⇒ Participate community on decision of school activities (use democratic participative & communicative leadership style)

5. Teachers are the other school key stakeholders and main implementing agents to develop partnership to parents (community in SIP).

**Teachers should:-**

- Develop class level teacher –parents’ partnership.(By setting a committee with a member of students’ parents and home room teachers)
- Prepare training/orientation for parents’ role & responsibilities by their children achievements.
- Provide- up date information on students learning and gather parental feedback.

7. The PTSA, KETB & SIC members should actively participate to develop collaborative work-between school & communities in SIP. They should:-

- ✓ Provide training /orientation for community roles & responsibilities in SIP.
- ✓ Build up positive attitude of the community about the school & to participate actively in SIP.
- ✓ Participate in overall activities of school improvement program of the institutions /schools/.
- ✓ Participate especially in monitoring, evaluation & school decision making.

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**APPENDIX A**

**Addis Ababa University**  
**School of Graduate Studies**  
**Collage of Education**

Department of institute of educational research

Teacher questionnaire

Dear Teacher

The purpose of this questionnaire is to collect data on the role of SIP in community participation in Gurage zone general secondary and preparatory school. Your co-operation in providing relevant & accurate data will be of a great help of the study. Rest assured that your response will be used only for the purpose of the study and be kept confidential. Therefore, please read each of the items and give response that corresponds to the situation in your school & your activities. It is not necessary to write your name.

**Thank you for your cooperation**

*Part one:-personal data*

Direction;- write the required Information or encircle the letter of your response.

1. Name of woreda/town.....
2. Sex ..... male ..... female.....
3. Age ..... years
4. Educational qualification  
A. Certificate    B. diploma    C. BA/BSC/BED    D. MA/MED/MSC

If any other, please specify .....

5. Number of years of service  
I. 1-5 .....
- II. 6-10 .....

- III. 11-15 .....
- IV. 16-20.....
- V. Above 21.....
- 6. Areas of specialization
  - I. Natural science .....
  - II. Social science. ....
  - III. Language .....
  - IV. If any other, specify it, here .....
- 7. current responsibility in the school in addition to teaching
  - I. Unit leader .....
  - II. Department head .....
  - III. Members of PTSA, KETB or SIC .....
  - IV. Club or committee members.....
  - V. If you have any responsibility in the school at all .....

**Part two:-** The current practices of community in the implementation of SIP.

*Direction:-* The following items are related to activities/Practices of school improvement programs in order to /supposed to/ carryout involvement of community. Kindly indicate your response by using a “√” mark on the box placed each item.

(5. Very high    4. High    3.medium    2. low    1. Very low)

No	Items	Scales				
		5	4	3	2	1
2	The extent/degree of participation of KETB, PTSA, SIC and community members in the following tasks of SIP.					
2.1	Identification of school need assessment of SIP (problem identifications of SIP )					
2.2	Participation by planning of SIP					
2.3	Participation by implementation of SIP.					
2.4	The extent to which parents contributed in fund raising of activities to SIP.					
2.5	Involvement through extractions of resources & materials to SIP.					

2.6	The extent to which participation in different school meetings to improve teaching, learning process (student's achievements & discipline).					
2.7	Participation in creating conducive school environment (Effort made to promote order and stability.)					
2.8	The school Inviting the community to participate deferent school activities & SIP					
2.9	The school establishing regular school community meetings in SIP.					
2.10	The school creating regular information access to community members about the school activities & SIP					
2.11	The school regularly orienting about the role of the community regarding SIP.					
2.12	Initiation PTA, KETB,& SIC members to mobilize the community to involve in school activities and SIP.					
2.13	The participation of the community in physical labor support to SIP					
2.14	Community support in Administrative such as solving problem related to student discipline.					
2.15	Community support in academic activities such as parents helping children at home in their learning.					
2.16	Community is given training /orientation about their duties & responsibility in SIP (about ambitious plan & goals)					
2.17	The community is aware of the school achievement in SIP in different school meetings & media					
2.18	The school regularly offer appropriate report based on real achievements of the students to the community					
2.19	The school has well known ethic, culture and norm by the society to participate actively by SIP					
2.20	The school enhanced female participation and inclusive education using community participation in SIP					

2.21	The school provides special channels, network, and structures for enhancing community participation					
2.22	The school provides community service program & advertising effective & efficient performances					
2.23	Participation in monitoring and evaluation community in SIP.					
2.24	Participation in decision making process of community in SIP					
2.25	Participation in giving feedback for consultation of community in SIP					
2.26	Participation in facilitating parents in each and every activities of the school(empowered community)					
2.27	Community participation in delegated power by school management (future direction of the school)					
2.28	Community participation by delivery of services. E.g. engineer participation by planning of school construction e. t. c					
2.29	Community participation in contribution for the development of the school polices.					
2.30	Community participation towards solving problems of school teachers (discipline, economic, political, social aspects.....).					
2.31	Community Participation or involvements i.e. to attain equity & access (especially female and inclusive education).					
2.32	Community participation in school supervision committee (teaching – learning evaluations)					
2.33	Community participation in school curriculum design or revision program (text book preparation and revision)					
2.34	Community participation in school based research ,					
2.35	Community participation of visiting children in school community while learning.					
2.36	Participation in consultation with teachers about the progress & weakness of their children.					

2.37. If in the above area of community participation is “low”& “very low”, what is the main reason?

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.....  
.....

2.38. What are the solutions for the above reason in problem number 2.37?

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.....

2.39. Are there community members who have taken any training /orientation about their duties & responsibilities regarding school improvement program? What change is observed?

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.....  
.....

2.40. At current practice, at what extent the community members are aware of their roles and responsibilities regarding SIP? Why?

.....  
.....  
.....  
.....

**Part III.** Challenges or factors that affect the implementation of school improvement in community participation

**Direction:-**The following items are related to challenges of SIP in community participation in order to / supposed to/ carry out the community involvement.

Kindly indicate your response by using “√” mark on the box placed each item

No	Items	Scales				
		5	4	3	2	1
3.1	Lack of participation of community in need assessment & planning process of SIP					
3.2	Lack of participation of community in awareness creation about SIP (the strategic plan & objectives).					
3.3	Lack of community participation in decision making process of the school management.					
3.4	Lack of community participation in implementation process of SIP.					
3.5	Lack of community participation in monitoring & evaluation processes of SIP					
3.6	Reluctant of community participation in resources mobilization processes of SIP					
3.7	Resistance of the community about fund raising & providing services for SIP					
3.8	unappropriate ownership & responsiveness of the community towards the school					
3.9	Misunderstanding on part of the community about the values of Education					
3.10	No well-developed school policies, rules, regulation & norm which participate community as members of the school					
3.11	Poor follow up of the community for the performance of their children in close relation to the school.					
3.12	Lack of Participation of community in d/t school meetings to discuss effectiveness & efficiency of the school.					
3.13	Weakness of different school team to mobilize the community (PTSA, KETB, SIC.....)					
3.14	Resistance to community involvement in development safe & conducive school atmosphere.					
3.15	Low communication between parents & school.					
3.16	Low parent's involvement in learning activities of their children at home.					
3.17	Low school involvement in advocacy of SIP opportunities to the community.					
3.18	Lack of good governance in the school (principals) to participate community					
3.19	Lack of commitment of teachers to empower parents (community)					
3.20	Lack of leadership skills of leaders to participate community					
3.21	No clear cut information or awareness about school strategic plan & objective by the community					
3.22	The school lack of efficient problem solving community based action research the school					

3.23	School without community services & there is no appropriate channels to provide information to the community about what is happening in the school					
3.24	Lack of community interest to participate in SIP					
3.25	Lack of finance (i.e. poor relationship between school and community).					
3.26	Failure to Arose motivation in the school on the community.					
3.27	Lack of opportunities to communicate the society because of the burden of the school work on part of school management.					
3.28	Lack of opportunities on part of the community to communicate the school management because of the burden of work on the society.					
3.29	Absence of accountability & responsibility of the community to involve in SIP					
3.30	Absence of accountability & responsibility on part of the school management not involving the community in SIP					
3.31	The community's unwillingness (not being ready) to welcome criticism from the school.					
3.32	Due to community's lack of confidence in the school activities					
3.33	Insecurity of the community about verbal criticism of teachers about their children failure or discipline problems					
3.34	The school community looks on the school "professional Island" that doesn't need the involvement parents in the teaching – learning activity.					
3.35	The students are not willing to bring their parents to school for fear they would be informed all about their children's discipline and academic activities					
3.36	Due to attitude of teacher discourage parent involvement					
3.37	The student afraid of his parents to come to school because their poor achievements discipline & problems					
3.38	Due to parents afraid to poor achievement & negative behavior of their children's.					
3.39	Lack of community participation in consultation and giving feed back to the school concerning SIP					
3.40	Lack of giving training about SIP for the community concerning their duties and responsibilities.					
3.41	The belief of the community that education is only the responsibility of the school (government).					

**Part IV: - Current opportunities of SIP program in community participation**

**Direction: - The following are item related to opportunities of school improvement program in community participation. Kindly indicate your response by using ““√” mark on the box placed for each item.**

No	Items	Scales				
		5	4	3	2	1
4.1	The community provides enough resource for the school used for different purposes & implementation of SIP to that can be assures quality of educations.					
4.2	Schools develop culture of collaborative work with the community during identification of need, planning, implementation, monitoring, evaluation & decision making.					
4.3	School develop conducive & safe environment with co-ordination to the community which is comfortable for teaching learning process					
4.4	The school decrease dropout rate working together with the community by SIP					
4.5	The school decrease repetition rates working together with the community in SIP.					
4.6	Effectiveness & efficiency of different school teams (PTSA, KETB, SIC.....) increase in the overall activities of SIP.					
4.7	Interest of students towards learning teaching process & also actively participate in d/t teams of the school (PTSA, KETB, SIC.....)					
4.8	Improved attitude & effectiveness of the community towards inclusive & female education by SIP					
4.9	Community commitment and responsibility towards SIP is increasing					
4.10	Community participation and consultation towards SIP is increasing.					
4.11	Communication between home & school is increase by SIP (better relation)					
4.12	Students take the responsibility of their own learning by awareness creation to the community					
4.13	The school develop skill to spot problems & solve with community participation					
4.14	The school develop a good trend to strategic plan & community mobilization for implementation					

4.15	Community reduce work burden of teachers & principals by SIP.					
4.16	The community increases feelings of ownerships & responsibility towards SIP.					
4.17	Community attitude towards recognition of education increase by SIP?					
4.18	The achievement of student results increase in national & class examinations through community participation in SIP					
4.19	The behavior of the student is changed due to participation of community in SIP?					

4.20 What are other tasks about current opportunities of SIP in community participation?

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**APPENDIX B**

**አዲስአበባዩኒቨርሲቲ**

**የድህረ ምረቃ ትምህርት ቤት**

**የትምህርትጥናትናምርምርተቋም**

**በመ/ራንየሚሞላመጠየቅ**

የዚህ የጽሁፍ መጠየቅ አላማ በጉራጌ ዘንድ ሚኒስቴር/ደ/የመሠናደት/ቤተ-ትምህርት/ትምህርት ማሻሻያ ማህበረሰብ ለተሰጡት ሰነድ የሚመዘኑ ልክትና ወደፊት ይህን ጉዳይ በተመለከተ መደረግ ያለበት ለመጠበቅ የሚያስችል መረጃ ለማሰባሰብ ነው። እርሶም ትክክለኛ መረጃ በመስጠት የሚያደርጉት መልካም ትብብር ለጥናቱ አስተማማኝነት ላቅ ያለ ድርሻ አለው። እርሶም የሚሰጡት ምላሽ መልስ በሚሰጥ ለጥናቱ ተግባር ብቻ የሚውል መሆኑን በእርግጠኝነት እገልጽልዎታለሁ። ስለሆነም እያንዳንዱ ጥያቄ በማንበብ እርሶም ት/ቤት ያለውን ሁኔታና የእርሶም ተሳትፎ የሚመለከተውን ምላሽ እንዲሰጡ እጠይቃለሁ። ስም መጻፍ እያስፈልገውም።

**ክፍል አንድ፡- ግላዊ መረጃ**

**መመሪያ፡-** የሚያስፈልገው መረጃ ደጻፍ ወይም መልስ ንያክብቡት

- 1. የወረዳው /የከተማው ስም/.....
- 2. ጾታህ. ወንድ ..... ለ. ሴት.....
- 3. እድሜ .....
- 4. የት/ትደረጃ

ሀ. ሰርተፍኬት

ለ. ዲፕሎማ

ሐ. ዲግሪ

መ. ማስተር

ሠ. ሌላ ካለ ይጠቀስ.....

**i, 1 – 5      ii, 6 – 10      iii, 11 – 15      V, ከ25 በላይ IV, 16 – 20**

**5. የተመረቁበት ሙያ**

**i, የተፈጥሮ ሳይንስ ii, ማህበራዊ ሳይንስ iii, ቋንቋ V, ሌላ**

6. አሁንበት/ትቤትያሉትተጨማሪሀላፊነት

- 1. ዩኒቨርሲቲ
- 2. ዲ/ትተጠሪ
- 3. የወተመሀቀትሰባናትመኮከላል
- 3. የሌሎችአደረጃጀቶችአባል/ተጠሪ
- 5. ምንምአይነትሀላፊነትየለኝም

ክፍልሁለት:- በአሁንጊዜህበረተሰቡበት/ትቤትመሻሻልትግበራላይያለውንአፈጻጸም

መመሪያ:-

የሚከተሉትጉዳዮችየትምህርትቤትናየህብረተሰብግንኙነትየሚመለከቱትግባራትናቸው:: በእነዚህትግባራትበአሁኑወ

ቅትህብረተሰቡበምንያህልደረጃበትግበራእንደሚሳተፉእያንዳንዱጥያቁበማንበብመልሶዎንየ”√”

ምልክትበማድረግበሳጥኑውስጥምልክቱ::

- 5. በጣምከፍተኛ
- 4. ከፍተኛ
- 3. መካከለኛ
- 2. ዝቅተኛ
- 1. በጣም ዝቅተኛ

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
2	በምንያህልደረጃቀትስበወተመሀትመኮከለናህብረተሰቡበሚከተሉትጥያቄዎችይሳተፋል::					
2.1	የት/ትቤቱየቅድሚያችግሮችበመለየትሂደትያለውተሳትፎ					
2.2	የት/ትቤቱየት/ቤትመሻሻልናሌሎችአቅድዝግጅትመሳተፍ					
2.3	የት/ትቤትመሻሻልዕቅድትግበራስራዎችያለውተሳትፎ					
2.4	የት/ትቤቱለት/ትቤትመሻሻልዕቅድትግበራአስፈላጊነድበማሰባሰብያለውተሳትፎ					
2.5	የት/ትቤቱመሻሻልዕቅድትግበራአስፈላጊማቴሪያልግብዓትማሟላትያለውተሳትፎ					
2.6	በተለያዩየት/ትቤቱየተማሪዲሲፒሊንናውጤትለመቀየርበሚደረገውይይቶችያለተሳትፎ					
2.7	ምቹየማያሰጋናየተረጋጋየት/ትአካባቢለመፍጠርእየተደረገያለጥረት					
2.8	ት/ትቤቶችህብረተሰቡንበተለያዩየት/ትቤትመሻሻልስራዎችናሌሎችስራዎችእንዲሳተፉመጋበዝ					
2.9	ት/ትቤቱመደበኛየሆነየት/ትቤትመሻሻልየህብረተሰብወይይትፕሮግራምየሚያዘጋጅመሆኑን					
2.10	ት/ትቤቱመደበኛመረጃዎችበት/ትቤትመሻሻልለህብረተሰቡየሚያቀርብያለቸውመሆኑን					
2.11	ት/ትቤቱመደበኛየሆነህብረተሰቡንበት/ትቤትመሻሻልምእንደሚጠበቅበትግንዛቤየሚፈጥርመሆኑን					
2.12	ቀትሰብ፣ወተመሀ፣የትመኮ፣ህብረተሰቡንበት/ትቤትመሻሻልስራዎችየነቃተሳትፎእንዲያደርግእየተደረገትያለውድጋፍ					
2.13	ህብረተሰቡበት/ትቤትመሻሻልስራዎችፊዚካላዊድጋፍበማቅረብያለውድጋፍ					
2.14	ህብረተሰቡለት/ትቤቱአስተዳደርከተማሪዲሲፒሊንተያያዥነትያላቸውችግሮችበመፍታትእያደረገያለውጥረት					
2.15	ህብረተሰቡተማሪዎችበት/ትአቀባበላቸውለማሳደግበቤትውስጥእያደረገላቸውያለውድጋፍ					
2.16	ት/ትቤቱበት/ትቤትመሻሻልዙሪያለህብረተሰቡስልጠናግንዛቤበመስጠትሀላፊነታቸውናተጠያቂነታ					

	ቸው የሚያሳውቅ መሆኑን						
2.17	ት/ትቤቱ ለህብረተሰቡ በት/ትቤት መሻሻል የተመዘገቡ አስፈጻሚዎች በተለያዩ በህዝብ ሰብሳቢዎችና በሚያሳውቁ ገልጽ መሆኑን						
2.18	ት/ትቤቱ ለህብረተሰቡ የልጆቹ አፈጻጸም በመደበኛ ሁኔታ የሚገለጽ በትሂደት መኖሩን						
2.19	ት/ትቤቱ ህብረተሰብ በት/ትቤት መሻሻል የሚያሳትፉ የሚታወቁ ክሎት ባህልና መርህ ያለው መሆኑን						
2.20	ት/ትቤቱ የሴቶችና የልዩ ፍላጎት ወይም የአካቶች ምህርት ለማሳደግ የህብረተሰብ ተሳትፎ የሚጠቀም መሆኑን						
2.21	ት/ትቤቱ ለደብዳቤ መግናኛ (መረቦች) ዘዴዎችና በስትራቴጂዎች ተጠቅሞ ህብረተሰቡን በት/ትቤት ለማሻሻል ጥረት የሚያደርግ መሆኑን						
2.22	ት/ትቤቱ የሚሰበረሰብ አገልግሎት ስራዎች በመስራት በት/ትቤት መሻሻል ያለው አፈጻጸም ለህብረተሰቡ የሚያሳውቅ መሆኑን						
2.23	ት/ትቤቱ ህብረተሰቡ የት/ትቤት መሻሻል የድጋፍና ክትትልና ግምገማ እንዲሳተፉ ጥረት የሚያደርግ መሆኑን						
2.24	ት/ትቤቱ ህብረተሰቡን በት/ትቤት መሻሻል የተለያዩ ሳይክሎግራፊያዎች የሚያሳትፉ መሆኑን						
2.25	ት/ትቤቱ ህብረተሰቡ በት/ትቤት መሻሻል ስራዎች እንዲገመገሙና ግብረመልስ እንዲሰጥ የሚያደርግ መሆኑን						
2.26	ት/ትቤቱ እያንዳንዱ በሚያስራቸው የት/ትቤት ስራዎች ህብረተሰቡን የሚያሳትፉ መሆኑን (የህብረተሰብ አቅም ከማሳደግ አኳያ)						
2.27	ት/ትቤቱ ህብረተሰቡን በሚወክለው ስልጣን ደረጃ በት/ትቤት የማይገኝ ስራዎች የሚያሳትፉ መሆኑን						
2.28	ህብረተሰቡ ለት/ትቤቱ የተለያዩ አገልግሎቶች በመስጠት ያለው ተሳትፎ (የሙያ ..... ወ. ዘ. ተ)						
2.29	የት/ትቤቱ ጠቃሚ ደንቦችና መመሪያዎች ሲቀረጽ ህብረተሰቡ እያሳተፈ ያለበት ደረጃ						
2.30	ህብረተሰቡ በት/ትቤቱንና መ/ራን የሚፈጠሩ ግሮች ለመፍታት እያደረገ ያለው እንቅስቃሴ ለማሳደግ የሰራ ያለበት ደረጃ						
2.31	ት/ትቤቱ በት/ትቤት ህወደንትና ጥራት ህብረተሰብ እያሳተፈ ያለበት ሁኔታ						
2.32	ት/ትቤቱ ህብረተሰቡን በት/ትቤቱ ስር ሲሸገገን ከሚታወቁ ስጦታዎች ላይ እየሰራ ያለውን ስራ						
2.33	ት/ትቤቱ ህብረተሰቡን ከራሱ ለምን ማሻሻልና በመቅረጽ ስራዎች በማሳተፍ ያለው ሚና						
2.34	ት/ትቤቱ ህብረተሰቡን በት/ትቤት በሚሰሩ ጥናቶች በማሳተፍ ያለው ሚና						

2.35	ት/ትቤቱህበረተሰቡንልጆቹንእየተማሩእያሉት/ትቤቱእንዲጎበኙማነሳሳት					
2.36	ት/ትቤቱህበረተሰቡንከመምህራንበመጠየቅየልጆቻቸውድከመትናጥንካሬእንዲያውቁማድረግ					

2.37 ከላይየተጠቀሱትየህብረተሰብተሳትፎበት/ትቤትመሻሻልላይዝቅተኛወይምበጣምዝቅተኛከሆነችግርምንድነው?

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2.38 በተራቁጥር 2.37

የተጠቀሱትግሮችመፍትሄዎችምንድናቸው?.....

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2.39 የት/ትቤቱማህበረሰብበት/ትቤትመሻሻልዙሪያሀላፊነትናተጠያቂነቱእንዲያውቅስልጠናተሰጥቶታል?-----

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2.40 በአሁኑወቅትህብረተሰብበት/ትቤትመሻሻልመወጣትያለበትሀላፊነትናተጠያቂነትበሚገባያውቃልብለው

ይገምታሉለምን?

**ክፍል 3 ህብረተሰቡን በት/ትቤት መሻሻል የሚያደርገውን ቁጥጥር የሚገልጹት ግኝቶች (ማነቆዎች)**

መመሪያ=

ቀጥሎ የተዘረዘሩት ዓ.ነገሮች ህብረተሰቡ ለተለያዩ የት/ትቤት መሻሻል መርህ ግብር የሚያደርገውን ቁጥጥር የሚገልጹ ግኝቶች የሚመለከቱ ናቸው። ስለሆነም የእርሶም ላሽከተሰጡት አማራጮች ታይዩ ምልክት በሳጥኑ ውስጥ በማስገባት ያመልክቱ (“√”)

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
3.1	ህብረተሰቡን የት/ትቤት ግኝቶች ለመለየት ያለመሳተፍ					
3.2	ህብረተሰቡ በት/ትቤት መሻሻል እዕቅድ አላማ፣ ግንዛቤ አለመፍጠር					
3.3	ት/ትቤቱ ለህብረተሰቡ ለተለያዩ የት/ትቤት መሻሻል ውሳኔ አሰጣጥ አለመሳተፍ					
3.4	ት/ትቤቱ ህብረተሰቡ በት/ትቤት መሻሻል ትግበራ በሚገባ አለመሳተፍ					
3.5	ት/ትቤቱ ህብረተሰቡን በተለያዩ የት/ትቤት መሻሻል ደጋፊ ክትትል የግምገማ ስራዎች አለመሳተፍ					
3.6	ት/ትቤቱ ህብረተሰቡን የተለያዩ የቁሳ ቁስ አስፈላጊ ማቴሪያዎች (ግብዓቶች) እንዲያቀርቡ አለመሳተፍ					
3.7	ህብረተሰቡን ለት/ትቤቱ የተለያዩ አገልግሎቶችና ገንዘብ ት/ትቤት ለመሻሻል መሰባሰብ አለመቻል					
3.8	ህብረተሰቡን የት/ትቤቱ ባለቤትነትና ተጠሪነትን መዘንጋት					
3.9	ህብረተሰቡን በት/ትቤቱ ውስጥ ሳይሆን ሌላ ላይ (ግንዛቤ)					
3.10	ት/ትቤቱ በት/ትቤት መሻሻል ህብረተሰቡን የሚያሳትፍ ባህሪ መርህ ግብር ለመሆኑን					
3.11	ዝቅተኛ የሆነ የህብረተሰብ የልጆቹ ውጤት ያለበት ደረጃ የሚያደርገው ክትትል					
3.12	ህብረተሰቡ በተለያዩ ሰብሳቢዎች ት/ትቤቱ ያለው ብቃትና ውጤታማነት መነጋገር አለመቻል					
3.13	የት/ትቤቱ ቀጠለኛ ስራ፣ መተመህና፣ የትምህርት፣ ..... ህብረተሰብ የሚገኝ ቃይንቅስራ መዳከም					
3.14	ህብረተሰቡ ምንም ዓይነት ጋጋ የተረጋጋ የት/ትቤት አከባቢ ለመፍጠር ጥረት ያለመድረግ					
3.15	የት/ትቤት የሰው ሀብት ግንኙነት ዝቅተኛ መሆን					
3.16	ህብረተሰብ በባለቤት ውስጥ የልጆቹ ያለው ደጋፊ አነስተኛ መሆን					
3.17	ት/ትቤቱ የት/ትቤት መሻሻል ያለው ምንም ዓይነት ስራ ለህብረተሰቡ ያለመሳተፍ					
3.18	የት/ትቤቱ ስራ ስለመርዳት/ት/ትቤት መሻሻል ስራዎች ህብረተሰቡ ለማሳተፍ ያለበት የመልካም አስተዳደር ግኝቶች					
3.19	መ/ራን ወላጆችና ህብረተሰብ በት/ትቤት ማሳተፍ አናሳ መሆኑ					

3.20	የት/ትቤቱ አመራር ህብረተሰብ የማሳተፍ የመሪነት አቅም ማሳካት						
3.21	ህብረተሰብ የት/ትቤት መሻሻል እቅድ አላማ በሚገባ አለማወቅ						
3.22	ት/ትቤቱ ህብረተሰብ የሳተፊ ችግሮች የሚፈታ ጥናትና ምርምር አለማድረግ						
3.23	ት/ትቤቱ የማህበረሰብ አገልግሎት ስለሌለውና በት/ትቤት የሚሰሩ ስራዎች ለህብረተሰብ የሚያደርሱ በት/ትቤት የመረጃ መረብ አለመኖሩ						
3.24	ህብረተሰብ በት/ትቤት መሻሻል ለመሳተፍ ፍላጎት ማጣት						
3.25	ህብረተሰብ ንጹህ ብት አቅም ያለመኖር (finance)						
3.26	ት/ትቤቱ በት/ትቤት መሻሻል እንዲሳተፍ ማነቃቃትና ማበረታታት አለመቻል						
3.27	የት/ትቤቱ ማኔጅመንት በስራ መጠመድና ከህብረተሰቡ ጋር ለመገናኘት ጊዜ ማጣት						
3.28	ህብረተሰብ በስራ መጠመድና ከት/ትቤቱ ማኔጅመንት ያለው ግንኙነት አናሳ መሆን						
3.29	ህብረተሰብ ንበት/ትቤት መሻሻል አለመሳተፍ ተጠያቂነት አለመኖር						
3.30	ት/ትቤቶች በት/ትቤት መሻሻል ህብረተሰብ ላለመሳተፍ ተጠያቂነት ያለመኖር						
3.31	ህብረተሰብ ከት/ትቤቱ የሚነሱ ችግሮች ለማስማት ፍቃድ ኛ ያለመሆን						
3.32	ህብረተሰብ በት/ትቤቱ የሚሰሩ ስራዎች አመኔታ ማጣት						
3.33	ወላጆች በልጆቻቸው ት/ትቤት ላይ ሲገኙ ግድፈታቸው በወላጆች እንዳይታወቅባቸው ወላጅ ለማምጣት ፍላጎት ማጣት						
3.34	የት/ትቤቱ ማህበረሰብ ት/ትቤቱ፣ የሙህራን ደሴት፣ አድርጎ በማየት የወላጆች ድጋፍ ያለመፈለግ						
3.35	ተማሪዎች ያላቸው አፈጻጸም የዲ.ሲ.ፒ.ሲ. ንግድ ፈታቸው በወላጆች እንዳይታወቅባቸው ወላጅ ለማምጣት ፍላጎት ማጣት						
3.36	ርዕስ መ/ሩ የወላጆችን ተሳትፎ ያለመደገፍ አለመበረታታት						
3.37	መ/ራን ወላጆችን ለማሳተፍ ያለመፈለግና አለማበረታታት						
3.38	ወላጆች የልጆቻቸው ያላቸው መጥፎ ስነ-ምግባርና ደካማው ጤት ለመስማት ፍላጎት ማጣትና ከት/ትቤት መራቅ						
3.39	ት/ትቤቱ ህብረተሰብ ንበት/ትቤት መሻሻል የመገምገምና ግብረ-መልስ አሰጣጥ ላይ ያለመሳተፍ						
3.40	ት/ትቤቱ ለህብረተሰቡ ሀላፊነትና ተጠያቂነት በት/ትቤት መሻሻል ላይ ስልጠና ያለመስማትና ያለማሳወቅ						
3.41	ህብረተሰብ የት/ትቤት የት/ትቤት መሻሻል ስራዎች የመንግስትና የት/ትቤት ብቻ ስራዎችና ቸውብሎ ስለሚያስቡ						

**ከፍልረት የት/ትቤት መሻሻል ህብረተሰብ በማሳተፍ በወቅቱ ያስገኛቸው 4ይዳዎች**

መመሪያ ቀጥሎ የተዘረዘሩት የት/ትቤት መሻሻል ህብረተሰብን በማሳተፍ ያስገኛቸው 4ይዳዎች የሚመለከቱ ዳዎች (ዓረፍተነገሮች) ናቸው።

ስለዚህ ለጥያቄው ከቀረቡት አማራጮች መካከል ተገቢውን መልሰባለውት ይደረግጥን።

ምልክት በማድረግ ምልሶ ምን ያስቀምጡ።

ተ.ቁ	ጥያቄዎች	5	4	3	2	1
4.1	ህብረተሰቡ ለት/ትቤት መሻሻል ስራ ለት/ትጥራት ትግብራ የሚያስፈልግ ቁሳ ቁስ ማቅረብ ጀምሯል።					
4.2	ት/ትቤቱ የት/ትቤት ችግሮችን የመለየት ህብረተሰብ ያሳተፉ የማቀድ፣ የመተግበር፣ የድጋፍ፣ ግምገማና ውሳኔ አሰጣጥ ባህሪ አድርጓል።					
4.3	ት/ት/ቤቱ የማያስጋምቹ የተረጋጋ የት/ት አከባቢ ህብረተሰብ በማሳተፍ መፍጠር ችሏል።					
4.4	ት/ትቤቱ ህብረተሰቡ በማሳተፍ መጠነ ማቋረጥ መቀነስ ችሏል።					
4.5	ት/ትቤቱ ህብረተሰብ በማሳተፍ የተማሪ መጠነ መድገም መቀነስ ችሏል።					
4.6	ት/ትቤቱ ቀጠለው በወቅቱ የት/ት መከላከያ ስራዎች... በት/ትቤት መሻሻል ያላቸው ሁለንተናዊ ችግሮች ጨምሮ።					
4.7	ተማሪዎች ለትምህርታቸው ያላቸው ፍላጎት ጨምሮ። በተጨማሪ በተለያዩ ደረጃ ጆሮች በነቃተሳት ፈዋል (ቀትሰው ወተመህ.....)					
4.8	የህብረተሰቡ ለሴቶች የልዩ ፍላጎት (አካቶት/ት) ተማሪዎች ያለው አመለካከት ተቀይሯል ወይም ጥያቄዎችን ጨምሮ።					
4.9	የህብረተሰቡ በት/ትቤት መሻሻል ያለውን ተሳትፎ ጠንካራ ማሳደግ ለህላግ ችግሮች ጨምሮ።					
4.10	የህብረተሰቡ የት/ትቤት መሻሻል ተሳትፎ የመደገፍ የመገምገምና ግብረ መልስ መስጠት ጨምሮ።					
4.11	ት/ትቤቱ ህብረተሰቡ በማሳተፍ ውጤታማ ሆኗል።					
4.12	የት/ትቤት የወላጅ ግንኙነት አንዲጠናክሮ አድርጓል።					
4.13	ለህብረተሰቡ በተፈጠረ ለትግን ዘመናዊ ስራ ተማሪዎች ለትምህርታቸው ህላግ ችግር ወስደዋል።					
4.14	ት/ትቤቱ ችግሮቹን የመለየትና ህብረተሰቡ ጋር የመፍታት ሎታ አዳብሯል።					

4.15	ት/ትቤቱአስትራቴጂክዕቅድ የማቀድና ህብረተሰብን ለትግበራው የማስተባበር ልምድ አዳብሯል።						
4.16	ህብረተሰቡ በት/ትቤት መሻሻል የመ/ራንና የአስተዳደሩ የስራ ጫና ቀንሷል።						
4.17	ህብረተሰቡ የት/ትቤት መሻሻል የት/ትቤቱ የሀላፊነት የባለቤትነት ስሜት ጨምሯል						
4.18	በህብረተሰቡ በት/ትቤት መሻሻል አማካኝነት የት/ትያለው አመለካከትና እያሰጠው ያለው ግምት ጨምሯል።						
4.19	ህብረተሰቡ በት/ትቤት መሻሻል ባለውን ቁተሳትፎ የተማሪው የተማሪዎች በት/ት ቤቱው ስጥናው ጨበጧል። ደጋጅ ፈተናዎች ውጤታቸው ጨምሯል።						
4.20	የህብረተሰቡ በት/ትቤት መሻሻል ተሳትፎ የተማሪዎች ስነ-ምግባር እንዲሻሻል አድርጓል።						

4.21.

ከላይ ከተጠቀሱት የት/ትቤት መሻሻል ህብረተሰብን በማሳተፍ ከስገኛቸው ፋይዳዎች ተጨማሪ ካለቀ ጥሎ በተሰጠው ክፍት ቦታ በደንብ ይገልጹ.....

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**APPENDIX C**

**Addis Ababa University**

**School of graduate studies.**

**Collage of education**

Department of institute of educational research.

PTSA, KETB and SIC members questionnaire

Dear members of PTSA, KETB and SIC

The purpose of this questionnaire is to collect data on the role of SIP in community participation in Gurage zone general secondary and preparatory school. Your co-operation in providing relevant& accurate data will be of a great help of the study. Rest assured that your response will be used only for the purpose of the study and be kept confidential. Therefore, please read each of the items and give response that corresponds to the situation in your school & your activities. It is not necessary to write your name.

**Thank you for your cooperation**

***Part one personal data***

**Direction:-** write the required Information or encircle the letter of your response.

1. Name of woreda/town.....
2. Sex ..... male ..... female.....
2. Age ..... Years
3. Educational qualification  
A. Certificate    B. diploma    C. BA/BSC/BED    D. MA/MED/MSC

***Part two:-*** The current practices of community in the implementation of SIP.

**Direction:-** The following items are related to activities/Practices of school improvement programs in order to /supposed to/ carryout involvement of community. Kindly indicate your response by using a “√” mark on the box placed each item.

**(5, very high      4, high      3, medium      2, low      1, Very low)**

No	Items	Scales				
		5	4	3	2	1
2	The extent/degree of participation of KETB, PTSA, SIC members in the following tasks of SIP.					
2.1	Identification of school need assessment of SIP (problem identifications of SIP )					
2.2	Participation by planning of SIP					
2.3	Participation by implementation of SIP.					
2.4	The extent to which parents contributed in fund raising of activities to SIP.					
2.5	Involvement through extractions of resources & materials to SIP.					
2.6	The extent to which participation in different school meetings to improve teaching, learning process (student’s achievements & discipline).					
2.7	Participation in creating conducive school environment (Effort made to promote order and stability.)					
2.8	The school Inviting the community to participate deferent school activities & SIP					
2.9	The school establishing regular school community meetings in SIP.					
2.10	The school creating regular information access to community members about the school activities & SIP					
2.11	The school regularly orienting people about the role of the community regarding SIP.					
2.12	Initiation PTA, KETB,& SIC members to mobilize the community to involve in school activities and SIP.					
2.13	The participation of the community in physical labour support to SIP					
2.14	Community support in Administrative such as solving problem related to student discipline.					
2.15	Community support in academic activities such as parents helping children at home in their learning.					

2.16	Community is given training /orientation about their duties & responsibility in SIP (about ambitious plan & goals)					
2.17	The community is aware of the school achiever SIP in different school meetings & media					
2.18	The school regularly offer appropriate report based on real achievements of the students to the community					
2.19	The school has well known ethic, culture and norm by the society to participate actively by SIP					
2.20	The school enhanced female participation and inclusive education using community participation in SIP					
2.21	The school provides special channels, network, and structures for enhancing community participation					
2.22	The school provides community service program & advertizing effective & efficient performances					
2.23	Participation in monitoring and evaluation community in SIP.					
2.24	Participation in decision making process of community in SIP					
2.25	Participation in giving feedback for consultation of community in SIP					
2.26	Participation in facilitating parents in each and every activities of the school(empowered community)					
2.27	Community participation in delegated power by school management (future direction of the school)					
2.28	Community participation by delivery of services. E.g. engineer participation by planning of school construction e. t. c					
2.29	Community participation in contribution for the development of the school polices.					
2.30	Community participation to words solving problems of school teachers (discipline, economical, political, social aspects.....).					
2.31	Community Participation in enrolments i.e. to attain equity & access (especially female and inclusive education).					
2.32	Community participation in school supervision committee (teaching – learning evaluations)					
2.33	Community participation in school curriculum design or revision program (text book preparation and revision)					

2.34	Community participation in school based research ,					
2.35	Community participation of visiting children in school community while learning.					
2.36	Participation in consultation of teachers about the progress & weakness of children.					
3.37	The student afraid of his parents to come to school because their poor achievements discipline & problems					
3.38	Due to parents afraid to poor achievement & negative behavior of their children's.					
3.39	Lack of community participation in consultation and giving feed back to the school concerning SIP					
3.40	Lack of giving training about SIP for the community concerning their duties and responsibilities.					
3.41	The belief of the community that education is only the responsibility of the school (government).					

**Part IV: - Current opportunities of SIP program in community participation**

**Direction: - The following are item related to opportunities of school improvement program in community participation. Kindly indicate your response by using ““√” mark on the box placed for each item.**

No	Items	Scales				
		5	4	3	2	1
4.1	The community provides enough resource for the school used for different purposes & implementation of SIP to that can be assures quality of educations.					
4.2	Schools develop culture of collaborative work with the community during identification of need, planning, implementation, monitoring, evaluation & decision making.					
4.3	School develop conducive & safe environment with co-ordination to the community which is comfortable for teaching learning process					
4.4	The school decrease dropout rate working together with the community by SIP					
4.5	The school decrease repetition rates working together with the community in SIP.					
4.6	Effectiveness & efficiency of different school teams (PTSA, KETB, SIC.....) increase in the overall activities of SIP.					
4.7	Interest of students towards learning teaching process & also actively participate in d/t teams of the school (PTSA, KETB,					

	SIC.....)					
4.8	Improved attitude & effectiveness of the community towards inclusive & female education by SIP					
4.9	Community commitment and responsibility towards SIP is increasing					
4.10	Community participation and consultation towards SIP is increasing.					
4.11	Communication between home & school is increase by SIP (better relation)					
4.12	Students take the responsibility of their own learning by awareness creation to the community					
4.13	The school develop skill to spot problems & solve with community participation					
4.14	The school develop a good trend to strategic plan & community mobilization for implementation					
4.15	Community reduce work burden of teachers & principals by SIP.					
4.16	The community increases feelings of ownerships & responsibility towards SIP.					
4.17	Community attitude towards recognition of education increase by SIP?					
4.18	The achievement of student results increase in national & class examinations through community participation in SIP					
4.19	The behavior of the student is changed due to participation of community in SIP?					

4.20 What are other tasks about current opportunities of SIP in community participation?

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ክፍልሁለት፡- በአሁንጊዜህብረተሰቡበት/ትቤትመሻሻልትግብራላይያለውንአፈጻጸም

**መመሪያ፡-**

የሚከተሉትጉዳዮችየትምህርትቤትናየህብረተሰብግንኙነትየሚመለከቱትግብራትናቸው፡፡በእነዚህትግብራትበአሁኑወቅትህብረተሰቡበምንምህልደረጃበትግብራትንደሚሳተፉእያንዳንዱጥያቁበማንበብመልሶዎንየ”√” ምልክትበማድረግበሳጥኑውስጥያመልክቱ፡፡

በጣምከፍተኛ 4. ከፍተኛ 3- መካከለኛ 2. ዝቅተኛ 1. በጣም ዝቅተኛ

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
2	በምንምህልደረጃቀትስበወተመህትመኮእናህብረተሰቡበሚከተሉትጥያቄዎችይሳተፋል፡፡					
2.1	የት/ትቤቱየቅድሚያችግሮችበመለየትሂደትያለውተሳትፎ					
2.2	የት/ትቤቱየት/ቤትመሻሻልናሌሎችእቅድዝግጅትመሳተፍ					
2.3	የት/ትቤትመሻሻልዕቅድትግብራትስራዎችያለውተሳትፎ					
2.4	የት/ትቤቱለት/ትቤትመሻሻልዕቅድትግብራትስራላገፈፈንድበማሰባሰብያለውተሳትፎ					
2.5	የት/ትቤቱመሻሻልዕቅድትግብራትስራላገፈፈገግቴሪያልግብዓትማሟላትያለውተሳትፎ					
2.6	በተለያዩየት/ትቤቱየተማሪዲሲፒሊንናውጤትለመቀየርበሚደረገውይይቶችያለተሳትፎ					
2.7	ምቹየማያሰጋናየተረጋጋየት/ትአካባቢለመፍጠርእየተደረገያለጥረት					
2.8	ት/ትቤቶችህብረተሰቡንበተለያዩየት/ትቤትመሻሻልስራዎችናሌሎችስራዎችእንዲሳተፉመጋበዝ					
2.9	ት/ትቤቱመደበኛየሆነየት/ትቤትመሻሻልየህብረተሰብወይይትፕሮግራምየሚያዘጋጅመሆኑን					
2.1 0	ት/ትቤቱመደበኛመረጃዎችበት/ትቤትመሻሻልለህብረተሰቡየሚያቀርብያለቸውመሆኑን					
2.1 1	ት/ትቤቱመደበኛየሆነህብረተሰቡንበት/ትቤትመሻሻልምንእንደሚጠበቅበትግንዛቤየሚፈጥርመሆኑን					
2.1 2	ቀትሰቦ፣ወተመህ፣የትመኮ፣ህብረተሰቡንበት/ትቤትመሻሻልስራዎችየነቃተሳትፎእንዲያደርግእየተደረገትያለውድጋፍ					
2.1 3	ህብረተሰቡበት/ትቤትመሻሻልስራዎችፊዚካላዊድጋፍበማቅረብያለውድጋፍ					
2.1 4	ህብረተሰቡለት/ትቤቱአስተዳደርከተማሪዲሲፒሊንተያያዥነትያላቸውችግሮችበመፍታትእያደረገያለውጥረት					
2.1	ህብረተሰቡተማሪዎችበት/ትአቀባበላቸውለማሳደግበቤትውስጥእያደረገላቸውያለውድጋፍ					

5									
2.1 6	ት/ትቤቱበት/ትቤትመሻሻልዙሪያለህብረተሰቡስልጠናግንዛቤበመስጠትሀላፊነታቸውናተጠያቂነታቸውየሚያሳውቅመሆኑን								
2.1 7	ት/ትቤቱለህብረተሰቡበት/ትቤትመሻሻልየተመዘገቡአስፈጻሚዎችበተለያዩበህዝብሰብሳቢዎችናበሚዲያየሚገልጽመሆኑን								
2.1 8	ት/ትቤቱለህብረተሰቡየልጆቹአፈጻጸምበመደበኛሁኔታየሚገለጽበትሂደትመኖሩን								
2.1 9	ት/ትቤቱለህብረተሰቡበት/ትቤትመሻሻልየሚያሳትፉየሚታወቅክሎትባህልናመርህያለውመሆኑን								
2.2 0	ት/ትቤቱየሴቶችናየልዩፍላጎትወይምየአካቶትምህርትለማሳደግየህብረተሰብተሳትፎየሚጠቀምመሆኑን								
2.2 1	ት/ትቤቱልዩየሆነመገናኛ (መረቦች) ዘዴዎችናበስትራቴጂዎችተጠቅሞህብረተሰቡንበት/ትቤትለማሻሻልጥረትየሚያደርግመሆኑን								
2.2 2	ት/ትቤቱየማህበረሰብአገልግሎትስራዎችበመስራትበት/ትቤትመሻሻልያለውአፈጻጸምለህብረተሰቡየሚያሳውቅመሆኑን								
2.2 3	ት/ትቤቱለህብረተሰቡየት/ትቤትመሻሻልየድጋፍናክትትልናግምገማእንዲሳተፉጥረትየሚያደርግመሆኑን								
2.2 4	ት/ትቤቱለህብረተሰቡንበት/ትቤትመሻሻልየተለያዩውሳኔአሰጣጥስራዎችየሚያሳትፉመሆኑን								
2.2 5	ት/ትቤቱለህብረተሰቡበት/ትቤትመሻሻልስራዎችእንዲገመገሙናግብረመልስእንዲሰጥየሚያደርግመሆኑን								
2.2 6	ት/ትቤቱእያንዳንዱበሚያስራቸውየት/ትቤትስራዎችህብረተሰቡንየሚያሳትፉመሆኑን (የህብረተሰብአቅምከማሳደግአኳያ)								
2.2 7	ት/ትቤቱለህብረተሰቡንበሚወክለውስልጣንደረጃበት/ትቤትየማኔጅመንትስራዎችየሚያሳትፉመሆኑን								
2.2 8	ህብረተሰቡለት/ትቤቱየተለያዩአገልግሎቶችበመስጠትያለውተሳትፎ (የሙያ ..... ወ. ዘ. ተ)								
2.2 9	የት/ትቤቱጠቃሚደንበኞችናመመሪያዎችሲቀረጽህብረተሰቡእያሳተፈያለበትደረጃ								
2.3	ህብረተሰቡበት/ትቤቱንና/ራንየሚፈጠሩትግሮችለመፍታትእያደረገያለውእንቅስቃሴለማሰደግእየሰራያ								

0	ለበትደረጃ					
2.3 1	ት/ትቤቱበት/ትፍትህዊነትናጥራትህብረተሰብእያሳተፈያለበትሁኔታ					
2.3 2	ት/ትቤቱህብረተሰቡንበት/ትቤቱሱፐርቪዥንከሚቴውስጥበማሳተፍእየሰራያለውንስራ					
2.3 3	ት/ትቤቱህብረተሰቡንከሪኩለምበማሻሻልናበመቅረጽስራዎችበማሳተፍያለውሚና					
2.3 4	ት/ትቤቱህብረተሰቡንት/ትቤትበሚሰሩጥናቶችበማሳተፍያለውሚና					
2.3 5	ት/ትቤቱህብረተሰቡንልጆቹንእየተማሩእያሉት/ትቤቱእንዲጎበኙማነሳሳት					
2.3 6	ት/ትቤቱህብረተሰቡንከመምህራንበመጠየቅየልጆቻቸውድክመትናጥንካሬእንዲያውቁማድረግ					
2.3 7	ከላይየተጠቀሱትየህብረተሰብተሳትፎበት/ትቤትመሻሻልላይዝቅተኛወይምበጣምዝቅተኛከሆነችግርምን ድነው?					
2.3 8	በተራቁጥር 1-37 የተጠቀሱትግሮችመፍትሄዎችምንድናቸው?					
2.3 9	የት/ትቤቱማህበረሰብበት/ትቤትመሻሻልዙሪያሀላፊነትናተጠያቂነቱእንዲያውቅስልጠናተሰጥቶታልን?					
2.4 0	በአሁኑወቅትህብረተሰብበት/ትቤትመሻሻልመወጣትያለበትሀላፊነትናተጠያቂነትበሚገባያውቃልብለው ይገምታሉለምን?					

**ክፍል 3 ህብረተሰቡን በት/ትቤት መሻሻል የሚያደርገውን ቁጥጥር የሚገልጹት ግኝቶች (ማነቁሰቶች)**

መመሪያ ቀጥሎ የተዘረዘሩት ዓ.ነገሮች ህብረተሰቡ ለተለያዩ የት/ትቤት መሻሻል መርህ ግብር የሚያደርገውን ቁጥጥር የሚገልጹት ግኝቶች የሚመለከቱ ናቸው። ስለሆነም የእርሶም ላሽከተሰጡት አማራጮች ትይዩ ምልክት በሰጥኑው ስጥብ ማስገባት ያመልክቱ (“√”)

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
3.1	ህብረተሰቡን የት/ትቤት ግኝቶች ለመለየት ያለመሳተፍ					
3.2	ህብረተሰቡ በት/ትቤት መሻሻል እድገት ላይ ማግኘት ይቻላል					
3.3	ት/ትቤቱ ህብረተሰቡን ለተለያዩ የት/ትቤት መሻሻል ውሳኔ አስጣጥቶ አለመሳተፍ					
3.4	ት/ትቤቱ ህብረተሰቡን በት/ትቤት መሻሻል ግብረ-ብሔራዊ ግንኙነት አለመሳተፍ					
3.5	ት/ትቤቱ ህብረተሰቡን በተለያዩ የት/ትቤት መሻሻል ደረጃዎች ላይ ማስፈጸም አለመሳተፍ					
3.6	ት/ትቤቱ ህብረተሰቡን የተለያዩ የቁሳ ቁስ አስፈላጊ ማጥናቶች (ግብዓቶች) እንዲያቀርቡ ግብዓቶች					
3.7	ህብረተሰቡን ለት/ትቤቱ የተለያዩ አገልግሎቶች ማግኘት/ት/ትቤት ለመሻሻል መሰብሰብ አለመቻል					
3.8	ህብረተሰቡን የት/ትቤቱ ለቤት ነገርና ተጠሪነት ማስፈጸም					
3.9	ህብረተሰቡን በት/ትቤቱ ለውጥ ላይ አስተዳደር ማስፈጸም (ግንዛቤ)					
3.1	ት/ትቤቱ በት/ትቤት መሻሻል ህብረተሰቡን የሚያሳትፍ ማህበራዊ መርህ ማስፈጸም					
0						
3.1	ዝቅተኛ የሆነ ህብረተሰብ የልጅ ጽዕኑ ጤንነት ያለበት ደረጃ የሚያደርገው ክትትል					
1						
3.1	ህብረተሰቡ በተለያዩ ስራዎች/ት/ትቤቱ ለውጥ ላይ ማስፈጸም					
2						
3.1	የት/ትቤቱ ስራ ስርዓት ማስፈጸም፣ ..... ህብረተሰብ የማይነቃነቅ ስራ መዳከም					
3						
3.1	ህብረተሰቡ ምንም ዓይነት ጋራ የት/ትቤት አካባቢ ለመፍጠር ጥረት ያለመድረግ					
4						
3.1	የት/ትቤት ስራ ስርዓት ማስፈጸም					

5							
3.1	ህብረተሰብ በባንክ ውስጥ የልጅ ተቆይታ ለውጥ ጋፍቶ አገልግሎት ለመስጠት ይረዳል						
6							
3.1	ት/ትቤቱ የት/ትቤት መሻሻል ያለውን ሁኔታ ያሳያል ለህብረተሰቡ ያለ ማሳወቅ						
7							
3.1	የት/ትቤቱ ርዕሰ ሰው/ርብ/ት/ትቤት መሻሻል ስራዎች ህብረተሰቡ ለማሳተፍ ያለበት የመልካም አስተዳደር ችግሮች						
8							
3.1	መ/ራን ወላጆችና ህብረተሰብ በት/ት/ት ስራ ማሳተፍ አናሳ መሆኑ						
9							
3.2	የት/ትቤት አራት ህብረተሰብ የማሳተፍ የመሪነት አቅም ማግኘት						
0							
3.2	ህብረተሰቡ የት/ትቤት መሻሻል አቅድ አላማ በሚገባ አለመሆኑ						
1							
3.2	ት/ትቤቱ ህብረተሰቡ ያሳተፈ ችግሮች የሚፈታ ጥናትና ምርምር አለመኖሩ						
2							
3.2	ት/ትቤቱ የሚሰጠው ስራ ለሌሎች ስራዎች ለህብረተሰቡ የሚያደርሱበት የመረጃ መረብ አለመኖሩ						
3							
3.2	ህብረተሰቡ በት/ትቤት መሻሻል ለመሳተፍ ፍላጎት ማጣት						
4							
3.2	ህብረተሰቡን ለህብረተሰብ አቅም ያለ መኖር (finance)						
5							
3.2	ት/ትቤቱ በት/ትቤት መሻሻል እንዲሳተፍ ማግኘት ያለበት ሁኔታ አለመቻል						
6							
3.2	የት/ትቤቱ ማኔጅመንት በስራ መጠመድና ስህተት ህብረተሰቡ ጋር ለመገናኘት ጊዜ ማጣት						
7							
3.2	ህብረተሰቡ በስራ መጠመድና ስህተት/ት/ት ማኔጅመንት ያለው ግንኙነት አናሳ መሆን						
8							
3.2	ህብረተሰቡን በት/ትቤት መሻሻል አለመሳተፍ ተጠያቂነት አለመኖር						
9							
3.3	ት/ትቤቶች በት/ትቤት መሻሻል ህብረተሰቡ ባለመሳተፍ ተጠያቂነት ያለ መኖር						

0							
3.3	ህብረተሰቡ/ትቤቱ የሚነሱ ችግሮች ለማስማት ፍቃደኛ ያለ መሆን						
1							
3.32	ህብረተሰቡ/ትቤቱ የሚሰሩ ስራዎች አመኔታ ማጣት						
3.33	ወላጆች በልጆቻቸው/ትና ዲሲፒሊን ጉዳይ/መራን የሚነሱ ችግሮች ትቶች መፍራት						
3.34	የት/ትቤቱ ማህበረሰብ/ትቤቱ የሙህራን ደሴት አድርጎ በማየት የወላጆች ድጋፍ ያለ መፈለግ						
3.35	ተማሪዎች ያላቸው አፈጻጸምና የዲሲፒሊን ግድፈታቸው በወላጆች እንዲታወቅባቸው ወላጅ ለማምጣት ፍላጎት ማጣት						
3.36	ርዕስ መ/ሩ የወላጆችን ተሳትፎ ያለ መደገፍ አለመበረታታት						
3.37	መ/ራን ወላጆችን ለማሳተፍ ያለ መፈለግና አለማበረታታት						
3.38	ወላጆች የልጆቻቸው ያላቸው መጥፎ ስነ-ምግባርና ደካማ ጤን ለመስማት ፍላጎት ማጣትና ከት/ትቤት መራቅ						
3.39	ት/ትቤቱ ህብረተሰቡን በት/ትቤት መሻሻል የመገምገምና ግብረ-መልስ አሰጣጥ ላይ ያለ መሳተፍ						
3.40	ት/ትቤቱ ለህብረተሰቡ ሀላፊነትና ተጠያቂነት በት/ትቤት መሻሻል ላይ ስልጠና ያለ መስማትና ያለ ማሳወቅ						
3.41	ህብረተሰቡ በየት/ትና የት/ትቤት መሻሻል ስራዎች የመንግስትና የት/ትቤት ብቻ ስራዎችና ችግሮች ስለሚያስቡ						

3.42. ከላይ ከተጠቀሱት ሌሎች ምን ዓይነት ችግሮች ህብረተሰቡን በት/ትቤት መሻሻል ያለውን ተሳትፎ የሚገድቡ ችግሮች አሉ? ዝርዝራቸው ይገለጻ?.....

.....

3.43. ህብረተሰቡን በት/ትቤት መሻሻል ላይ የሚደረገውን ቁተት ፎሮም ገድብ ችግሮችን በመቅረፍ ቀጥሎ በተዘረዘሩት ባለድርሻ ላይ ዓይነት የእርምጃ ማት እርምጃዎች ቢወስዱ የተሻለ ነው

- 1. የጉራጌዞንት/ት መምሪያ

.....

.....  
2. የወረዳት/ትጽ/ቤት (የከተማውት/ትዩኒት)

.....  
.....  
3. የት/ትቤቱር/መ/ር

.....  
.....  
4. መምህራን.....

.....  
.....  
5. ተማሪዎች.....  
.....

3.44.

በአጠቃላይ ከላይ የተጠቀሱት ህብረተሰብ በት/ትቤት መሻሻል ላይ የነቃተሳትፎ እንዲያደርጉ የማያደርግባቸው ግጥሞች ለመለየትና ምን ዓይነት መፍትሄ ያስፈልጋቸዋል በደንብ ይብራራ.....  
.....  
.....

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
4.1	ህብረተሰቡለት/ትመሻሻልናለት/ትጥራትትግበራየሚያስፈልግቁሳቁስማቅረብጀምሯል።					
4.2	ት/ትቤቱየት/ትቤትግሮችንየመለየትህብረተሰብያሳተፉየማቀድ፣የመተግበር፣የድጋፍ፣ግምገማናውሳኔአሰጣጥባህልአድርጓል።					
4.3	ት/ት/ቤቱየሚያስጋምቹየተረጋጋየት/ትአከባቢህብረተሰብበማሳተፍመፍጠርችሏል።					
4.4	ት/ትቤቱህብረተሰብበማሳተፍመጠነማቋረጥመቀነስችሏል።					
4.5	ት/ትቤቱህብረተሰብበማሳተፍየተማሪመጠነመድገምመቀነስችሏል።					
4.6	ት/ትቤቱቀተስበወቀመህና፣የትመኮ..... በት/ትቤትመሻሻልያላቸውሁለገብተሳትፎጨምሯል።					
4.7	ተማሪዎችለትምህርታቸውያላቸውፍላጎትጨምሯል።በተጨማሪበተለያዩአደረጃጀቶችበነቃተሳትፈዋል(ቀት ስበወተመህ..... )					
4.8	የህብረተሰቡለሴቶችናየልዩፍላጎት (አካቶት/ት) ተማሪዎችያለውአመለካከትተቀይሯልውጤታማነቱንጨምሯል።					
4.9	የህብረተሰቡበት/ትቤትመሻሻልያለውንተሳትፎቁርጠኝነትናሀላፊነትጨምሯል።					
4.1	የህብረተሰቡየት/ትቤትመሻሻልተሳትፎየመደገፍየመገምገምናግብረመልስመስጠትጨምሯል					
0						
4.1	ት/ትቤቱህብረተሰብበማሳተፍውጤታማሆኗል።					
1						
4.1	የት/ትቤትናየወላጅግንኙነትእንዲጠናከርአድርጓል።					
2						
4.1	ለህብረተሰቡበተፈጠረለትግንዛቤመሰረትተማሪዎችሙሉ-የትምህርታቸውሀላፊነትወስደዋል።					
3						
4.1	ት/ትቤቱግሮችንየመለየትናከህብረተሰቡጋርየመፍታትችሎታሉታሉታሉ።					
4						
4.1	ት/ትቤቱእስትራቴጂክዕቅድየማቀድናህብረተሰብንለትግበራውየማስተባበርልምድአዳብሯል።					
5						
4.1	ህብረተሰቡበት/ትቤትመሻሻልየመ/ራንናየአስተዳደሩየስራጫናቀንሷል።					
6						

4.1 7	ህብረተሰቡ የት/ትቤት መሻሻል የት/ትቤቱ የሀላፊነት የባለቤትነት ስሜት ጨምሯል					
4.1 8	በህብረተሰቡ በት/ትቤት መሻሻል አማካኝነት የት/ትያለው አመለካከትና እያሰጠው ያለው ግምት ጨምሯል።					
4.1 9	ህብረተሰብ በት/ትቤት መሻሻል ባለውን ቁጥጥር የተማሪው የተማሪዎች በት/ትቤቱ ውስጥ ናው ጨምሮ ማዘጋጀት ተናዎች ውጤታቸው ጨምሯል።					
4.2 0	የህብረተሰቡ በት/ትቤት መሻሻል ተሳትፎ የተማሪዎች ስነ-ምግባር እንዲሻሻል አድርጓል።					

4.21.

ከላይ ከተጠቀሱት የት/ትቤት መሻሻል ህብረተሰብን በማሳተፍ ከስገኛቸው ፋይዳዎች ተጨማሪ ካለባቸው ለተሰጠው ክፍት ቦታ በደንብ ይጠራሉ

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 .....

## APPEDIX E

### **Interview questions for high school supervisor and educational office GQIP experts.**

The purpose of this interview is to gather information for the study ‘the role of school improvement program in community participation of Gurage zone General secondary and preparatory school’>> So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & researcher would like to assure that your responses are strictly confidential

1. Do you regularly visit General secondary & preparatory school?
2. What are the contributions of school improvement program in community participation?
3. What are the current practices of the community in school improvement program? Why?
4. In what ways schools do to promote community participation in school improvement program?
5. What are the main challenges of the community to participate in school improvement program? What are the solutions for these challenges?
6. Do you think that PTSA, KETB & SIC members function properly to perform their duties & responsibly to mobilize the community? It not why?
7. Do you think that schools perform their roles in promoting community participation? If not why?
8. Is there any training program at school levels that empower the community and school to co-operatively?



## Appendix G

### Interview guide questions for school principals

The purpose of this interview is to gather necessary information for the study ‘‘the role of school improvement in community participation of general secondary and preparatory schools of Guraige zone. So your contribution to the success of this study is highly valued, you are kindly requested to honestly respond to the interview questions presented & the researcher would like to assure that you responses are strictly confidential.

1. Do your schools invite the community to participate in different school activities? If so how
2. What strategies does the school use to participate the community in school improvement program?
3. What are the major activities that the communities involved in the school improvement program at the current time?
4. Do you think the types and forms of support by the community to the school are sufficient? If not why?
5. What are the main challenges of community involvement in the school improvement program? What are the solution & causes for these challenges?
6. What are the opportunities of SIP in community participation?
7. Does the school give orientation to the community on their roles and responsibilities regarding to SIP? Is it adequate
8. Does then school has regular meeting and formal communication channels with society about what is happening in the school? In which ways?

APPENIDIX H

አዲስአበባዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ቤት

የት/ትብብርናትናምርምርተቋም

ለርዕሰመምህራንየተዘጋጀቃለመጠየቅ

የዚህቃለመጠየቅቃናአላማበጉራጌዞንውስጥበሚገኙሁለተኛደረጃየመሠ/ት/ትቤቶችየት/ትቤትመሻሻልበህብረተሰብተሳትፎበተመለከተመረጃለማሰባሰብነው።።መረጃውንየሚጠቅመውለዚሁምርምርብቻበመሆኑከእርሶየሚገኘውምላሽበምስጥርየሚያዝይሆናል።ለዚሁለምርምሩትከከለኛመልስእንዲሰጡንበአክብሮትእጠይቃለሁኝ።

1. በእርሶዎት/ትቤትበአካባቢውንህብረተሰብበተለያየት/ትቤትጉዳዮችእንዲሳተፉይጋበዛሉ ? ከሆነስእንዴት?
2. ህብረተሰቡበት/ትመሻሻልላይእንዲሳተፉምንአይነትስልቶችይጠቀማሉ።
3. የአካባቢውህብረተሰብበምንምንጉዳዮችላይበት/ትቤትመሻሻልተሳትፎያደርጋል?
4. በእርሶት/ትህብረተሰብበአይነትናበመጠንለት/ትቤቱየሚያደርገውእዛብቁነው? ካልሆነለምን?
5. ህብረተሰቡቤትበት/ትቤትየነቃተሳትፎእንዲያደርግየሚያግዱትግሮችምንድናቸው? ብለውይገምታሉ? ለእነዚህችግሮችመፍትሄምንሊሆንይችላል።
6. በት/ትቤትመሻሻልውስጥንቁቁህብረተሰብተሳትፎበመጠቀምእንደት/ትቤታችሁየተገኙመልካምኢጋጣሚዎችውጤቶችቀናቀናዎቹምንድናቸው?
7. ት/ትቤቱህብረተሰቡበት/ትቤትመሻሻልዙሪያህላፊነትናተጠያቂነቱበሚመለከትስልጠና/ግንዛቤየማስጨበጥስራስርቷል/? ከተደረገበቁነውብለውያስባሉ?
8. ት/ትቤቱህብረተሰቡጋርለት/ትመሻሻልዙሪያመደበኛየወይይትጊዜናበት/ትቤቱየሚሰሩስራዎችናአፈጻጸማቸውለህዝብየሚያደርስበትመደበኛየሆነየመረጃመረብአለውን? ካለውእንዴት

**End of the paper**

This thesis is my original work and has not been presented for degree in any other university and that all sources of materials used for this thesis have been fully acknowledged.

Name-----

Signature-----

Place-----

Date-----

**Approval**

This thesis has been submitted with my approval as university Advisor

Name-----

Signature-----

Date-----