

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL  
STUDIES**

**AN ASSESSMNET OF COMMUNITY PARTICIPATION IN  
EDUCATION: THE CASE OF LIDETA SUB CITY**

**By**

**TADELE BEKELE**

**JUNE, 2014  
ADDIS ABABA**

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COLLEGE OF EDUCATION AND BEHAVIORAL  
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**COMMUNITY PARTICIPATION FOR IMPROVING QUALITY OF  
EDUCATION: THE CASE OF LIDETA SUB CITY**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## **Acronyms and Abbreviations**

TGE:	Transitional Government of Ethiopia
MoE:	Ministry of Education
ETP:	Education and Training Policy
ESDP IV	Educational Sector Development Program IV
PTA:	Parent Teacher Association
SIC:	School improvement committee
SIP:	School Improvement Program
BESO:	Basic Education System Overhaul
AED:	Academy for Education Development

## **Abstract**

*The purpose of this study was to investigate the community participation in education by coming schools' initiatives and commitment , the level of community participation in school management. In addition, the study aimed at identifying factors that influence community participation. The target populations for the study were teachers, school principal, PSTA members, woreda education heads and supervisors in the sub city. Due to the large population size, representative sample was drawn from ten schools using simple random sampling techniques. In this study both qualitative and quantitative methods were used. in order to collect data, questionnaires, interview and document analysis were employed as instruments. Data was collected both from primary and secondary sources. The primary data was obtained directly from the sample teachers, school principals, PSTA members using questionnaires and from woreda education heads and supervisors using semi-structured interview. Data were also collected from school principals and teachers using open-ended questions. The findings of the study showed that the level of community participation differs from schools to school and this is because of administrative factors institutional factors and personal factors that challenged the community participation.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

Since primitive cultures, the family was the most important social setting for educating the Children in the skills of survival rules and regulations of the society in which they live and value by which their society functions, *Frost*,( 1966), in *Barbour and Barbour*, (1997).

Furthermore, *Aggrawal* (1996), stated that the role of the home in the past was a center of moral and religious education, provision of vocation guidance and provision of social training.

In the modern time too, the role of the family and community in educating the child is accepted as vital. It is stated that family is the child's entire environment. It is the family which is still one of the fundamental agencies of education. Furthermore, in 1948 universal Declaration of human Rights, article 26, sub article 3 also noted that parents are responsible for what type of education should their children learn, (*MOJ* 2004)

Therefore, it is global issue that the community in general and the parents in particular should play their roles in education of the child.

Community participation in the schools indicates activities which are concerned with the determination of school policies and programs, (*Bloomberg* ,1971). It requires equality between the full- time school staff and local residents (both parents and non-parents) and development of more central roles, functions and effective communication between school and community. The early history of public schools reveal the existence of a number of conditions which promoted limited rather than wide spread community participation as distinguished from public interest in the operation of the schools, (*Cremin*,1951) in (*Bloomberg*, 1971).

In the early 19<sup>th</sup> century, more control was invested in district school communities. In the 1940's through 1960's, the tax payers were organized to have power and organizations such as parent.- teacher associations (PTA), religious organizations and some professionals have been able to assert to influence for community participation in schools affairs, *Bloomberg* (1971).

During the 1970's the issue of community participation become increasingly politicized and research findings ascertained that community participation in schools makes education problem solving. The representatives of the community can mediate between the professionals and the community and improve the students' achievements, (Bloomberg, 1971).

Therefore, community participation is accompanied with the decentralization of responsibilities and executive powers. Thus, decentralization and community participation are complementary and inseparable.

During the imperial period, the level of participation of the local community was in meeting education expenditure, for buildings and equipment of the primary schools.

During the Derge period, it was declared that the power of Controlling School to be under the school parents' committee. Proclamations issued and directives were given to form school parents committee to involve the community in school program, ( *proclamation* 103, 1970). The responsibilities and power of the school parents' committee and that of director of the school was specified by order (No. 260/1984).

After the downfall of the Derge regime, the transitional Government of Ethiopia (TGE) issued a new education and Training policy (ETP) and education sector development strategy in 1994.

In the policy it is stated that:

*“The educational management will be democratic leadership by boards of committee consisting members from the community”*,

(TGE, 1994). Based on the policy and strategy the ministry of education (MoE) also developed a guideline for organization of education management, community participation, educational finance, (MoE, 2002).In addition to these, Ministry of Education has developed a new guideline and reorganized PTA from classroom up to national level (MoE,2004).Accordingly Addis Ababa Education Bureau reorganized PTA in all government schools starting from classroom up to regional level (AAEB,2004). In the new guideline roles and responsibilities of PTA described. However, concerning community participation, different research works focus attention towards curriculum implementation, expansion and construction of schools in the

locality, raising resources to managing schools expanding education access in their areas. These research works were conducted in Oromia, SNNR, Addis Ababa and Tigray regions. Accordingly, Getachew (2001), Negash (2007), Teferi (2007) and Amare (2008) have carried out research on community participation in curriculum implementation, on some of constructions that affect participation on school affairs. Except Teferi, whose study is mainly on the finding of the earlier studies and policy documents, the other researchers indicated that the quality education in those mentioned regions of the country was affected by the inadequate training of teachers, shortages of budget, ineffective management, and absence of guide materials. All these research works are done by considering the above listed common issues that is; similar issues are repeatedly raised and studied in each research work. Many of them are conducted on primary schools of different regions.

Regarding the roles of community participation for improving quality of education objectives have been formulated, strategies have been designed by the Ministry of Education (2004). However, up to the researcher's knowledge, in this study, it is hypothesized that there are some other constraints which were not raised by the previous researchers that might affect the participation of community in improving quality of education. Therefore, the main focus of this study is how much of the objectives have been achieved? What are the gaps? What significant differences have been observed? These are the focusing areas of the research.

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

Looking fro different angles, community participation is found very crucial. From the researchers' point of view, community participation in education may solve educational problems and brings development to the whole system of education. In the policy documents (MOE, 1994), it is noted that the provision of access and quality of education is not achievable by government without the participation of community. Therefore ,community participation is the desired issue to minimize educational westages, maximizes the quality of education which further helps for the growth the economy. It is also stated that community participation helps school principals and teachers to improve their career, to get promotion from one educational level to the next in the system and to develop their knowledge, skills, attitudes and understandings. To all these practicing community participation was found very important in

answering the issues mentioned above and to bring changes to the whole system. The less participation of community in school activities in one or other can affect the teaching learning and the education system in general. Moreover, literature indicates that effective community participation creates social ownership and promotes educational activities (Williams J. 1997). Therefore, this study tries to assess extent of the problems and to address the following basic questions.

1. To what extent does community participate in schools' management?
2. What were the opportunities and challenges that affected community participation in improving quality of education.
3. What measures or actions were taken to encourage and support community participation in practicing in schools?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The main objective of this study is to assess the extent of community participation in education in Lideta sub city administration and to recommend possible solutions to the existing problems from the findings.

#### **1.3.2. Specific Objectives**

Accordingly, the specific objective of the study include the following.

1. To examine the commitment and awareness of school principals, teachers supervisors of school principals, teachers, supervisor and education heads towards community participation
2. To assess schools, woreda education officers' initiatives and activities in relation to community participation in leadership and decision making.
3. To identify the problems of community participation in education.

## **1.4. Significance of the Study**

The out put of the study may provide relevant information to the schools, woredas and sub city education offices about the extent of community participation in education. The findings of this study might create awareness for the education paracticianers about the involvement problems of PSTA around school and guide them how to manager the problems accordingly and provide schools with the necessary supports and feedbacks. It may help the community to maximize their participation in school affairs. It may help the community to maximizy their participation in school affairs. It may motivate other researchers interested in thearea.

## **1.5. Delimitations of the Study**

The study was contained to assess the extent and challenges of community participation in government schools in Addis Ababa. The government school population in Addis Ababa large class size. Thus, in order to have manageable size and deep study, the researcher delimited the study to one sample sub city selected from all the 10 sub cities in Addis Ababa.

## **1.6. Limitation of the Study**

During the initial survey, it was planned to assess all the government in lideta sub city. However, due to some inconvenience, it was unable to cover the in tended number of schools. Therefore, the researcher forced to limit the survey on ten schools and five woredas only. The main study was limited to 100 teachers,30 school principals, 40 PSTA members, 5 woreda education heads and 3 supervisors.

## **1.7 Definition of key Terms**

In this Study:-

**Community**:- a group of people living together in specific area served by a particular school(MoE, 1998).

**Community participation**: Active involvement of community in school activities in different forms.



**Involvement:** level of participation in children's learning as supporting in a school work.

**Partnership:** Relationship in which two or more people or organizations work together.

**Management:** the integration and coordination of resources and activities in a way to achieve organizational objectives.

**Quality Education:** enables people to develop all of their attributes and skill to achieve their potential as human being and members of society (UNESCO, 1996).

## **1.8. Organization of the Study**

This thesis comprises five chapters. The first chapter deals with the problem and its approaches which includes:- the background of the study, delimitation and limitation of the study, and definition of key terms. The second chapter focuses on review of related literature. The third chapter presents design and methodology of the study. The four chapter deals wit the presentation and analysis of the data.

Summary, conclusion and recommendation are presented in the fifth chapter. In addition to these, bibliography, sample questionnaires, interviews and appendices are attached to the part of the thesis.

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

In this chapter it was attempted to review related literature with due focus on the basic questions raised and the objectives of the study. Among points raised is the concept of community participation in improving quality of education.

#### **2.1. The Concept of Community Participation in Improving the Quality of Education.**

##### **2.1.1. Community Participation**

Community participation in the schools indicates activities of the community other than the full time staff in the school management, planning and evaluation process. It refers to the determination of school policies and programs of non-school people in collaboration with the school administrators. Community participation in education system is the partnership of the home, school and community members to support a child's education process (*UNICEF 1992*).

Emphasizing the importance of community participation in education (*UNICEF 1982*) stated that the involvement of parents and community is a crucial. It is crucial not only in terms of necessary ownership of the program, but also for its indispensable accountability at the local level. The true participation is to create and grant authority to local planning and management structure that leads to community ownership of the program. In supporting this point, (*Ayalew Shibeshi, 1991*) has described that schools have much closer and intimate relation and more frequent interactions with community. The parents have greater concern with the way these schools are treating their children. The issue of school and community relation thus enforces the whole society work together. When there is mutual understanding and concern about each other between school and communities, the education of children improves.

As (*Fullan, 1992*) wrote, the closer the parent to the education of the child, the greater the impact it has on child's development and educational achievement. Community can participate in the school program through curriculum planning, financial support, voluntary labor and as tutors. In order to participate the community, the school has to build two way flows of communications in which residents both initiate and receive significant messages concerning

school policies and practices. The community may participate in education program through its representative committee, such as PTA, school improvement committee (SIC). The committees may play role in leadership and management and as a mediator of the school and community. The community members can also participate directly in the school program, decision and evaluation during the parent-teacher conferences.

The community members may also participate through voluntary labor, supervision while teaching-learning takes place and as tutors. *Halyday* in *Bagin* (2001) defines school-community relationship as a systematic function on all levels of a school system, established as a program to improve and maintain optimal level of students' achievement to build public support. Therefore, the target of community participation in a school system is to foster students' achievement.

In addition, (*Shaeffer*, 1994) in (*Negash*, 2007) stated that the concept of participation as an active participation comprises of the idea of strengthening the power of the local people to take the initiative in the decision of formulating and implementing activities and programers pertaining to their own affairs. Participation in this connection recognizes the people at the grassroots level can be creators, fruitful partners in development. Encouraging active participation in this case means instituting a partnership and relationship among various agents who can contribute for better achievements. To meet the common interest and objectives of the community and the schools, the faith in education as an instrument for human development is essential.

## **2.2 The Rationale for Community Participation**

In most of third world countries, according to (*Friedman*, 1984), (*Bray*, 1986); and (*Bray*,1987), community participation is imperative when governments or the community also possess inefficient resources to provide education to all and maintain quality of education. When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus they make efforts which are the means for sharing the burden of the government. If the schools and communities work together, they develop mutual understanding which brings about the benefits to the two parties. According to (*Shaeffer* ,1991) in (*Mc Donough* and *Wheeler* 1998) stated that community

participation in schools has remarkable result. It makes schools more relevant to local needs and conditions, community monitoring makes schools more efficient, students develop more self confidence and awareness, teachers and principals develop leadership abilities, and communities may see schools more valuable.

This parental involvement is likely to be achieved if it is in the ways that are recognized process. For this to happen, however parents and community members must feel comfortable with the staff and the school. In addition to, the most important and inclusive rationales for parents and community participation in educational activities, according to (*UNICEF*, 1982); (*Marsh*, 1988), (*Wolfendale*,1992); and (*Ganjanayake*,1993) described that all parents are about their children's welfare and well-being, want to do what they believe to be in their child's best interest, want to cooperate, respond to the invitation to participate in education system if they can see the benefit to their children .

### **2.3. Areas for Community Participation**

According to (*Govinda*, 1995) in (*Negash*, 2007) stated the concept of community participation in educational management, planning decision making monitoring and evaluation of educational facilities has gained wide popularity during the last decades. Because of this, educational planners and policy makers are convinced on that fact the intended beneficiaries must be involved in efforts to change and improve their life through education, which is the best instrument. Such an approach, in fact would require decentralization of education system and transfer of significant powers and authorities directly to the local community members.

#### **2.3.1. Managerial Activities**

Teaching-learning process beyond the interaction between the students and the teachers, depends on the support, follow up and relations among educational professionals, parents, the community and the government. In most education systems, the head teachers are responsible for the day to day activities of running their schools. But as indicated in (*MOE*, 2002) the Kebele education Training Board members are responsible to approve the annual plan and budget of schools, follow up the implementation, devise and effect mechanisms where by schools could boost their internal incomes, conduct awareness raising to sensitive the

community about the need to send their school age children to schools and not to drop out, supervise and control that the directors, teachers and the support staff of the school work together for the prevalence of a smooth teaching-learning process; plan, coordinate and effect mechanisms where by the local community could extend financial and material contribution for construction and expansion of school and other relevant activities includes school construction, maintenance, procurements of educational equipment, employment of teachers has resulted in a sustainable contribution and the results are highly encouraging.

Generally, the main function of the school boards are supervising the proper running of the school, endorsing annual plan and budget, over seeing that appropriate culture is reflected in the school, working towards better relationship between the school and community, finding ways and means of increasing the revenue generating capacity of the school, ensuring that appropriate discipline is maintained in the school and participating in the promotion of teachers (ESDP III, 1998).

### **2.3.2. Planning**

Educational planning gives definite direction and purpose to the accomplishment of activities. The significance of planning in any activities, (*Croply*, 1980) states.

*Planning tries to achieve a rational matching of proposed goals with available knowledge of reality and probable casual relationship, planning process usually attempts to transform needs and aspiration into goals adjusting them available resources and technology.*

Therefore, in planning for educational services, initially, what the system would like to be supported from the local community and what local community actually can able to give the system should be clearly described. To fulfill this obligation both the educational leaders and the local community representatives should plan cooperatively. This is because the local community knows the needs and problems more than others. Supporting the above ideas, *Zewudneh* (1964 p.11) clearly described the importance of local community in educational planning involving as:

*The most effective way of keeping parent and Community participation is to involve them in the planning activities and problems of the School. Lack of understanding on the part of beneficiaries between what and how the schools' teaching, what the schools actually accomplishing is usually due to school failure to include the local Communities in the planning periods.*

Supporting importance of community involvement in planning, (Malone ,1997) cited in (Awash Gebru 2001) describes that community- people should involve in each phase of planning, implementing expanding and maintaining their program.

They decide who the learners will be, they select and support their own teachers, and they are involved in the production of their own reading materials and building and maintaining classrooms. Because community people plan and implement their own programs, the programs are developed to meet specific interests, needs and goals of the learners. Therefore, their concern is high and their participation is significant.

### **2.3.3. Decision Making**

In the education sector, efforts have been made to deepen decentralization to school level. Decision making is being shifted from Regions and Zones to Woredas further to school to improve direct responses and service delivery (MoE ,ESDP IV; 2005). With this in mind, Ki-Zerbo, (1990) states that the education system should not be regarded as a branch of bureaucracy. Instead, it should be a sub-system highly interactive with all other parts of the social whole. The point is to give pupils, parents and teachers responsibility over their own affairs, to the point of enabling them to administer the education system on their own, with in the context of natural or contractual communities. This assumption of responsibility must necessarily embrace three indispensable areas: *Participation in design and decision making process, regular structured involvement in the process of management and evaluation, and financial accountability with regard to both income and contribution.* This involves a mechanism where each person is represented equitably and is able to influence the decision of the group by voting or through a system that facilitates a consensus.

### **2.3.4. Monitoring and Evaluation**

The community can give to school important information that might not get from any other sources from their daily observation. Supporting this, *Vincent* (1989) cited in *Awash G.*(2001:36) participation in monitoring and evaluation can be effective only when the members of the community are provided with information they are entitled to. Participation in monitoring and evaluation provided a counter-balance to the dominance of the leadership who are held accountable for their actions through such process.

### **2.4 How can Community Participation Improve Quality of Education?**

Community participation can contribute to education improvement through different programs. Some of the ways through which communities can contribute are:

- Advocating enrollment and education benefits
- Boosting moral of schools staff
- Raising money for schools
- Ensuring students' regular attendance and completion
- Constructing, repairing and improving school facilities
- Recruiting and supporting teachers
- Making decisions about school location and schedules
- Forming village education committees to manage schools
- Actively attending school meetings to earn about children's learning progress and classroom behavior
- Providing skill instruction and local culture information
- Helping children with studying (*UNICEF* 1982)

Then it is true that community can participate in a much broader range of functions, including administrative, managerial, financial, pedagogical and personnel functions.

#### **2.4.1 Improving Home Environment**

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. A World Bank study (1997) which analyzed primary education in India, discovered that families aware of importance of education can contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encourage children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspiration, scored significantly higher on tests of learning achievement.

Furthermore, families who are involved in schools not only have better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with home work and make sure that children are physically ready to learn at schools. From their extensive literature research, Heneveld and Craig (1996) argue that parents and community are one of the key factors to determine school effectiveness because they can prepare children readiness to come to school and their cognitive development, by ensuring children's well balanced nutrition and health.

#### **2.4.2. Creating and Nourishing Community School Partnership**

There are ways to bring parents and community members closer to schools which they serve, includes:

- Minimizing discontinuities between schools and communities, and between schools and families
- Minimizing conflicts between schools and communities, teachers and parents
- Making easy transition of pupils going from home to schools

Preparing pupils to engage in learning experiences (Crino and Valisn, 1994).



Community can contribute to schools by sending respected community members, such as religious leaders, tribe heads, to the classroom and talk about community history, tradition, customs and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems, (Mc Donough and Wheeler, 1998).

### **2.4.3 Promoting Girls' Education**

Community participation can contribute to promote girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls education contributes to the improvement of various aspects of their lives, such as increasing economic productivity, improve family health and nutrition, reduce fertility rates reduce child mortality rates.

### **2.4.4 Advantages of Community participation**

Participatory approach to education can lead to change both in the nature of education and among the actors themselves, (Shaeffer,1994) indicates the followings:

- It will facilitate the gathering or more resources for education
- It will lead to an increase in the supply of education more teachers trained, more materials produced ,more clients served
- It will result in an improvement in the quality and relevance of education
- It will help develop greater school efficiency and high pupil achievement
- It will achieve new knowledge, skills, attitudes, and behaviors with in community, more learning by he community, greater awareness of the potential of education, the greater involvement of women in the education in community affairs.

## **2.5. Types and Levels of Community Participation**

### **2.5.1. Types of Community Participation**

Like expanding and promoting of education, the task of improving quality of education should not be left to the government alone. It is necessary to devise a viable mechanism whereby the community participates in the teaching-learning process. The community should participate in the various stages starting from its planning to information gathering and addressing the prevailing problems.

Concerning to types of participation of community in educations (*BESO II*, 2003) stated as development of schooling, supervision, and beautification of the school compound. Increasing enrollment of students, improving access and quality of education are some of the type of community participation.

### **2.5.2. Levels of Community Participation**

Community participation in education lies on a continuum ranging from a high level of participation to nominal participation. This variation depends on many factors, including the type of socio-cultural context of the community *Gojanayak*, (1993:5), *Johston* (1982:203) identify six levels of community participation namely:-

- *Participation in response to an order or to force,*
- *voluntary participation stimulated by reward,*
- *voluntary participation promoted by awareness,*
- *participation by giving suggestions and making criticisms aimed at improvement of an activity*
- *participation by taking initiatives, and*
- *participating through creativity.*

Among the above mentioned levels of community participations the last two levels reflect participation of a more fundamental and significant nature, because the participants have chance to propose their own set of priorities which may even be different, not only in terms of priorities but also in values that of imposed proposal.

## **2.6. Strategies for Enhancing Community Participation in Education**

As suggested by (Orstein, 1983) cited in (Temesgen Alemu, 2002) that stimulating and encouraging parents to develop sense of ownership, so that they play roles in the education of their children, teaching them new skills and concepts in education and to enable both, parents and educational officials work together in identifying educational problems to come up with solutions that are likely to be beneficial to all concerned are some of ways to secure high level of community participation to improve both access and quality of education to their children. Thus, each level and step should be clearly understood to maintain real community participation. This is because the success and quality of educational activity would certainly depend on the genuine and unfailing participation of the beneficiaries.

## **2.7. Factors Affecting Community Participation**

### **2.7.1. Factors Enhancing Community Participation**

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school. Hence there is the need for frequent contact between teachers and parents as regard to the educational advancement of the child. Therefore, the establishment of parent-teacher association (PTA) is an important component of community participation, (Watson,1988).

Despite its importance, it is not an easy task for schools to influence parent's attitude to work together, some parents may complain for lack of enough time for additional responsibilities given from schools, some also consider that school affairs are none of their business rather than being sole responsibility of teachers and head teachers.

As pointed out by (Lovelady, 1992) cited in Alemayehu Ejigu, (2000), there is no parent who does not care for his child and schools matter should not be seen detached from the well-being of the child. Thus, unless they do not know as to how to get involved, parents want to participate in their children's education. To Dzvimbo (1996:13-15) factors that enhance community participation are the initiator, adaptability of the local community flexibility of government and NGOs, availability of resources, nature of administrative structure and the communication channels.

On the other hand, (Jones, 1998) and (UNESCO, 1999) summarize the consensus of educational program to the needs of the community, national commitment through concrete policies, effective planning and management, and cultural homogeneity are among the major factors that enhance community participation in order to realize sustainable and potential expansion and improvement of quality of education.

Generally, how to enhance community participation, (BESO II, 2003) indicates as living with community, understanding the community, share their problems, involve the community in all aspects in projects, creating openness or transparency and develop the communities sense of ownership are the major factors,

### **2.7.2. Factors Inhibiting Community Participation**

Different research findings: (*World Bank*, 1980), (*Comer*, 1986) (*Sheldon*, 1990), (*Health*,1994), (*Tshirelesto*, 1997) and *Speak* (2000:33) cited in *Temesgen Alemu* (2002) the inadequate education system administration and supervision, lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of obstacles with limited community participation, moreover lack of resources, lack of managerial experience and skill in encouraging local community, lack of community exposure to recent information and technology, social heterogeneity and conflict, the passivity and harsh environment are among the major constraints and problems which limit greater community participation in improving quality of education.

The way community participation is defined depending on specific contexts, the nature of the country's economy and policy, social demographic characteristics of the community and external socio-economic environment are also some of the potential forces that operate against community participation, (UN,1981). This does not necessarily mean that all the above mentioned negative factors have identical influence on community participation under different circumstance. Rather, the degree of influence of each constraint on community participation varies from community to community depending on socio-economic, political, and cultural conditions of each country.

There is no rosy road to participatory approaches to development for several reasons. Participatory and collaborative practices through the means of local community organizations are not so easy to attain. Supporting this point, (Griesher, 1994) asserts that unless there is participation in education there can not be learning and further development at all. Involvement of parents, local community members, and local administration representative in consultation, decision making, and cost sharing has made the teaching materials, the curriculum and other school development projects more suitable to the local conditions, to improve achievement scores of students, and to increase enrollment demand. According to (BESO II, 2003) , some of the factors that inhibit community participation in education are!- *preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program implementaters, and cultural and religions barriers, language barriers, lack of awareness creation of community of concerned bodies*, are the major factors which inhibit community participation in education.

## **2.8 Community Participation in the Education System in the Ethiopian Context**

### **2.8.1 During the Imperial Period**

Up to 1974, the educational administration was over centralized to the ministerial level. Regarding this (Lulseged, 1969) stated that the MoE had followed a stratified line relationship with highly centralized administration. Because of this, schools far from Addis Ababa were not supported by the ministry, (pp:130-135). Reports of the Education Sector Review (1972), also stated that responsibilities and functional aspects of education were heavily centralized at the

ministerial level. Supporting to this (Wondafrash, 2001) stated that the MoE was responsible for every education program and there was no room to consider local condition of different parts of the country. Therefore, in the imperial period there was no education policy which directs the community participation.

### **2.8.2 The Dergue Period**

After the downfall of the Imperial regime, the provisional military administration Council (Dergue), issued (proclamation No.103, 1976) .It was entitled as “proclamation to provide for the administration and control of schools by the people”. It was issued to make the schools under the direct administration and control of the people and states that the school should have its own internal administration in accordance with the detailed directives issued by the ministry. And the school committee supervises and controls the school management.

This proclamation was amended and replaced by the (proclamation No.260, 1984). It was entitled as “A proclamation to provide for strengthening of the management and administration of schools “. This was declared to establish the “Government school Committee “. The composition of the committee is from Peasant Association, Urban dwellers Association, Teachers and Students and the directors of the school.

The duties of the government school committee are;

- supervising the school programs, activities and utilization of subsidy
- consulting and assisting the school management
- Coordinating the school and the community and reporting to the local representatives.

Thus, the government school committee focus was on controlling and monitoring the school management, on disciplinary, on the process of teaching learning, visiting classroom, strengthening parent-teacher cooperation.

### **2.8.3 The Current Period**

In 1994, New Education and Training Policy was developed and made public. The policy incorporated the educational organization and management which states that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training.

It also states that educational administration would be democratic leadership by boards/committees, consisting of members from the community, teachers and students (TGE, 1994).

Based on the policy, implementation strategy was issued in Sep.1994, which states educational organization and administration should be restructured in accordance with the devolution of power from central government that has been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would be democratized and run with the participation of community.

The Ministry of Education has also published a guideline of educational management organization, community participation and finance in 2002 to implement the policy. In the guideline the responsibilities and duties of the boards, associations, education officials, teachers and the community is specified. Furthermore, the MoE developed a manual for the school improvement program in which the role of principals, supervision, students, parents and community is detailed. In addition to this, the school, parent and community partnership is described (MoE 2006). In 2007 a framework of school improvement program was issued and in this framework, the standard, characteristics and indicators for the community participation is stated (MoE, 2007). This study stresses on the implementation of the community participation incorporated in the guidelines and manuals issued by the MoE.

Thus, school principals, teachers, supervisors and education personnel need to be well introduced with the role, responsibilities of PSTA, involvement of comment in education. This makes clear that nunership can have a supplicant impact on the sustainability of learning activities and educational systems.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **3.1. Research Design**

In this chapter the research plan, ways and strategy were set to address the basic questions. Therefore, the researcher chooses different sources of data, sampling techniques, data gathering instruments, procedure of data collection and analyses of data. Hence, both qualitative and quantitative approaches were applied. The study was carried out using descriptive survey method because this method is suitable to obtain sufficient information on the issue under study from relatively large number of cases at particular time.

#### **3.2. Sources of Data**

To accomplish the study both primary and secondary sources were used. The primary sources include data gathered from 30 school principals, 100 teachers, 40 PSTA members, 5 woreda education heads and 3 supervisors. Secondary source of relevant literature review assessed which helps to develop the questionnaire to compare and contrast the result of the findings. In addition to these sources of data, report, minutes, monitoring and evaluation documents were assessed because these documents used to provide supplementary information to answer the basic questions.

#### **3.3. Sample and Sampling Techniques**

There are 10 sub cities in Addis Ababa city government administration. However, from these, Lideta Sub city administration was selected purposively to secure maximum efficiency with relatively short period of time and community participation problems seems to be observed as the researcher well familiar to the area. In this sub city there are 10 woredas, 22 government schools, 967 teachers, 66 school principals, 154 PSTA members, 12 supervisors from 10 woredas, 5 woredas, 10 government schools, 100 teachers, 40 PSTA members, were selected using simple random sampling techniques and 30 school principals, 5 woreda education heads and 3 supervisors were selected purposively.



Thus the total population of 178 respondents were participated in the study.

### **3.4. Instruments for Data Collection**

Instruments of data collection are basic tools to gather data to seek possible solutions for observed problems. In order to achieve the purpose of this study questionnaires interview and documents analysis were utilized.

#### **3.4.1. Questionnaire**

According to Best and Kahn (2005), questionnaire is an inquiry form of data gathering instruments which respondents answer to the questions provided or respond to statements in writing provided or respond to statements in writing and used to obtain factual information. Two set of questionnaires were developed. The first set of questionnaire was for school principals and teachers, the second set of questionnaire was for PSTA members. Both set of questionnaires had two parts. The first part of the questionnaire was intended to gather background information about age, educational level, sex, and service year, the second part of the questionnaire was about school community relation, the level of community participation which contain 22 items for principals, teachers and 15 items to PSTA members. In addition to these, open-ended questions were used to seek additional information which provide the respondents freedom to express feelings about the research problems .

#### **3.4.2. Interview**

Interview questions were delivered to 3 woreda education heads and 2 supervisors through face to face conversation. Interviews were held according to the convenience of the interviewees at their work place and yet 3 woreda heads and 1 supervisor did not appear. Semi –structured interview was conducted to obtain information about community participation for improving quality of education in the study. The purpose of the interview is to make the study in depth and gather information which is difficult to interview meaningful information from the factual expressions and gestures can be read from the respondents about the raised issue and to triangulate with other data gathering tools.

### **3.4.3. Document Analysis**

Document analysis helped that provide additional information that would obtain by other methods. It helps to cross check and supplement other data collection tools. So, the reports, minutes, and evaluation documents were analyzed to assess the community participation in the sample schools. The main use of documents in the research was that it provides a context for understanding particular problems in the process of data gathering methods (practica research, 2005).

### **3.5. Procedures of Data Collection**

Reviews of related literature were used in advance to get information from what had been in relation to the problem and preliminary data were obtained. Then, based on the basic questions, data gathering instruments were developed. Questionnaires for schools principals, teachers, and PSTA members were administered. Instruments were administered with necessary explanation on the objectives of the study to crate common understanding with respondents and secure their cooperation with regarding to interview, the researcher contacted the participants to participate in the interview and it was held in the participants' office .

### **3.6. Methods of Data Analysis**

First the gathered data were checked and numbered, and classified with respecting schools. Following this, the data of each group were arranged and organized using SPSS version. The analyses of the data were under taken bearing in mind the basic research questions, designed for the study. Items involved in the questionnaire were classified into two sections. The first category deals with characteristics of respondents where as the second part is specific items which are based on the basic question. Percentage was used to analyze the characteristics of guidelines, directives and rules. Furthermore, the specific items of the study were analyzed in the following manner.

In answering the basic questions regarding community participation, it was analyzed in tems of parent, school relation, parent teacher cooperation, parents' involvement in teaching learning process, using mean value, percentage, frequency.

Finally, the qualitative data or information collected through open-ended, interviews and documents analysis were narrated thematically to validate the quantitative data.

## CHAPTER FOUR

### 4. PRESENTATION, ANALYSIS AND TERPRETATION OF DATA

This chapter deals with the presentation and analysis of data collected from teachers, school principals, education office heads, supervisors and PTA members. The data were collected through questionnaires and interviews. Questionnaires were distributed to teachers, school principals and PTA members while interview was conducted with woreda education office heads and supervisors. The information gathered from questionnaires were analyzed using percentages. The information gathered through open-ended questions and interview were used to provide qualitative analysis in order to give answer for the basic research questions which were set in the study.

The chapter is divided into two parts: the first part discusses the characteristics of the respondents while the second part deals with the analysis of the findings of the study in line with the research questions.

#### 4.1. General Characteristics of the Respondents

Regard questionnaires, a total of 178 questionnaires were distributed and 151 (84.8%) were returned back, of these respondents 89(50%) were teachers, 27(15.16%) were school principals, and 35(21.3%) were PTA members.

In additions, 27 open-ended questionnaires were distributed to school principals and 18(66.7%) of them were returned back, beside these, 7 respondents were to be conducted interview, of these 3 woreda education office heads and 2 supervisor were conducted. The major characteristics of the respondents in the sample survey were presented in the following tables

**Table1: Principals, Teachers and PSTA members by Age**

No	Item	Response			
		F	%	Valid %	Cumulative %
1.	Age in years				
	Principals				
	20-30	5	18.5	18.5	18.5
	31-40	14	51.9	51.9	70.4
	41-50	6	22.2	22.2	92.6
	51 and above	2	7.4	7.4	100
	Total	27	100	100	100
2.	Teachers				
	20-30	27	30.3	30.3	30.3
	31-40	33	37.1	37.1	67.4
	41-50	20	22.5	22.5	89.9
	51 and above	9	10.1	10.1	100
	Total	89	100	100	100
3.	PSTA members				
	20-30	-	-	-	-
	31-40	2	5.7	5.7	5.7
	41-50	17	48.6	48.6	54.3
	51 and above	16	45.7	45.7	100.0
	Total	35	100	100	

As shown in table 1 above with regard to age, majority of the principals 14 (51.9%) were between 31-40 years of age and 2 (7.4%) of them were 51 and, above, 33(37.1%) of the teacher respondents were between 31-40 years of age and 9(10.1%) of there were 51 and above 17(48.6%) of the PSTA respondents were between 41-50 years of age and 2 (5.7%) of them were between 31-40 years of age.

This implies that majority of the school principal and teachers are young and energetic w can render long time service to the system.

**Table2: Principals, Teachers and PSTA Members by Sex**

No	Item	Response			
		F	%	Valid %	Cumulative %
1.	Principals				
	Male	22	81.5	81.5	81.5
	Female	5	18.5	18.5	100
	Total	27	100	100	100
2.	Teachers				
	Male	57	64.1	64.1	64.1
	Female	32	35.9	35.9	100
	Total	89	100	100	100
3.	PSTA members				
	Male	27	77.1	77.1	77.1
	Female	8	22.9	22.9	100
	Total	35	100	100	100

With regard to sex in table 2, 22 (81.5%) of the principal respondents were male and 5(18.5%) of them were female, towards teachers in the same table, 57(64.1%) of the respondents were male and 32(35.9%) of them were female. As to PSTA members, 27(77.1%) of the respondents were male and 8(22.9%) of them were female. In all independent respondent male domination is high therefore, principals and teachers' by qualification.

**Table 3: Female participation is low.**

No	Item	Response			
		F	%	Valid %	Cumulative %
1.	Principals				
	Diploma	2	7.4	7.4	7.4
	Degree	20	74.1	74.1	81.5
	MA/msc	5	18.5	18.5	100
	Total	27	100.0	100.0	100.0
2.	Teachers				
	Diploma	21	23.6	23.6	23.6
	Degree	65	73.0	73.0	96.6
	MA/msc	3	3.4	3.4	100.0
	Total	89	100.0	100.0	100.0

Regarding to qualification, 20 (74.1%) the principal respondents were first were degree holders, and 2(7.4%) of them were diploma graduates. With regard to teachers on the same

table, 65(73.%) of the respondents were first degree graduate, where as e3(3.4%) of them were post graduates. This indicate both principals and teachers, were full professionals.

**Table 4: Principals, teachers and PSTA members by responsibility**

No	Item	Response			
		F	%	Valid %	Cumulative %
1.	Principals	27	17.9	17.9	17.9
2.	Teachers	89	58.9	58.9	76,8
3.	PSTA members	35	23.2	23.2	100.0
	Total	151	100	100	100

As shown in table 4 above, 89(58.9) of the respondents were teachers and 27(17.9% were principal respondents. 35 (23.2%) of the respondents were PSTA members.

**Table 5: principals and teachers by the level schools were teach**

No	Item	Response			
		F	%	Valid %	Cumulative %
1.	Principals				
	Primary	13	48.2	48.2	48.2
	Gen. secondary	11	40.7	40.7	88.9
	Preparatory	3	11.1	11.1	100.0
	Total	27	100	100.0	100.0
2.	Teachers				
	Primary	45	50.5	50.5	50.5
	Gen. secondary	37	41.6	41.6	92.1
	Preparatory	7	7.9	7.9	100.0
	Total	89	100	100.0	100.0

Regarding the level of schools principals work for 13 (48.2%) of the respondents were from primary schools and3(11.1%)of them were from preparatory schools. In relation to teachers in the same table, 45(50.5%) of the respondents were from primary schools, and 7(7.9%) of them were from preparatory.

#### **4.2. The schools Effort in Participating and Mobilizing**

##### **Community towards improving quality of Education.**

In this part the efforts done by schools to involve the community in activities of the schools' program, attempts made to develop community relations, strengths and depth of sense of ownership made are presented and analyzed

#### 4.2.1. The School's Practice in Involving the Community in the school Management

In the guideline for organization of education management, community participation and education finance, one of the duties of the principals is to establish school-community relationship. (MOE: 2002). Besides this it is stated that, principals have to encourage PSTA to participate in school planning, annual programs and annual budget of the school. This is because the school and the community have to work in collaboration to enhance the children's achievement and to upgrade the quality of education. Regarding to the need of collaboration of the school and the community, Aggrawal (1985) , described that the school should provide situation in which the students may be gradually led to understand the relationship in community.

**Table 6: The schools practice in involving the community in the school**

No	Item	Respondents category	Responses								
			High		Medium		Low		Very low		Grand mean
			f	%	F	%	f	%	f	%	
1.	Teachers /school management makes any possible visit parents to understand the school and the school understand parents.	Principals	5	18.5	10	37	9	33.3	3	11.1	2.7
		Teachers	28	31.4	39	43.8	16	17.9	6	6.7	
		PSTA's	6	17.1	13	37.1	11	31.4	5	14.2	
2.	Your school provides parent opportunities to visit classroom while teaching-learning takes place	Principals	2	7.4	13	48.1	7	25.9	5	18.5	2.4
		Teachers	10	11.2	47	52.8	15	16.8	17	19.1	
		PSTA's	2	5.7	17	48.6	11	31.4	5	14.2	
3.	Your school conducts a formal conferences with parents /communities.	Principals	6	29.2	12	44.4	5	18.5	4	14.8	2.9
		Teachers	21	23.5	46	51.6	15	16.8	7	7.8	
		PSTA's	9	25.7	20	57.1	5	14.2	1	2.8	
4.	Your school holds discussion with parents how to promote community participation and bring about sense of ownership	Principals	2	7.4	13	48.2	12	44.4	0	0	2.6
		Teachers	7	7.8	41	46.2	37	41.6	4	4.4	
		PSTA's	3	8.6	18	51.4	14	40	0	0	
5.	Your school holds discussion with parents on the teachers performances in teaching learning.	Principals	5	18.6	11	40.7	7	25.9	4	14.8	
		Teachers	9	10.3	40	44.9	33	37	7	7.8	
		PSTA's	5	14.2	13	37.1	15	42.8	2	5.7	
6.	Your school PTA involves in the facilitation of laboratory and library.	Principals	4	14.8	8	29.6	13	48.2	2	7.4	2.6
		Teachers	19	21.4	35	39.3	27	30.4	8	8.9	
		PSTA's	7	20	11	31.4	17	48.6	0	0	

Accordingly, the mean value of the respondents obtained is 2.7 which is close to average. Regarding the percentage of this item 62 (41.1%) of the respondents replied medium 14(9.3%) of the respondents said very low. This indicates that the relationship between the two is average.

Regarding item 2 of table 6, the respondents were asked to rate whether or not the schools provide parents opportunities to visit classrooms while teaching learning takes place. As the item shows 77(50.9%) of the respondents replied that the schools provide parents opportunities to visit classroom medium, 14(8.1%) of them said high. The mean value of this item is also 2.4, which indicates the mean value is below average. This shows that the efforts of the schools done to facilitate visit is very low.

Item 3 is about conducting formal conference with parents /communities. The mean score of the response of the respondents is 2.9. This value corresponds to 3 which is medium. In addition to the mean score, 78 (51.7%) of the respondents replied that school conduct formal conferences with parents, 12(8.5%) of them said it is very low. Regarding to the formal conference schools conduct, S<sub>1</sub> and S<sub>2</sub> ( supervisors) responded in the interview that the schools conduct formal conferences with parent only twice in a year that is at the beginning and end of the academic year.

With regard to item 4 in table 6, the respondents were asked to rate whether or not the schools hold discussion with parents how to promote community participation. As the item shows, 72(47.7%) of the respondents replied that the schools hold discussion with parents to promote participation medium, 4(4.4%) of them said it is very low. This implies holding discussion with parents to promote participation is not satisfactory.

Item 5 of table 6 of shows, 64(42.4%) of the respondents replied that the schools hold discussion with parents on the teachers performance is medium, 13(8.6%) of them replied that it is very low. The mean value of this item is 2.6. In the interview conducted with the supervisors, responded that at the parent-teacher conferences issues discussed frequently were, short comings of the school budget, the students discipline. This implies that attention was not given to teachers performance.

Regarding to item 6 in table 6, the respondents were asked to rate the involvement of PSTA in the facilitation of educational inputs, 57(37.7%) of them replied low, 10(6.6%) of the respondents said very low. The mean value of the respondents obtained is 2.1 which is below average. In the interview conducted with the supervisors, they reported that Non-Government Organization (NGO) that highly involved in facilitation of educational input rather than PSTA. On the open-ended question school principals confirmed that because of the current conditions



of the sub city PSTA's involvement is limited. This implies that PSTA's involvement in the facilitation of educational input is limited.

#### 4.2.2. Community Participation for Better Achievement

As stated in the literature part of the study, community participation is crucial that is the true participation creates conducive learning environment for students, improves community – school relations and finally leads to community ownership of the program, UNICEF( 1982:13). In line with this, the following table summarizes data obtained from the respondents.

**Table 7: level of community participation**

No	Item	Respondents category	Responses									
			High		Medium		Low		Very low		Grand mean	
			f	%	F	%	f	%	f	%		
1.	You ask parents information about their children's goals, strengths and talents	Principals	7	25.9	10	37.1	5	18.5	5	18.5	2.4	
		Teachers	18	20.2	36	40.4	24	26.9	14	15.7		
		PSTA's	8	22.8	15	42.9	8	22.8	4	11.5		
2.	You provide parents clear information about the achievements of the students and the level of their report cards	Principals	3	11.1	18	66.7	4	14.7	2	7.4	3	
		Teachers	13	14.6	61	68.5	9	10.2	6	6.7		
		PSTA's	6	17.2	25	71.4	2	5.7	2	5.7		
3.	You provide information to parents on how to monitor and discuss school work with their children at home	Principals	5	18.5	11	40.8	7	25.9	4	14.8	3.2	
		Teachers	15	16.9	51	57.3	14	15.7	9	10.1		
		PSTA's	12	34.4	15	42.8	5	14.3	3	8.5		
4.	Parents give comments on their children's home work performance	Principals	3	11.3	15	55.6	7	25.9	2	7.4	2.7	
		Teachers	1	1.2	69	77.5	11	12.4	8	8.9		
		PSTA's	2	5.7	21	60	9	25.7	3	8.6		
5.	PTA participates in solving disciplinary problems that might be caused by students	Principals	3	11.1	17	62.9	6	22.2	1	3.8	2.9	
		Teachers	11	12.4	59	66.3	17	19.1	2	2.2		
		PSTA's	5	14.2	19	54.3	10	28.6	1	2.9		
6.	Your school holds discussion with parents on the facilitation of learning environment such as water supply and others	Principals	7	25.9	13	48.2	6	22.2	1	3.7	2.8	
		Teachers	10	11.2	44	49.5	31	34.8	4	4.5		
		PSTA's	6	17.1	15	42.9	10	28.6	4	11.4		
7.	PTA participates in the evaluation semester performance achievement of the students	Principals	5	18.5	7	25.9	9	33.3	6	22.3	2.9	
		Teachers	12	13.5	47	52.8	29	3.6	1	1.1		
		PSTA's	9	25.8	20	57.1	4	11.4	2	5.7		
8.	PTA in collaboration with school community participates in reducing dropout and detainees rate	Principals	4	14.8	11	40.7	11	40.7	1	3.8	2.7	
		Teachers	12	13.5	41	46.1	31	34.8	5	5.6		
		PSTA's	10	28.6	12	34.3	8	22.9	5	14.2		

As indicated in table 7 item 61(40.4%)of the respondents reported that parents have information about their children's goals, strengths and talents is medium. where as 23(15.2%) of them said very low. The mean value of the respondents obtaining is 2.4,which is below

average. This implies that, there is a gap among the respondents. Thus, the finding shows that the information is not adequately provided to parents.

Table 7 item 2, regarding providing parents clear information about the achievement of the students and the level of their report cards, 104(68.9%) of the respondent said that it was medium, 6(4%) of the respondents replied very low. The mean value of the respondents obtained is 3, which is above average. Thus; it indicates that parents receive enough information about their children's performance.

Table 7, item 3, regarding providing, information parent on how to monitor and discuss schoolwork with their. Children at home, 77(50.9%) of the respondents said mediation, where as 13(8.6%) of them responded low. The mean value is 3.2. though here is gap on the response on the data show that here is adequate information.

Table 7 item 4 shows that highest percentage 105(69.5%) of the respondents replied that parents give comments on their children's homework performance is medium, and 6(3.9%) of them said high. The mean value of the respondents obtained is 2.7. which agrees with response by majority.

As show in table 7 item 5, regarding to PSTA participation in solving disciplinary problems caused by students, 95(62.9%) of the respondents confirmed that PSTA participation medium, where as 4(2.6%) of them said very low. The mean value is 2.9 two implies that PSTA actively participates in thus item. (23.8%) replied low, and 1(0.7%) answered very low. The finding here is PSTA participates but it hasn't owned solving.

As it can be seen in item 6 of table 7, 72(47.7%) of the respondents replied that schools hold dscicussion with parents on the facilitation of learning environment is medium, where as 9(5.9%) of the respondents answered very low. The mean value of the respondents obtained is 2.8. It is also confirmed in the open ended question that many discussions have been made to facilitate the leaning environment but not yet practiced. This implies that in practicing there is some limitation.

As exhibited in table 7 item7, regarding to PSTA participation in evaluation of semester performance achievement of the students, 74(49%) of the respondents answered medium, 9(5.9%) of them replied very low. The mean value of the respondents obtained is 2.9. In the in

review conducted with woreda officials and supervisors, they also confirmed that in every school subject-based achievement evaluation takes place every semester and reported to wored office, but mainly done by school management. Then the finding is PSTA participation is medium.

As illustrated in table 7 item 8, regarding to PSTA in collaboration with school communities participating in reducing dropout and detainees, 66(43.7%) of the respondents replied medium, where as 9(5.9%) of the respondents reported very low. The mean value of the respondents obtained is 2.7. Concerning this item assessment was done in 2005 (July 10/20130 shows dropout and detainees rate was 3.6 and 4.3 respectively. And the strategies have been designed to reduce to 2.3 and 1.9 respectively in the fiscal year .This shows PSTA's participation in reducing rate dropout and detainees is satisfactory.

In general from this table, according to the interview and document analysis we can say that community participation for better achievement of the students is quite good.

#### **4.2.3. The schools Practice in Fostering the School –Parent Relations.**

In this section the data gathered from teachers, principals and PTAs members which indicate the schools practices is presented and discussed below. Table 8 indicated the responses of the respondents on providing training, organizing parent views towards their children letter information, in general the encouragement of the schools to parents to participate on their children's education in school.

**Table 8: the schools practices in fostering the school parent relations**

No	Item	Respondents category	Responses								Grand mean
			High		Medium		Low		Very low		
			f	%	f	%	f	%	f	%	
1.	Your school provides PTA trainings on school related and students achievement	Principals	7	25.9	11	40.8	7	25.9	2	7.4	2.7
		Teachers	7	7.9	65	73	11	12.4	6	6.7	
		PSTA's	9	5.8	20	57	4	11.5	2	5.7	
2.	You sent students to organize parents views opinions comments towards teaching learning	Principals	2	7.4	11	40.8	9	33.3	5	18.5	2.7
		Teachers	13	14.6	48	53.9	17	19.1	11	12.4	
		PSTA's	6	17.1	14	40	6	17.1	9	25.8	
3.	You sent letter in formation with parents	Principals	5	18.5	3	11.2	9	33.3	10	37	1.7
		Teachers	7	7.9	14	15.7	27	30.3	41	46.1	
		PSTA's	4	11.4	10	28.6	15	42.9	6	17	
4.	You encourage parents and community members to share their experiences with the students as a part of school activities	Principals	8	29.7	9	33.3	10	37	-		2.5
		Teachers	21	23.6	39	43.8	18	20.2	11	12.4	
		PSTA's	5	14.3	15	42.9	9	25.7	6	17.1	
5.	You make aware of the importance of reading at home, ask parents to listen to their children and pay attention to their learning's.	Principals	5	18.5	12	44.4	9	33.3	1	3.8	2.7
		Teachers	11	12.4	57	64	16	17.9	5	5.7	
		PSTA's	3	8.6	19	54.3	6	17.1	7	20	
6.	Evaluation of school management and curriculum implementation in cooperation with community towards quality of education is discussed at the teacher-parent conferences.	Principals	7	25.9	10	37	4	14.9	6	22	2.8
		Teachers	11	12.4	65	73	9	10.1	4	4.5	
		PSTA's	5	14.3	16	45.7	10	28.6	4	11.4	

In item 1 of table 8, regarding to the schools effort in providing training on school related issues, 9(60.2%) of the respondents answered medium, where as 10(6.6%) of them replied very low. The mean value of the response of respondents obtained is 2.7 which corresponds to 3 and medium. The result obtained from the interview held with woreda officials and supervisors, schools in a given woreda provide training jointly under the supervision of the woreda.

Concerning item 2 of table 8, the respondents were asked whether of not the schools send students to organize parents view/opinions/comments towards teaching learning. The mean value of this item is 2.7. 73(48.3%) of the respondents replied medium only 21 (13.9%) of them replied high.

Regarding to item 3 of table 8, 57(37.7%) of the respondents answered that the letter communication with parents done very low, where as 16(10.6%) of them replied high. The mean value of the respondents obtained is 1.7 which is below average. The finding is that the letter communication between parents and school is very low.

Item 4 of table 8 , respondents were asked to rate the level of schools encouraging parents and community members to share their scale of experiences with students as a part of school activities. In this item the mean value is 2.5 which is average. The percentage also shows that 69(41.7%) of the respondents replied medium, 17(11.3 %) of the respondents answered very low. Thus the finding is encouraging parents /community members to share their experiences with students as a part of school activity is not adequate.

As indicated in table 8 item 5, respondents were requested to rate the level of schools make parents aware of importance of reading at home, ask parent to listen to their children and pay attention to their learning's. The mean value of the frequencies of the respondents is 2.7. Concerning percentage of the responses 88(58.3%) of them replied medium, 12(7.9%) of them said very low. Thus the level of schools in making parents aware of the importance of reading at home is satisfactory.

In the last item of table 8, the respondents were asked about the evaluation of school management and curriculum implementation in cooperation with community towards quality of education. The mean score of the response of the respondent, is 2.8,. In addition to the mean value, 91 (60.3%) of the respondents replied that the issue indicate is practiced medium, 14(9.3%) of them said the issue is practiced very low. This shows that the efforts of the schools done to participate the community in the evaluation of school management and curriculum implementation is medium.

### **4.3. Factors Affecting Community Participation in Schools.**

Among the varies factors that hinder community participation in the school program sited by the informants of the study are:-poverty lack of awareness, time constraints, lack of emphasis from the side of the school administration, lack of acceptance to the parents and school. In this section the responses of principal's supervisors and the woreda officials are presented and described.

#### **4.3.1. Low Economic Background /Poverty**

Regarding the effect of low-economic background on parents involvement, Payne (1997) , cited Moinar (2006) states that the parents either consider themselves unworthy, too they are to oppressed or too disinterested, where as the rich can afforded private education, if they are at odds with public system, The above mentioned informants responded that the main obstacle of

parents involvement in education was low economic background. They described this as many parents are volunteer to participate in school activities, but the reason not so to participate is poverty. They could not participate in all discussion forms, conferences as expected because most of them earn money being day-laborer. Parents in poverty can't supply the necessities to their children's learning at home concerning this, Aggrawas (1996), described that unhygienic losing and over crowded at home effects the rate of leaning and the general response of the child.

#### **4.3.2. Lack of Awareness**

With regard to awareness, it refers to the empowerment of parents, to be involved in school affairs. Lack of awareness in this regard is then, lack of orientation or training to the parents on how to participate in the school programs and activities. Concerning lack of awareness much of work has to be done forwards their participation, in school affairs.

Regarding the influence of lack of awareness of parent's involvement in education, Molnar (2006), stated that inadequate, parent straining in the various aspects of education is a barrier to parent's involvement in local school governance. He also stated that the lack of experience is clearly a reason why curriculum and instructional issues were not addressed by parent's councils. Lack of awareness in parents might be due to communication barriers. Communication barriers arise when the idea is not accurately communicated to the community. Thus parents should be trained by arranging workshops on parent's involvement in school works. The responsibility for training parents is then shouldered on school principals, woreda officials and supervisors.

#### **4.3.3. Time Constraints**

Time constraint has been stated as an obstacle to parents' participation in school works by principals in the open ended questions and by woreda officials in the interview conducted. All the informants responded that the majority of the representatives of the community are either private employees or daily laborers. Therefore, they couldn't participate in all school program and activities.

However, many scholars and researchers do not agree with the idea that time constraint is an obstacle to parents involvement in school works. They argue that time is available if there is an increased level of commitment that determines where time is spent. Molnar, (2006), ask

supported convoy's stand by stating, if lack of time continues to restrict parents involvement, it may be an indicator of deeper problem. Molnar described that issue that parents claim may be lack of awareness of the benefit of parent involvement in their children's education.

#### **4.3.4. Lack of Emphasis from the School Administration**

Responses obtained from an interview conducted with woreda officials and supervisors indicated that school had no plan to parent involvement, parent-teacher relations, the way parents help their children at home in learning. The school also had not conducted special workshop for parents on parents-school relations that could help to encourage parents to participate in school affairs.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data gathered from questionnaires, interview and document analysis the following summary, conclusion and recommendations are drawn.

The objective of the study was to assess and identify the level of community participation and their contributions for improving quality of education in Lideta sub city. Before the study was conducted, communication had been made with the sub city education office to assess number of government schools, woreda education offices, teachers population, principals, supervisors and PSTA member population. By using simple random sampling techniques, sample size of representatives of woreda and schools were selected in cooperation with sub-city education office.

To have manageable size and fair coverage of all the schools, representative teachers and PSTA members from those selected, each school 10 teachers and 4 PSTA members were selected by using simple random sampling techniques. School principals, woreda education office heads and supervisors were selected purposively

To conduct the study both qualitative and quantitative descriptive survey methodologies were employed. Questionnaires, interview and document analysis were the major data collection instruments used for the study. The data gathered from school principals, teachers, PSTA members were organized tabulated, coded and analyzed using SPSS. Numerical percentages and mean description were given. The interview schedules were held with 5 woreda education heads and 3 supervisors. The data was collected directly from the interview schedules were held with 5 woreda education heads and 3 supervisors. The data was collected directly from the interview were transcribed and coded for analysis. The data obtained from interview was analyzed qualitatively by sandwiching with the other instruments for the purpose of triangulation. Finally, the findings of the study in relation with the basic questions were obtained as follows:



## Findings

- With regard to the importance of community participative in school management, the findings showed that most of the respondents responded the statements related to the school management participation is positive or medium. Therefore this finding represented that majority of the respondents were found understanding the importance of community participation.
- Regarding parents involvement in their children's education at schools' levels, majority of the respondents proved that schools-community relations and parent teachers' cooperation lacks strength. Most of the respondents, school principals, teachers, woreda education heads and supervisors responded that their participation in trainings related to roles and responsibilities of PSTA in schools affairs was found medium.
- It was found that the involvement of community at school levels is an important and timely issue for the school improvement and achievement of quality of education. But lack of training, lack of encouragement, lack of commitment and confidence at lower level, lack of time constraints ... etc be come obstacles to practice effectively and efficiently, the community participation the findings of the study indicated that both the administrative and institutional factors, be it a schools, weredas, greatly influenced the practice of community participation.
- With respect to PSTA members participation in planning it was found out that the level of achievement made on planning with the exception of planning of school budge on which the participation was high, it was found out that the majority of the school programs and activities were mostly planned by school management alone.
- The participation of PSTA in mobilizing the community to make contribution of resources was found to be high. On the other hand, the participation of PSTA in motivating school staff for better performance was found to be low. That is, the PSTA members are not deeply involved in teaching-learning process, and hence, exerted low efforts in motivating the school staff members. Besides, the participation of the

members of management group in making the school system transparent for the school information to be communicated to various stakeholders was found to be low.

- With regard to major problems hindering PSTA member's participation in management of schools, the majority of the respondents responded the following problems.
  - Lack of skills and knowledge's of PSTA members on how to participate
  - Lack of adequate training on how to mobilize community
  - Lack of commitment of school principals, particularly, in motivating, supporting and encouraging the PSTA members.
  - The negative attitudes of principals and teachers towards community participation.

## **5.2 Conclusions**

- It is obvious that decentralized educational management is a new approach for our educational system. Consequently, consistent trainings to the stakeholders had been recommended to be given. However, in the lideta sub-city which is understudy, no adequate trainings were provided to the key stakeholders, community representatives, principals and teachers. This feature definitely has resulted in low level of participation of community in some schools. That is, in the activities which requires financial processing and mobilizing local communities for different activities was high, where as in most activities of planning organizing, directing and controlling, the participation was not high, rather found to be low.
- In order to get the utmost participation of PSTA members, in the management of the schools, the principals are expected to motivate and support them in their efforts to participate in planning, organizing, directing and conontrolling activities of schools. However, little was done to awaken and initiate community representatives to come to participate in the management of schools. That is, the school principals lack the commitment to consciously realize the merits of effective community participation in the management of schools.

- As indicated on the findings, the lack of skill, knowledge, confidence and commitment of PSTA members, lack of willingness of teachers and principals to participate the community representatives were major problems affecting PSTA participation in the management of schools, and no significant efforts were taken to tackle those prevailing problems. Thus, this shows that most of the problems affecting community participation were related to lack of the necessary behavioral change on the part of the management groups of different levels on the goals, rationales and merits of community participation in promoting the education system.

### **5.3 Recommendations**

- The concept of community participation should not be related only to the contribution of money it rather should go to planning, implementation of curriculum, monitoring and evaluating different activities of schools.
- The participation of community is best achieved when it is practiced collaboratively. Thus, all the stakeholder have to share what they have, learn one from the other, work hand-in-hand to achieve better in future than in the present.
- It has been pointed out in the study, preparing a plan, organizing, directing, monitoring and evaluating mostly done by schools' management alone, PSTAs. Involvement is medium. It is advisable to promote their participation in the planning process.
- Community participation has to be everyday activity at school', because any one who wants to know the schools' system should not be in lack of information. To provide one with brief information, the system should be transparent wherefore, the education system at different levels should take initiatives at least to minimize the factors that affected the communication between community and schools and their participation.
- It has been discovered in the study that roles and responsibilities of PSTA were not clearly introduced to every stakeholder; because there is frequent changes with in and outside the organization. It is the responsibility of the, education system to follow up and orient the new PSTA comers.

- It is advisable to establish community participation clubs and centers where may pave ways for better understanding and can bring abnetsernficent changes in the education system .

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**ዩ.ኤስ አይ.ዲ ቤሶ ነፎጀክት /1998/ የወረዳ አቅም ማስፈጸሚያ ዘዴዎች። የወረዳ አቅም ግንባታ ማሰልጠኛ ፅሁፍ፣ አዲስ አበባ ጥቁር አባይ አሳታሚዎች**

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## Appendix A

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.  
QUESTIONNAIRE TO BE FILLED BY SCHOOL PRINCIPALS AND TEACHERS.**

Introduction:- The main purpose of this Questionnaire is to investigate the level of community participation in improving quality of education the major lideta sub city and to come up with possible solutions for better implementation. Tour cooperation to offer relevant and honest information is highly important for the success of the study. Hence, be frank and respond to each item accurately and thoroughly as much as possible please, guie percize and priet answers on the space provided for the open-ended questions.

Thank you in advance for taking tone to complete this Questionnaire.

**Section I.** Information about the respondent. Please Mark (v) in the following items in the appropriate box

1. Age:- A) 20-30  B) 31-40  C) 41-50  D) 51 and above
2. Sex:- A) Male  B) Female
3. Qualification :- A) Diploma  B) Degree  C) MA
4. Level of the school  
A) Primary (1-8)  B) General Secondary (9-10)  C) Preparatory (11-112)12)
5. Years of service in education  
A) 5-11  B) 11-16  C) 16-20  D) 21-25   
E) 26-30  F) 31 and above
6. Responsibility in school  
A) Principal  B) V/Principal  C) Department head   
D) Teacher

## Section II. Scoring Explanation

1. Very means, the activity does not happen tall
2. Rarely means the activity occurs only one.
3. Occasionally means, the activity occurs some times
4. Frequently means, the activity occurs many times

Please mark (✓) in the following items in the appropriate column.

No	Items	Responses			
		High	Medium	Low	v. low
1	Your school provides PTA trainings on school related issues and students achievement				
2	You ask parents /communities for information about their children's goals, strengths and talents.				
3	Teachers/school management make any possible visit parents understand the school and the school understand parents.				
4	You sent students clear information about the achievements of the students and the level of their report cards.				
5	You provide parents clear information about the achievements of the students and the level of their report cards.				
6	You use letter information with parents				
7	Your school provides parents opportunities to visit the school.				
8	You encourage parents and community members to share their scpriences with the students as a parts of school activities				
9	You provide information to parents/community on how to monitor and discus, school work with their children at home				
10	You make parents aware of the importance of reading at home, ask parents to listen to their children and pay attention to their learning's.				
11	Parents give comments on their children's home work performance.				
12	Your school conducts a formal conferences with parents/communities				
13	Evaluation of school management and curriculum implementation towards quality of education in discussed at the parent-teacher conference				
14	PTA participates in solving disciplinary problem that might be caused by students				
15	Your school holds discussion with parents how to promote community participation and bring about sense of ownership				
16	Your school holds discussion with parents on the teachers' performance in teaching learning.				
17	Your school holds discussion with parents on the facilitation of learning environment, such as water supply and others				
18	PTA participates in the evaluation of semester performance achievement of the students				
19	Your school PTA involves in the facilitation of laboratory and library				
20	PTA in collaboration with school community participates in reducing dropout and detainees rate.				
<b>Principals Only</b>					
21	PTA Participates in school planning and management				
22	Your school PTA participates in monitoring and effective use of education budget and resource utilization.				

# Appendix B

## በአዲስ አበባ ዩኒቨርሲቲ የሥነ-ትምህርትና ባህሪ ጥናት ኮሌጅ የትምህርት ዕቅድና አመራር ዲፓርትመንት

በአዲስ አበባ ከተማ አስተዳደር በልደታ ክ/ከተማ ውስጥ ከሚገኙት ትምህርት ቤቶች መካከል በተመረጡ ትምህርት ቤቶች የወተመህ አመራር አካላት የሚሞላ መጠይቅ።

የዚህ መጠይቅ ዓላማ በልደታ ክ/ከተማ በተመረጡት አሥራ የመንግሥት ትምህርት ቤቶች የትምህርት ጥራት ከማስጠበቅ እኳያ የህብረተሰብ ተሳትፎ መረጃ ለመሰብሰብ የተዘጋጀ ሲሆን መረጃው የሚውለው በቀጥታ ለጥናቱ ሥራ ብቻ መሆኑን ላረጋግጥ እወዳለሁ። ስለሆነም ለጥናቱ ትክክለኛና ዕውነተኛ መረጃ በመስጠት ስለተባበራችሁኝ አመሰግናለሁ።

በዚህ መጠይቅ ላይ ስም መፃፍ አያስፈልግም

I. አጠቃላይ ሁኔታ

ከዚህ በታች ለቀረቡት ጥያቄዎች በባዶ ቦታዎች ላይ ይህን ("√") ምልክት በማድረግ መልሱን ያመልክቱ።

1. እድሜ

ሀ/ ከ20-30

ለ/ ከ40-50

2. ጾታ

ሀ/ ወንድ

ለ/ ሴት

3. የሥራ ሁኔታ

ሀ/ የመንግሥት

ለ/ የድርጅት

ሐ/ የግል

- የወተመህን ተሳትፎ በተመለከተ ቀጥሎ ባለው ሠንጠረዥ ላይ የተገለፁት ተግባራት ስለመከናወናቸው ይህን ("✓") ምልክት በማስቀመጥ ይግለፁ።

ተ.ቁ	ተግባራት	ሚ ካ ን			
		በጣም ከፍተኛ(4)	ከፍተኛ(3)	ዝቅተኛ(2)	በጣም ዝቅተኛ(1)
	ትምህርት ቤቱ በትምህርት ነክ ጉዳዮች ዙሪያ ለወተመህን የሚሰጠው ስልጠና				
2.	ትምህርት ቤቱም ሆነ ወተመህን የተማሪዎችን የትምህርት ዝንባሌ፣ የወደፊት ዓላማና ተስጥኦ በመፈተሽ የሚሰጠው ድጋፍና ማነቃቂያ፣				
3.	ትምህርት ቤቱ ወላጆችን፣ ወላጆችም ትምህርት ቤቱ እንዲረዱ የሚደረገው ጥረትና እንቅስቃሴ፣				
4.	የተማሪዎችን ውጤት አስመልክቶ ወተመህን የትምህርት ቤቱ ለወላጆች መረጃ የመስጠት ሁኔታ				
5.	ወተመህን የመማር ሂደቱን በክፍል ውስጥ ተገኝቶ የመመልከትና ግብረ መልስ የመስጠት ሁኔታ				
6.	ፈቃደኛ ወላጆች እውቀታቸውንና የህይወት ገጠመኞቻቸውን ለተማሪዎች እንዲያካፍሉ የሚደረገው ጥረትና እንቅስቃሴ				
7.	ወላጆች በትምህርቱ ዙሪያ በቤት ውስጥ ለልጆቻቸው የሚሰጡት ድጋፍ እንዲጠና የሚደረገው እንቅስቃሴ				
8.	የትምህርት ጥራትን አስመልክቶ የወላጆች ተሳትፎ እንዲጠናከር እየተሠራ ያለ ሥራ				
9.	የተማሪዎችን ሥነ-ምግባር አስመልክቶ ችግሮችን የመዳሰስና መፍትሔ የመሻት ሁኔታ፣				
10.	ወተመህን የህብረተሰቡን ንቅናቄ በመፍጠር ህብረተሰቡ የትምህርትን ሥራ በባለቤትነት ስሜት እንዲመራው የማድረግ ተግባር				
11.	ትምህርት ቤቱና ወተመህን የመምህራን የማስተማር ብቃት በመፈተሽ ለማጠናከር የሚደረገው እንቅስቃሴ				
12.	ለተማሪዎች ምቹ የመማሪያ አካባቢ ከመፍጠር አከያ የውሃ አቅርቦት፣ የመፀዳጃ ቦታና ሌሎች መሠረታዊ ሁኔታን የማመቻቸት ተግባር፣				
13.	የተማሪዎችን ውጤት አስመልክቶ በየጊዜው የሚደረግ የተከታታይ ምዘና ፍተሻ				
14.	የትምህርት ቤቱ አመራር የወተመህን ባለቤትነት ከማረጋገጥ አንፃር የሚደረገው የአመራር ግልጽነት				
15.	የሚያቋርጡና በክፍል የሚደግሙ ተማሪዎችን ቁጥር ከመቀነስ አኳያ የሚታይ የተቀናጀ ተግባራዊ እንቅስቃሴ				

## Appendix C

**Section III.** Please give more suggestions on the basis of the following open ended questions

1. What mechanisms do you use to encourage community members to promote their participation in improving quality of education \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Can you list down some of major activities that parents/communities take part in?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you think that there is some limitation of the involvement of parents/communities?  
What are they?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Does your school have Organizational structure of community participation? How?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are the remarkable roles played by the PTA that contributed to bring about Quality of education?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What do you suggest that could help to promote community participation towards quality of education?  
\_\_\_\_\_  
\_\_\_\_\_

## **Appendix D**

### **Interview Guide to Woreda and Sub city Education office Heads and Supervisors.**

1. Is there any organizational structure through which your office communicates community in different schools? How?
2. What type a assistance does the local government provide to PTA to carry out its responsibility?
3. How do you encourage/support school principals to communicate with PRA about curriculum implementation and improving teaching learning process?
4. What factor in fluency the participation of community at schools?
5. How do you evaluate the relationship between schools and PTA in your locality?
6. Can you mention some significant roles played by PTA/community that contributed to bring about quality of education in your locality?
7. According to your view, what should be done to promote the involvement of the percents/communities in curriculum implementation?

## Appendix E

### Check list of Documents sources regarding to community participation

1. There is school policy that in corporates community participation
2. Based on the policy, committees are organized.
  - PTA
  - School improvement committee
3. Each committee has
  - Guide line
  - Regulation
  - Annual plan
  - Meeting schedule
  - File
4. Documents that show parent participation in
  - Their children's assignment
  - Parent teacher conference
  - Feedback prike progress report of their children.
  - Classroom visities
  - Curriculum, planning and evaluation
  - Workshops /orientation given to parents
  - Volunteer program.
5. communication mechanisms
  - plan
  - meetings
  - letters to parents
  - progress reports to parents
  - report card
  - home wvisit by teacher
6. Community participation in inputs that could help for the improvement of quality of education
  - library
  - pedagogical center
  - laboratory

## Declaration

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

Tadele Bekele

Date of Submission \_\_\_\_\_

Signature \_\_\_\_\_

The thesis has been submitted for examination with approval as a university advisor

Getnet Tizazu (PhD)

Signature \_\_\_\_\_

Date of Approval \_\_\_\_\_