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**COMMUNITY PARTICIPATION IN CURRICULUM IMPLEMENTATION:
THE CASE OF BOREDAWOREDA PUBLIC PRIMARY SCHOOLS IN GAMO
GOFA ZONE**

BY

ASRAT BOGALE

June, 2018

Addis Ababa, Ethiopia

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GOF A ZONE**

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ASRAT BOGALE

**A Thesis Submitted to the Department of Curriculum & Instruction, Addis Ababa University in
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June, 2018

Addis Ababa, Ethiopia

Addis Ababa University

School of graduate

This is to certify that the thesis prepared by Asrat Bogale titled: *Community Participation in the implementation of Primary School Curriculum in Five Selected Primary Schools in Boreda Woreda* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Curriculum and Instruction complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Chairperson of department-----

June, 2018

Addis Ababa, Ethiopia

Dedication

I gratefully dedicate this thesis to my beloved husband, Ato Natinael Munea and my mother W/ro Bogalech Boke, for their unwavering support, encouragement and patience during the demanding and trying period of my studies. Everything you did for me is greatly appreciated. Indeed you are my pillar of strength.

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Acronyms

CSPP	Community School Partnership Program
CSA	Central statistics agency
ETP	Education and Training policy
MOE	Ministry of Education
PTA	Parent Teacher Association
SETBs	School Education and Training Board
TGE	Transitional Government of Ethiopia
SIP	School Improvement Program
SNNPR	Southern Nations Nationalities and Peoples Region
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

Abstract

The purpose of this study was to explore how members of the communities can participate in making meaningful contributions in curriculum implementation at primary school level in Boreda woreda in Gamo Gofa Zone. The qualitative case study design was employed in this study. Open ended questionnaires, interviews and review of documents were employed in order to conduct qualitative content analysis of community participation in various forms and dimensions in the selected schools. The study was conducted in five primary schools in the Boreda woreda in Gamo Gofa Zone. A total of thirty seven respondents were participated in the study comprising of five principals, five vice principals, ten teachers, two cluster supervisors, five PTA members, five SETB members and five parents. The study findings indicated that community members and the school community have not meaningfully engaged each other in curriculum implementation. Overall, the community participation in the implementation of primary school curriculum in the five schools studied was found to be low. The barriers to a successful relationship included lack of awareness, low economic background, time constraints, lack of emphasis from the side of the school administration and lack of acceptance to the parents and school. Primary school curriculum implementation needs a shared efforts and responses from the community, teachers, principals, vice principals and students. It is recommended that partnership and interaction between community and school in implementing educational policies and programs must be built to provide initiative, responsibility, sensitivity for participation in education and school governance designed to improve community participation in the implementation of primary school curriculum.

KEY TERMS:

Community participation; Curriculum implementation; Primary school.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is considered as a foundation for economic, social and political development for all society. It is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resources which can overcome development impediments of a given country. Primary education or elementary education often is typically the first stage of compulsory education, coming between early childhood education and secondary education. It is also an important factor both in the day-to-day development of the child and in contributing to the personal, social, cultural and economic fulfillment of the future adult. If we place children and their learning at the heart of the education process, bearing in mind the contemporary and possible future needs of society, what kinds of places might we envisage the schools of the future to be? By answering this, primary education could be taken as foundation for all other subsequent educational life of individual. Curriculum could be taken as one of the main elements of education that contributes to bring quality of education.

The primary school curriculum is also part of Curriculum and designed to nurture the child in all of his or her life spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical dimensions. It consists of the contents of children's learning and know-how of children's. (Obanya, 1996). Usually curriculum process has three main parts: these are curriculum planning, implementation and evaluation.d

According to Fullan and Pomfet (1977) curriculum implementation refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process.

Schools are one of the basic institutions of a community, which are responsible for educating children. In addition to schools, the role of community in helping schools run their overall

activities is considered to be of a great importance. Generally schools can be considered as community learning centers.

According to Forojalla (1993), community is considered to be the group of people living within the vicinity of the school, and who receive the service delivered by the school. As a result, the community has a legitimate interest in education and socialization of the children within the community. Regarding the role of a community in the effective learning-teaching process, the World Bank (2001) notes that community involvement in education plays a determinant role in delivering quality education. Schools should have a sound relationship with the community they serve. They are service rendering institutions and serve a certain community. Communities have always demanded accountability to a process that they have never contributed to in respect of its efficiency and effectiveness. Hence, a close and intimate relationship between the school and the community improve the educational achievements of children and the youth.

As De Katele and Cherif (1994:61) indicate, community participation in educational matters, focuses on a grassroots-approach emphasizing collective rather than individual abilities, adds value to the child's development processes sustainably. The provision of education should be a shared responsibility among various interested stakeholders, taking on board those who are traditionally excluded from classroom decision-making (Caro-Bruce et.al 2007:287).

Community participation in Ethiopia has been accompanied by the decentralization of responsibilities and executive powers to school levels. In particular, the recognition of the importance of community participation in the effective implementation of school curriculum, and in an effort to improve educational performance, the government of Ethiopia has introduced Education and Training Policy in 1994, whereby the executive power of school administrations was decentralized from top to bottom levels. In this Policy, different community participation mechanisms were introduced, including the establishment of Parent Teacher Association (PTA) and School Education and Training Board (SETB) in the school. These community representatives are expected to contribute to the increase of enrolment, reduction of drop-out and improve academic performance of students. Based on this backdrop the study aimed at to explore how the community, as an integral part of the school system, can be involved in curriculum implementation. It is assumed that, the efforts of education can only fully achieve its goals, if it

collaborates with the society. It needs the cooperative endeavor of the school, the staff, the parents and the community.

As the Ministry of Education (2002) indicates that, the provision of access to primary education for all school age as well as many overage children in the country can't be achieved by the government alone i.e. without community participation. Based on the 1994 policy, PTA and SETB are supposed to be established in all primary and secondary schools in the country to enhance community participation in school affairs. However, the stage of implementation of this Policy and the effectiveness of community participation in the teaching and learning process in the primary schools of Gamo Gofa zone Boreda woreda in the SNNPR is not adequate, according to the reports of school principals, Woreda education office and evaluation reports observed by the researcher in order to check the previous and current condition of the woreda's educational background.

The purpose of this study is therefore, to assess and analyze how the communities participate in the implementation of school curriculum in primary schools in Gamo Gofa zone Boreda woreda. Gamo is the name of people and their land according to "Gamo Gofa Hiziboch Tarik". The name Gamo means "Lion" that indicates the people as heroic and strong. The people are one of the main tribes of Ethiopia. Their primary means of subsistence is mixed agriculture and secondarily, weaving. The land of Gamo has the country's second highest mountain known as mountain Guge. The people are very connected to nature and have an advanced indigenous culture. (https://en.wikipedia.org/wiki/Gamo_people).

It is argued that whatever the people are strong; their educational background is not as much as satisfactory. Modern education means nothing for them especially for those in rural areas. They focus on the weaving and other agricultural activities, so that they encourage their children to support them rather learning. This resulted in low participation of community in educational issues in general and curriculum implementation in particular.

Boreda is one of woredas in Gamo Gofa Zone. It is bordered on the southeast by Mirab Abaya, on the southwest by Chench, on the west by Kucha, and on the north by Wolayita Zone. Based on the 2007E.C Census conducted by the CSA, this woreda has a total numbers 67,960, of these 34,460 are men and 33,500 women; 2,761 or 4.06% of its population are urban dwellers (CSA,

2007E.C). As the same source indicated that majority of the inhabitants were Protestants, (63.4%) followed by (34.26%) practiced Ethiopian Orthodox Christianity, and 1.03% Muslims.

1.2.Statement of the Problem

Understanding the responsibilities of the community in educational matters has become vital, yet explicitly more problematic (Magstadt, 2009). Most educational institutions have erected walls that have protected the schools from being accessed by communities, as if they are an island. Education is not an activity in isolation. Rather it is an activity of collaboration. Without community participation, encouragement of the learners' academic skill cannot achieve its goals and without education society cannot think of development (Dash, 2004). Through community involvement in the education process, quality of educational activities in schools can be improved and enhanced learners knowledge (Saeed, 2001).

Concerning community participation, different studies have made in some regions of Ethiopia. The researches were conducted in Oromia, Southern Nation, Nationalities and People of Ethiopia, Addis Ababa and Tigray regions. Accordingly, Getachew (2001), Negash (2007), Teferi (2007), Amare (2008), and Tadewos (2014) have carried out research on community participation in curriculum implementation. Most of the results of these studies are almost similar and shows that the community participation in curriculum implementation is inadequate and the reason for this inadequacy include administrative factors, institutional factors and some other personal factors.

As far as the researcher's concerns, no study was made on community participation in the selected woreda. As a native dweller of the area, I know the issues in the woreda especially in relation to educational matter, because when I was elementary student I was one of the members of student council s in the school. I got an opportunity to meet some of community members; nevertheless they didn't fulfill their responsibilities and care about their school activities as expected. Besides that, most of community members are illiterate and they focus on daily activities like weaving, animal husbandry and trading. So that they didn't bother about their children's education and even inspire pupils to leave education and to do other activities at home since they consider as more profitable than learning.

According to Tadewos (2014) explanation, communities would cherish making a contribution to curriculum implementation in whatever way when called upon, but do not know which

opportunities are available for them. This has resulted in them becoming by-standers, and merely making noise from a distance, specifically when their children fail in the public examinations. Thus, community complaints have been from an uninformed viewpoint, namely that it is because the teachers are not efficient, yet they are crying for a role in this process. The two parties (the schools and the communities) hardly engaged each other. Therefore, 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 curriculum implementation. Hence the issue of how the community members could be effectively engaged in curriculum implementation has become a fertile area for research. Taking the above idea in to account, the researcher has decided to conduct a research on how the community participated on the implementation of primary school curriculum on five selected primary schools in Boreda Woreda. Hence the following basic research questions were raised:

1. How was the participation of the communities in curriculum implementation in the selected primary schools in Boreda Woreda?
2. How do communities overcome the problems encountered in curriculum implementation?
3. What are the experiences of schools and woreda education office in motivating for active engagement by community in the curriculum implementation?
4. What are the factors that positively or negatively affect community participation in the curriculum implementation?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to explore participation of communities in the implementation of school curriculum in Boreda woreda Gamo Gofa Zone government primary schools.

1.3.2. Specific Objectives

In line with the main objective, the study has the following specific objectives:

1. To identify the participation of parents, community and community representatives in the selected primary schools.

2. To examine how communities overcome the problems encountered in the curriculum implementation.
3. To explore how schools and woreda education office can motivate communities participation in the curriculum implementation
4. To identify the main factors that motivated or hindered the participation of community in the implementation of primary school curriculum.

1.4. Significance of the Study

This study expected to have the following significance for different stakeholders such as parents, community members, teachers, students, supervisors, counselors, government and non-government organization and other stakeholders. The study hopefully:

1. suggest ways of improving community participation regarding curriculum implementation in selected primary school of Gamo Gofa Zone, Boreda woreda
2. Suggest some possible solutions on problems related to community participation in primary school curriculum implementation in the sampled schools.
3. Can be a means to create a community engagement mechanism through triangulated teaching in which community members have to play their own role.
4. Could serve as an input for researchers who wish to conduct further study on the subjects.

1.5. Delimitation of the Study

Community involvement in the affairs of schools is multifaceted. It can range from the establishment of a new school up to the day to day running and decision making of the schools" activities. Some example of community participation in schools" affairs include: mobilization of resource to establish new schools; repairing and maintenance of school resources; evaluation of school performances, development and improvement of curriculum, management and controlling of resources, etc. However, all of these areas of interaction between the community and the schools will not be treated in this study. The scope of this study is limited to the community participation in academic matters concerning implementation of primary school curriculum

related supports such as provision of educational expenditure, supervision and evaluation of students' academic issues in the selected five primary schools in Boreda woreda.

1.6. Limitation of the Study

In the process of collecting data, the households were unwilling to provide the necessary data. Some respondents have reservation to express their opinion as could not suitably understand the long term outcome of the study and this limited the thorough collection of the required data. It was very difficult to make interviews with some principals and community representatives as they always made appointments to give information but they were not available on the appointment. Although this resulted in wastage of time to organize fragmented information as the research demands quality work, the researcher solved the problem in designing several strategies. The researcher reacted with participants wherever the environment is conducive for them. As far as the organization of the fragmented information is concerned, the researcher took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research.

1.7. Operational Definition of Key Terms

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

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

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

Curriculum implementation: to put a curriculum into use through practical processes.

1.8. Organization of the Study

The following is an outline of the chapters in this study:

Chapter One underlines how the researcher became aware of the problem, and places the problem into context. The chapter also highlights the statement of the problem, the main research question, the sub-problems and the research objectives. The rationale or significance of the study was also indicated. Key concepts /terms in the study were defined.

Chapter Two focuses on a literature review of the research study in order to place the problem into context. Chapter Three emphasizes the research methodology and the research design employed and, the population, the sample and sampling procedures. The chapter also discusses on the data-collection strategies (the instruments used) and the methods of analysis and interpretation of the data. In Chapter Four the analysis and interpretation of the study are discussed. The findings/ results of the study are presented using themes and sub-themes or categories in relation to the research problems, the objectives of the study, and review of literature. Chapter Five focus the major research findings, Conclusions and Recommendations.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1.Introduction

The intention of this study was to understand how members of the community can be involved in curriculum implementation. This chapter is based on a review of related literature, deliberates on the concept community participation as it relates to curriculum implementation at primary school level. The topics reviewed include: concepts of community participation in the implementation of school curriculum, concept of curriculum implementation, the role of communities in curriculum implementation, Community participation initiatives, , rationale for the community participation in curriculum implementation, scale of community participation in education system and their roles in the school, PTA and SETB and their roles in the school and factors that positively or negatively affect community participation in the curriculum implementation.

2.2.Community Participation in the Implementation of School Curriculum

2.2.1. Community Participation

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

According to USAID/CSPP (2008), community participation is defined as a social process whereby specific groups with shared needs often living in defined geographic area pursue identification of their needs, make decision and establish mechanism to meet their needs. Community participation is the positive relationship between the full time school Staff and local residents to improve the student's performance. According to Olsen (1954), community

participation is the constructive involvement of people other than adults involved as students and part time employees in school policy program planning and evaluation. Schaefer (2005) defined community as a special or a political unit of social organization that gives people a sense of belongingness. Community participation is the collaboration between the school and the community with the aim of improving students' achievement. It is working together with the community for the improvement of education. In order to obtain the participation of the community in school activities, the school has to build a two way follow of communications in which the school reaches and interacts with the community and vice versa.

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

2.2.2. Concept Of Curriculum Implementation

According to Burgess, Robertson and Patterson (2010), curriculum implementation begins with multiple decision-making points when the individual teacher decides to put a curriculum into use through the practical processes. Curriculum implementation suggests a high investment of time and effort in important decisions on topics and concepts or content deemed necessary, and on methods, and monitoring and evaluating the teachers' and students' performance (Alonsabe 2009).

Ndawi and Maravanyika (2011:68) view curriculum implementation as the process of the school facilitating the interaction between the learner and the curriculum. The most fundamental agent of this interaction is the teacher. Ornstein and Hunkins (2013:218) say that curriculum implementation is the understanding of the relationship between curricula and the social-institutional contexts into which they are to be introduced. Furthermore, Lim (2007) sees curriculum implementation as the integration of instructional content, arrangement, interventions, management and monitoring in the classroom.

The literature cited above have supported and dedicated time to the supportive role of the

communities and the importance of quality school-community relationships as critical to child-development. Critically important, though, is what Sternberg (2000:39) calls the quality of the total experiences to which pupils are exposed in the classroom. The classroom must prepare the learners to play significant roles in life by exercising their intellectual, physical, social and emotional abilities. The teachers may not, however, necessarily have the capacity to effectively attend to all these domains.

Curriculum implementation practices in Ethiopia, as observed by Getachew (2001), are effectively controlled from within a small locus and with hidden processes of decision-making, despite the rhetoric of decentralization. Only depending on the teacher in terms of knowledge and skills has seen most schools' curriculum practices being unresponsive to the students' and the community's needs (Sternberg 2000:32). While teachers seek professional independence in the classroom and want to manage all the classroom activities, community involvement reduce a heavy burden on them by promoting curriculum access from different implementation sites (Elliot 2006:61). This study seeks to take community involvement to another level in the Boreda primary school context. It can be achieved by strengthening the existing partnerships and challenging the status quo of standardized classroom teaching and learning by realizing that the local communities are valued academic assets to both the teachers and the learners. The plan is to widen, enrich and energize the learners' learning experiences, and has become an educational imperative (Wilson et al. 2008:388). The study appreciates that creating this state of readiness by preparing the minds of both the teachers and the members of the communities to meet in curriculum implementation can be a big order.

2.3.The Role of Communities in Curriculum Implementation

Community participation has been loosely conceived, defined and implemented. It remains vague especially in educational terms, to mean monetary contribution, the support of the construction of the school, and anything outside the classroom (Chindanya 2011:11; Aref 2010:2; Bull 2011:2; Laurence 2010:188, Swift-Morgan 2006:348; Rose 2003b:3). This establishment and support of schools by communities, according to Rose (2003b:3), has always been evident in many African countries. It is often seen as response to the failure of the government's provision.

Communities have played a relatively passive and isolated supporting role, especially in

curriculum implementation matters. The school and its teachers were seen as experts (Barnhardt 2006:5; Swift-Morgan 2006:354; Ciaccio 1999:65). Many educational innovations today are anchored on the strong foundation that communities are part of an existing learning landscape (Burkill & Eaton 2011:5; Laurence 2010:188). The effect of the educational systems in most Third World countries today for most children tend to mean breaking with their communities rather than the connection and integration into it (De Katele & Cherif 1994:62). These seemingly smallest moments of connection and collaboration with their communities, teachers and their schools should appreciate, can have the biggest impact on a child's educational life by restoring the stripped sense of community and identity (Mataire 2014:10).

Many initiatives to involve the communities have not transcended the widely-held values of limiting community participation to defined areas outside the classroom. However, the need to get into these classrooms where the transaction between the teacher and the learners take place cannot be overemphasized. The proposed study articulates curriculum implementation as an intervention area where communities can make significant contributions for its success. Furthermore, research (Chindanya 2011; Ngwenya 2010) has underlined parental involvement but the bigger picture is to see the whole community as a multi-layered system capable of reforming and transforming classroom practice (Ngwenya 2010:1). Strengthening the capacity of communities to participate in curriculum implementation activities would be ways in which the schools can actively enhance the learning opportunities provided to the pupils. It is also a way of energizing the community's responsibilities towards the child's academic and social development (Bull 2011:3-4). Involving communities in classroom activities would mean putting to good use human resources locally available (Magazine for Alumni and Friends Connected 2010:26), hence discovering new forms of partnerships that might not have existed before. Agneessens (2006:3) and Wilson et al. (2008:390) assert that it is becoming increasingly difficult for a teacher to possess all the necessary knowledge and competencies in the classroom at all times. The need for increased division of expertise, skills and information cannot be overemphasized. Schools do not exist in vacuums, independent of influences beyond the teaching-learning context (Burkill & Eaton 2011:4), be they political, social, cultural or economic (Lauridsen 2003:11; Miller 1995:5). The involvement of communities in the classrooms needs to be boosted through carefully crafted engagement practices (De Katele & Cherif 1994:62). There is need to exploit interactive aspects of learning which sit alongside traditional didactic methods (Burkill & Eaton 2011:5) which have

established classroom monotony with little pedagogical renewal (Ciaccio 1994:65; ADEA 2005:17). The need for increased emphasis on communities to participate in general school activities, and more specifically in curriculum implementation through pedagogy and classroom support (Swift-Morgan 2006:347), indicates the need for consensus on how, when and what to contribute. There is need to create alliances premised on the realisation that expertise does not solely reside in the school and its teachers (Russell et al. 2012:1; Marsh 2009:205; Mathbor 2008:90) but also in its environs. The building of dialogue with communities, developing partnerships and getting them on board (Burkill &

Eaton 2011:7) in curriculum implementation enriches the primary school curriculum.

2.4. Community Participation Initiatives

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

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

According to USAID/CSPP document, community may participate in school program through committee such as parent teacher association (PTA), School education and training board (SETB), School improvement committee, etc. These committees may play in leadership and

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

2.5.Rationale for the Community Participation in Curriculum Implementation

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

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

A research conducted by Karen (2004) that community participation on schooling programs has an undisputed positive impact on students' performance on the following areas:

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

Karen (2004) also asserted that there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages. Fahrman (1987) noted that students whose parents are actively involved in their education have better grades, test scores and long term academic achievement. Students also attend schools more regularly, complete more homework and demonstrate more positive attitudes and behaviors than those with less involved parents. Similarly, Eby (1997) also argued that parents are the child's first teachers and children respond better when they know their parents are behind them, and children are viewed as continuously learning both in school and in family.

In order to create a healthy relationship between the school and the community, the school has to inform parents on the important activities of the school, especially on the positive achievements of the school and their children. Such acknowledgment of positive achievements will be most effective when the exchange of information is specific and frequent. It is also imperative that the school seeks opinions from the community members on areas such as possible improvements ideas. Such close interaction between the school and the community help to increase the ownership of the school by the community. In relation to this, Davis and Julia (2007, p.197) stated that "to build trust, it is to do what we say or let people know why we have been unable to do so". One of the targets of participation of the community in schools' activities is then to develop a sense of ownership among the people on the school programs. Other strong sides noted by Davis and Julia on community participation in the curriculum implementation are:

1. Avoid conflicts with education bureaucracy on tasks done in isolation,
2. Reduce the burden of state duties,
3. Develop a curriculum that covers a wider scope,

4. Collaborate through financial and other initiatives Tett (2003).

2.6. Scale of Community Participation in Education System

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

Community members may also participate in the election process of community representative such as Parent Teacher Association (PTA) at schools or they may participate at higher level responsibilities such as working as community representatives. Parents can also have other responsibilities in improving the teaching-learning process such as creating conducive learning environment, encouraging/rewarding students and helping them with their studies at home. Regarding this, Davis and Julia (2007) noted that parents can play positive roles, such as parents can reward their children with extra attention at home for receiving positive notes; parents can urge their children to behave better and let school staff know what their children are thinking and feeling; however some parents fail to do so when they limit themselves to only listening at meetings and singing forms. This is because they cannot see themselves as valued team members. In this connection UNESCO (2006) Stated that access and the provision of quality education is realized through the appropriate level of community participation.

Shea and Bauer (1997) cited in Simpson (1988) as saying that the most widely used and/or requested services by parents is that of information exchange through informal feedback, progress reports, conferences, program information, parent coordinated service programs,

counseling, therapy and consultation. Uemura (1999) also pointed out three ladders of community participation as follows

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

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

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

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

The higher levels of Shaeffer's community participation are:

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

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

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

- Diagnosing and defining problems;
- Collecting and analyzing information;
- Articulating priorities and setting goals;
- Assessing available resources;
- Deciding on and planning programs;
- Implementing strategies and assigning responsibilities among participants;
- Managing programs
- Monitoring progress
- Evaluating results and impact; and
- Redefining problems generated for further action.

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

The World Bank (1995) also stated that communities can participate in school fund raising in forms such as cost sharing. In the case of Ethiopia, cost sharing starts at grade 11 and upwards as explained in MOE (2006). The reason for not asking parents to share costs of education of their children at lower grades is to provide basic education to all. Basic education at lower grades is considered to be the rights of the people. This encourages all the citizens of the nation, including those poor communities who cannot afford to make any contributions at all, to send their school age children to attend basic education. At higher grades, where cost sharing is mandatory, students can continue attending their classes through loans granted from the government for the cost sharing payment. But ultimately, the amount borrowed by the students will have to be repaid when the students get employed. Such loan arrangement from the government helps the students from poor communities, who cannot make outright contributions

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

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

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

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

Results of the parent learning supports system (PLSS) program showed increased cognitive and affective achievements of student improved relations between teachers and parents, and increased coherence between what is taught at home and at school, MOE (2006). Furthermore, “Parents can be introduced in a general way to what is taught in the school, including why and how certain subjects and topics are taught. This can help to bring parents closer to the school and the school closer to the parents' felt need” MOE (2006, p.167).

Review of the evolution of community participation in school activities in Ethiopia shows that there is an increasing level of community participation over the years. During the Derg period there was a limited level of community participation through election of community representatives. After the downfall of the Derg regime, the transitional government of Ethiopia (TGE) issued a new education and training policy (ETP) and education sector strategy in 1994 on which the community was endowed with an increased level of autonomy in the administration of school and in the design and implementation of education and training programs. Thus, the participation of the community is encouraged through decentralization approach to empower the

community members in decision making and to develop sense of belongingness on the parts of the community pertaining to the school system.

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

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

2.7.PTA and SETB and Their Roles in the School

Parent Teacher Association (PTA) and School Education and Training Board (SETB) are established to ensure involvement of community participation in school management. The set up and roles of these bodies are discussed below.

2.7.1. Parent –Teacher Association (PTA)

PTA is a voluntary school organization whose members consists of the school principal, two teachers and four parents representatives selected in the parent- teacher conference, and a student representative (MOE, 2002). The chairperson of the PTA is selected out of the four parents' representatives. According to Burrup (1972) the central principle of the parent–teacher organization is that the welfare of children is best served by close cooperation between the two groups most intimately and deeply concerned with children. Therefore, teachers and parents are inevitable partners in the child's development. In connection to this, Burrup (1972) also noted the following four relevant reasons why PTA is established in school:

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

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

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

1. Approving the yearly plan developed by the school principal
2. Public sanctions the school yearly budget.
3. Monitoring the performance of the school
4. Evaluating the achievements of the school performance with regard to the plan.
5. It serves the role of disciplining students and solving urgent problems within the school.

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

1. Evaluate the efficiency of teachers and appropriate attendance of students, and extend the necessary support in this regard
2. Ensure that teachers are offering the lessons after undergoing the necessary preparation,

make available themselves at their respected work places regularly and extend the necessary academic support to students,

3. Offer awards to those students with academic excellence and exemplary discipline.
4. Construct additional classes to avoid congestion
5. Fulfill the educational materials that are in short supply.
6. Take the necessary measures against those teachers and educational professionals who do not discharge their duties properly and set a bad example.

Schools get resources such as money, materials and free labor by mobilizing the community. If there is no clear and transparent system in handling and administering these resources, Parents and communities may retreat and would never contribute anything necessary for the school. Regarding this, MOE (2006) also elaborates that “in handling financial system of

schools, PTA members and others who are responsible to handle this system, because financial abuse brings about conflict and divisions. PTA members should also participate in planning decision- making, and monitoring the financial expenditure.

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

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

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

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

2.7.2. The School Education and Training Board (SETB)

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

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

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

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

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

2.8.Factors Affecting Community Participation in the Curriculum Implementation

2.8.1. 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 (2000), there is no parent who does not care for his/her 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.

2.8.2. Factors Inhibiting Community Participation

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

2.8.2.1.Lack of Interest

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

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

- Parents held the attitude that school is not important enough to take time from work ;
- Parents are unable to help school work;
- Parents are jealous of teachers' upward mobility;
- Parents feel that long time teachers are apathetic and not responsive to them;
- There is an absence of activities to attract parents to schools.

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

2.8.2.2.Lack of Training

Inadequate training of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities, Bagin (2001).Shea and Bauer (1997).also asserted that

training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parents is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the expected responsibilities of the schools.

2.8.2.3.Lack of Time

Lack of allocating appropriate time may also be another obstacle to the teacher - parent collaboration. The teachers may not be able or willing to spare time to meet the parents. On the other hand the parents may also not be able to visit the school due to busy life styles, in addition to the lack of interest or awareness. In Butler's study (1992), it was found that teachers have little time available for meetings due to the rigid structure of the school days and parents may be too busy with their jobs and other commitments to schedule around. In addition to the rigid structure of school days, teachers may have to allocate time for their families and may not have the flexibility to meet at the parents' convenience. Thus lack of time and conflict in work schedule are obstacles to parent involvement in children's educations. Therefore busy life from the side of parents to contact teachers and the rigid structure of the school day from the side of teachers can be obstacles for parent involvement in school activities.

In addition to the above, there are also other factors as cited in Temesgen (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, preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program implementers, and cultural and religious barriers, language barriers, lack of awareness creation of community of concerned bodies, are the major factors which inhibit community participation.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design and Method

The study employed a qualitative research method in order to address the basic research questions, where a case study design was used. A case study is a systematic intensive inquiry and description of a single unit, system or event bound by space and time involving multiple sources of information (Cohen et al. 2011). Dooley (2002) further describe; a case study as an investigation of a contemporary phenomenon with a multidimensional representation of the context, participants and reality of the situation. The aim of qualitative research is to answer the questions about how or why of the phenomenon under investigation rather than how many or how much are answered by quantitative methods (Patton and Cochran 2002). Adopting the qualitative research paradigm in this study is quite useful to researcher, because it helps to gather rich information through in-depth data collection methods like unstructured interviews, open-ended questionnaires and document analysis from multiple data sources.

3.2. Source of Data

Data from both primary and secondary sources were employed in the study. The primary data were collected from the school principals, vice principals, teachers, cluster supervisors, parents and community representatives (PTA and SETB). The selection of these people as a source of data was based on the expectation that they will have better information and knowledge about the issue of the study, since they have better involvement and interaction with the school activities. Secondary data were gathered from school documents such as school reports, annual plan, letters written to a PTA and SETB members, record of PTA and SETB and other committee's documents which are relevant to the objective of this study.

3.3. Sample Size and Sampling Techniques

In any survey research, taking sample size is usually a critical issue. A great deal of care needs to be taken when taking a sample for a study both in terms of the size as well as the representation in order to prevent a bias. A perfect result would have been obtained when a research had been conducted on the whole population. However, due to constraints in time, expense (money) and efforts required to conduct a research on every person, an optimal sample size has to be taken.

Regarding this, Zenebe (2002) indicated that it is generally not necessary to study all the possible member of a population. In research, it is extremely important that the individuals included in a sample constitute a representative cross- selection of individuals in the population. While there exist an excess of sampling schemes, in this study I used non-probabilistic schemes.

By using non-probabilistic schemes, the sample size is not statistically motivated; the sample was deliberately selected on the basis of the participants' knowledge about the problem at hand, accessibility and experience and to gain insight into how communities can participate in curriculum implementation issues at primary school level. Based on these facts, five schools out of the thirty one governmental schools were selected as sample schools. This selection was based on purposive sampling, in order to gain diverse data by selecting schools from different Kebeles. According to Leech (2007:240), qualitative researchers do not make external statistical generalizations because their goal usually is not to make inferences about the underlying population. They attempt to obtain insight into particular educational, social, and familial processes and practices that exist within a specific location and context. As Leech said qualitative investigations use small samples as numbers are unimportant in the sampling strategy. And Leech (2004:242) has this to say: In general, sample sizes in qualitative research should not be too large that it is difficult to extract thick, rich data. At the same time, the sample should not be too small to achieve data saturation or informational redundancy

Therefore, considering the above explanation the researcher decided to select five schools purposefully in order to gain diverse data. In the same manner, to select all the participants, i.e. the representatives for the schools, school principals, vice principals, supervisors, teachers, parents and community representatives the researcher used purposive sampling technique. Purposive sampling was used to select potentially information rich sites with respect to the specific needs and purposes of the qualitative study. So it was the researcher's strategy to choose small groups that were knowledgeable and informative about the issue under discussion. Therefore, sample size is as follows: five principals (one from each school), five vice principals (one from each school), two supervisors (one from each cluster), ten teachers (two from each school), five PTA (one from each school), five SETB (one from each school) and five parents (one from each school).

3.4. Tools of Data Collection

The data gathering tools used in this study were open ended questionnaire, interview and analyzing relevant documents. The interviews was first prepared in English since it is media of instruction and translated in to Gamogna (locally spoken language). The translation was made to avoid language barrier while collecting the data. The interview drafts prepared in English were translated in to local language by two Gamogna language teachers in Arba Minch College of teachers' education.

3.4.1. Open-Ended Questionnaire

According to Cohen et al. (2011:377), the open-ended question is a very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest, personal comment from the respondents. The object of a questionnaire is to obtain facts and opinions about a phenomenon from the participants who are informed in respect of a particular issue. Open-ended questionnaires are the instruments where respondents answer the questions asked in their own words (Gray 2011). They were therefore, useful in collecting data in qualitative research study. In this study the open-ended questionnaire was prepared to ten primary school teachers and two cluster supervisors. It allowed them to reveal their thoughts, decide on the wording, the length, the kind of matters to be raised in their responses and also provided the chance to give reasons.

3.4.2. Unstructured Interviews

Unstructured interview questions were employed as an instrument to collect significant and relevant information from school principals, community representatives and parents. DePoy and Gilson (2008:108) state that an unstructured interview is a process of obtaining direct exchange with an individual who is known or expected to possess the knowledge they seek. Qualitative interviews are an attempt to understand from the participants' point of view and to unfold the meaning of participants' experiences.

The reason for using interview questions is that it enabled the researcher to attain highly personalized, rich and thick data from community members regarding to the issue. The interview questions were developed in gathering data from five principals, five PTA members, five SETB members, five vice principals, as well as five parents.

3.4.3. Document Analysis

The document analysis checklist was prepared following similar process of the questionnaire and interview. The document analysis was used to collect data from previously documented activities regarding community participation in teaching learning process. These data were gathered from annual plans, annual reports and official letters.

3.5. Procedures of Data Collection

Based on the basic research questions, data gathering instruments were developed. Then the researcher received a letter of introduction from the University of Addis Ababa, Department of Curriculum and Instruction so as to be able to seek permission from the sampled schools.

Regarding the interview, the school principals, PTA and SETB members as well as parents to the school were invited. Orientation was given by the researcher on how to give response to each interview questions. The interview was started with normal conversation between the interviewer and the interviewees by thanking them for their time, self-introduction, and the length of time to be spent by giving them the assurance that their conversations will be anonymous and the reason of recording their responses on the sheet of paper. All the respondents were involuntary to use digital recorder even though the reason was not clear. Finally all the respondents were interviewed one by one by the researcher and then their responses were recorded on sheets of paper.

Open ended questionnaires for cluster supervisors and teachers were administered. Instruments were administered with necessary explanation on the objectives of the study to create common understanding with respondents. The final data gathering tool is document analysis. The data gathering from documents of each school was conducted by the researcher using the checklist. Then the researcher compiled the data which were gathered from each school.

3.6. Method of Data Analysis

According to Maree's (2012:99) qualitative data analysis is an ongoing and iterative process generating large amounts of data; analysis was done simultaneously with data collection. In this study the reduction of the data and the analysis of raw field notes was done by developing codes involving reviewing, selecting, interpreting and summarizing the gathered information without distorting it and data analysis and interpretation were made simultaneously with data collection

in relation to the basic questions of the study and then the findings of the study were compiled. Finally conclusions and implication were presented.

3.7. Ethical Consideration

Prior to data collection from research participants, the researcher tried to ensure the participants agreement to participate in the study. All potential study participants were informed about the procedures that were used in the study, the risks and benefits of participating in the study, and their right as study participants. During the data collection and any activities that matter to the research, the researcher made positive interaction with respondents based on their consent.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section of the study deals with the presentation, analysis and interpretation of the data gathered through the open ended questionnaire, interviews and document review.

The aim of this study was to understand how the communities can be meaningfully engaged in curriculum implementation at primary school level in Boreda woreda.

In this chapter, the researcher gave a detailed presentation and analysis of the data gathered from the primary school principals, vice principals, cluster supervisors, teachers, PTAs and SETBs and parents. In this study, data were collected from five schools from thirty seven participants comprising five primary school principals, five vice principals, ten teachers, two cluster supervisors, ten PTAs and SETBs and five parents.

All the data obtained from the respondents were analyzed qualitatively. This data categorized in to four broad themes and under these themes there are also sub themes in relation to the basic questions. Let me put the four broad themes as follow.

The first section provides the socio-demographic and general characteristics of the respondents. The second section is about understanding of the key terms. The third part discusses about the level of communication between schools and the community. The fourth part deals with Partnership between schools and communities in curriculum implementation. The last section covers the challenges that affect effective community participation in curriculum implementation.

To protect the identity of the participants and their schools, and for ethical reasons, I used pseudo names (see appendix X-XIII)

4.1.Socio-Demographic and General Characteristics of the Respondents

In order to investigate if there are socio-demographic and other factors that can affect the school staff's interaction with the community either positively or negatively; such data as sex, age, year of service and qualification of each participants has been compiled and are shown in Table 4.1

Table 4.4 Socio-demographic status of study participants

participants	Age category			sex			Educational Qualification				Years of service					
	31-35	≥36	total	female	male	total	degree	Diploma	TTI	total	1-5	6-10	11-15	16-20	≥20	total
teachers	8	-	8	5	5	10	3	5	2	10	-	-	2	6	2	10
Vice principals	-	4	4	5	-	5	5	-	-	5	-	-	-	3	2	5
supervisors	1	1	2	2	-	2	2	-	-	2	-	-	-	1	1	2
principals	-	3	3	5	-	5	2	3	-	5	-	-	-	4	1	5

From the sampled 10 teacher respondents five were females. These female respondents were selected purposefully because they were member of PTAs and SETBs. However, none of the five female respondents in the sample have mentioned any gender related factors that either hinder or enhance their efforts to interact with the community. Therefore, if there are any factors that affect the female teachers’ interaction with the community, then these factors will be common with their male teacher colleagues.

Regarding age of the participants, 8 of the 10 teachers are between 26-30 years of age and 2 of the teachers are over 36 years of age. Similarly, the age of the school principals and vice principals, 7 out of 10 are between 31-35 years. The rest 3 are above 36 years of age. Although the study did not identify any age related factors on the school community relationship, we can see from Tables 4.1 that significant portion of the participants are matured enough to deal with the community. In fact, due to their age, it will be expected that most of the teachers in the study could have children of their own who can or have already attended primary education. As a result, such teachers can also see the problems from a parent’s perspective in addition to their teaching roles.

The years of service of the participants is also significant, as can be seen in Tables 4.1 above. Eight out of 10 teachers have more than 10 years of service. The others have less than 10 years of service. Regarding the service years of the schools principals’ and vice principals’, all of the

respondents have above 10 years of service. One of the interviewed principals responded as follow in relation to years of service of the participants:

Since the school is rural area, teachers have some other means of income generating even though it is not allowed. These include like weaving, cultivation of land, animal husbandry and etc. Because of this they don't want to change the school. (P3)

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

Regarding professional qualification of the teachers, Table 4.1 shows that 3 out of 10 teachers are graduates of teachers training institute (TTI). Five of the participants are Diploma holders and 2 are first Degree holders. Out of the 10 school principals and vice principals, only one has a Master Degree and the others are first Degree holders.

According to the current teachers, supervisors and principals profile framework commonly called as the “blue print”, the qualification requirement of teachers for primary schools is diploma and for supervisors and principals, is a Degree level. Based on this qualification standard, there are only three teachers within the sample taken from the five schools that do not meet the minimum qualification requirement currently in effect. Further, reviews of the teachers’ qualification indicate that two of the teachers in the sampled schools have degrees while their position require only diploma. One cluster supervisor holds Masters while the minimum requirement for the position is first degree. Based on this therefore almost all the school staff, except the three teachers (TTI level qualification), are under the minimum qualification standard set by the Ethiopian Ministry of Education. Hence I can safely say that the schools under study do not have significant deficiency that can negatively affect the school community interaction concerning qualification.

THE ANALYSIS OF DATA

4.2. Understanding the Key Terms

Having basic concept is an initial point to start the discussion and to lay the foundation of the study. Under this theme the researcher emerged two issues for discussion, namely the stakeholders' views on what community participation entails and the participants understanding of the concept curriculum implementation.

4.2.1. The Stakeholders' Views on What Community Participation Involves

School principals, vice principals, cluster supervisors and teachers of five schools were interviewed about how they understand the concept community participation. From those principals and vice principals of school 1 and 2 responded as follow

Community participation in general can be viewed as involving all the members of the community in all the activities that take place at the school. (P1)

Community participation was seen when the parents enroll their children at the school, agree to pay the fees and levies, provide learning materials for their children, like exercise books, pens, buy uniforms, etc. (VP2)

For most of the interviewed teachers Community participation in curriculum implementation is the involvement of community members in teaching and learning. Thus, summarizing these teachers' views in short:

Communities participate in the matters of infrastructural development, paying school fees and levies, supporting school activities and many others. It is to involve these community members in some selected topics in the process of teaching and learning. It is the teacher who should decide to include them, when and how. (T2a & T2b)

By the same token, Supervisors through their open-ended questionnaire responses forwarded their views that were quite similar to those of the teachers, although in different expressions on the question what community participation mean. Their ideas were summarized in the follow way:

- *Community participation is the involvement of the people in a particular area in educational matters of their children. (S1)*

- *It is the involvement of community members into the programs designed by government.(S1)*
- *It is support given by the community to any program undertaken by sponsors and also Community participation is an active involvement and contribution by parents in order to achieve planned educational objectives.(S2)*

Most of the idea raised by supervisors and teachers is nearly similar because supervisors have the experience of teaching meanwhile they upgraded their profession from teaching.

From the above statements it is clear to interpret that most of the teachers had taken part in community participation concerning curriculum implementation from two levels namely, the involvement of the community members in infrastructural development and other support services, as well as inculcating the correct values of the society. All this is community participation outside the classroom, but also seen as creating an environment conducive to successful curriculum implementation. The second level is when teachers invite the community members to teach on selected topics which the teachers may feel they can add value.

But few teachers from two of five schools assumed the community participation in curriculum implementation in different way. These teachers responded as follow:

Community participation means when Community members send their children to school and it is when we have these children that curriculum implementation can take place. The rest is left to the teachers to use their knowledge and skills to teach these children. The fact that these communities have bring their children to school is their contribution to curriculum implementation. Actual teaching is done by teachers who have the knowledge and skills. In short, according to these teachers, community members have no role to play in the classroom. (T3a, T4b&T5a)

As far as, the findings indicate that almost all the respondents have the theoretical knowledge about the concept community participation in curriculum implementation, however, their real practices do not look like what they said. After the participants had outlined their views on what community participation is, it was also vital for them to define curriculum implementation.

4.2.2. Participants Understanding of the Concept Curriculum Implementation

As I noted above that in terms of the meaning and definition of the key terms, most of the respondents were knowledgeable as indicated by their responses. The school principals and vice principals interviewed about the concept curriculum implementation and responded as follows Curriculum implementation is:-

- *The process of teaching and learning in the classroom.(P1)*
- *Teachers practicing in totality the designed educational programs (VP2)*
- *Teachers implementing government policies, for example implementing subjects as they are given by the government through syllabuses.(P4)*
- *It is the translating of syllabuses, teaching methods, plans and intentions into reality(P5)*

When I interpret their responses in my word, curriculum implementation is a classroom-based activity by the teachers when they interpret the syllabuses from the curriculum planners in classroom situations for teaching and learning to take place.

In the same manner, teachers and supervisors indicated a high level of understanding what curriculum implementation means when they wrote in the open-ended questionnaire. For them curriculum implementation means:-

- *The application of the learnt material either learnt from school or at home. (T5a)*
- *It is how the subject matter is reaching the children, how we are giving the ideas to the children. (T3b)*
- *Curriculum implementation is actual classroom teaching of content by us whereby we translate the official syllabus from government into teachable units. (S2)*

From the above responses, I interpreted that the teachers knew what curriculum implementation is. From their responses it emerged that they were aware that they use the official syllabus which they break down to manage content to learners in the classroom situation. Implied from the teachers' statements is the fact that actual curriculum implementation is done by the teachers as they interact with the learners during the learning process.

4.3. Level of Communication between Schools and the Community

In order to assess the level of interaction between the school and the community, a set of questions were designed to all participants through interview and open ended questionnaire and their responses presented. This gives us a clue on the extent and type of information they exchange and the methods they use and hence help us to understand how the schools are involving their respective community in the curriculum implementation as well as the roles played by the teachers and school principals in participating the community representatives in all the school activities. From the five schools teachers and cluster supervisors who filled the open ended questionnaire, the interviewed principals, vice principals, PTAs and SETBs and parents were also included.

Teachers from two schools of five responded as they have good communication the community and their responses were summarized by two teachers who said:

We have sometimes exchanging ideas with parents through letters and preparing home-works to students to interact with their parents and families. (T3b)

We have also found copies of official letters sent to parents of students who had behavioral problems. (T5a)

The rest of teachers responded that they have no any communication mechanisms in order to contact with community. Their responses were summarized by one of the teachers who said:

Communicating the community is the responsibility of principals of the school. (T2b)

Regarding the communication of teachers, different scholars said so many things. Shae and Baur (1997) stated that teachers should interact and communicate the community through informal feedbacks, progress reports, conferences, program information, and parent coordinated service programs so as to enhance community participation in implementing school policies and programs.

The above statement indicates that the communication level between teachers and pupils' family was very low. The teachers' level of effort on community participation is also low. Teachers rarely create awareness of parents on the importance of reading at home for their children. Similarly teachers hardly create parent awareness on the importance of children's follow up of

their goals, and aspirations. Teachers also rarely encourage parents and the community members to share experience with the schools.

During the interviews with the principals and vice principal of the schools, two of them replied that they have good communication with the community by saying that:

We conduct parent-teacher conferences three times a year. In addition to this we conduct face to face meeting of parents, teachers and students of each section at least twice a year to evaluate the teaching-learning process and conducts of students. (P1 & VP1)

In fact we have conducting the parents-teachers and students, face to face evaluation four times a year. These meetings are three way evaluations of the three players, namely the teachers, the parents and the students whereby they evaluate strengths and limitations of each other. These meeting were also verified through review of minutes recorded. (P3 & VP3)

During the interview with the parents' representatives, the above views were confirmed by three of the five schools studied. However, this idea was not supported by the parents' representatives interviewed in two of the schools. They responded in their local language (Gamogna) as follows:

Nu naytu timithe qaaxxo baggara nu eriza miishii aazika baawa wanako hanidi nu naythi mooriikonne miishshaa koshizaa yohos xallaalaa xeessethos athin hara wode nuna eriza asi baawa yaa 'aa giza misheekaa xeessethi eroko (Pr1)

Although the schools are trying to participating us in the budget preparation and implementation process, the schools are not doing enough to conduct regular meeting with us unless there is problem with our children. (my own translation).

During review of school documents conducted in all schools by the researcher, in four out of the five schools no copies of letters that written to parents in order to discuss about their students. This shows that what they say and what on the ground is quite different.

When I interpret that, both the idea of principals and parents' representatives shows that there is low level of communication between schools and community even though in some schools there is good relationship between school and community.

4.4.Partnership between Schools and Communities in Curriculum Implementation

In my discussion with the participants, I realized that they all appreciated the need to have meaningful partnerships, based on trust and respect. From these discussions there emerged in two sub groups, as presented in the following way. These sub groups focused on the importance of community engagement in curriculum implementation and the most active members of the community in curriculum implementation. The discussion on these issues is as follows.

4.4.1. The Importance of Community Involvement in Curriculum Implementation

To seek the opinion of the respondents, they were asked through open ended questionnaire and interviews on what is the importance of their involvement in curriculum implementation. All participants i.e. the school principals, the teachers and the community members agreed that engaging communities in curriculum implementation is good and supportable. For members of the community, being linked and involved with the school developments and achievements is always a source of pride and satisfaction as noted in the idea of some of principals.

This finding is supported by the following statements by primary school principals in their interview responses:

- *Community engagement is important because it is an integral part in curriculum implementation. Without the community it might be difficult to implement. (P1)*
- *It is important because any program or project undertaken by the school is doomed to fail if not supported by the community.(VP1)*
- *It is extremely important because communities provide the core input (pupils), they pay fees, and they provide material support e.g. exercises; pens etc. and assist in educating the pupils. (P4)*
- *Community involvement is definitely important. The school cannot develop if it is isolated from the community. The school and the community should develop together.(VP3)*

Some of the teachers in the open ended questionnaire saw the importance of community engagement from the point of providing material resources like pens, exercise and textbooks, as well as assisting with homework. These teachers also emphasized the need for community members to come to open days, to make sure that there are sufficient classrooms at the school. In relation to this they responded the following:

While engaging communities in curriculum implementation is important, it should be done with some moderation because if it is just done anyhow it may disturb and confuse the teaching and learning process. For example, community members should only be involved in their children's education through attending open days and providing material resources to build classrooms for their children. (T3a & T3b)

Community representatives also interviewed on the importance of Community involvement in curriculum implementation and responded as follows:

Astamaaretaaranne yela asara zorethidi issipe ooththoy keehipee lo'oko, aysi giiko nam'athika gishin naythika timirthe keethayka nuysa gidene. Nuni nu naythanne nu timirthe keetha lo'o dichu gish gidi astamaaretaara isipethethan qaaxana bessees, gaassoyka heyssi nu gaathanka goobathetha eeshsha aysees. Minida issipethethay nu gaatha de'iko astamaaretika bantha tamarido era maaraadan banthape naagetiyayssa pollananne naythaka suure ogiyan tamarissana (Pt1, Pt2, Se2 & Se3)

It is important to work together with teachers because both the school and the pupils belong to us. We should work together to build a good status for the school and this will give us pride and satisfaction as a community. If there is a well partnership, teachers will have the confidence to perform their duties professionally. This kind of partnership brings about growth and sustainable development in both schools and communities. (My own translation)

On the other hand, parents also underlined the importance of the relationship, and criticized themselves by responding their low participation previously. One of the interviewed parents narrated an interesting story to the researcher about her experience with her student (daughter) as follows:

Initially I was not doing any follow-up on my daughter's educational experiences because almost all of the mothers on my local area did not focus on their female students' education rather the community believe that if female students go to school, they may be out of the family control and disrespectful, therefore, the family do not permit their female students to go school specially mothers. But one day I was called by the school and a teacher told me that my daughter's performance at school, both academically and behaviorally was not good. Alerted by this, I started to develop a program for my

daughter's to study at home and restricted her from spending too much time in playing. Although I was not educated myself, I asked my husband, who is better educated than her, to help my daughter on her studies. Finally, I decided to advise her and to avoid friends whose behaviors were not desirable. Following this intervention, immediately my daughter improved her rank from 30th to 5th level in her class. (Pr3)

The other four parents interviewed also provided similar responses when asked on the level of their involvement on their children's education. All of them similarly responded and the following are the views forwarded by some of community members:

Tammaretusi koshiyaba kuntiyogapenne bishshininne yishshin kaali xeeliyogape hara entha timirthera gaythiza maado aazika ingidi eroko. Timirthe keethas mathan diza asathi xalala asthammarethara isipethethan timirthe keetha dichasinne naytha timirthe lo'othethas yuushi qoposonanne kaali xeelosona. (Pr1, Pr4, Se2, Pt5 & Se4)

We are not providing any academic assistance to our children, other than fulfilling their material requirements and following up our children's on-time return back home. It is those people who are in the school's neighborhood who work together with the school for its development as well as the educational welfare of the learners.(my own translation)

Surprisingly enough, one of these respondents was a teacher himself.

Generally, community involvement in the implementation of primary school curriculum was very low. This is because, involvement of the community was limited in the development and implementation process due to lack of technical knowledge and skills of the parents. Effective primary school curriculum implementation requires community involvement to drive reforms, provides financial and technical support.

4.4.2. Identification of the Community Members to Participate in the Implementation of the Curriculum

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, (UNICE,1982:13).

From the interview I had with the school principals and the community members during this study, as well as from the questionnaire responses from the teachers, it emerged that not all the

members of the community are interested or are actively involved in curriculum implementation issues. All the five school principals indicated that the teachers are relatively the most active but not interested members in curriculum implementation. This is because accountability in respect of the curriculum implementation process rests with the teachers. The involvement of the community members is just meant to supplement and enrich the curriculum implementation process.

Some of the teachers themselves felt that they are held responsible for whatever happens in the classroom. The opinion of these teachers are summarized by what one teacher said, namely

There is no group in the community that is more active than the other in curriculum implementation that it is us teachers who should invite them (be it individual or group) to teach concepts we think they can add value to what we already know. (T4b)

They believed that the classroom should be guarded carefully by the teachers, and that everyone or anyone should not be allowed into the classroom. Thus, the teachers cautiously suggested that

We will always give children homework in those areas we need assistance from parents or any other community member; we cannot invite them to the classroom. The classroom is a restricted area and need to be treated carefully so as not to we create unnecessary confusion and panic. (T2a)

From what the teachers stated, it clearly indicates that the parents and other community members are not active during the actual teaching and learning process. They are only active in providing the required materials to facilitate the teaching and learning process. By opposing this idea Shea and Baur (1997) indicated that if teachers work cooperatively, develop friendship feelings with parents, community participation will be improved.

On the other hand, the interviewed community members agreed that the chances of being invited to the classroom to be actively involved in curriculum implementation are far and few. The opinions of these community members are summarized by what one parent said,

There are very few members of the community, if any, that work with teachers in the classroom. I do not remember anyone saying that he or she has been asked to assist in teaching learning process of pupils. As for us, we only assist our children when they come with homework. (Pr5)

Some community members were even unaware and shocked that some of them could be asked to participate in the teaching and learning process. The following opinions were expressed by another parent:

An illiterate person like me to be participant in the classroom activity would be a miracle. Only the educated can make a contribution in the classroom. We have never been invited to participate and we are not worried. Let the teachers to teach because they are the ones trained for the job. (Pr3)

Therefore, the above opinion indicates that from the parents, community members, school principals and teachers, is quite evident that trying to get the most active members of the community in curriculum implementation is still under question mark. Although the teachers said that they engaged the communities in some areas, the community members, on the other hand, said that the non-existence of such partnership. I feel that teachers are paying lip service to the issue of community engagement, only expressing it in words, and never in practice. It seems, therefore, that the absence of a group from the community that can be regarded as the most active is primarily because of their non-involvement rather than a lack of interest.

4.5.Challenges that Affect Effective Community Participation in Curriculum Implementation

The findings of the study indicates that there are several challenges of community participation in curriculum implementation.

Among various factors that hinder community participation in the school program sited by the informants of the study are: - lack of awareness, poverty, time constraints, lack of emphasis from the side of the school administration and lack of acceptance to the parents and school. In this section the responses of principals, vice principals, supervisors, teachers, community representatives and the parents are presented and described.

4.5.1. 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. As I indicated above 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 shouldered on school principals, woreda officials and supervisors.

4.5.2. 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, whereas the rich can send their children to urban and 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 voluntary to participate in school activities, but the reason that hindered their participation is poverty. They could not participate in all discussion forms, conferences as expected, because most of them earn money by 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 overcrowded at home effects the rate of leaning and the general response of the child.

4.5.3. Time Constraints

Time constraint has been stated as an obstacle to parents' participation in school works by teachers in the open ended questions and by principals in the interview conducted. All the informants responded that the majority of the representatives of the community are either farmers or daily worker. 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. In relation to this Molnar, (2006), states that if lack of time continues to restrict parents' involvement, it may be an indicator of deeper problem. Molnar described that the issue that parents claim may be lack of awareness of the benefit of parent involvement in their children's education.

4.5.4. Lack of Emphasis from the School Administration

Responses obtained from an interview conducted with principals, vice principals and parents indicated that school had no plan to involve parent, enhance parent-teacher relations, particularly have an awareness on how the parents help their children at home in their learning. The schools also had not conducted special workshop for parents on parents-school relations that could help to encourage parents to participate in school affairs.

Generally, the majority of the respondents indicated that the major problems that hinder community member's participation in curriculum implementation of schools are following:

- Lack of skills and knowledge's of community 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 school representatives and other members.
- The negative attitudes of principals and teachers towards community participation.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

In the previous chapter I presented and interpreted the research results as obtained from the school principals, vice principals, the teachers and the community members. The major thrust was how these stakeholders understood community participation in curriculum implementation, concentrating on the missing dimension in the process. This section of the study provides summary of the main findings, conclusions and recommendation which were drawn based on the analysis of the data collected from the respondents as well as review of relevant literatures conducted by the student researcher.

5.1. Summary of the Study

The main purpose of this study was to establish how the community members can effectively and meaningfully participate in the implementation of primary school curriculum in Boreda woreda in Gamo Gofa Zone. The study was guided by the main question, ‘How can members of the communities participate in curriculum implementation in the Boreda primary schools?’ and aimed at achieving the following objectives:

1. To identify the involvement of parents, community and community representatives in the selected primary schools.
2. To examine how communities overcome the problems encountered in the curriculum implementation.
3. To explore how schools and woreda education office motivate the participation of communities in the curriculum implementation
4. To identify the main factors those motivate or hinder the participation of community in the implementation of primary school curriculum.

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

1. How was the participation of the communities in curriculum implementation in the selected primary schools in Boreda Woreda?
2. How do communities overcome the problems encountered in curriculum implementation?

3. What are the experiences of schools and woreda education office in motivating community in the curriculum implementation?
4. What are the factors that positively or negatively affect community participation in the curriculum implementation?

The main findings indicate the following: School and community members have not meaningfully engaged each other in curriculum implementation at primary school level. Further, there are many contributing factors that impede this useful partnership. The need for a policy framework to guide the engagement process cannot be overemphasized. The major findings of study are summarized as follows:

As some research indicates, I also observed from my study that the primary schools were not stand-alone institutions. They had strong relationships with the communities around them from whom they could derive great benefits. The literature also supports this observation. Smith (2000-2009), states that the schools and their classrooms become more effective centers of learning when the parents and the local communities are closely and actively involved. The primary schools seem to have found it difficult to fit the communities into their teaching and learning programs. In this study I gave a detailed discussion on how community participation in curriculum implementation has been managed. To organize the findings, five themes formed the basis of the discussion. These themes emerged from the data presented in chapter four above.

With regard to the socio-demographic characteristics of the respondents like sex, age, years of services and type of qualification appears to have no effect on the parent-teacher interaction.

Regarding the understanding of the key terms, curriculum implementation and community participation, the research findings indicated that the stakeholders had clear theoretical definitions of these terms. The study found that the school principals, the teachers and the community members clearly articulated important views of curriculum implementation and community participation.

However, they do have theoretical definitions of these terms; there is a dividing line between schools and community members. Their difference was on the conception of the key terms as well as identification of the community members who could add value to curriculum implementation, thus entertaining unclear hope for meaningful engagement. The findings indicate an evident mismatch between theory and practice. It is one thing to theoretically define

concepts and another to operationalize them. Just going through school principals, teachers and community members' definitions of these key terms, one would get the impression that putting these ideas into practice would be easy.

The other main theme in this research is level of communication between schools and the community. The communication level between schools and the community was very low. The teachers' level of effort on community participation is low. Teachers rarely create awareness of parents on the importance of reading at home for their children. Similarly teachers rarely create parent awareness on the importance of children's follow up of their goals, and aspirations. Teachers also rarely encourage parents and the community members to share experience with the schools. From the discussions with the participants, the participants revealed that the teachers and the community members did not know each other's capabilities hence they did not involve each other in the teaching and learning situations.

The ideas by the community members and the teachers suggested that joint ownership and accountability of the curriculum implementation process would go a long way in mitigating some of the barriers to community participation.

Generally, the level of communication between teachers and parents in the evolvement of the community for primary school curriculum implementation is low.

When we see the issue of partnership between schools and communities in curriculum implementation the findings clearly indicated that the school principals, the teachers and the community members valued the need to engage each other in curriculum implementation issues. They all spoke brightly about the benefits for the learners that grow from a well-planned and managed engagement process. It appeared that both schools and communities realized that the classrooms cannot be independent from external societal forces. This dimension was evident in the study where rural primary schools are located in the middle of communities. They could not afford to ignore the political, social, cultural and economic life that surround them. These situations have a bearing on the learners as well as the teachers.

Furthermore, the study revealed that both the schools and the community members saw the benefits of engaging each other through various consultation processes. What this implies is that as the teachers consult the community members, it is an admission of the vast skills and knowledge base in the community which should be made use of and valued in the classroom for

the educational development of the child. This idea is consistent with Elliot's (2006) findings that opening the classroom doors to various community members with the requisite skills and expertise, lessens the teachers' heavy loads thereby enabling the learners to gain meaningful knowledge from different people.

Therefore, from the research findings it was evident that community participation in curriculum implementation can grow and become part of a new and emerging commitment by all the stakeholders to enhance children's learning. Study findings revealed that if the issue of community participation in curriculum implementation is properly managed and becomes a government policy in which teachers are liberated to engage communities, classroom life can be taken to a new interesting level.

The finding connected with challenges to effective community participation in curriculum implementation is as follow: Community participation in curriculum implementation in its multifaceted form has not been easy to build and develop a more proactive culture of community participation. The philosophy of developing the capacity of community participation has not been evidenced by what was observed on the ground with a number of restrictive issues at play. These include lack of awareness, poverty, time constraints, lack of emphasis from the side of the school administration and lack of acceptance to the parents and school. Some of the problems could be addressed at local level while others require awareness rising and government intervention to solve them.

From the research findings, I noted that I did not get willingness and desire by both the schools and the community members to overcome the barriers that had hindered community participation in curriculum implementation. The suggestions given by the teachers and the school heads, as well as the community members, showed that if seriously followed up and implemented, the face of curriculum implementation in Boreda primary schools could change for the better.

5.2.Conclusions

Generally, the schools' level of efforts in involving the community in the implementation of primary school curriculum in Boreda primary schools was very low. This is because, participation of the community was limited in the development of infrastructure and providing financial support due to lack of technical knowledge and skills of the parents, although effective

primary school curriculum implementation requires community participation to drive reforms and provides technical support.

As indicated on the findings, the lack of awareness, skill, knowledge, confidence and commitment of community members, lack of willingness of teachers and principals to participate the community representatives, poverty, time constraints, lack of emphasis from the side of the school administration and lack of acceptance to the parents and school were identified as the major barriers to the community's participation in the implementation of the curriculum in the selected schools.

It is, therefore, my desire that the implications that suggested in this study would help in bridging the gap between the schools and the communities so that effective community participation in curriculum implementation could be realized in Boreda primary schools.

5.3.Recommendations

Suggestions emanating from the research findings and conclusions are forwarded for consideration by the various stakeholders in order to mitigate factors that hinder community participation in curriculum implementation. 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. Based on the key findings presented above, the following implications are proposed.

- Primary school curriculum implementation needs a shared efforts and responses from the community, teachers, principals, vice principals and students. Therefore, schools should design and conduct trainings to both the teachers as well as community representatives to enhance community participation in school activities. This is because in this study it was found that the roles of the schools, teachers, PTA, and SETBs in facilitating the community participation were low. Teachers only contact parents when students are faced with problems. Schools should design, organize and deliver workshops to the community on how to monitor their children's education, what is expected of the school and the parents, and how they could communicate with each other. In this study it was found that one of the factors why parents did not control and follow their children's education is because of lack of knowledge on what

teachers provide students as assignment and how they can communicate with their children.

- There is need for the school principals, the teachers and the communities to shift from viewing community participation as something strictly attached to infrastructural development or the provision of material resources, to also seeing community participation as bringing community members into the teaching and learning process for the benefit of the learner.
- The community members need to be educated on the complementary role they should play in curriculum-implementation as a service to the pupils' education.
- There is need for attitude and behavior changes from the teachers. The teachers need to change their negative attitudes and stop from looking down upon community members if a meaningful and effective partnership is to be realized.
- There is need for the schools and the communities to have clearly defined guidelines which will assist the schools in selecting the best resource persons from the community, that is, people who are not only of high integrity but who also possess the knowledge and expertise that would benefit the learner.
- There is need for Woreda Education offices, to design, organize and fund teacher-community workshops, discussion forums and awareness campaigns which clearly spell out the importance of the engagement practices and how the schools and the community members can meaningfully engage each other. In these workshops the community members should be educated on the role they can play in curriculum implementation as a service to the pupils and their education. The schools and the community members should therefore, open up dialogue and create a space for communication and discussion. The school principals, the teachers and the community members should share ideas and also come up with an agreement on a participation framework. The idea is to open curriculum implementation to all.

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APPENDICES

APPENDIX I

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Dear respondents,

The purpose of this questionnaire is to collect data on the performance of community participation in implementation of primary school curriculum for the work of Masters of Degree fulfillment program, in Addis Ababa University, Department of Curriculum and Instruction. The purpose of the study is to understand how communities can be meaningfully engaged in order to make meaningful contributions for successful curriculum implementation in Boreda primary schools. You are, therefore, kindly requested to cooperate me responding to all questions as fully and honestly as possible. Remember this is not an examination or test and therefore its aim is to get your genuine views on the issues, Participation is voluntary.

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

Asrat Bogale

Thank you in advance for your cooperation

I. Background information of respondents

Circle the appropriate answer for the given alternatives

1. Age: A.20-25, B. 26-30, C.31-35, D. above 36, E. if any-----

2. Sex: Male Female
3. Educational Qualification:
- A. Certificate (TTI)
 - B. Diploma
 - C. Degree
 - D. If any
4. Years of Service in teaching
- A.1-5, B.6-10, C.11-15, D.16-20, E. Above 20
5. Your responsibility in the school in addition to teaching
- A. Unit leader
 - B. Department head
 - C. PTA member
 - D. Any other-----

II. Questionnaire to be answered by teachers and cluster supervisors

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

1. What is your understanding of curriculum implementation?
2. What do you understand by the concept community participation in curriculum implementation?
3. Do you think community engagement/involvement in schools is important? Why?
4. What are the motivation efforts and supports made by you to make the community active participant in all the school programs?
5. What methods do you use to participate the community in curriculum planning, Curriculum implementation and Curriculum evaluation?
6. What do you comment on the ways school management body planning, monitoring, evaluating and reporting process to the parents about the improvement of the school program?
7. Which of the community members are more interested and active in the learning of pupils? Why?
8. Which problems did you face in trying to bring in different stakeholders to participate

in the learning of pupils in the classroom?

9. What are some of the challenges that you encounter concerning curriculum planning, monitoring, evaluating and reporting process in your school?
10. What can be done to overcome barriers to community participation in curriculum implementation
11. Is there any policy guideline or Instrument from the Ministry of Education that guides you as teachers/ supervisors on how to work with community members in curriculum implementation? If so, what does it say?
12. What do you suggest for the improvement of community participation in the curriculum implementation in your school?
13. Do you have any other comment on community participation in curriculum implementation?

APPENDIX II

Interview guide to Principals and Vice Principals

1. What are the communication mechanisms of the school with parents, PTAs and SETBs?
2. How can you define community involvement/participation in curriculum implementation?
3. What do you understand by the concept curriculum implementation?
4. Which community members do you think can participate in curriculum implementation?
5. How do you involve the following participants in decision making towards curriculum implementation in the school?
 - Pupils
 - Teachers
 - Parents
 - PTAs and SETBs
6. Which of the community members are most active in curriculum implementation and why?
7. Does your school have organizational structure to participate the community in the

- school activities? If yes what are they?
8. Which problems do you face in trying to bring in different stakeholders to participate in the learning of pupils in the classroom?
 9. What are the possible barriers/challenges to effective community participation in curriculum implementation?
 10. How do communities overcome the problems encountered in curriculum implementation?
 11. As the principal/vice principal of the school are you aware of or is there in place any Policy or legal instrument that mandates you to work with members of the community in curriculum implementation? If so, what does it say?
 12. What were the roles of regional, zonal or woreda education office do to enhance community participation in primary schools?
 13. If you think that there are factors that limit the involvement efforts and supports, what do you suggest for the improvement of community participation?

APPENDIX III

Interview guide to PTA and SETB members

1. You as parent representatives, do you have a regular meeting program? If yes, what are the major issues which presented for the discussion?
2. You as community /parent/ representative have you made conference with school and parents regarding how parents assist and monitor their children at home and at school such as in homework, reducing children's work load, visiting children at school and provision of educational materials?
3. You as community representative, do you participate in the preparation of strategic and annual planning time and evaluation time? How?
4. You as parent representative, do you participate in school fund raising, decision making on school budget and in the school management process in general? How?
5. What are the motivation efforts and supports made by the school principal to make you active participant in all the school programs?
6. What are the major activities that the parents and communities are involved in?
7. What are the possible barriers to effective community participation in curriculum implementation?

8. What do you comment on the ways school management body planning, monitoring, evaluating and reporting process to the parents about the improvement of the school program?
9. What do you think to be improved the involvement of parents, PTAs, SETBs and the school principal so that they work in partnership to improve the level of implementation of primary school curriculum?
10. If you think that there are factors that limit the involvement efforts and supports from the side of parents what do you suggest for the improvement of parent school collaboration?

APPENDIX IV

Interview guide to parents

1. Is your home environment conducive for your children to study?
2. Do you make contacts with your children's teachers to discuss regarding your Children's achievement, school progress and school activities?
3. Do you follow what subjects and contents your children's daily learn, the strategies and assessment process carried in the school?
4. Do you visit your children in class room while learning? If so what do you observed?
5. What systems of communication does the school develop in order to strengthen the relationships between the school and the community?
6. What are the possible challenges to effective community participation in curriculum implementation?
7. How do you try to overcome the problem encountered in curriculum implementation
8. Have you taken any orientation how to work with the school? How?
9. Are there volunteers of free service givers from parents and community members as tutors or teacher aid at school?
10. What do you think to improve on the parts of the school, parents and communities so that they work cooperatively on the children's educational improvement and progress?

APPENDIX V

Checklist for document gathering regarding to community participation

1. Availability of

- School policy
 - Education and training policy 1994
 - Education sector development programs I, II, III and IV
2. Committee establishment (Minutes)
 - PTA: Parent Teacher Association
 - SETB: School Education and Training Board
 - SIP: School Improvement Program
 3. Committees
 - Guide line
 - Regulation
 - Annual plan
 - Meeting schedule
 - Files
 4. Documents available in the school
 - Parent teacher meetings
 - Decision made by PTA and SETB member (minutes, files, reports)
 - Experience taken by PTAs and SETBs
 - Workshops or orientation given to parents
 - Money/material contribution to the school
 - Labor contribution by parents for construction
 - Parents as teacher aid
 5. Communication mechanisms
 - Meeting
 - Official letters
 - Brochures
 - Report card
 - Home visiting by teachers

APPENDIXE VI

Timirthe keetha waana kaaponne sima kaapo qaala oysha qonccisota.

1. Timirthe keethay yela asara, yela asanne asttamara shiiqotatra timittenne lohiso ayssizaytara ay ogen gaytetha oothizo?
2. Timirthe seera giigiso bsggan heeray ay hiillan qaaxo birshshizo?
3. Timirthe woga giisison laame danda'es waatha ekadi?
4. Nena timirthe keetha kaapodan qofada laameta gozadan ekanawunne qohadan ixxanas giigadii?
5. Ne qofan timirthe seera giigison heerappe beetizayti oonanthee ?
6. Kaalliya asati timirthe seera giigiso baggan pirddaimos waani bettizo?
 - Tamaareti
 - Asthamaareti
 - Yela assay
 - Yela asanne asthamaareta yaarayenne timirethe keetha ayssiza asata shiiqoy
7. Awa heeray timirtee seera giigison daro qaaxizee?ayas qaaxizee?
8. Timirthe keethan heeray dumma dumma oosota polanas timirthe keethan heeray oothiza oosoti giigidona? Ee giiko etti oona oonee?
9. Tamaareti kifilen tamariza wode ay metoy gaagize ne ooso laageetara meto birshshanas kaalla xeeliya wode ?
10. Timirthe seeran heeray betena mala oothiza eretida dhubey woykko metoti aazee?
11. Heeray timirthe seera bolla metoy dalggi biza wode waani gaagizona?
12. Ne heerara issippe oothanas nena maadiza ayso wogati ,qofa qonccisoti timirthe keetha kaapotappe imetide ?Ee giiko. Ay gizona ayso wogati ?
13. Koyro detha timirthe keethan heeray woradadan , zoonedan, killiledan dalgga beera kaa'izay timirthe keethan beetizo?
14. Ne timirthe keetha maadonttanne go'ontta mala dhuphiya miishati de'etees gada qofay? De'ikko, ne heeray woda imidi qaaxan mala ay qofa imay?

APPENDIXE VII

Duuna oysha yela asanne asttamaareta shiiqonne timirthe keethan timirttenne lohiso kaalletizayta

1. Ne yela asa bessan nena wothhada,ubba wode gaagetetha oothada eray ? Ee giiko ,aaza aaza qofa bolla daro wode dubbusha oothidetii?
2. Ne yela asa bessan nena wothhada, timirthe keethan ubba asara gaagetetha ootha eray timirthe keetharanne yele asatara ,keetha asay ba nayta kaalliza kaallo baaso oothada son giidin timirthe keethan istti keetha ooso oothiza wode ,naytas deexo oosoy imetishin,izata kaalla xeelosinne kumetha timirthe mishshata kaallazii?
3. Ne yele asa bessan nena wothada ,timirthe keethan ooso hiillanne layththa halchcho wodenne yigetha wode asttamaaretara betha erazi ?
4. Nena yela asa bessan wothada ,ne timirthe keetha gidдон oosethiya oosotan betha eray ubbay miishsha shiishshiya ,wode pirdda imiya wode, timirthe keetha demisha wogara go'etiya wodenne timirthe keetha kaalletho ooson ubba shisha xeelay ? waatha xeelazii?
5. Timirthe keetha kaapoy timirthe keethan polletiza maadosinne go'as nena waati denttetizee?
6. Yela asaynne heeray qaaxiza wuda qaaxoti oona oone?
7. Heeray gutay koshiya keetha timirthe seera giigison qaaxona mala dhuphiya miishati adappe teeridi ke'idayti oonattee?
8. Ne ay qofa imay timirthe keetha kaalletiza asata halchcho oge besson, yigethanne qonccisi yofo hanotan yela asas timirthe keetha programe zaari giigison?
9. Koyro detha timitte keethan timirthe seera giigison timirthe keetha kaapoy ,yela asay,yela asanne asttamaareta shiiqo nne timirthe keethan tammaaronne lohiso aysizayti issipetetha lo'ethanas gada waata qofay?
10. Yela asa baggan maadoynne baaxey guxxana mala oothizayti de' oosona gada akeeka ,ne ay qofa imay yelay timithe keethara issipetetha ootho polanas?

APPENDIXE VIII

Duuna oysha tammaarree naythaa yela asas

1. Ne so heeray ne nayti nabbabanaw inijjetizee?
2. Ne nayta tamaarisiza asttamaarera gaagetetha ootha eray?
3. Ne nayta gallasi gaallasi aaza taaarin ay timirtte kaara taaarizan qasse aazan yigethizan ubba wode kaallay?
4. Ne na'ay kifilen taaariza wode kaalla erazii? Ee giiko, Aaza miishsha ne na'azappe be'adii?
5. Timirthe keethasinne heeras de'iya gaagetetha minththanas timirtte keethas ay qommo gaagetetha oge giigisidee?
6. Heeray timirtte keethan bawozana mala bettonttadan dhuphe gidizay aazee?
7. Timirtte seeray ehiza metotappe ne waana aadhanddii?
8. Timirtte keetara issippe oothanas nena qofa qonccisiya oge bessota be'adii?
9. Co-maado imiya asata yaaray yela asasinne heera asas ,kaalletizayta woykko asttamaaretara maado imizo?
10. Yela asaynne timirtte keethay issippe gididi taaare nayti lo'o timirtte taaarana mala lo'ethanasinne giigisanas wostti qofizo?

APPENDIX IX
SAMPLE RECORD SHEET OF
INTERVIWE PARTICIPANTS IN BOREDA PRIMARY SCHOOLS

Participants code	Gender	Day	Time	Remark
P1	Male	Mar 9, 2018	11:00 am- 11: 30 am.	
P2	Male	Mar 9, 2018	12:00 pm- 12: 30 pm.	
P3	Male	Mar 10, 2018	11:00 am- 11: 30 am.	
P4	Female	Mar 10, 2018	12:10 pm- 12: 40 pm.	
P5	Female	Mar 10, 2018	4: 20pm- 4:50 pm.	
VP1	Male	Mar 11, 2018	11:00 am- 11: 30 am.	
VP2	Male	Mar 12, 2018	11:00 am- 11: 30 am.	
VP3	Male	Mar 10, 2018	9:00am – 9:30 am.	
VP4	Female	Mar 10, 2018	9: 40pm- 4:10 pm.	
VP5	Female	Mar 10, 2018	11: 30am- 12:00 pm.	
Pt1	Female	Mar 15, 2018	11:00 am- 11: 30 am.	
Pt2	Male	Mar 15, 2018	4: 20pm- 4:50 pm.	
Pt3	Male	Mar 16, 2018	2:15pm - 2: 40 pm	
Pt4	Male	Mar 16, 2018	5:00pm – 5: 35 pm	
Pt5	Male	Mar 19, 2018	4: 20pm- 4:50 pm.	
Se1	Female	Mar 22, 2018	4: 20pm- 4:50 pm.	
Se2	Female	Mar 22, 2018	12:00 pm- 12: 30 pm.	
Se3	Female	Mar 24, 2018	2:15pm - 2: 40 pm	
Se4	Male	Mar 24, 2018	11:00 am- 11: 30 am.	
Se5	Male	Mar 26, 2018	4: 20pm- 4:50 pm.	
Pr1	Male	Apr 2, 2018	12:00 pm- 12: 30 pm.	
Pr2	Male	Apr 5, 2018	11:00 am- 11: 30 am.	
Pr3	Male	Apr 10, 2018	4: 20pm- 4:50 pm.	
Pr4	Female	Apr 12, 2018	2:15pm - 2: 40 pm	
Pr5	Female	Apr 12, 2018	12:00 pm- 12: 30 pm.	

APPENDIX X

Table 4.1: Codes for the schools, schools principals and vice principals

Schools		principals		Vice principals	
code	meaning	code	meaning	code	meaning
1	School number 1	P1	Principal for School 1	VP1	Vice Principal for School 1
2	School number 2	P2	Principal for School 2	VP2	Vice Principal for School 2
3	School number 3	P3	Principal for School 3	VP3	Vice Principal for School 3
4	School number 4	P4	Principal for School 4	VP4	Vice Principal for School 4
5	School number 5	P5	Principal for School 5	VP5	Vice Principal for School 5

APPENDIX XI

Table 4.2: Codes for PTAs, SETBs and Parents

PTAs		SETBs		Parents	
code	meaning	code	meaning	code	meaning
Pt1	PTAs for school 1	Se1	SETBs for school 1	Pr1	Parent for school 1
Pt2	PTAs for school 2	Se2	SETBs for school 2	Pr2	Parent for school 2
Pt3	PTAs for school 3	Se3	SETBs for school 3	Pr3	Parent for school 3
Pt4	PTAs for school 4	Se4	SETBs for school 4	Pr4	Parent for school 4
Pt5	PTAs for school 5	Se5	SETBs for school 5	Pr5	Parent for school 5

APPENDIX XII

Table 4.3: Codes for teachers and cluster supervisors

Schools	Code	Explanation(Two teachers at each school)	Codes for cluster supervisors	
			code	meaning
1	T1a	Refers to teacher 1 for school 1	Sv1	Supervisor 1
	T1b	Refers to teacher 2 for school 1		
2	T2a	Refers to teacher 1 for school 2	Sv2	Supervisor 2
	T2b	Refers to teacher 2 for school 2		
3	T3a	Refers to teacher 1 for school 3	Sv2	Supervisor 2
	T3b	Refers to teacher 2 for school 3		
4	T4a	Refers to teacher 1 for school 4	Sv2	Supervisor 2
	T4b	Refers to teacher 2 for school 4		
5	T5a	Refers to teacher 1 for school 5	Sv2	Supervisor 2
	T5b	Refers to teacher 2 for school 5		