



**COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE**

**DEPARTEMENT OF EDUCATIONAL PLANING AND MANAGEMENT**

**Roles of Kebele Education and Training Board in Relation to School  
Performance in Kafa Zone Secondary Schools**

**BY**

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**MARCH, 2023**

**JIMMA, ETHIOPIA**

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## ADVISOR'S APPROVAL SHEET

As the research advisor, I hereby, certify that I have read and evaluated this thesis prepared under our guidance, by Birhanu Haile Segaro entitled “**Roles of kebele education and training board in relation to school performance in Kafa zone secondary schools**” we recommend that it can be submitted as fulfilling the Thesis requirement.

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First, I would like to explain that this thesis is my work and that all sources of materials used have been additionally acknowledged. This thesis has been submitted in partial fulfilment of the requirement for an MA degree in school leadership at Jimma University and can be accessed through the university library. I seriously declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree or other.

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Place: Jimma University, Ethiopia

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## **ABBREVIATIONS AND ACRONYMS**

EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
KETB	Kebele Education and Training Board
MOE	Ministry of Education
NGO	Non-Governmental Organization
PSTA	Parent Student Teacher Association
SDP	School Development Plan
SNNP	South Nation Nationalities and People Region
WETB	Woreda Education and Training Board
UNESCO	United Nations Education, Scientific and Cultural Organization

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## **ABSTRACT**

*The main purpose of this study was to examine roles of kebele education and training board in relation to school performance in kafa zone selected secondary schools. Primarily, the study used a correlation Research design and the research was used both quantitative and qualitative method. The total population of the study was three (3) woreda, five (5) secondary schools and 260 respondents. The sample size of study was 118 participants which were selected by simple random sampling method. Data collection methods were questionnaires' interview and document review. Questionnaires were distributed to all sampled population 118 respondents of the study. Interviews were also conducted with KETB members and PTSA members. Data gathered was entered in to SPSS version 22. Analyzed and interpreted using both descriptive and inferential statistics. Moreover the correlation and regression method was employed. The finding of the study showed that was roles of KETB is valued as important body for school performance by majority of respondents but its practical implementation was not such effective both sources of data concurrently confirmed that the outcomes of KETB as fruitful in improving school performance but school performance was not perceived well which was attributed to problematic performance. The result of Pearson correlation coefficient (0.867) showed there was strong positive relationship between KETB and school performance. It was, thus, concluded that roles of KETB is measured by its effectiveness as much as the value given to it. But school performance is required to be improved. Developing conducive environment dimension and Principal's facilitation role related dimension to PTSA and KETB have a correlation value of 0.988. Developing conducive environment dimension of KETB involvement have a correlation value of 0.822. Developing conducive environment dimension and Current Status of KETB Members' role in the School has correlation value of 0.675. On the bases of finding and conclusion it is strongly recommended that members of KETB should get adequate training and capacity building that enables them to shoulder their duties and responsibilities on school performance effectively. Additionally Woreda Education office and Zone Education department along with other stake holders are recommended to continuously support by fulfilling human and non-human resource in equipping and capacity building at secondary schools of kafa Zone.*

**Keywords: Kebele education, Training board, Roles, school performance**

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmes, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students (FDRE, Education and Training policy, 2002).

Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. (FDRE, Education and Training policy, 2002)”

Among various educational institutions, schools are institutions that work within communities of people. They need the assistance of the community to accomplish their objectives (Morgan, 2006). That means the local community members have to participate in the management and decision-making areas of the school. The participation of community members in school management contributes a lot towards increasing the improvement of school effectiveness. This allows educational decisions to be made by the community to provide solutions to educational problems that are relevant to local needs (Cummings (1998. 448). Following the World Forum on Education for All (EFA) of 1990 in Jomtien, Thailand, and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, community participation in education has become an educational development agenda of countries of the developing world, including Ethiopia (Bray Man, 2008).

The argument is that "those closest to the schools are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children" (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002, p. 2). The purpose of devolving power and financial responsibility to the locals is to encourage local participation in their local educational affairs, as well as to improve accountability for schools an

teachers, demand for education, and a sense of community ownership (Watt, 2001). This is the reason the MoE established PSTA and KETB.

KETB is a legally nominated body that oversees all schools in a kebele. The board is composed of nine members. These are the kebele administrator as the chairman of the board, the school headmaster as a member and secretary of the board, four representatives from parents, two representatives from youth and women's associations, and one representative from the Kebele Teachers Association. The establishment of the board is expected to reduce the physical distance between rural schools and woreda and to enable schools to get decisions made promptly. In addition, the kebele educational and training board is intended to coordinate the community in a school catchment area and to solve educational problems within a kebele, to identify and bring school-aged children to school, to promote girls' education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g., dropout and forced marriage), and to facilitate the expansion of private schools. As long as schools have established a strong and effective relationship with the community, many things will improve in the school management system. For example, there would be an improvement in quality, dropout rates, and enrolment (Sheaffer, 1994). These are approving school expenditure, practices in school budgeting processes, monitoring teacher performance, publicising the practices of learning in the community, raising funds for the school, serving as a channel for parental concerns, encouraging parents to monitor and assist in student learning at home, or facilitating communication and cooperation between school management, parents, and the community.

Even if KETB was established to achieve such goals, according to the impact assessment of USAID's educational program in Ethiopia from 1994 to 2009 EC (2002 to 2017), GC KETB is symbolic and cannot stand for its objectives, particularly in secondary and preparatory schools. In other hand begging from 2000-2009 E-C there was success students' enrolment, accesses or number secondary school was highly increased due to this KETB and PTSA were played their roles and they were effective. After 2010 E .C every activity was lagged back and Quality of education is under question mark (KZED, 2022). With this in mind, the researcher attempted to assess the roles and effectiveness of KETB in relation to school performance, specifically in southwest regions of kafa zone.

Moreover, in kafa zone, since there is a scarcity of studies that focus on the roles and effectiveness of KETB in relation to school performance, the researcher tried to investigate this topic by taking this zone as selected woreda secondary schools are areas of the study.

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

Decentralized responsibility to levels closer to schools, as suggested by many scholars and results, aims for efficiency, effectiveness, democracy, and the provision of education that is more responsive to local needs (UNESCO, 2002). According to Ayalew (2000), in a decentralized educational system, the resources would be better managed. Since the demonstrative agencies are located close to the community, the decision was based on local context.

The decentralized education strategy in Ethiopia faced problems According to Ayalew (2002, 18), many problems were observed during the implementation period of education in the areas of community participation and financing education. For Caballero et al. (2007), school performance is an academic performance that involves meeting goals, achievements, and objectives set in the program or course that a student attends.

In the Ethiopia, adequate planning and management capacity at a lower level of organizational structure was a critical issue in realizing the goal of education. However, the Ethiopian school has been characterized by a medium dropout rate and a relative lack of strong management capacity across the boards. In addition, lack of skills to interpret the policies to collect and analyse appropriate action to meet the minimum quality standards was the critical issue revealed at the lower level of organizational structure, especially in the kebele education and training board.

According to Feleke (2012) and Habteslassie (2014), kebele education and training board participation have a positive effect on school performance. But, in Ethiopia previous studies limited the role of kebele education and training board on school performance. For instance, Ayalew (2000) and Zenebe (2006) studied educational management and community mobilization by preparation of modules in the Addis Ababa, Ethiopia. However, they failed, in their study, to indicate the issue of the role of kebele education and training board on school performance. Even more, other study by Geberkidan (2001) a local community participation in the implementation of primary school improvement project in the northern Tigray region, Ethiopia. Nonetheless, the researcher did not go further on the role of kebele education and

training board in relation to school performance. In general, none of the previous authors properly studied on roles of kebele education and training board in relation to school performance in Ethiopia. Likewise, studies on roles of kebele education and training board in relation to school performance in Kafa Zone secondary schools were not still conducted. Therefore, the present study intended to address the above-mentioned untouched gaps of the researchers that need empirical evidence particular in the study areas.

### **1.3. Basic research questions**

- ❖ What are the main roles of Kebele education and training board in secondary schools of kafa zone?
- ❖ To what extent the current status of Kebele education and training board roles to carry out school performance in secondary schools of kafa zone?
- ❖ What are the benefits of Kebele education and training board for school performance in secondary schools of kafa zone?

### **1.4. Objective of the Study**

To examine the roles of kebele education and training board in relation to school performance in kafa zone selected secondary schools based on the government directing according to the guidelines.

#### **1.4.1 General Objective**

To examine the roles of kebele education and training board in relation to school performance in kafa zone secondary schools based on the government directing according to the guidelines.

#### **1.4.2. Specific Objectives**

- ✓ To assess roles of Kebele education and training board in secondary schools of kafa zone.
- ✓ To know the current status of Kebele education and training board roles to carry out school performance in secondary schools of Kafa zone.
- ✓ To point out the benefits of Kebele education and training board for school performance in secondary schools of kafa zone.

### **1.5. Significance of the study**

The finding has a contribution to the gap existing in the literature of the roles of kebele education and training board in relation to school performance. Apparently, this study is expected to provide empirical evidence to the district concerned bodies, and teaching learning

planners toward enhancing secondary schools 'performance. The research would also help to make future directions for those scholars, who will conduct a study on related issues.

### **1.6. Delimitations of the study**

It is impossible to conduct all issues related with the roles of kebele education and training broad in relation to school performance in southwest Kaffa zone secondary schools. Thus, this research was delimited at Adiyu, Gimbo, and Decha districts with the objective of examining roles of kebele education and training broad in relation to school performance. Likewise, for this particular study only five secondary schools were selected. Similarly, 118 respondents were to represent the study population.

### **1.7. Limitation of the Study**

Any study cannot be free of limitations and this study is not exceptional. A study encountered certain limitations. One of the limitations was it used a **correlation** research design that limits the researcher to generalize the results as a continuous result. The other limitation of the study was conducted few districts, which may limit the researcher to make general conclusions about the about whole districts. Moreover, few school experts were busy in various meetings and some of the respondents were unwilling to give information. Even though, the researcher made all possible solutions to the above mentioned limitations, by using some comparisons with other areas of published empirical evidence to make it more inferential at the country level. Besides, the researcher repeatedly communicated with school experts and created a good relationship with all respondents; all the relevant data was gathered.

### **1.8. Operational Definitions of Key terms**

**School performance** is an issue that deeply concerns students, parents, teachers, and authorities not only in our country but also in other countries. For Caballero et al. (2007), academic performance involves meeting goals, achievements, and objectives set in the program or course that a student attends.

**Community:-** The group of people related to each other for their common values and beliefs. A man's community is, quite simply, the set of people, roles, and places with which he communicates (Hallahan, 2003)

**Effectiveness:** In different ways however as to Drucker (Temesgen, 2011), the effectiveness perspective is concerned with whether the things we continue to be appropriate, practically in the concept of a rapidly and increasingly demanding external environment.

**Woreda:** a division of area marked off developed for administration purpose with defined authorities and responsibilities [proclamation no.7/1992].the estimated population size of about 100,000 **Zone:** an intermediate administration level between region and woreda.

## **1.9. Organization of the Study**

This thesis has been organized into five chapters. The first chapter discussed the introduction of the study provided, which highlighted the background, statement of the problem that initiates the researcher to conduct this study. The second chapter presented the literature review where relevant materials related to the present study are explored and annexed with, what this study furnishes instead. The third chapter discussed the methodology of the research that the researcher used. The other important topic was presented under chapter four, which is the interpretation and discussion, which discussed the main findings of the study. The last chapter is about the summaries, conclusion, and recommendations of the whole chapter.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This section examines general literature on the significance of roles of kebele educational and training boards in school-level decision-making. It highlights the extent to which the devolution of decision-making authority to schools helps in the further decentralization of school management. It also discusses the roles of head teachers and communities in improving decision-making at the school level.

#### 2.1. Roles of KETB in the School

For many years and decades, education was regarded as the primary responsibility of the central government, which weakened ties with local communities. As a result, the vast human and material resources of the community could not be utilized to establish and strengthen the school system. This is the reason for the transfer of the educational management away from the center to local communities. In support of this idea, Swift-Morgan (2006) states that Ethiopia's current education policy calls for greater community engagement as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management. The MOE gave special emphasis to the importance of community involvement in school management; therefore, it developed a guideline in 1994 for kebele education and training boards to be established in all schools with clearly specified roles and responsibilities. A school committee, comprised of teachers, school leadership, parents, and/or community members, is a common mechanism for promoting community involvement in education (Barrera et al., 2009).

Parent-teacher associations and board of governors constitute part of the formal structures of governance through which parents and the community are enabled to participate in the education of their children. It is assumed that through such structures education provision is enhanced and, school governance and educational quality are improved (Onderi, Andrew and Makori, 2012). The Kebele Education and Training Board has the responsibility to approve annual plans and budgets of schools and follow up on their implementation; increase the awareness of the community; support extra-curriculum activities; monitor the proper upkeep and use of school property; monitor the performance of the school principal, teachers as well as other non-teaching staff to ensure that the teaching-learning process is carried out as planned; mobilize the community to support school and the like (FDRE, 2002)

The representation of the community in school affairs through the school committee (school board) does not imply meaningful and active participation, which must include planning, decision-making, budgeting, monitoring and evaluation, and student and staff discipline management (Shaeffer, 1994). Parents' and community involvement is made possible when the school is governed by a relatively decentralized management where parents, as school board and PTSA members, have a say in the planning, implementation, and evaluation of the school's development activities (Zenebe, 2006) Therefore, community participation should be carried out in schools by giving due attention to the management functions and by allowing the community to take part freely in all managerial activities. As a result, the Ministry of Education (1994) established the KETB and delegated overall responsibility for the school management in that kebele.

The members of the boards are drawn from representatives of the kebele administration, the principal of the school as secretariat, the representation of PTSA members, the representative of women's and youth's associations, and the representative of teacher associations. These school boards in each school are instrumental in empowering communities to exercise their rights, duties, and responsibilities. Kebele education and training board participation play an important role in all aspects of education, from raising resources to managing schools. But, for KETB to carry out more than what is expected of them to support the school, they must further enhance the participation of the community in different management functions. UNESCO (2006) stated that community participation in school management has very often been followed by requests or even demands for contributions in kind, in cash or in labour. To make participation meaningful and active, it has to go to the extent of participating in planning, decision-making, budgeting, monitoring, evaluation, and managing disciplinary issues and process.

### **2.1.1 KETB roles in decision making**

Decision-making is the process of choosing one course of action from the available alternatives (Alpha University College, 2006). When the group of people works together well, decision-making improves. The areas that school board, and community need to participate in decision-making includes decision on the overall school policy, overall management of the school, financial management, monitoring of teacher attending and sanction of teachers leave (Coladarci, 1995; Davidoff and Lazarus, 2002; Sujatha, 2000).

Some decisions may not involve the community. For instance, decisions about the assignment of staff and pupils, method of instruction, scope and sequence of the curriculum, etc., are professional judgments. The principal and staff must take responsibility for these decisions and make them based on their best professional judgment. The principal should, however, make explanations to, discuss with, and seek input from the community (Davidoff and Lazarus, 2002). School leaders need to give emphasize the importance of school board members' involvement in the decision-making process of school management. Therefore, to make a sound and genuine decision, school leaders must foster the active participation of the school board members in their decision-making process.

### **2.1.2 KETB roles in planning**

Planning is the process of deciding in advance what is to be done, how it is to be done, where, when, and by whom. Among the managerial functions, planning is the first and most important one that gives direction to educational institutions. Planning involves the determination of objectives to be achieved, as well as the activities required to achieve the objectives (Birhane et al., 2009). The involvement of the community in the plan helps to create a sense of ownership in the community and strengthen the relationship between the school and society. A school committee or council, comprised of teachers, school leadership, parents, and/or community members, is a common mechanism for promoting community involvement in education (Barrera et al., 2009). Therefore, the school has to engage the school board members in the planning of school activities (FDRE, 2002). If this was not carried out, there would be a gap between society and the school. Hence, the school may encounter difficulties in implementing the plan.

### **2.1.3 KETB roles in resource management**

According to UNESCO (2002), the participation of the KETB in financing schools takes three forms: monetary contribution, contribution in kind, and contribution in the form of free labour. To run school activities properly and effectively, the use of these resources should be managed effectively by the school board and the community. Usually, parents and the community at large limit themselves to being a resource of finance, material support, and physical labour. However, parents and school committees have to go beyond this and assume a large role in examining and improving school budgets and in deciding how resources are spent (Shaffer, 1994; UNESCO, 2002).

Responsibilities for budget preparation, however, rest with the school principal, while the prepared budget document has to be submitted to the school board, which adopts, rejects, or modifies it. Appraising how it is spent must come last, which is the responsibility of the school board. Along the same lines, FDRE (2002) empowers the community to participate in the financial management of schools through the Kebele Education and Training Board. These members have the right to follow up and control how schools are utilizing the available resources.

#### **2.1.4 KETB roles in disciplinary issues**

The main purpose of any educational system is to cultivate the individual's capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, abilities, skills, and attitudes. Several authors agreed that discipline and learning must go hand in hand for effective teaching. Therefore, discipline is the most important for the criteria and maintenance of an effective learning situation and it needs the high involvement of the community or their representatives. Parents must be invited to visit the school and have a talk with the teachers about their children's schoolwork. Furthermore, Shamrock (2002) contends that teachers should maintain close contact with parents in order to identify the child's overall problems at home and at school. This implies that interaction between parents and their community or a representative of their community is critical for maintaining good health.

#### **2.1.5 KETB in roles monitoring and evaluation**

Monitoring and evaluation will help forecast plans and assist in avoiding repeating previous mistakes. It is also an opportunity to learn from experience and accomplishment for continuous improvement when things are going properly, to stay on track when there are undesirable deviations from the plan, and to revise as required (Koufman, 1995). According to Townsed (1994), the two purposes of monitoring and evaluation conducted by the school board and PTA are to enable decision-making to be based on acceptable data and to provide accountability for what has already occurred. To this end, conducting monitoring and evaluation at the school level is constructive for the proper functioning of the school, to identify its weaknesses and strengths, and to take corrective measures. However, in order to do these, principals are expected to be open and democratic so that they can involve the community in the monitoring and evaluation process of their schools (UNESCO, 2002).

## **2.2 The role of head teachers in promoting key decision-making**

In this sub-section, the paper discusses literature on the contribution of head teachers to the strengthening of school-based management. It provides an account of how head teachers play a part in the further decentralisation of decision-making at school level. The role of head teachers is one of the factors in the success or failure of the education system at school level. Head teachers play an important role in financial administration and staff management. In Malaysia, the head teacher and assistant head teachers play vital roles in the management and administration of financial and material resources (Kandasamy and Blaton 2004: 46–7).

Head teachers are very important for improving teacher management and teacher motivation and for improving students' achievement (Mpoksa and Ndaruhutse 2008: 11). It is argued that the important elements in the head teachers' managerial skills include a good educational background, the ability to create a good work environment, public relations skills, and the ability to communicate well with stakeholders. These elements can be considered the essence of educational management (Luck 2011; J. Naidoo 2005). Effective management of schools may lead to improved performance and productivity. Therefore, head teachers can make a key contribution to the creation of a conducive environment for the staff to achieve.

## **2.3. The role of communities and parents in school decision-making**

In this sub-section, the paper reviews literature on the role of communities and parents in school-based decision-making. It also provides some discussion of how community participation contributes to the further decentralisation of critical decision-making at school level. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale, and commitment among the stakeholders. Decisions that are made at the local level are arguably more responsive to specific issues related to school contexts (Dunne et al. 2007: 20). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (J. Naidoo 2005: 41). Another advantage is that decentralisation empowers communities to mobilise resources (Dunne et al. 2007). In Ghana, for example, decentralisation helps to enhance the efficiency of school management and accountability (Dunne et al. 2007: 9). Third, decentralisation motivates parents to show greater interest in their children's education. In some cases, the functioning of local education offices was financed by communities (Dunne et al. 2007: 11).

According to De Grauwe et al. (2011), the involvement of parents, teachers, local councillors, and education officials in school management can help to promote decision-making at school level, which improves the quality of schooling and students' achievement. However, the implementation of decision-making through the full participation of parents and communities entails challenges. When compared with teachers and head teachers, community groups do not focus on education matters and this often creates conflict (J. Naidoo 2005: 41).

## **2.4. The Roles School Administration**

Relation School-community relation is the administrator's vehicle for moving the school vision out to the staff and community (Poston, 1972) [cited in Meles, 2010:]. The development of good relations between schools and communities becomes essential in the provision of education. Since school- community plays different but interrelated roles in contributing to children's education. There must be efforts to make a bridge between schools and communities to maximize the contribution.

### **2.4.1. The Role of Principal to facilitate School Community**

Relation Principals strongly believe that the purpose of the school is to meet the academic needs of the students and to make them effective community members and listeners. Furthermore, school counsellors must be willing to become involved in various partnership roles in order to connect schools, families, and communities in addressing barriers to learning and promoting student resilience and achievement (Bemak, 2000; Taylor and Adelman, 2000)[ as cited in Bryan, 2005].

A mission statement is one tool that can be used by principals at the school site to help them define school goals, measure progress towards reaching the goals and share information with the community at large (Priscilla, Wohlstetter, and Susan Albers, 1993). to strengthen the school community and work to develop an open school culture for all concerned participants (Araya, 2007). As per MOE (2002), the principal became a facilitator, with the school sharing with parents and community members in decision-making responsibility. When community representatives are included, schools become less isolated and more integrated with the local community. Through this external contact, a real resource can be identified that can be used as a base for developing school-community relationships. The principal adopts an extended professional leadership role that will allow accommodation of not only the internal but also the external environment of the school. In other words with her/his staff principal assists and

educates the community members and help them in facilitating manner in their community development and cultural activities encourage them to take more active role in their children education draws community talent and other community resources and the like (Sharma, 1992).

A principal also establishes a more cooperative and functional interaction among the various government and nongovernmental organizations in the school community. Those like education, health, and agriculture currently operate independently. It seems likely that an integrated approach would yield more benefit to the students. Since education is a shared responsibility, the school principal becomes the key presenter of this "corporation image" and those who exercise a more extended professional leadership role (Sharma, 1992). Complaints should be handled within the school through an established channel of responsibilities. If the complaint cannot be resolved at the level of the principal, it shall be referred to the KETB (Camden, 2013).

The school principal should be able to plan to avoid complaints; however, if complaints are unavoidable, the principal must find a solution or refer to the appropriate channels to resolve the issue before it escalates and damages the relationship. Due to this, the principal role in school Community relations and securing the educational institution, and facilitating the teaching and learning activities is high. School administration, teachers, and counsellors may be rigid and defensive in reinforcing rules with these families whom they perceive as problems. Such interactions result in negative social capital accumulation for these families who feel alienated and marginalized at school (Epstein and Sanders, 2000). Therefore, school administrators are important at a time of change. The basic rationale is that effective school leaders are frequently regarded as reform agents. The function of leadership is not only to bring about change, but the change must be a paradigm shift for the community in which he/she leads. This means the school principal should have to be a leader to step in and bridge the internal and external community relations. The distance between schools and the local community was the result of the bureaucratization of school representatives (PSTA, KETB, students, council, principal, and teachers) actions which might erode school-community linkage (Meles, 2012).

#### **2.4.2. The Role of Community Representatives in Facilitating School Community**

Relationship Members of KETB and PTSA must serve as a liaison between the school and the community. They are the legitimate voice of the people of the local community in decision-making that affects how schools are run and what should be in the future school plan to improve student's academic achievements receives more support when stakeholders understand and help

to operate the plan. In other words, when families participate in a variety of ways in their children's school, the school becomes more successful (Dunne, Akeampong, and Humphreys, 2007). Thus, the representative of the school should have to be a bridge between the school and parents to create a smooth and strong partnership.

If there were good school-community relations, students' achievement should be considered high. On the other hand, the role of KETB and PSTA in creating smooth school community relations is high; the achievement of the students is also high. Periodically, board members may visit schools within the division. The purpose of this visit was to maintain contact with building employees and increase understanding of actual educational practices. The school boards are the owners of the school facilities as representatives of the community since the board members have a responsibility for assessing the school facilities and following the on-going activities of teaching and learning activities (Dunne et al., 2007). Generally, the school board would set goals and standards for school goals and its programs to maintain open channels of communication and good relations with parents and community organizations.

## **2.5. Methods of Improving KETB Participation**

In the named earlier section, it has been stated that KETB participation can be disadvantaged by different factors. However, KETB participation can be improved by making use of various strategies.

### **2.5.1. Providing training to school principals**

The number of solutions that can be used to improve KETB participation is substantial. The most important of these, however, is for the principal of the school to be committed (Labahn, 1995). Principals are key contributors to helping parents and other educators understand each other (World Bank, 2008). The school principal can play a vital role in improving the involvement of the community in preparatory schools. Therefore, to do participative management, leaders need to have adequate training (UNESCO, 2002)

### **2.5.2. Providing training to KETBs' members**

Since school board members are representing the community, they need to build their capacity. Therefore, KETB has to be providing training to the school board in relation to budgeting, planning, implementation, monitoring, and evaluation. This helps the KETB effectively function in the management of schools (Sujatha, 2000).

### **2.5.3. Creating conducive environment**

The creation of a good atmosphere in the management of schools is vital for the effective involvement of KETB. According to Zenebe (2006), strategies such as creating an enabling environment, dealing with influence groups, building trust and confidence within the community, and forming a team for goal setting and engagement are some of the major ones. Therefore, principals have to motivate and respect community representatives in the management of schools. Schools should be flexible and democratic to deal with KETB. This can help the KETB have a say and develop a feeling of ownership in the school management system. Schools need to have a norm of openness to the outside community, to new ideas and new ways of doing things, and to change (Barrera et al., 2009). With this, the quality of education may lead to the awareness that education is not restricted to professionals but rather the concern of the entire community (UNESCO, 2002).

### **2.5.4. The School Boards Relationship with the Community**

The board should assist community members in exchanging information to familiarize the community with the schools and their functions, sharing ideas, and working on problems that affect children. In general, the board has the responsibility to create a positive relationship with the community by enhancing their involvement in different affairs of the schools (Gallagher, 1997). The board and the community relations function on all levels of the school system to establish programs to improve and maintain optional levels of students' achievement and public support (Holiday, 1998, cited in Feleke, 2012). The function that consists of communication with the involvement of the internal and external public in the school system is designed to promote a positive and challenging school climate, including student achievement and staff productivity is promoted. It encourages the maximum involvement of parents at home and in school in their children's educational development and involves citizens in cooperative learning practices, partnerships, and other means to make full use of humans and offer learning resources in the community. It also builds public knowledge of the purposes and needs of the school system, leading to public understanding and support (Holiday, 1998).

Sometimes it is challenging for the board to communicate with people because "many citizens do not exactly what school board members do not get paid for services, and others have no idea of the amount of time spent by board members on school matters or the number of materials they attend" (Gallagher 1997). In addition to this, some practices of the board and its members are offensive to the public (Reader, 1954 in Feleke, 2012). According to Reader (1954), these

offensive practices that weaken the relationship between the board and the community are giving the impression that the school belongs to them rather than to the public.

## **2.6. School Learning Environment**

A Learning Environment is a set of organizational values, conventions, processes, and practices that encourage individuals—and the organization as a whole—to increase knowledge, competence, and performance. The learning environment is an all-inclusive systems approach to school reform and effectiveness with a principal goal to enable every individual student to be capable of achieving his potential. The school learning environment provides the children with opportunities and resources which make them meet or exceed their potential. Every teacher also is provided with the support essential to establish a classroom environment, and encourage children to take the concern to bloom to their utmost potential. A strong learning environment of the school could be intensely influenced by the behaviour of its head. A leader and his behaviors play a vital role in establishing the School Learning Environment and may promote high School Effectiveness.

### **2.6.1. The Influence of the Learning Environment on Student Success**

It makes sense that students would do better when they learn in positive environments. After all, most people would agree that some environments are more conducive to learning and academic performance. A student taking a test in a quiet, peaceful room will almost certainly do better than a student taking the same test in a loud, chaotic room.

Just because something makes sense, however, doesn't mean that educators and policymakers have the information they need to make better decisions that will help students reach their goals. Now that this study has revealed how certain factors affect students, educators can begin making changes that will improve learning environments.

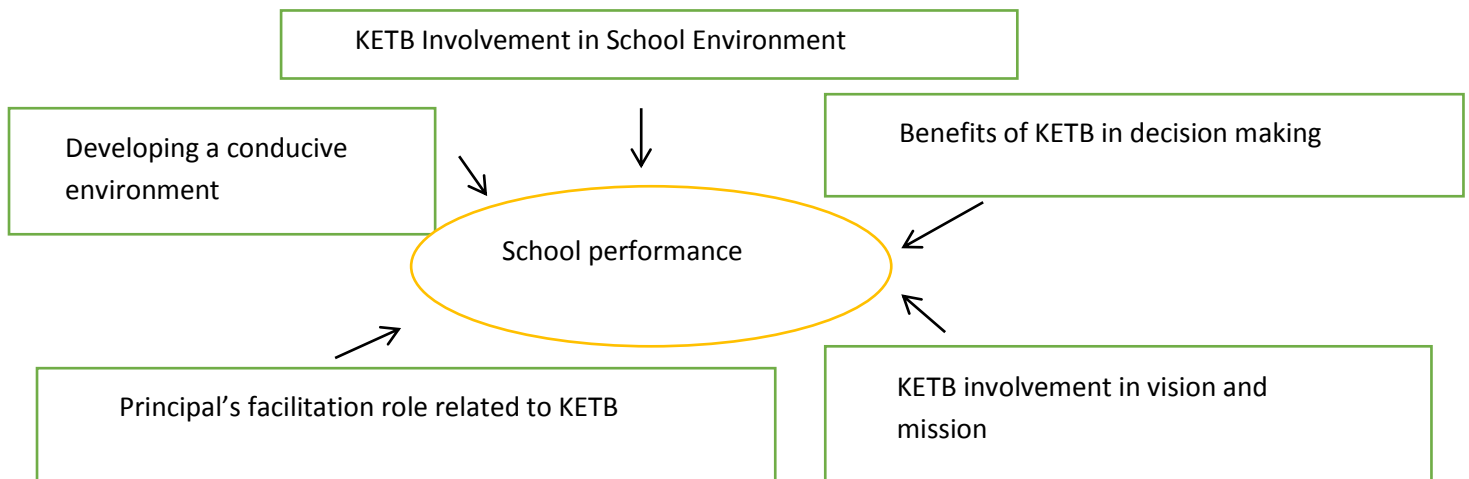
#### **2.6.1.1. Factors that Support Student Success**

Researchers have to consider a lot of variables when measuring the effect of learning environments on students. This study focuses on several key factors, including Safety and order, Teacher relationships and collaboration, Academic expectations, and Leadership and professional development. Students who attend safe schools where they are expected to form positive relationships with their teachers and peers have a notable advantage over students who attend schools without these beneficial traits. Hopefully, this new research will encourage more

educators and policymakers to reconsider the importance of school environments. Unfortunately, there aren't easy solutions to solving pre-existing problems. Simply knowing what factors matter most, however, should make it easier for schools to adopt positive changes.

### 2.7. Conceptual Framework

The conceptual framework of this study was developed by reviewing the existing published literature. The researcher developed the following conceptual framework by reviewing different empirical studies that the most important variables expected to contribute the role of different school principals' to the school performance. As displayed in **Figure 1**: rectangle parts show various components of independent variables, whereas, oval-shaped part indicate the dependent variable.



**Source:** Author, developed after reviewing of literature (2022)

**Figure 1:** Conceptual framework of the study

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the research methodology, which comprises research design, target population sampling and sampling techniques, research instruments data collection procedures, and methods of data analysis.

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

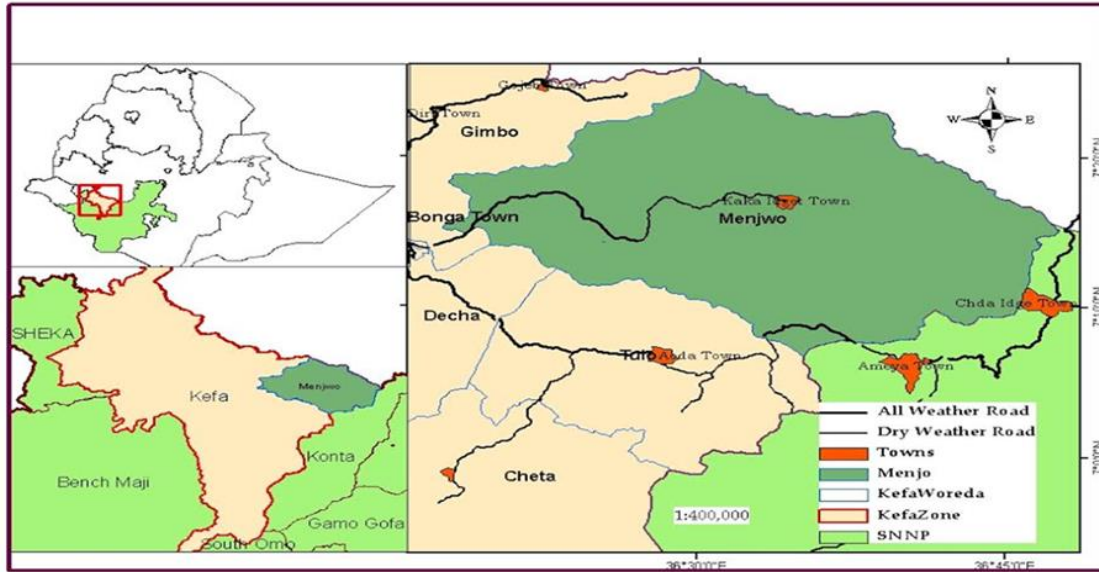
In this study, the correlational design was employed. A correlation research design is a type of correlational research design in which the researcher is interested in two or more variables that covariate, which means a case in changes in one variable are reflected in changes in the other. This research uses correlation study design to explore the linkage between the effectiveness of kebele education and training boards on school performance. It consists of a simple association between two variables. Explanatory analysis, also known as empirical research, was an attempt to connect disparate ideas in order to comprehend their various motivations, cases, and consequences. Hence, the relationship between roles and effectiveness of kebele education and training board and school performance is examined by using this design (Kothari, 2004).

#### **3.2. Research Method**

In social science, the three major approaches to conducting research are quantitative, qualitative, and mixed approaches. So, the researcher can use either a quantitative, qualitative, or mixed research approach, based on the nature of the research problem or the question that was asked to address the problem (Creswell, 2012). In this study, the nature of research questions is sort of close-ended and structured survey questions. To analyse such items, quantitative research is the appropriate approach. Because of it involves the integration of data in quantitative form that can be subjected to rigorous quantitative analysis in a formal and rigid fashion.

#### **3.3. Description of the study area**

The study areas were in the Kafa Zone of the South Western Ethiopian People's Region state. It is bounded by Oromia regional states in the North and North East, the Konta zone, and Southwest Bench Maji. The study was conducted in all five government secondary schools, namely Kaka secondary school, Awurada, Wushiwush, Zingaj, and Chega secondary schools (Kafa Zone Agricultural Office, 2020).



**Figure 2:** Map of the study area (2022)

### 3.4. Sources and Approaches of Data

Data was gathered from both primary and secondary sources. Types of primary sources of data that gathered were cluster supervisors, principals, teachers, school management, as primary PTSA, KETB data. Through this, the major source of the study was collected questionnaires and interviews from the concerned bodies, Kothari (2004). Likewise secondary sources of data that have relevance to the study were collected from the Woreda annual reports and records in schools were employed as secondary sources of data. In this study both qualitative and quantitative approaches were employed.

#### 3.4.1 Study population

A population is a group of individual's or specific parameter about which information is desired in overall manner and it may be asset of people, services, elements, events, group of things or households that are being investigated (Kothari, 2009) Therefore the study population was 260 stakeholders from 12 woreda and 21 secondary schools are the target population in the study area or in secondary schools of kafa zone.

### **3.4.2 Sample size**

Sampling is process of using small number of population from the large number of population (David Dooy1995), In the process of sampling primary data collection. a random sampling technique would be employed. Or it is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population.

From the accessible target populations of respondents a sample of 118 was selected. In this study from three (3) woreda and five (5) secondary schools are selected as sample of study area. (It is because of willingness of respondents about effectiveness of their school.)

### **3.4.3 Sampling techniques**

A simple random sampling technique was used in the study, since from the accessible respondents, of the school that have knowledge and willingness to fill the questionnaire are selected purposively and among them the researcher was distribute the questionnaires randomly.

The sample of the study was be selected using simple random sampling technique, which means all respondents have an opportunity of being chosen randomly depending on their willingness and their positions. For example in this study 42 teachers are selected from department head, from teachers association and co-curricular activity leaders selected depending upon their position.

Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen (Krista, 2014). A sample shall be chosen randomly to ensure unbiased representation of the total population.

A random sampling technique would be employed in the process of primary data collection. Five government secondary schools were selected in the kafa zone by using a simple random sampling technique. Furthermore, the respondents were principals, supervisors, KETB, teachers, and PTSA, from selected schools.

The Kafa zone is the targeted zone for the study and the sampling for its ease of accessibility of information for the researcher. The investigator used a simple random sampling technique to select samples from the population of the five selected secondary schools in the sample to be studied to determine the sample size of respondent from each school.

**Table 1. Population, sample sizes, and sampling techniques**

R.N	Woreda	Sample of School	Respondents	total pop. N	Sample size	%	ampling techniques
1.	Adiyo	Kaka	KETB	9	9	100	Available
			School principals	3	3	100	Available
			PTSA	7	3	43	Simple random
			Supervisor	1	1	100	Available
			Teachers	36	10	28	Simple random
2.		Chega	KETB	9	9	100	Available
			School principals	2	2	100	Available
			PTSA	7	3	43	Simple random
			Supervisor	1	1	100	Available
			Teachers	30	8	27	Simple random
3.	Gimbo	Wush-wush	KETB	9	9	100	Available
			School principals	2	2	100	Available
			PTSA	7	3	43	Simple random
			Supervisor	1	1	100	Available
			Teachers	32	10	31	Simple random
4.			KETB	9	9	100	Available

	Gimbo	Zingaji	School principals	2	2	100	Available
			PTSA	7	3	43	Simple random
			Supervisor	1	1	100	Available
			Teachers	28	6	21	Simple random
5.	Decha	Awurada	KETB	9	9	100	Available
			School principals	2	2	100	Available
			PTSA	7	3	43	Simple random
			Supervisor	1	1	100	Available
			Teachers	38	8	21	Simple random
			Total	260	118	45	Simple random

There are twenty-one (21) secondary schools in the Kafa zone and twelve woreda. Among the twelve (12) woreda three (3) and( five (5) secondary schools were selected from a total of schools, which means five schools were selected by using simple random sampling techniques as they are cluster resource centre schools and, as a result, important for the study purpose. These five schools were selected by using a simple random sampling technique from all. This is to provide the respondents with an equal chance of being selected.

Totally, from zone 5, (24%) secondary schools were selected, and sixteen (16) secondary schools (76%) were not selected because those schools are very far from the main town, they are recently established, and they lack enough resources and geographical location. The study sample included the following respondents: In total, in the five secondary schools, all 45 KETB were selected. All five supervisors to their close contact with KETB, more critical information can be provided, and due to their current positions as school managers, Finally, from the selected 5 secondary schools, 33 (20%) teachers because the limited number of teachers are included in each KETD and 35 PTSAs (43%) were selected by a simple random sampling technique that provides respondents an equal chance of being selected. All these give a total of 118 subjects (sample size) out of 260 populations. The sample size of the respondents for this study was determined by applying catherine(2013) formula.

$$n = \frac{N}{1 + N(e^2)}$$

Where n= required sample size

N= the study population

e= the level of precision (0.05)

$$n = \frac{260}{1+260(0.05^2)} = 157$$

### **3.5. Data Gathering Tools**

A questionnaire and an interview were used to collect information regarding the roles and effectiveness of the kebele education and training board in relation to school performance at kafa zone secondary schools.

#### **3.5.1. Questionnaire**

The researcher used questionnaires to collect data from five [5] cluster supervisors, [11] eleven principals, 45 KETB, 15 PTSA and (42) forty-two secondary school teachers. The questionnaire was designed to get a large amount of data from many respondents in a relatively short time with minimum cost. Hence, questionnaires were prepared in English and in to administered to these participants with the assumption that they could understand the language.

#### **3.5.2. Interview**

The investigator used the interview to get in-depth information that may not have been easily secured by the questionnaire. The interview was conducted for 15 kebele education and training board and kafa zone selected secondary schools fifteen (15) members would be included. The other is that from PSTA, fifteen (15) members are purposely selected in the interview and questionnaire. First, it was prepared in the English language and then translated into Kafinoono with the assumption that they could understand the latter language.

#### **3.5.3. Focus Group Discussions**

The focus group discussion (FGD) guide was prepared and conducted with Kebele Education and Training Board and Parents, Students, and Teachers Association (PTSA) in five selected schools in the zone for the study. Two FGDs were held with five members in each group. The purpose of the FGD was to substantiate data gathered through a questionnaire survey, key informant interview, and document review in this study is FGD in this study is FGD more clear information and to reveal the role and effectiveness of kebele education and training board participants through interaction.

### 3.6. Method of Data Analysis

**Table 2. Background of the participants**

N/o	Items	Levels	KETB			PTA			Principal			Teachers			Supervisor		
			M	F	%	M	F	%	M	F	%	M	F	%	M	F	%
1	Age	20-30	-	-	-	-	1	7	-	-	-	6	3	21	-	-	-
		31-40	36		80	8	-	53	6	-	60	10	5	36	-	-	-
		41-50	9		20	6		40	5	-	40	13	2	36	3	-	60
		Above 50	-	-	-	-	-	-	-	-	-	3	-	7	2	-	40
		Total	45	-	-	15	-	-	11	-	-	32	10	100	5	-	100
2	Sex	Male	45	-	100	11	-	100	11	-	100	32	-	76	5	-	100
		Female	-	-	-	-	1	-	-	-	-	10	24	-	-	-	
		Total	45	-	100	11	-	100	11	-	10	32	10	100	5	-	100
3	Marital status	Married	45	-	100	12	-	80	11	-	100	25	8	79	5	-	100
		Unmarried	-	-	-	2	1	20	-	-	-	7	2	21	-	-	-
		Divorced	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	45		100		-	100	11		100	32	10	100	5		100
4	Qualification	Grade 1-8	12		27	6	1	47	-	-	-	-	-	-	-	-	
		Grade 9-12	33		73	8	-	53	-	-	-	-	-	-	-	-	
		Diploma	-	-	-	-	-	-	-	-	-	12	5	40	-	-	-
		B.A/BSC	-	-	-	-	-	-	6	-	55	14	4	43	2	-	40
		Masters	-	-	-	-	-	-	5	-	45	6	1	17	3	-	60
		Total	-	-	-	-	-	-	-	-	100	32	10	42	-	-	100
5	Year of service	1-5	20	-	44	3	1	27	-	-	-	11	4	36	-	-	-
		6-10	15	-	33.3	5	-	33	-	-	-	13	3	38	-	-	-
		11-15	10	-	22.2	6	-	40	-	-	-	5	2	17	-	-	-
		16-20	-	-	-	-	-	-	4	-	36	2	1	7	-	-	-
		Above 20	-	-	-	-	-	-	7	-	64	1	-	2	5	-	100
		Total	45		100	14	1	100	11	-	100	32	10	100	-	-	-

For the quantitative study, the collected data were analyzed by means of the statistical package for social science (SPSS) version 22. The collected data was analyzed by means of descriptive statistics such as frequency, percentages, mean, standard deviation, Pearson product correlation coefficient to determine the relationship between roles and effectiveness of the kebele education and training board in relation to school performance. Text thematically analyzed qualitative data by direct questions, summarizing, and triangulating, and then presented in narration.

### 3.7. Ethical Consideration

The researcher received the official cooperation letter from Jimma University and Kafa zone education department office for ethical clearance. The researcher strived to protect respondents from possible harm that might arise as consequence of their participation. These can be done by informing the participants as fully as possible of the nature and the purpose of the research, the procedures to be used. Also the researcher has provided deep and precise orientation to respond about the questionnaires research, which would introduce the objective and purpose of the study to respondents and collect trustworthy data from respondents through questionnaires and interview in an ethical manner.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This part of the study deals with the presentation, analysis, and interpretation of the findings of the data obtained from the sample population through questionnaires, interviews, and document analysis. Both quantitative and qualitative data analysis techniques were used. The data obtained from the questionnaire was analyzed using frequency, percentage, mean, and standard deviation.

In this study, sample of 118 respondents were selected and invited to complete the questionnaires. Therefore, about 118 questionnaires were distributed to the respondents, and all were properly filled out and returned. The interview was held for 15 KETB members and 15 PTSA members from secondary schools. Moreover, documents were also analyzed. The questions were different to each group of respondents and the data gathered was organized using tables followed by discussion. For the sake of convenience, clarification and comparison-related questions were treated together. The presentation and analysis of the data begins with the background characteristics of the respondents. The information gathered by employing interviews and documents was analyzed textually qualitatively from the interview and document, analysis was used to substantiate the data gathered through the questionnaire.

The first purpose of this study was to examine roles of kebele education and training board in relation to school performance in Kaffa zone selected secondary schools. Related to roles and effectiveness of KETB in the implementation of the plan, decision-making, finance and resource contribution, performance, Regarding these items, I strongly disagree, strongly agree, agree, and undecided were employed for this study.

#### **4.1. Background of the Participants**

The descriptive characteristics of the respondents give some basic information about the sample population. Thus, the following tables show the general characteristics of the study participants in terms of age, sex, marital status, qualification, and service year.

Table 2 contains the general characteristics of respondents involved in the study area. The highest age proportion of the respondents was between 31 and 40 years old (80%) of all these respondents. This shows that the majority of the respondents were in the active or working age group. From this, it is possible to claim that the majority of respondents were in the required age group to be involved in the community.

As can be seen in item 2, about sex distribution principles, 11 (100%) were males. This result demonstrated that the kafa zone does not involve any number of females. On the other hand, 1(7%) of PTSA were females, and 1(7%) of them were females. The other is KETB 45, (100%) of which were males. From this, one can realize that the number of females in the PTAS and KETB was much lower than male sample respondents, i.e., they were dominated by males. This showed that in both groups, the number of female respondents was lower than their male counterparts. Those who are married (100%) are few.

Most of the respondents' (53%) occupation was PTSA. Next to PTSA, (43%) of the participants were KETB. Principals comprised 8.44% of the respondents. But the rest (7%) were from other occupations.

As indicated in item 4 Table 2 regarding the educational qualification of the respondent, 47% of PTSA and 12(27% of KETB) were in grades 1-8 and (53% of PTSA and 33 (73 %) of KETB were in grades 10-12. This indicates that most of the KETB respondents were not qualified. This should be improved because it contradicts government policies on education. On the other hand, 6(55%) of principals were first-degree holders and 5(45%) of principals were second-degree holders in the secondary schools, and most of the selected secondary schools are the subject teacher masters of the Kafa zone. This indicates that the government currently places a high value on hiring qualified and knowledgeable human resources for principals, but some secondary school principals hold only a bachelor's degree, which should be improved because it contradicts government education policies.

According to item 5, Table 2, the respondents' service year as principal or leadership or work experience, 7 (64%) of principals have experience years ranging from 11–15, and 7 (36.3%) have experience years exceeding 15 years. This result showed that the majority of principals had a medium amount of experience. As a result, at this level of experience, principals are expected to be well-informed and have sufficient experience to be responsible for their job. According to item 5, Table 2, the service year as principal or leader or work experience of the respondents 5

(100%) belongs to an experience year ranging above 15 years of experience. This result showed that all supervisors have more than 15 years of experience. Therefore, at this experience level, supervisors are expected to have enough experience to be responsible for their job. The first purpose of this study was to investigate the roles and effectiveness of the kebele education and training board in relation to school performance in kafa zone selected secondary schools.

#### **4.2 Categories of Respondents, Sample Size, Sampling Technique, and Their Percentage**

There are twenty-one (21) secondary schools in Kafa zone, twelve woreda. There are twelve (12) woreda in total. Three(3) woreda and Five (5) secondary schools were selected from a total of schools, which means five schools were selected by using simple random sampling techniques as they are cluster resource center schools and, as a result, important for the study purpose. These five schools were selected by using a simple random sampling technique from all. This is to provide the respondents with an equal chance of being selected. Totally from the zone, 5(24%) secondary schools would be selected Sixteen (16) secondary schools (76%) were not chosen because they are located far from the main town, are new, lack adequate resources, and are geographically isolated.

**Table 3. Categories of respondents, sample size, sampling technique**

Sampled no of Woreda	Sampled no of Schools	Respondents	Total population	Sample size	%	Sampling technique
3	5	KETB	45	45	100	Purposive
		School principals	11	11	100	Purposive
		Supervisor	5	5	100	Purposive
		PTSA	35	15	43	Simple random
		Teachers	164	42	28	Simple random
		Total	260	118	45	Simple random

In the Kafa zone, there are twenty-one (21) secondary schools in twelve woreda. Among the twelve (12) woreda, three (3) woreda and five (5) secondary schools were selected from a total of schools, which means (3) and (5) schools were selected by using simple random sampling techniques as they are cluster resource centre schools and, as a result, important for the study purpose. This is to provide the respondents with an equal chance of being selected. Totally from Kafa zone, five (24%) secondary schools were selected and sixteen (16) secondary schools (76%) were not selected because those schools are very far from the main town, they are recently established, and they lack enough resources and geographical location.

The study sample included the following respondents: In total, in the five secondary schools, all 45 KETB were selected. All five supervisors and eleven school directors were selected by purposive sampling techniques because, due to their close contact with KETB, more critical information can be provided, and due to their current positions as school managers. Finally, from the selected 5 secondary schools, 42 (28%) teachers and 15 PSTAs (43%) were selected by a simple random sampling technique that provides respondents with an equal chance of being selected. All these give a total of 118 subjects (sample size) out of 260 populations.

### 4.3 The main roles of KETB Involvement in Vision and Mission

The Performance of school KETB involvement was attributed to different stakeholders" in the educational system. Thus identifying and knowing them helps the school KETB Involvement relation toward positive connected.

**Table 4. Responses of main roles KETB involvement in mission vision**

S.n	Item	N	Mean	SD
1	KETB member's awareness and understanding of the school's mission vision and vision	118	3.98	1.309
2	Is there proper communication between KETB members in the school	118	3.07	1.302
3	Are there policies that govern school KETB members in the school?	118	3.97	1.276
4	Is there a linkage between school KETB members?	118	3.96	1.161

Key: N= Number, Mean = Mean Results SD= standard deviations

Concerning the item 1 of table 4 above ,main roles KETB members' awareness and understanding of the school's mission and vision has a mean value of 3.98 and SD = 1.309. The responding teachers strongly disagreed on the issue and where KETB had less awareness and misunderstanding of the school's mission and vision.

However, large numbers of the respondents agreed on the lack of awareness and misunderstanding of the school's mission vision. In support of this, Glickman, Gordon, and Go vita harm roles of the community in school activities from the start of planning to the evaluation of school performance. And also, a lack of community involvement and support in school affairs affects the school's mission and vision. Additionally, the high school principals and supervisors additionally interviewed on the mission and vision confirmed that the absence of identified roles of KETB in the schools' strong and weak sides lacked proper communication, which was weakly acknowledged. This indicates that the community's awareness and understanding of the school's mission and vision were low.

In item 2 of table 4 above, the proper communication between KETB members in the school has a mean value of 3.07 and 1.302. This shows half of the respondents strongly disagreed and half of them strongly agreed that the absence of proper communication between school and KETB whereas a few respondents were undecided that the large numbers of the respondents agreed respectively that the absence of proper communication between school and KETB This indicates that the communication channels between the school and KETB were inefficient.

As it was observed in item 3 of table 4, the policies that govern school KETB members in the school have a mean value of 3.97 and SD of 1.276. This infers that the school has no written policies governing school community relations. As it was also investigated from secondary school supervisors and principals' highlighted in their interviews and school documents derived from the current Ethiopian education and training policy and others used as a blueprint guideline in the school, it confirms that the absence of written documents derived from ETP that help to govern school community relations. The school did not have some important document blueprints (like ESDPs and Negarit Gazeta) prepared by the ministry of education to facilitate and guide the activities of the school. Taylor and Andlman (200:120) state that developing system-wide school policies is essential for coherent oversight and leadership in developing, maintaining, and enhancing a comprehensive approach involving school-community-home partnerships. As Davis (200:16) establishes clear policies about the importance of

confidentiality, all members of the school community need to have a clear understanding of the school policies regarding confidentiality.

The data in table 4, item 4 above, shows a linkage between school KETB members having a mean value of 3.96 and SD = 1.161. This shows that the majority of the teachers and KETB respondents strongly disagreed with the lack of linkage age between schools, PTSA, and KETB. In contrast, the teachers disagreed that the absence of linkage between school and KETB meant that the large numbers of the teachers and KETB, respectively, responded that the lack of linkage between school and KETB was troubling.

### 4.3.1 KETB Involvement in School

Presented Mean Score of Responses on the Parental Involvement in School Environment.

**Table 5. KETB involvement in school**

R.N	Items	N	Mean	Std.Dev.	Std. Error
1.	The extent to which KETB involved in school activities	118	3.44	.570	.063
2.	The extent to which teachers ask for help and support of KETB for students' good behaviour.	118	3.3086	.46481	.05165
3.	The extent to which KETB contribute to extra-school expenses.	118	3.4198	.49659	.05518
4.	The extent to which KETB in school meetings to solve problems.	118	3.4198	.54461	.06051
5.	The extent to which KETB are benefit in school decision-making.	118	3.3457	.50400	.05600
6.	The extent to which KETB help school administration.	118	3.3704	.51099	.05678
7.	Result	118	3.37936	0.50816	0.05639

An organization does not give equal importance to all its activities. Every organization has specific organizational issues to focus on them than others.

Regarding the parental involvement in the school responses of the respondents were presented. According to the data illustrated, respondents were rated the highest mean score 3.41 (SD=0.54)

for KETB involvement in a school are not satisfactory. The minimum score was 3.30 (SD =0.46). Moreover, the overall status of KETB involvement in secondary schools is rated 3.379 with a standard deviation of 0.508. From the data, it was understood that most respondents were not agreed on KETB involvement in the school. This implies slight concerns regarding fair involvement and support of KETB. This indicates that the extent to which KETB help school administration was low, which is also confirmed by interviewee participants that the KETB and PTSA participation in secondary schools administration was low.

Parents should educate children by way of living, disciplining children from childhood, providing the necessary facilities and resources, helping children build goals, motivating and others (Ali Hassan, 2004). However, the School is also a strong socialization agent for children, but can't match the influence of Parents (Johari, 2007). Understanding the character and behaviour of children is a vital role of parents. Therefore, the appropriate educational guide and knowledge should be learned, so that the children receive proper guidance and education (Mahyuddin, 2009).

Parents are also encouraged to work with the school to implement a mental, spiritual, emotional, and physical development program for their children (Azhar, 2006). In addition, parents should also monitor and regulate the academic activities of their children (Zakaria, 2012) as it will contribute to socio-emotional development (Bronfenbrenner, 1979; Vygotsky, 1978) and influence the academic achievement of children (Epstein, 1986; Sternberg, et al., 1992). In addition, parents play a role in dealing with social misconduct among students as they have a strong influence in contributing to the development of students' morals (Asmah and Zulekha, 2004).

The weaknesses of parents in discipline their children can be seen as one of the factors that affect the student's behaviour. In line with Jacobvits, et. al., (1996) stating that students who behaved negatively were the consequence of inconsistencies, inconsistencies, or inconsistent discipline controls during childhood. The lack of parenting skills and family management also contribute to these moral problems of students. The difficulty faced by the students is usually the continuation effect of the problems that arise during childhood (Caspi et al., 1995; Fergusson, et al, 1996; Fergusson, et al., 1996). So that conflicts and psychological pressures faced by the students cause them not to see the family as a healthy and happy and fun to them (Mahmood Nazar, 1993).

The lack of effective communication and affection in the family also plays an important role in the formation of student personalities. Sigurdsson et. al., (1996) and Sokol-Katz et. al., (1997) emphasizes that the development of personalities and problematic behaviors arises from failure in family ties.

### 4.3.2 Developing a Conducive Environment

**Table 6. The response on developing conducive environment**

S/N	Item	N	Mean	SD
1.	KETB involvement in Development of a conducive & comfortable environment for the teaching-learning process	118	4.32	.873
2.	KETB involvement decrease in the dropout rate of students and increase the student's interest in learning	118	3.06	.946
3.	KETB involvement Increase the parental encouragement in school affairs	118	3.14	.4144

Key: N= Number, Mean = Mean Results SD= standard deviations

Table 6 item 1 show the development of a conducive and comfortable environment for the teaching-learning process, with a mean result of 4.32 and SD of 0.87. KETB, PTSA, and principals, respectively, reported a low role for community representatives in developing a conducive and comfortable environment for the teaching-learning process. On the issue, one supervisor replied that the principals' support for KETB's roles was weak. The principals did not encourage the KETB by providing seasonal training on the duties and responsibilities of the KETB. Item 2 shows a decrease in the dropout rate of students and an increase in the student's interest in learning, with a mean of 3.14 and SD of 0.94. KETB reported strongly disagreeing with the statement above. This implies that the interviewed KETB informant principals were not inviting them to the school activities. Item 3 shows an increment in parental encouragement in school affairs, having a mean of 3.06 and SD of 0.41.

Even though researchers like Conley and Molnar (2006) believe that communication is the building block of information exchange between schools and parents in strengthening relationships towards co-operative education activities, schools need to develop partnerships. Among others, schools have to establish connection networks with parents and parents' representatives and prepare open discussion conferences on school regulations over educational

policy issues as well as the way parents can help their children's education. From this, it is possible to understand that the responsibility given to them, at least to approve the school plan developed by the principal, is not practical (MoE, 1994: 22, 28).

Besides, school KETB links are mutually beneficial relationships in which the principal can play a leading role. Thus, to take the most advantage of the school, the principal plays a pivotal role in leading the relations between the school and KETB. If school principals do not use available means to interact with members of the KETB. The school would become static and unresponsive to changing community and societal needs. According to the MOE (2002:39), participation of the community in the educational sector means allowing the community to be fully and actively involved in educational administration, budget allocation, and the overall activities of the school. But the current community support for secondary schools is very low.

### **4.3.3 The Current Status of KETB in School performance.**

Regarding current status of KETB's role in the management of the school, in item 1 of table 7 below, KETB members participate in management functions

**Table 7. Current status of KETB in school performance**

N/o	Item	Responses							Total		
			SDA	DA	UN	A	SA				
1	PSTA and KETB members participate on management functions	PTAS	Fr.	7	8	-	-	-	15		
			%	46.6	53.3	-	-	-	100		
		KETB	Fr.	14	15	2	6	8	45		
			%	31.1	33.3	4.4	13.3	17.7	100		
		Teachers	Fr.	10	12	-	9	11	42		
			%	23.8	28.5	-	21.4	26.1	100		
		Principals and supervisor	Fr.	5	4	-	5	2	16		
			%	31.2	25	-	31.2	12.5	100		
		2	P TSA and KETB members give quick response to the problem encountered in the teaching learning process	PTAS	Fr.	5	3	1	3	3	15
					%	33.3	20	6.6	20	20	100
				KETB	Fr.	15	7	2	9	12	45
					%	33.3	15.5	4.4	20	26.6	100
Teachers	Fr.			13	14	1	8	6	42		
	%			30.9	33.3	2.3	19	14.2	100		
Principals and supervisor	Fr.			4	3	1	3	5	16		
	%			25	18.7	6.2	25	31.2	100		
3	P TSA and KETB members v is it the school beyond regular meeting time			PTAS	Fr.	8	7	-	-	-	15
					%	53.3	46.6	-	-	-	100
				KETB	Fr.	14	16	1	6	8	45
					%	31.1	35.5	2.2	13.3	17.7	100
		Teachers	Fr.	10	12	-	9	11	42		
			%	23.8	28.5	-	21.4	26.1	100		
		Principals and supervisor	Fr.	5	4	-	5	2	16		
			%	31.2	25	-	31.2	12.5	100		

Note that: SDA=Strongly Disagree, DA=Disagree, UN=Undecided, A=Agree, SA=strongly agree, PTSA=parent teachers student association, K=KETB or Kebele education and training board and F=frequency

Regarding to KETB role on the management of the schools table 7 shows that from 12(28.5%) of teachers 15(33.5%) of them respond that KETB members disagree on the management functions of the schools, the remaining 8(17.7%) of them responded that the board members agreed in the management function of the schools. On the other hand among 14(31.1%) KETB and PTAS members, 7(46.6%) of them responded that they are strongly disagree on the management task of the school while 6(13.3%) of them believed that they strongly agreed on the management task of their schools.

As observed in the table 8 majority of the respondents believed that PTSA and KETB members do not participate in the management function of the schools. Consequently, it indicated the current practice of PTSA and KETB role on the management function and it is poor. The same result was also found by Erdolo (2014) on the study Factors Affecting the Roles and Responsibilities of Kebele Education and Training Board in Secondary School Management in Hadiya Zone of SNNPR indicated on the analysis of focal group discussion.

The school board members do not participate actively in school management. Because, most of the time they engaged in their private tasks and social affairs. And they complained that the school did not give them any incentives to compensate for the time spent. Erdolo Diggaa(2014)

As Table 7 shows regarding to responses of PTAS and KETB members for problems encountered in the teaching learning process, 13(30.9) and 14(33.3%) of teachers responded that for problems that encountered in the teaching learning problems the boarded strongly disagreed and disagreed quick response for the problems, the other 8(19 %) and 6(14.2%) teachers responded that the board strongly agreed and agreed a quick response for the problems in the teaching learning. Among the selected board members, 15(33.3%) of them believed that they strongly disagreed a quick response for the problems that encountered in the teaching learning process, As clearly presented in table 8 most of the respondents responded that KETB is not give a quick response for the problems that encountered in the teaching learning process of the schools, it indicate that poor practice of PTAS and KETB and poor response for problems that encountered in the teaching learning process.

According to table 7 regarding to visits of PTSA and KETB beyond or out of their regular meeting, among 42(100%) teachers 10(23.8) and 12 (28.5%) of them respond that strongly disagreed and disagreed KETB members visit their schools out of their regular meeting, the remaining 9(21.4%) and 11(26.1) of them respond that the board members strongly agreed and agreed to visit their schools out of their regular meeting. On the other hand from 45(100%) KETB 14(31.1) and 16(35.5) are strongly disagreed and disagreed. The remaining 6 (13.3) and 8 (17.7) were strongly agreed and agreed respectively. According to the result majority of the respondents responded that the KETB members are not agreed the schools, therefore lack of visiting the schools by board members maybe.

Furthermore, from the interview with school principals, it was found that PTSA and KETB members not visited the school beyond the regular meeting time. One of the school principal said: "KETB members can support the schools even by mobilizing the community in the school, providing materials, skill and labour but actually in our school, KETB members not visit schools beyond the regular meeting time "Erdolo Diggaa(2014)

**Table 8. Current status of KETB**

S/n	Item	N	Mean	SD
1.	KETB members participate in management functions	118	2.89	1.293
2.	KETB members give quick responses to the problem encountered in the teaching-learning process	118	3.02	1.290
3.	KETB members visit the school beyond regular meeting time	118	3.05	1.310

Key: N= Number, Mean = Mean Results SD= standard deviations

Regarding current status of KETB's role in the management of the school, in item 1 of table 8 above, KETB members participate in management functions with a mean value of 2.89 and an SD of 1.293. This shows that the responding teachers, principals and supervisor's members responded that KETB members disagreed on the management functions of the schools.

In item 2 of table 8 above, KETB members give quick responses to the problems encountered in the teaching-learning process, with a mean value of 3.02 and SD = 1.290. This reveals that the majority of the respondents believed that PTSA and KETB members do not participate in the management functions of the schools. Consequently, it indicates the current practice of PTAS and KETB's roles in the management function is poor. The same result was also found by

Erdolo (2014) in the study *Factors Affecting the Roles and Responsibilities of Kebele Education and Training Board in Secondary School Management in Hadiya Zone of SNNPR*, as indicated in the analysis of the focus group discussion.

The school board members do not participate actively in school management. Because most of the time they are engaged in their private tasks and social affairs. And they complained that the school did not give them any incentives to compensate for the time spent (Erdolo Digga, 2014)

As clearly presented in table 8, most of the respondents responded that KETB does not give a quick response to the problems that are encountered in the teaching and learning process of schools. This indicates the poor practice of KETB and their poor response to issues that are encountered in the teaching and learning process.

In item 3 of table 8 above, KETB members visit the school beyond regular meeting time, with a mean value of 3.05 and an SD of 1.310. This shows the responding teachers, regarding visits of KETB members beyond or out of their regular meetings, responded that they strongly disagreed that KETB members visit their schools outside their regular meetings. According to the result, a majority of the respondents responded that the KETB members do not agree with the schools, so there may be a lack of board members' visits to the schools.

Furthermore, from the interview with school PTSA, it was found that KETB members had not visited the school beyond the regular meeting time. One of the school principals said: "KETB members can support the schools even by mobilizing the community in the school, providing materials, skills, and labour, but actually in our school, KETB members do not visit schools beyond the regular meeting time (Erdolo Digga, 2014). In the same banana begging from 2000-2009E-C there was good school community relation and involvement and KETB was also good but it was lagged back after 2010 E-C in the study areas. Kafa zone Education Office Report (2011E-C),

#### 4.4 Benefits of KETB in Decision Making

**Table 9. Issue Related to the KETB Members' benefits in decision making**

S.N	Item	N	Mean	D
1	Members of KETB decide on how the school budget should be spent and approve the school budget	118	4.10	81
2	Members of KETB identify problems and decide to solve problems that are related to school	118	3.44	74
3	The extent to which the communities respond to the question and reports of KETB?	118	3.49	23

Key: N= Number, Mean = Mean Results SD= standard deviations

As Item 1 of table 9 above, Members of KETB decide on how the school budget should be spent and approve the school budget having a mean value of 4.10 and SD=0.681. These showed respondents' responses regarding the KETB's role in allocating and approving the school budget majority of the respondent disagreed on the role in allocating and approving the school budget respectively.

Related to this idea during the interview, one of secondary supervisors said, "KETB members do not have the real habit of allocating and approving school budgets." When the school wants to allocate and approve the school budget, the principals accomplish all the processes by themselves but simply inform the KETB members. " In Item 2 of table 9 above, Members of KETB identify problems and decide to solve problems that are related to school having a mean value of 3.44 and SD=0.374. This infers that PTSA and teacher respondents strongly disagree with the identifying and decision-making ability of KETB members to solve school problems. According to the results, the researcher understood that KETB members were poor at identifying and making decisions to solve the problem at the school. Habteslasie, (2014) stated that it is possible to conclude that the effort exerted to become an active role of KETB and PTSA members in the decision-making of school activities was not satisfactory. Furthermore, from the interviews with PTSA and KETB, it was found that in most school matters, decisions were often made by principals themselves, together with unit leaders and vice principals. In support of this idea, one of the supervisors of selected Secondary schools stated as follows:

Most school principals make decisions by themselves. They may involve KETB members at times, but the principals play the most important role. Hence, KETB members are often forced to accept decisions based on the needs of the principals; they are not obligated to discharge their responsibilities. This would result in the absence of a genuine decision and instead lead to conflicts. This has become a serious problem in most secondary schools.

In support of this idea, one of the supervisors of the selected schools of the Kafa zone stated as follows: "KETB members do not participate in decisions on how the school budget should be spent." When the school wants to purchase any educational or office supplies, the principal simply informs KETB members what is going to be purchased. These members often do not consider the importance and the process of what is going to be purchased. They also never follow up on whether the proposed things are bought or not. This can lead us to the conclusion that KETB members' role in deciding how the school budget should be spent was not satisfactory. In Item 2 of table 8 above, the extent to which the communities respond to the question and reports of KETB having the mean value of 3.49 and SD= 0.223. From this result, we conclude that the majority of teachers and PTSA respondents disagreed with the role of KETB members to report KETB. As clearly observed in the result, the study can conclude that KETB members could not influence communities' responses to the question and reports of KETB.

#### 4.4.1 Principal's Facilitation Role Related to KETB

**Table 10. Principal's Facilitation role related to KETB**

S.N	Item	N	Mean	SD
1	There are roles of KETB in school budget preparation, administration, and implementation.	118	3.77	.818
2	The role of KETB Inviting the community to contribute resources to the school.	118	3.79	.831
3	Reporting to the school community, parents, and students on the achievement of the school.	118	3.72	.874
4	Current status of KETB in setting directions, identifying, and articulating a vision statement.	118	3.86	1.012

Key: N= Number, Mean = Mean Results SD= standard deviation

Concerning item 1 of table 10 above, the roles of KETB in school budget preparation, administration, and implementation in school activities range having the mean value of 3.77 and SD=0.818. This implies that KETB, PTSA, and supervisors respectively took in order reported that the community representatives' role in decision-making on budgeting preparation, administration, and implementation was low. On the issue, one supervisor replied that Principals' support for KETB's role was weak principals did not encourage the KETB by providing seasonal training on duties and responsibility as well as the roles of KETB from the selected secondary schools of Chega and kaka. This also indicates the KETB members' effectiveness with school performance. This shows that the study to comparative.

In item 2 of table 10 above, the role of KETB is inviting the community to contribute resources to the school having a mean value of 3.79 and SD=.831. Finally, 5(31.3%) of principals, 7(46.6%) of PTSA, and 15(33.3%) of KETB reported disagreeing with the statement above. This implies that principals were not inviting the community to the school activities.

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

From this, it is possible to understand that the responsibility given to them, at least to approve the school plan developed by the principal, is not practical (MOE, 1994: 22, 28).

Besides, school KETB links are mutually beneficial relationships in which the principal can play a leading role. Thus, to take the most advantage of the KETB the principal plays a pivotal role in leading the relations between the school and KETB. If school principals do not use available means to interact with members of the KETB, the school will become static and unresponsive to changing community and societal needs. According to the MOE (2002:39), participation of the community in the educational sector means allowing the community to be fully and actively involved in educational administration, budget allocation, and the overall activities of the school. But the current community support for secondary schools is low.

#### 4.4.2 Performance of School in the Study Area

The Ethiopian government is the largest and most dominant educational resource provider, along with finance and other important facilities. However, without the contribution of all stakeholders, it is difficult and beyond the capacity of the government to achieve educational goals effectively and efficiently. In addition, according to MoE (2007), the PTSA and KETB's involvement also further incorporates creating a conducive teaching and learning environment, managerial functions, supplying materials, etc. to avoid the negative impacts that arise due to their poor involvement.

#### 4.4.3 High Expectation for Student Success

The presented the mean score of teacher's responses on high expectation for student success

**Table 2. Expectation for Student Success**

R. N	Items	N	Mean	Std. Dev.
1	<i>This School Has Outstanding Performance In Terms Of Students' Output.</i>	118	2.40	.966
2	<i>The school is relatively better in students' academic performance.</i>	118	3.10	.316
3	<i>The Teachers in this school do a good job in coping with emergencies and disruptions.</i>	118	3.20	.919
4	<i>When changes are made in the school, teachers accept and adjust quickly.</i>	118	3.00	.471
5	<i>Teachers in this school anticipate problems and prevent them.</i>	118	3.10	.738
6	<i>Teachers in this school use available resources efficiently.</i>	118	3.20	.422
7	<i>Principals and teachers of this school are committed to their work.</i>	118	3.21	.929
8	<i>Principals and teachers of this school have satisfaction with their work.</i>	118	3.00	.431
	<i>Total result</i>	118	3.00	.638

The data in Table 11 presented the mean score of teachers' responses to the high expectation for student success. According to the overall results of respondents' responses, six of them were rated 2.40 (SD = 0.966), 3.10 (SD = 0.316), 3.20 (SD = 0.919), 3.00 (SD = 0.471), 3.10 (SD = 0.738), and 3.20 (SD = 0.4222) as mean scores synonymously among high expectations for

student success in the school understudy. For item number two, the data illustrated showed the highest mean score is 3.20 (SD=.919) than the remaining item's high expectation for student success. But the lowest mean score of 2.40 (SD=0.966) showed teachers take opportunities to praise students for achievement. Moreover, the grand mean result presented on a high expectation for student success is 3.0 with a standard deviation of 0.638. This indicates that principals and teachers are generally expected to take responsibility for students' learning; they believe instruction determines achievement far more than family background or other factors.

In schools, success is defined as simply having the intended outcome in the school context. The intended outcome is the goal of the school that is often expressed in a mission statement. School is proposed as a broad concept that includes the variables of objective achievement as well as the school and departmental plans (Sandefur, 1998). School success encompasses school members' observations of the degree of overall achievement, profitability, growth rate, and innovation of a school in comparison with key competitors (Lee & Choi, 2003). Effectiveness is measured by the morale of the worker, the incidence of work-related injuries, the percentage of absenteeism, and the turnover of work, which are considered indicators of schools' success. An effective school gains cultural power from the school environment; positive team spirit; teamwork; loyalty to the group; trust; safety; and good communication between school principals and teachers (Daft, 2001).

The concept of school success is the most important foundation of the theory of school regulation and how school jobs are designed and implemented to achieve the objectives of the school. In addition to the extent of the diversity, the multiplication of standards is proposed (Weshah, 2002). In some ways, absenteeism, turnover, accidents, the satisfaction of staff, stability, adaptability of the school, human resources participation, the skill of the individual, the performance of teachers, and flexibility were behavioural indicators of school effectiveness (Draft, 2001). In a short school, success can be defined as the ability of the school to achieve its goal (Shilbury, 2006). In addition to this, it is clear that there is close contact between the effectiveness of the school and the goals of the school. The goal is an end point or outcome that schools reach to be effective up to the point. When it achieved its objectives, the school became profitable (Baruh&Ramalho, 2006).

#### 4.4.4 Safe and Orderly Secondary Schools

The presents the mean score of teacher's responses on safe and orderly of secondary school

**Table 3. Score of teacher's responses Safe and orderly secondary schools**

##### One-Sample Statistics

No	Variables	N	Mean	Std. Deviation
1	Positive school climate	118	3.10	.738
2	Students are respected regardless of their achievement level.	118	3.10	.316
3	Parent training programs are offered in the school.	118	3.20	.632
4	Teachers regularly inform parents of their child's educational progress and offer suggestions for improvement.	118	2.40	.966
5	Many teachers use parent volunteers.	118	2.90	.738
6	Parents help make decisions through advisory and accountability committees.	118	3.1000	.56765
7	Community persons are invited to the school for various activities.	118	2.40	.699
	Grand Result	118	2.88571	0.6652

An organization gives more attention to all its activities. Every organization has a specific organizational issue to focus on more than others. Respondents gave the item the highest mean score of 3.20 (SD=.632) for current secondary school safety and order. However, the last result was 2.40 (SD =.699). According to this result, the school was not safe and in order. Moreover, the grand mean result presented on the assessment of the safe and orderly secondary school was 2.88 with a standard deviation of 0.665.

The responses showed that in secondary schools understudied, the safety and orderly of secondary schools was not good. In effective schools, "there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not

oppressive and is conducive to teaching and learning ("Lezotte, 2001). Lezotte (1991) also spoke of schools not only needing to eliminate "undesirable behaviors" but teaching students the necessary behaviors to make the school "safe and orderly" (p. 1).

#### **4.4.5 Strong Administration Leadership**

The presented mean score of teachers' responses on the strong leadership of school effectiveness.

#### **Table 4. Strong administration leadership**

Table 13 presents the mean score of teachers' responses to the strong leadership of school effectiveness. The table depicts the overall results of respondents' responses, which include strong leadership and organizational effectiveness. In the school understudy, three of them were rated by respondents as  $m = 3.20$  ( $SD = .422$ ),  $3.10$  ( $SD = .316$ ), and  $3.20$  ( $SD = .919$ ) mean score synonymously. Concerning item number eleven, the data illustrated in the table showed the highest Mean Score ( $M = 3.20$ ,  $SD = .422$ ) than the remaining item's strong leadership of the school. This indicated that strong leadership in the school is generally attributed to the principal, who places a high value on academic achievement. The lowest scores were  $2.20$  ( $SD = .789$ ),  $2.60$  ( $SD = .699$ ),  $3.00$  ( $SD = .471$ ), and  $3.00$  ( $SD = .667$ ), mean scores synonymously. Among these, the lowest mean score of  $2.20$  ( $SD = 0.789$ ) showed that there was no strong leadership in the school.

The task of the head as a leader is vital in establishing a school environment that leads to a higher level of school effectiveness. Setting high standards and goals; having a cordial relationship with the staff and management; planning and co-ordinating with staff; providing an orientation toward innovation and creativity; regular monitoring of staff and involving parents; regular parent-teacher meetings; and displaying students' performance will add to the effectiveness of the schools. Visionary leadership is needed to achieve high performance in the learning of learners in a school. It has been noted that the student learning environment is losing its place as a measure of school effectiveness. The negative effects of the unenthusiastic and unconstructive leadership behaviours of some heads of schools cultivate negative attitudes and keep the students from being motivated in their performance. So it is essential to re-examine the existing approach and investigate the leadership behaviour of the head of the school, visa-versa, the school learning environment. Moreover, the grand mean score assessment is  $2.95$  with a standard deviation of  $0.65$ .

## 4.5 Correlation Coefficients of Variables

The Pearson correlation test shows the strength of the relationship between different variables that represent the different concepts of the theoretical model. The Pearson correlation test is commonly used to disclose relationships between different variables. Since all the statement variables in this study are ordinal, this type of correlation test is suitable (Pallant, 2005; Bryman & Bell, 2011). A relationship between the variables occurs when the value is close to 1 or -1, indicating the strength and direction of a relationship. There is no relationship if the value is 0. However, this test does not uncover the causal effect of the related variables (Bryman & Bell, 2011). A relationship is considered to be weak when the correlation value is below 0.2. To determine a strong relationship, the value has to lie between 0.2 and 0.8 (Wahlgren, 2008; Pallant, 2005).

**Table 5. Correlation coefficients of variables**

<i>Improving school environment</i>	<i>Pearson Correlation</i>	<i>Improving school environment</i>	<i>Developing conducive school environment</i>	<i>Decision making</i>	<i>Principal facilitation</i>	<i>Mission and vision</i>	<i>School administration</i>
	<i>Person Correlation</i>	<i>1</i>					
	<i>Sig. (2-tailed)</i>	<i>.000</i>					
<i>Developing conducive school environment</i>	<i>Pearson Correlation</i>	<i>.867**</i>	<i>1</i>				
	<i>Sig. (2-tailed)</i>	<i>.000</i>	<i>.000</i>				
<i>Decision making</i>	<i>Pearson Correlation</i>	<i>.988**</i>	<i>.872*</i>	<i>1</i>			
	<i>Sig. (2-tailed)</i>	<i>.000</i>	<i>.000</i>	<i>.000</i>			
<i>Principal facilitation</i>	<i>Pearson Correlation</i>	<i>.822*</i>	<i>.476*</i>	<i>.843*</i>	<i>1</i>		
	<i>Sig. (2-tailed)</i>	<i>.000</i>	<i>.003</i>	<i>.000</i>	<i>.000</i>		
<i>Mission and vision</i>	<i>Pearson Correlation</i>	<i>.675*</i>	<i>.771*</i>	<i>.811*</i>	<i>.354*</i>		
	<i>Sig. (2-tailed)</i>	<i>.000</i>	<i>.000</i>	<i>.000</i>	<i>.004</i>	<i>.000</i>	
<i>School administration</i>		<i>.655*</i>	<i>.791*</i>	<i>.881*</i>	<i>.322*</i>		
		<i>.000</i>	<i>.000</i>	<i>.000</i>	<i>.003</i>	<i>.000</i>	<i>.000</i>
	<i>**.</i> Correlation is significant at the 0.01 level (2-tailed).						
	<i>*.</i> Correlation is significant at the 0.05 level (2-tailed).						

(Source: Researcher's Survey, 2022)

As presented in table 14 above, the result of the correlation test shows that there is a relationship between the variables. Developing conducive environment dimension and KETB members' performance in decision-making have a correlation value of 0.867. These relationships have a positive direction and are considered to be strong. Developing conducive environment dimension and the Principal's facilitation role related dimension and to PTSA and KETB have a correlation value of 0.988. Involvement has developing a conducive environment dimension of KETB correlation value of 0.822.

Developing conducive environment dimension and the current status of KETB in the school have a correlation value of 0.675. These relationships have a positive direction and are considered to be strong. The correlations between all variable dimensions and customer satisfaction are significant at a significance level of  $p < 0.05$ .

This means that there are only 5 in 100 chances that one of these correlations appears by coincidence (Pallant, 2005). The correlations between all variable dimensions and customer satisfaction are significant at a significance level of  $p < 0.05$ . This means that there are only 5 in 100 chances that one of these correlations appears by coincidence (Pallant, 2005).

#### 4.6 Regression Analysis model summery

Regression Analysis allows us to examine the substantive impact of one or more variables on another by using the component of the equation for the "best-fit" Regression line. The "Model summery" and "ANOVA" gives goodness of fit and significance measure.

**Table 6. Regression analysis model summery**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890a	.792	.790	.464

a. Predictors: (Constant), Developing a conducive environment, KETB members' performance in decision making, Principal's facilitation role related to PTSA and KETB, benefits of KETB Involvement

**Source:** Own survey, 2022

The result shows statistical significance. Values of  $R = 0.890$ ,  $R\text{-square} = 0.793$ , and  $R\text{-adjusted} = 0.790$  may show that the relationship between dependant and enter predictors is strong.

Moreover, the model seems like a good fit. Likewise, the value of the standard error for an estimate is equal to 0.462, which the measure of precision seems to indicate the precision of the estimate.

In this case, the coefficient of determination of Adj. R2 is 0.790; this implies that about 79.00% of the variation is explained by only the independent variables that actually affect customer satisfaction. The remaining 21.00% is explained by other exogenous factors denoted by Error Term “e”, which are not considered in the study.

**Table 7. Regression analysis of overall corporate social responsibility dimensions**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	-.168	.154		-1.087	.278
1	KI	.410	.033	.451	12.244	.000
2	DCSE	.541	.041	.490	13.090	.000
3	DM	.091	.048	.062	1.897	.059
4	PF	.442	.038	.590	14.091	.000
5	IMV	.081	.043	.052	1.997	.053
6	CS	.581	.041	.490	13.090	.000
7	HESS	.061	.048	.062	2.897	.000
In dependent Variables: KI , DCSE, DM, PF, IMV, CS						

**Note that** KI = Kebele Involvement, DCSE= Developing Conducive Environment, DM= Decision Making, PF= Principal Facilitation, IMV= Improving Mission and Vision, CS= Conducive School Environment, HESS = High Expectation of Student Success

(Source: Researcher’s Survey, 2022)

The unstandardized coefficient refers to the direction of the relationship and the amount of change that the different independent variables contribute to customer satisfaction given that one-unit change in the value of the independent variable.

The standardized coefficient, in contrast to the unstandardized, explains how much each independent variable uniquely contributes to the regression model. In this case, environmental responsibility has the largest beta coefficient of 0.541, which means that this variable contributes the most to the model compared to the other independent variables.

**Table 8. Anova analysis of overall corporate social responsibility dimensions**

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	229.980	3	76.660	355.682	.000b
	Residual	60.348	280	.216		
	Total	290.328	283			
a. Dependent Variable: School performance						
b. Predictors: (Constant), Developing a conducive environment, KETB members' performance in decision making, Principal's facilitation role related to PTSA and KETB, benefits of KETB Involvement,						

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMMENDATION**

In this study, the current status of Kebele education and training board to carry out school performance, the main roles of Kebele education and training board, and the benefits of Kebele education and training board for school performance in has been studied by using a correlation research design research design with a survey instrument at Adiyo district, Gimbo, and Decha Districts of Kaffa zone, Southwest, Ethiopia.

The study used correlation research design to answer the three research questions in order to assess the roles of kebele education and training board in relation to school performance. In this research probability and non-probability sampling techniques were used to select study respondents, and schools. Data were collected through a questionnaire, semi-structured interview, and document analysis to answer the above questions. Both primary and secondary data sources were used. The primary data for this study was collected from 118 (PTSA, KETB, principals, teachers, and supervisors) with the collaboration of one school director expert at each school. At each school administration, one focus group discussion was conducted to collect deep information about the specific objectives of the study. Secondary data sources, such as; published (manuscripts, dissertations, review articles, books, and training manuals), as well as unpublished organization desk reports (Kaffa zone, Adiyo district, Gimbo, and Decha Districts) were collected to support the primary data. Descriptive statistics (mean, frequency, percent, and standard deviation) were used to analyze the collected data. Liker scale questions were analyzed through frequency and percentage. The research was analyzed through the Statistical Package for Social Science (SPSS version 22).

Results have shown that, majority of the respondents do not participate in the management function of the schools and the current practice of PTSA and KETB role on the management function and it is poor. In addition, this study analyzed main roles KETB involvement in mission vision. Understanding those items is very important for districts any concerned bodies to address the crucial factors to bring anticipated development in the educational sector. In this regard, the result obtained confirmed that, KETB member's awareness and understanding of the school's mission vision and vision, proper communication between KETB members in the school policies that govern school KETB members in the school and linkage between school KETB members were poor. Besides, members of KETB decide on how the school budget

should be spent and approve the school budget, and identify problems and decide to solve problems that are related to school were the recorded findings of the present study.

## **5.2. Conclusions**

Based on the major findings of the study, the following conclusions are drawn.

The study showed that regarding the current status of KETBs roles the majority of the respondents of principals, KETB and PTSA members' participation in decision-making, evaluating plan implementation, mobilizing the school community to solve school problems, contributing resources, taking part in supervising the teaching-learning process of the school, conducting awareness raising and ensuring appropriate discipline in the school performance were found to be low and poor. This is due to the, beyond establishing KETB and PTSA in schools, they are not fully carrying out their roles and responsibilities given to them by rules and laws. Due to this, the participation of the community in the schools was low. As revealed by the majority of respondents' dissatisfaction with school service; the inability of principals to mobilize the community; lack of regular discussion between school and community; lack of community commitment and willingness to participate in school activities; lack of community awareness about its role and responsibility; lack of strong and committed community members; negative attitude of principals towards the role of community representative despite the non-participatory leadership and negative attitude towards understanding the skills of KETB and PTSA members; the failure to communicate with the community. This implies that lack of support on the part of KETB and PTSA members resulted from a low level of role during evaluating plan implementation and decision-making.

As indicated in the finding, principals' facilitation role in supporting, awareness-creating, showing commitment, transparency to PTSA and KETB, and mobilizing the community was poor. This implies that lack of support in the part of KETB and PTA members resulted from low level of participation during evaluating plan implementation and decision-making. majority of the respondents dissatisfaction with service provided by schools, inability of principals to mobilize the community, absence of regular discussion between school and community, lack of community commitment and willingness to participate in the school activities, lack of community awareness about its role and responsibility, absence of strong and committed community member, negative attitude of principals towards the participation of community representatives, lack of skill due to training and lack of appreciation over all objectives. While the non-participatory leadership and negative attitude to understanding the skill of KETB and

PTA members, failure to communicate with the community and lack of the training how to participate the community in school activities are the major factors of community participation.

Empirical results presented above indicate, the commitment of the KETB members in mobilizing the community in line with their contribution in the form of money, in kind, and labour, and budget preparation of the school was found at a low level. Moreover, the role of the community with its representatives (KETB and PTSA) is to increase the number of resources available in the schools, develop a culture of collaborative work, create conducive teaching-learning environment, reduce the dropout rate of students, create awareness, and get support from the community, which was not adequate.

### **5.3. Recommendations**

Based on the above conclusions concerning roles of kebele education and training board in relation to school performance in kafa zone selected secondary schools, the following possible solutions are recommended.

✚ School principals' participation was inadequate in the study areas. This might be due to that, lack of skills to interpret school activities. Therefore, school principals should practice democratic and participatory leadership styles and be committed to transparency and genuine to mobilizing the KETB to participate actively in school activities.

✚ Lack of effective training in study area the major hindrance. This may be due to less focus on the benefit of training in the study districts. Thus, adequate training should be given that enables them to shoulder their duties and responsibilities effectively.

✚ Lacks of financial grantee affect school performance since schools did not raise their own income generation activities. For this reason, it is advisable for woreda and zone education offices, cluster supervisors, PTSA, and KETB to provide necessary technical, financial, and material support to schools to provide quality education.

✚ Less awareness of principals affect performance of the schools. This might be the school principals at school at get enough training on creation of awareness. So, at least twice a year, principals should increase the awareness of parents, school principals, teachers, PTSA, and KETB about how to participate in the activities of the school; how to support the school and mobilize the community by providing regular training; creating seasonal discussion forums; seminars; and consultative meetings.

✚ In addition, principals' should continuously assess training needs, develop capacity-building schemes, and train KETB at least twice a year to refresh and strengthen previous knowledge and

add fresh insights that would contribute to filling the gaps that are observed in the course of their endeavours to discharge their duties.

✚ There are no revised methods and directions of the schools in the study areas. This may in ability of management bodies of the schools. Due to this, woredas education department should revise the methods and directions of KETB to be involved actively and effectively in school activities. Similarly, the woredas top level government bodies should fulfil facilities, equipment, human and non- human resources to secondary school since of school performance is measured its available resource to achieve its objective and to produce fruitful and competent citizen to the country.

✚ The stakeholders' cooperation on the school monitoring as well as evaluation is very week. This may due to lack periodic meeting among the concerned bodies. Therefore, the concerned stakeholders should establish strong relation by which they can follow up and evaluate the implementation of school plans by principals, PTSA, and KETB of schools by making it part of their super visionary activities. Apparently, this helps them to identify their weaknesses and strengths and take the necessary measures to rectify them and further strengthen their strong side, which ultimately leads to sustainability of the practices and the results achieved.

✚ Developed annual plans benefiting KETB members in their annual plans so that those who exhibited greater performance would be awarded at the end of the academic year during parents' day at the school level and during the annual educational conference at woredas as educational heroes. However, lack of developed annual plans in the schools influences educational performance in the study areas since the educational sector in the study don't focus on the weekly, quarterly, and yearly annual work plans. Accordingly, the school principals should promote community participation in school planning activities, finally enhancing healthy school–community relationships and developing a sense of ownership of the community in all activities of the schools.

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**APPENDICES**  
**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDPM**

Roles of kebele education and training board in relation to school performance in kafa zone selected secondary schools. Therefore, your cooperation in completing this questionnaire is valuable for the study. Since the success of this study depends upon your genuine responses, kindly provide objective and honest responses for all items included in this questionnaire. Rest assured that all the information you provide was treated in the strictest confidence. You are not required to write your name in any part of the questionnaire.

Thank you in advance for taking your time and cooperation to complete this questionnaire!

**APPENDICES I**

**QUESTIONNAIRE RESPONDENTS**

**PART 1 Personal Data**

Direction: Following are questions related to your biography. Kindly encircle the number of your choice where appropriate.

1. Age: -1) 20-30            2) 31-40            3) 41-50            4) 51 and above
2. Sex: 1) Male            2) Female
3. Qualification: 1)1-8            2) 9-12            3) Diploma            4) BA/BSc/BED
4. Marital status 1) Married            2) Unmarried            3) Divorced
5. Responsibility in the school / Kebele : 1) PTA            2) KETB            3) Teachers
6. Years of service as a member: 1) 1-5            2) 6-10            3) 11-15            4) More than 15 years
7. Responsibility: 1) Teacher            2) Principal            3) Supervisor

**The direction I:** Effectiveness of PTAS and KETB Involvement in School Activities The following questions are related to the effects of community involvement in school activities in the kafa Zone.

Kindly indicate your response by using a “√” mark in the box provided for each of the items.

Value: 1= strongly disagree 2= disagree 3= Undecided,4= Agree 5=Strongly agree

/o	oles of PTAs and KETB Involvement	Responses				
	development of a culture of collaborative work in the school					
	development of a conducive & comfortable environment for the teaching-learning process					
	increase in the number of resources available for school					
	decrease in the dropout rate of students in the school					
	rise in the degree of student interest in learning					
	the rise in parental encouragement in school affairs					
	the rise in the number of female students in the school					

**Direction II:** Below are statements (Issue) related to the KETB members' performance in the decision-making on School issues. Kindly, encircle the number of your choice.

/o	ssue related to the KETB members' performance in decision making	Responses				
	Members of KETB make decisions on how the school budget should be spent					
	Members of KETB are controlling school property					
	Members of KETB are allocating and approving the school budget					
	Members of KETB identify problems and decide to solve problems that are related to school					
	the extent to which the communities respond to the question and reports of KETB?					

**Direction III:** Below are statements (Issue) related to the KETB members' principal's facilitation role related to PTSA and KETB Kindly, encircle the number of your choice.

/o	Principals facilitation role related to PTSA and KETB	Responses				
	There are roles of KETB in school budget preparation, administration, and implementation.					
	KETB Inviting the community to contribute resources.					
	Developing a sense of ownership among the community about school.					
	Reporting to the school community, parents, and students on the achievement of the school.					
	The PTSA & KETB in setting directions, identifying and articulating a vision statement.					
	Appropriately involving the community in the development, implementation, and review of policies, programs, and operations.					
	Empowering KETB members to make significant decisions.					

1. Does the secondary schools in the kafa zone well equipped with compound desks, laboratories, and library reference books? 1. No                      2. Yes

2. Do you believe that PTSA and KETB in the secondary schools have performed their duties?  
1. Yes                      2. No

3. Did you think that the community support schools with finance, labour, or in-kind before for school construction, maintenance, etc to improve the quality of education?  
1. Yes                      2. No

Direction Iv. Below are statements (Issue) related to the KETB members' performance in the decision-making on School issues Kindly encircle the number of your choice

/o	Performance of PTAs and KETB Involvement	Responses				
	ETB member's awareness and understanding of the school's mission and vision					
	there proper communication between KETB members in the school					
	re there policies that govern school KETB members in the school?					
	re there fragmentation of school community function and not cooperation?					
	there a linkage between school KETB members?					

1. Are there Roles of PTSA and KETB Involvement in Community Relations?

A. Yes

B. No

2 If your answer is yes to question No 1, what Roles of PTSA and KETB Involvement in school performance?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. What are roles of PTSA and KETB in mobilizing the school community in school performance?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. Justify at list three of the role of school PTAs and KETB to mobilize the community in school performance

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

