

CURRENT PRACTICES AND CHALLENGES OF COMMUNITY PARTICIPATION IN SCHOOL
IMPROVEMENT PROGRAM (SIP): INCASE OF ASSOSA ZONE SECONDARY SCHOOLS.

JIMMA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS



**A THESIS SUBMITTED TO SCHOOL OF POST GRADUATE STUDIES FOR THE PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ART IN
PUBLIC MANAGEMENT (MPM)**

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July, 2012 E.C


CERTIFICATE

This is to certify that the thesis prepared by Zinet Hassen, entitled: Current Practices and Challenges of Community Participation in School Improvement Program (SIP) and submitted in partial fulfillment of the requirements for the degree of Master of public management (MPM) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I declare that this my original work and has not been presented for a degree or Masters in any other University and that all sources of material used for the thesis have been dully acknowledged.

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ACKNOWLEDGEMENTS

First of all, I would thank to the almighty GOD for His continuous help in the process of doing this thesis and completing the whole course. I would like to express my heartfelt and sincere appreciation to My Advisor, Doctor Girmaw Assemie and Mr Kedir Ebrahim For unreserved scholarly comment, constructive suggestion and encouragement to complete the Thesis. I am in debt to him, particularly for his patience, interest and valuable suggestions.

I wish to thanks the participants of the study (Educational Officials, Principals, Teachers, PTSA, KETB, SIC members of Assosa zone sample schools for their valuable co-operation in filling the questionnaires and giving authentic response during interview.

ABSTRACT

The purpose of this study was to investigate current practices and challenges of community participation in implementation of school improvement program (SIP) in case of Assosa zone secondary schools. To conduct this study, mixed research approach & descriptive research design were employed. Simple-random sampling and Purposive sampling were employed to collect relevant information from the target population. Accordingly, from the total of 160 teachers in sample schools 80(50%) of sample secondary school teachers, eight principals, Three cluster supervisors, Two GQEP experts, twenty four members of PTSA, twenty four members SIC, thirty four members of KETB of the respective secondary schools were selected as a samples. Questionnaire, interviews, document analysis were the data collection tools. In this study data were collected from teachers, PTSA, KETB & SIC members through questionnaires. Data were analyze and interprets by descriptive analysis. The findings of this study showed that current practices of community participation was low in the implementation of SIP. The major factors which hinder current community participations in SIP were low community awareness to the program and financial constraints in the sides of the community and lack of leadership skill, poor communication, lack of community services and ineffective roles of school community (principals, teachers, PTSA KETB & SIC) towards empowering the community. These problems are to be minimized by strengthening school community relation; by giving training, enhance community awareness, providing community services, develop good school-community relation & communication. Finally school community (principals, teachers, PTSA KETB & SIC), zone and woreda educational official should identify problems and set different strategies to solve factors that hindering current community participation in SIP.

Key words: School Improvement, School Improvement Program, School Improvement Committee, Kebele Education Training Board, Parent Teacher Student Association

Acronyms

ANOVA Analysis of Variance.

BGNRS Benishangul-Gumuz National Regional State

ESDP Education Sector Development Program

ETP Educational Training Policy.

GQEP General Quality Education Program

ICT Information Communication Technology.

TDP Teacher Development Program

TGE Transitional Government of Ethiopia

KETB Kebele Educational Training Board.

SIC School Improvement Committee

SIP School Improvement Program

PTSA Parents Teacher and Student Association

TEN/MET Tanzania Education Network/Mtandao wa Elimu Tanzania

MOE Ministry of Education.

NLNO Netherland National Office

OECD Organisation for Economic Co-operation and Development.

REPOA, Research on Poverty Alleviation

UNESCO United Nations Educational, Science and Cultural Organizations.

WSD Whole school development

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Secondary schools are schools established and owned by the local community. Mainly, community schools intend to enroll children within that geographical location. In this study, community secondary schools are all schools established by local community in every ward through citizen's contribution by building certain percentages while government contributed the remaining percentages and running the school.

Completion of secondary education is now seen as a necessity for all young people if they are to have a reasonable opportunity to contribute to and benefit from modern societies. According to the Organization for Economic Co-operation and Development (OECD), the international average rate of completion of secondary education among its member countries is 80%, but this rate ranges from about 75% to nearly 100% (OECD, 2006).

Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability (REPOA, 2008). Education is expected to produce graduates who are able to thrive in a fast challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (TEN/MET, 2008).

The growth of society is not possible without education. It is with this reason that almost all the eminent educationists have unanimously agreed that education is the pillar on which the entire fabric of nation resides. Whether a society is formed through contract or communication, education plays its vital role in preservation and transmission of social values.

Education nowadays has become prominent thing as it involves most people to take part in this matter. In addition, it cannot be separated from human's life. Both males and females need to be educated. They have the same right to get education as much as they want because there is no limitation for education. No matter how old a person is, he / she can still take education during the rest of their lives. Hence, there is no such thing as too late to get education. Education is the

only bridge that leads people to their better futures. Education plays an important role in the development of a country (Herlan, 2017).

Education is a force to bring change in human behavior, enabling people to make a difference to their living environment. Education is also one of the world's most dynamic sectors. And community participations are one of stakeholders' and have very important role in the change process to ensure the quality of education in school system, which in turn improves students' learning and achievement (MOE, 2013).

Community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Bringing the school and community closer together can generate a sense of local ownership and enhance accountability. Community participation in education can play a central role in efforts to raise participation rates and improve school retention and learning outcomes (Adam, 2005).

The rapid growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the society. Such increasing competitive environment in which schools operate forced them to raise standards and improve the quality of their service (Harris, 2005).

However, at the early time, the majority of Ethiopians had no access to education. As indicated in Ethiopian Education and Training Policy of 1994, the gross participation rate of secondary education in 1994 was below 22% . After promulgation of the policy, the provision of education to the larger society has increased in the country. The General Quality Assurance Package Manual has also suggested that putting in to practice to design a General Educational Quality Improving package (GEQIP) that contains six main programs such as; Teachers Development Program (TDP), School Improvement Program (SIP), Information Communication Technology Program (ICT), Education Leadership and Management Improvement Program, Civic and Ethical Education Program and Curriculum Improvement Program began from the second half of 2006 all over the country (MOE,2007).

On a global scale of the current educational climate SIP initiative becomes the focus of attention and the dominant approach to educational change for enhancing quality of student achievement and attainment as well as strengthening school internal capacity for change (Hopkins, 2001).

The major focus areas of school improvement program is school leadership and management, parent and community partnership, student- centered learning, professional development and collaboration and quality instructional (MOE,2005).

The intention to conduct this research is that the document of BGREB (2012) community mobilization manual and annual report of assosa zone reported that the low status of community participation in implementation of SIP. This is the reason that motivates the researcher to conduct the study in secondary schools of assosa zone. Therefore, investigating the current practice and challenges of community participation in the implementation of school improvement program in assosa zone secondary schools in particular are crucial to identify challenges affecting community participation in the implementation of the school improvement program helps to take remedial action and run effective learning process.

1.2. Statement of the problem

The provision of access to education for all school age as well as many over age children in the country cannot be achievable by the government alone without community participation.

Now a day quality of education has been found to be the challenges of many countries especially in developing countries including Ethiopia. Hence, School improvement becomes one of the major educational initiatives that many countries have developed and implemented to realize the provision of quality education (plan international ,2004).

To improve the quality of education in the country are promising, they are not in a position to enable students to achieve high learning out come with its dimensions. The outcome dimensions are academic, social, emotional, cultural, and environmental (ACT, 2004).

Thus, taking the experiences of the schools that have good performance in the country and the experiences of other countries. Ethiopia has started a school improvement program (SIP) that is aimed at improving the learning outcome of students. The school improvement framework and other guidelines are prepared with focus on the four main domains which are learning and teaching, school environment, leadership and Management (MOE,2007).

The implementation of the SIP program demands active participation of all stakeholders, namely, teachers, students, parents and local community, supervisors, educational leaders and expertise at different levels (MoE, 2011).

Frew (2003) conducted on Practices and Challenges of Implementing School Improvement Program in Primary Schools of Jimma City Administration. In the study it was found that the implementation of school improvement was not well equipped to the reasonable level that they can implement SIP effectively. Rahel (2014) investigated on the implementation of school improvement program in KokebeTsibah and Wondered Preparatory school. In the study it was found that there was significant lack of awareness among the stakeholders.

Dereje (2012) studied on the Implementation and Challenges of School Improvement Program in Government Secondary Schools of Oromia Special Zone surrounding Fin fine . In the study it was found that low involvement of stake holders in the implementation of SIP and inadequate monitoring and evaluation were major factor that negatively affect SIP implementation.

Abera (2013) studied on Practices and Challenges of Implementation of School Improvement Program in Secondary Schools of Metekel Zone. In the study it was found that the status of school improvement program implementations was not to the expected level. Where as, Tadewos (2014) did on Factors Influencing Community Participation in The Implementation of Primary School Curriculum in Primary Schools of Axum Town in Tigray Region. In the study it was found that the community participation in the implementation of primary school curriculum was low.

Habteslassie (2014) studied on Practices and Problems of Community Participation in Secondary Schools Management in Central Zone of TigrayRegion. In the study it was found that the status of community participation in the management of secondary school was inadequate.

Adam (2006) investigated on Community Participation in School Development Participation in Basic Schools Performancein Ghana. In the study it was found that participation and the forms it takes depend on a number of factors. Loeurt (2016) studied on Community Participation in Education in Primary Schools inSamlot district. In the study it was found that the degrees of participation varied depending on the types of participation and the participants.

Abera (2015) conducted on Current Practice of Community Participation in School Improvement Program in Garage Zone General Secondary and Preparatory Schools. In the study it was found that current practices of community was not close enough (adequate) cooperative effort in the implementation of SIP.

Most of the above studies were conducted in other areas out of Assosa zone, so every schools problem are slightly different no single solution serve as remedy to all because different stakeholders, schools, socio- cultural conditions and perception explained that the practice and challenges of community participation in implementation of school improvement program varies from one place to the other.

In addition to this, based on zonal education office report the low level of community participation in The implementation of school improvement program in Assosa zone secondary schools. Therefore, this initiates to conduct study on current practices and challenges of community participation in implementation of SIP in secondary schools of Assosa zone . other researchers give attention on SIP preparation and evaluation my research gives attention on community participation in implementation of SIP.

1.3. Objectives of the study

1.3.1. General objective of the study

The overall objective of the study was to investigate the practices and challenges of Community participation in the implementation of School improvement program in secondary schools of Assosa zone.

1.3.2. Specific objectives of the study

the specific objectives pursued were:-

1. To determine the current practices of community participation in the implementation of SIP in Assosa zone Secondary Schools.
2. To identify factors that affect current community participation in the implementation of SIP in Assosa zone Secondary Schools .
3. To suggest measures to be taken for to mitigate the factors that hinder current community participation in the implementation of SIP in Assosa zone Secondary Schools.

1.4. Basic Research Questions

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

- 1.What is the current practice of community participation in the implementation of SIP in secondary school of Assosa Zone?

2. What are the factors/challenges that affect current practice of community participation in the implementation of SIP in Assosa zone secondary schools?

3. What measures should be taken for to mitigate factors/challenges that are hinder community participation in the implementation of school improvement in secondary schools assosa zone.

1.5. Significance of the study

The results of the study will have the following contributions.

Help for zone Educational office, woreda Education office, principal, PTSA, KETB and SIC members to identify and solve problems of current practice of community participation in SIP. For policy makers, at national or local levels and for practitioners to correct their weakness.

Share experience about current practice of community participation in the implementation Of SIP in the schools with other secondary schools of the zone. It may initiate other researchers to deal more about the existing problems in depth and replicate the study to other zones.

1.6. Scope of the study

In order to make the study more manageable, the study was delimited to investigate the current practices and challenges of community participation in the Implementation of SIP in Assosa zone secondary schools. It was clear that conducting a study in all secondary schools of the zone would be advantageous in order to have a complete picture of the current practices and challenges of community participation in the Implementation of SIP in Assosa zone secondary schools. However, due to geographical location, time and finance constraints, the study was delimited to eight sample secondary schools for this study. This study was conducted from February up to July 2012 E.C, descriptive research design was employed.

1.7. Limitation of the Study

It is clear that research work could not be totally free from limitations. Due to this fact, the Researcher faced lack of cooperation of some woredas education officials, reluctance of some Principals and teachers to fill in and return the questionnaire as a result it was difficult to collect All the questionnaire by the time table set at the beginning. Also, there was shortage of time because the researcher conducted the study in selected secondary schools situated far apart from each other, at the same time performing other duties. On the other hand, the researcher had to extend time of conducting research to ensure that time constraint was overcome and the research

findings become useful. I solve the explained problems by using time properly & through good ethics.

1.8. Operational Definition of Key Terms

School improvement program: is a concept focused in increasing the academic performance of students by conducting self-evaluation on various school domains by improving learning input and the following process (MOE, 2006).

School improvement: - is defined as systematic, sustained effort aimed at change in learning conditions and other related internal condition the ultimate aim of accomplishing educational goals more effectively

School improvement Committee:-It is committee which established from the school community and parents to support implementation of SIP in the schools (MOE, 2006).

Community Participation Is a process of engaging and involving communities in the school improvement program.

Parent Teacher Student association a structural organization in the school that is responsible for the effective management of the school composed of the students, teachers and parents from the school community.

KETB is accountable and has the responsibility to take active part in planning and approving school plan, budget, monitor and evaluate the school performance.

1.9. Organization of the study

This study was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation and operational definition of terms. The second chapter presented a review of relevant literatures. Chapter three presented research methodology including research design, research approach, sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methods of data analysis, ethical consideration & validity and reliability test of data instruments. The fourth chapter deals with data analysis and interpretation. The final chapter five deals with summary, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In order to study an attempt was made to review related literature and summarize studies of previous researchers which are related to the current practices and challenges of community participation in the implementation of school improvement program.

The literature is organized by referring to previously done essays, papers, books and internet sources.

2.2. THEORETICAL LITERATURE

2.2.1. Concepts of School Improvement Program

In the current climate, it is unreasonable for schools to decide to ignore approaches that bring change in schools. These days, school improvement is an important process and becomes the dominant approach to educational change which helps to enhance the quality of students' learning and strengthen schools' capacity for change (Hopkins, 2002).

SIP was implemented using the following SIP materials: School Improvement Framework, and School Improvement Program Implementation Manual School Improvement Guideline. Over the last three years many important lessons have been learnt through implementation of the SIP in schools across Ethiopia. Prior to the start of the second school improvement strategic planning cycle the MoE decided to undertake a review in order to strengthen the SIP (MoE, 2010).

School improvement is making schools better places for learning which relies on changes at both the level of the school and with classrooms, which in turn depends on the school being committed to fulfilling the expectations of children and their parents. It is a systematic approach that improves the quality of education (Plan International, 2004).

Conceptualization of schools and the school system is a fundamental issue to be discussed in the context of school improvement. Schools are institutions that can prepare children to contribute to the better of society in which they operate, by equipping them with knowledge, attitude and

skills important to society. They are essentially places where all students to learn. Schools therefore, are charged with responsibilities for delivering more effectively the most important educational services teaching and learning (Dimmock, 2000).

2.2.2. Historical development of School improvement and initiative

According to Avalos (1991), as cited in Abera (2015) the whole school development (WSD) initiatives have been used as a vehicle to improve the quality of education. Treating the schools as the unit of change, school improvement initiatives gave birth to the idea of „whole school“ change as an education reform drive meant to harness improvements in management strategies, in-service training, monitoring and evaluation and target setting in school development plans, teacher appraisal etc. to orchestrate a complete change in the culture and organization of schools to improve performance. School improvement programmes attempt to improve the quality of the child’s experience of learning. Typically, teaching in many developing countries is characterized by authoritarian, teacher-centered approaches that are linked to behaviorist approach to learning.

2.2.3. Rationales and Objectives of School Improvement Program

SIP is necessary for schools to provide quality education by improving the conditions under which teaching learning takes place. School can survive and enhance quality in an era of change is through the SIP. Specifically, this program aims to: support school based improvement plans, enhance the quality of children’s basic education, achieve the enrollment, attendance and completion rates that meet the Education for All goals; achieve equality of access to school for both girls and boys and achieve better prospects for completing school (Plan International, 2004).

School improvement program aims to Ensuring teachers competency, Promoting the active participation of children and parents in school governance, Ensuring a safe, and effective learning environment (Sathyabalan, 2004)

2.2.4. School Improvement Program Experiences in Developed Countries

School improvement approaches in the past thirty years have been characterized by two different sets of assumptions. In the 1960s and 1970s, school improvement internationally displayed a technological view of change in which curriculum innovations were mainly introduced „top down“ to school from outside. The focus was on the schools formal organization and curriculum, outside were taken as given, and the innovation was targeted at the school rather

than individual teacher. In the second assumptions and approach of school improvement paradigm of the early 1980s, school improvement was characterized by a „bottom- up“ approach to school improvement in which improvement attempts were „owned“ by those within schools, although outside consultants or experts could offer knowledge for possible use. By the late 1980s, the journey was also undertaken to enable school to evaluate their processes and outcomes (Townsend, 1998).

2.2.5. United Kingdom

In United Kingdom, the question of how to improve student achievement has resulted in the adoption of an ambitious reform program aimed at raising standards in schools. The introductions of National Literacy Strategies, and Information Communication Technology in the curriculum were the major initiatives designed to improve teaching and learning in the United Kingdom (Harris, 2005).

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

2.2.6. The United States of America (USA)

The term school improvement“ first came into prominence in United States of America in the 1960s with reference to Federal and State Programs for school improvement in specific areas such as bilingual education and science education (Marsh ,1988).

Curriculum reform efforts, civil right movement pressures, commitment towards “war on poverty” and money provided for a wide variety of educational programs to support equity and the improvement of school eventually causes evaluation of how schools used money and how the programs for change actually made their way in to school practice that lead to give ground for the beginning of school improvement (Lieberman ,2005).

2.2.7 Australia

School improvement Program in Australia has large extent been performed due to state education system initiatives. The emergency of very different decentralized system in Victoria in the 1980s warrants special mention (Marsh, 1988).

The authority also indicated that, though school improvement has a long history in Australia, the recent initiative is the school excellence initiative which is being on implementation since 2004. The primary outcome of striving for school excellence in Australia is to create quality in the four domains of schooling. The domains of schooling are: learning and teaching, leadership and management, community involvement and student environment. As it is stated in chapter one, the SIP of Ethiopia is similar to that of Australia because the Ethiopian SIP was adopted from that of Australia (MOE, 2007).

2.2.8 School Improvement Program in Ethiopia

In Ethiopia, in previous years, due to a great effort exerted to implement the education and training policy, various promising results were registered. In spite of those achievements, still there are problems related to access, quality, equity, relevance as well as leadership and management that require critical interventions, if the education is to be an instrument for the realization of the goals set by the state. Accordingly, the MoE has developed the general education quality assurance package in 2007 so as to ensure the equitable provision of quality education (MoE,2007)

The Education and Training Policy and its implementation document revealed the shortage in access of education to citizens and the low quality of education. To solve these problems there was the initiatives to develop the new Education and Training Policy. Different documents identified that, even if the implementation of the policy has improved the access of education, but the quality of education at different level wasn't improved.

It was necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment in particular. In order to improve the shortcomings related to quality, MOE launched the General Education Quality Improvement Package in 2007 (MOE, 2007).

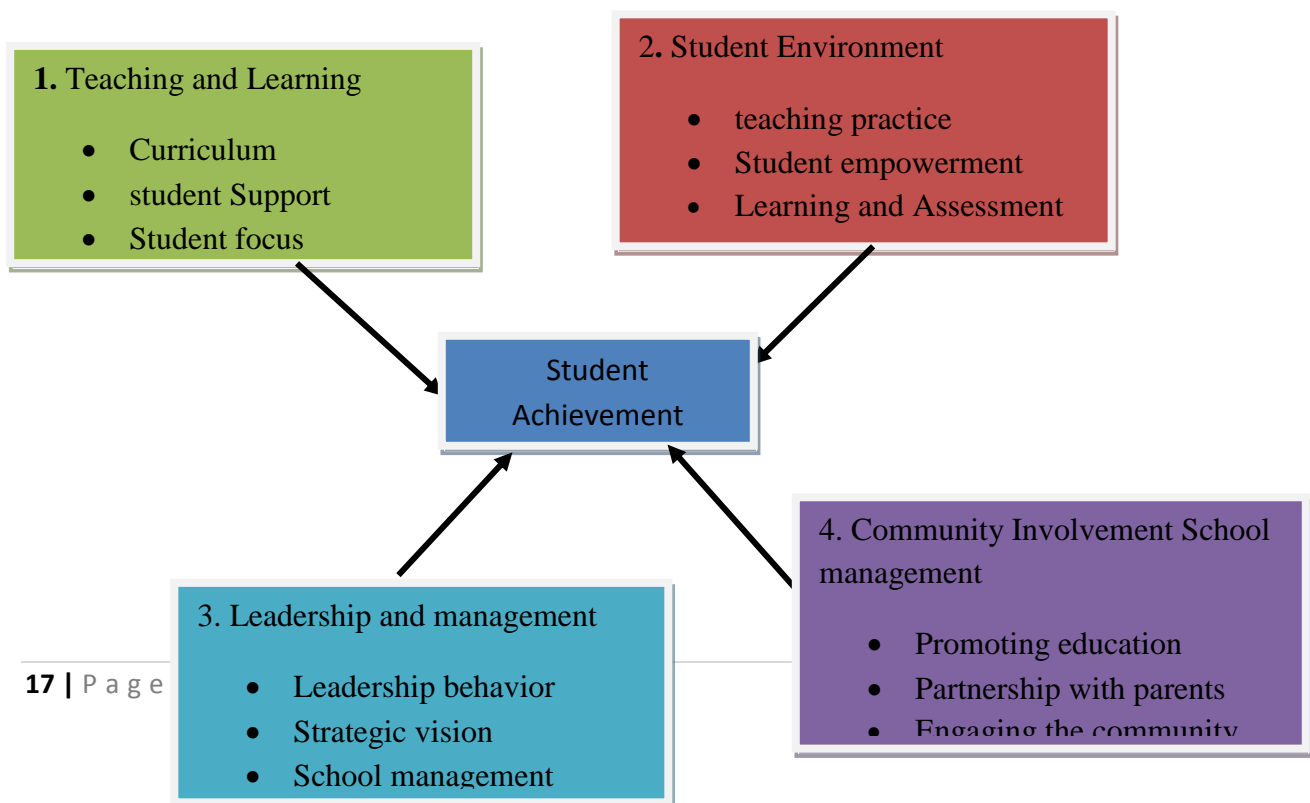
As in the document, the package consists of four major programs. Teachers Development program: Curriculum Improvement Program; Education Leadership and Organization Improvement Program; School Improvement Program, and two complementary packages; Civics and Ethical Education, and Information Communications Technology. Hence, School Improvement Program is among the programs designed to improve quality of education in the country. The School Improvement Program being implemented in Ethiopia to improve quality of education was adopted from the Australian school excellence initiatives; consist of four domains and twelve elements (MOE, 2007).

The program was designed by MOE with different guiding manuals and then disseminated to regions, zones and schools for implementation. To ensure implementation of the program, trainings were given for different level educational leaders and expertise, and teachers. But most researchers stated that the stakeholders are not in position to help given adequate awareness to SIP.

2.2. 9. The Domains of School Improvement Program

The domains of SIP refer to critical issues that the program is meant to make interventions in order to improve students’ learning outcome (MoE, 2007). There are four but interrelated domains. Each consists of three sub-domains and several standards and indicators.

Figure1. School improvement domains and its elements in Ethiopia



Source: (MOE, 2003 E.C). School Improvement Framework (Revised)

2.2.9. 1. Teaching and Learning Domain

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

2.2.9.2. Learning Environment Domain

School learning environment can be defined as the set of internal characteristics (physical and psychological) that influences both staff and students and the teaching and learning processes in school. Learning can occur anywhere, but the positive learning outcomes generally sought by educational system happen in quality learning environments (Reynolds et al, 1996).

Therefore, the school has to create the climate and culture in which effective teaching- learning process will succeed. Unless school culture is addressed in a direct way, there is little chance to achieve school improvement. When school environment is suitable for learning and teaching process, it contributes greatly for the quality of education (MOE, 2007).

2.2.9.3. School Leadership and Management Domain

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

2.2.9.4. Community Participation Domain

MOE (2006), as cited in Dereje (2012) these describe how: schools develop effective relationships with parents/careers to support student engagement with learning the school enriches the curriculum through partnerships and activities involving the local community and resources the school celebrates successful learning outcomes and promotes its achievements across the wider community.

In reliability of this, the school improvement framework context is a system which has tools or instruments enables to measure to what extent the schools are achievable using the standards. The framework provides principles that help schools enable to know their level what should do for the future and planned what kind of concrete result they need (MOE, 2003).

2.2.10. Concepts of community participation

Many authorities such as Shaeffer (1994) and World Bank argue that the definition given to community participation differs from country to country and writer to writer.

Community participation can be explained in various ways based on the context of an organization, but overall it can be seen as an empowered community. Participation has many meanings and may be a means or an end, but in reality it is usually both.(Shaeffer, 1994:15). The writer also discussed that, in schools, community participation can be described as : involvement through the more use of service; parent meeting at schools; involvement through construction on a particular issue; participation in delivery of service; and participation in real discussion making at Every stage such as identification of problem, planning, implementation and evaluation.

According to Shaeffer (1994), as cited in abera (2015) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- *involvement* through the mere use of a service (such as enrolling children in school or using a primary health care facility),*involvement* through the contribution (or extraction) of money, materials, and labor,*involvement* through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others,*involvement* through consultation on a particular issue,*participation* in the delivery of a service, often as a partner with other actors,*participation* as implementers of delegated powers; and *Participation* “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation and represent central authorities.

According to Zenter (1964), as cited in Habteslassie (2014) identifies three aspects of communities. First, community is a structure organized either formally or informally. In this aspect, every member in a community plays roles for common goals interactively. Secondly, member of the community have some degree of collective identification within limited occupied

space. The third aspect of community is a community in which members have some degree of local autonomy and responsibility to discharge for common development. From the above definitions, three basic elements could be sorted out from the term community.

The roles and responsibilities of the committee have to be clearly defined and communicated to them. Democratically elected representatives could bring strong and meaningful interaction between the school and the community. Community participation can be viewed differently by different authors. Halyday in Begin (2001), Community Participation is defined as the coalition of the school and the community members in improving the quality of education. It is working together with the community for the improvements of the educational programs.

In the context of Ethiopia, community participation is viewed as the involvement of the community in different school activities such as in the management of schools through their representatives, contributions of resources, supervising school activities and helping children in their learning TGE(1994), as cited in Abera (2015).

2.2.11. Rationale for community participation in school improvement program

Education is a goal oriented activity that requires the involvement of different stakeholders. The community is among those whose contribution plays a significant role in preparing children to be competent in the changing world. Therefore, there must be active participation on the part of parents and community in the implementation of school improvement program. It is through such participation that the community comes to know the school.

According to Townsend in Abera, 2015 arguments the rationales for increasing community involvement in schools are:

- Community participation contributed to the development of school policies and practices which could be most effective and equitable for that community. The capacity of the school to solve education problems is enhanced if parents and community members are part of the problem solving. Community participation can contribute both to increased usage of the resources of the school and improved performance of the school's community as well. This increases the organizational effectiveness of the school. Community involvement can contribute to improve academic performance and fewer problems in schools. In general, the rationale for community participation is that

it is an important means of improving educational relevancy, quality, and access by:-
Providing more resources for the school. Increasing relevance of the school in terms of culture, curriculum for the child and for the community, Reducing the work burden of teachers and principals, Increasing feeling of ownership and responsiveness of community toward school, Increasing the recognition of the value of education Improving students' performance and achievements Therefore, increasing the involvement of parents and others community members and their respective responsibility running the school will increase the effectiveness of the school in responding to the needs of local community.

2.1.12. Areas of community Participation in School Improvement Program

According to Schmit and Tracy (1996), as cited in Abera (2015) there are different areas that a community could participate in the improvement of school. In recent years, community participation received increased attention in international and national policy, and many researchers and policymakers have documented areas of community participation the involvement of community in school originates with a commitment at policy level on the part of schools and results in programs and processes that build a commitment at the support level on the part of the community. For effective community participation in schools, educational policy makers must provide the impacts for community support.

2.2.13. Current practice of Community Participation in school Improvement program

In a decentralized education system, the community participates in decision making, planning, monitoring and evaluating the activities of the school improvement program. It has been conclusively stated that community participation in the SIP has a lot of benefits that include ownership of the school by communities, and ability of the communities to support the school financially and materially, and the school becoming environment where democracy is practiced (Kaunda, 2005).

These reasons and many more made the government to devise that national strategy for community participation in SIP through committees or associations, such as "Kebele" Education and Training Board (KETB), school improvement Committee (SIC), and parent-Teacher Association (PTA) (MOE,2002).

2.2.13.1. In planning process

The participation of the community in SIP planning through their representatives of PTA, SIC and others enables them to feel a sense of owners' ship. Their interest in the working for the school will increase as they feel that they would be heard. This may lead to the generation of ideas that might ultimately help the instructional process (Bain and Donald, 2005).

Their participation at the stage of implementation will be very high, they will also do their best to make the plan successful because they consider it as their own, exert much effort and fulfilling the necessary requirements for the feasibility of the plan (kin, 1966 cited in Melesew, 2005).

Lack of support on the part of the community to the implementation of plans emanates, in part, from is lack of participation at the planning stage. Therefore, for effective support and success of school, local community needs to participate in the planning of the school activities through their representatives (MOE, 2007).

2.2.13.2. In Decision Making Process

One of the areas of community participation is decision making at every stage ranging from the level of problem identification, planning, implementation, and evaluation of the results of the decision. Community participation in decision making serves as a political model as well as a strategy for tapping additional local resources for education (Kennedy, 1979).

2.2.13.3. In Monitoring and Evaluation Process

Successful school improvement program process is liked to be systematically planned and executed monitoring and evaluating process and final outcomes (Stoll and Kink, 1996).

One of the responsibilities of the school improvement program committee and PTA is, therefore, to evaluate the performance of the school against its plan. In the process of evaluation, the SIC and PTA, must examine the extent to which the plan is implemented, what remains and what problems are faced. It must be clear that more than inspectors who visit schools ones or twice a year, parents and local people are better informed about what is actually occurring in schools (UNESCO, 1985).

Generally, conducting motioning and evaluation at the school level is constructive for the proper functioning of the SIP and identification of its weakness and strengths so as to take corrective

measures. Creating Conducive School Environment Participation in the management of discipline has vital importance for the smooth running of school activities, and for the maintenance of school peace and also for the proper functioning of the SIP (Mehanty, 1990).

The goal of discipline is to make it possible for individuals to succeed in their effort. Success in SIP is, therefore, possible when there is discipline and to maintain discipline in schools, the cooperation of the school and community is highly needed. It is not the duty only of the school principal but also parents, teachers, students and the community as a whole. Thus, the community should involve through their representatives of PTA, KETB and SIC in the effort made to promote order and stability in the schools (Mbiti , 1984) .

2.2.13.4. Current Community Participation in the Implementation of SIP Resource Mobilization

When government makes effort to expand access, and promoted the quality of education, its economy may not allow fulfilling both the quantity and quality demands without community participation. Community involvement in resources is crucial to promote relevance, quality and access of education. In line with this Cummings and Nelsen (1997), in Getachew (2001), stated that in difficult areas where resources are scarce and government support are unsatisfactory, community participation may be the most possible strategies for realizing the goals of SIP.

In Ethiopian education system, to run SIP effectively, financial, material and human resources are very important. Therefore, the PTA or SIC members can play roles in generating resources. The committees can mobilize the community to contribute money, labor, etc to build classrooms and schools. Communities should contribute money, materials and labor for new school building, purchasing basic equipment and materials, building class rooms and teachers’ houses particularly in rural areas (MOE, 2002).

2.2.13.5. Current Parents Participation in their Children’s Education

Hendesron and Berla (1994), as cited in Abera (2015) the major objective of school improvement program is to improve students’ achievement. Therefore, parents and other community members are expected to participate in student’s learning at school and at home. When parents and other community members involved in children’s learning process, it is more

likely that they succeed in school attending regularly earning higher grades, passing their class, graduating and going on to post-secondary education.

2.2.14. The Role of Stakeholders in Encouraging Current Community Participation in SIP

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

2.2.14.1. The Role of School Principal

Principals, in particular, play a pivotal role in maintaining healthy relationship between the schools and the parents. Effective school leaders know that a principal must be the master weaver of a complex and textured tapestry of school relationship (Dodd and Konnzal, 2002).

Florez et al, (2001) in Agbo (2007) states the leadership style of school principals can promote or hinder the participation of the community in different school activities. He also notes that the leadership style adapted by school principals affects the level of community participation. Furthermore, he claims that democratic nature of school principals, their provision of encouragements, and their human relation skill in persuading people to participate actively etc. can affect the level of community participation.

2.2.14.2. The Role of Teachers

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

As Bensman in Dodd and Konnzal(2002) states, that unless there is a cultural exchange among educators, parents and community members there may be a tension in the educational program of the school. That is to say, teachers first understand the culture of their students, parents; need to learn about the cultures of their children's classmates. They also stated that "the family curriculum" differs on the basis of race, class, ethnicity, sexual orientation, educational

background and prior experiences of parents. The more the teachers know about children's families, the more effectively they will be able to teach them at school and a strong bridge that parents and teachers create.

2.2.14.3. Role of Students

Achievement for instance is higher, where student take responsibility of their own learning. This further explains to develop the effective school culture that the students should be involved which are core values associated with democracy, such as tolerating and respecting others, participating and expressing views, sharing and disseminating knowledge, valuing equity and quality, and opportunity for students to make judgments. Achievement of students learning is not only by the efforts of schools but also when students are aware of their roles. Students are the major agents of communications between schools, communities, and parents. As clients and customers of school enterprise, the pupils think their schools, communities and parents (MOE,2002).

2.2.14.4. The Role of Parents;

Parents are usually the first and the most influential teachers of their children. They are important role in contribution to students' learning. Parents make sure children do their homework and assisting them in completing school assignments, encourage them to read books, involve them in construction jobs, and myriad other activities that contribute to their child's education (Dodd and Konnzal, 2002).

The democratic ideal recognizes that parents have an important role to play. They have moral obligations to support and encourage the personal, social and academic development of their children they have also both right and obligation to make sure that children are well served by the schools they attend (Friedman in Dodd and Konnzal, 2002).

2.1.14.5. The Role of School

School provides an academic curriculum for all enrolled children to help them accumulate knowledge and skill. However, much of what children learn actually comes from the experiences, associations' and interactions they have outside and beyond scheduled school activities.

schools are using to support the education of children in public care at key points in their lives, including the point at which they enter care, change school to identify which strategies are most

effective in raising the attainment of children in public care and how and when those strategies are used to best effect to identify which strategies are most effective in reducing the levels of exclusion, truancy and bullying among this group of young people, and how and when these strategies are used to best effect to examine the particular obstacles to educational attainment (Barbur and Barbour, 1997).

2.2.15. Factors affecting Current Community Participation in School Improvement Program

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

2.2.15.1. Community Interest

Davies Kean and Eccles (2003) in Meleswe (2005) also stated that not all community members are willing to get involved in SIP. Some have negative schooling experiences to themselves. Others are illiterate and do not feel comfortable talking to teachers, and getting involved in any kind of SIP. What schools do not seem relevant to its needs, the community shows reluctance or resistance.

2.2.15.2. Awareness of Community

Community members need to know that their inputs are important for schools to accomplish the task effectively. Partners and other community members should understand that without their support schools face challenges to accomplish their tasks fully in order to achieve their intended SIP objective (Cummings and Dall ,1995).

2.2.15.3. Community Financial Resources

Financing education is one of the areas of community participation in schools. Therefore, the community is expected to contribute financial resources and their contributions depend largely on the resources they have . Poverty and poor relationship between school staff and community members are the main factors affecting Community participation in schools . Communities are willing to participate in school, but the problem is that the communities are very poor and have no money to contribute for the school (Morgan, 2006)

2.2.15.4. Fear

Fear affects teachers as well as parents, and they may do little to encourage parental or community involvement. When teachers are uncertain or insecure about their own teaching skills, they fear criticism of how they do their job and discourage parental participation in their classrooms, when such criticism of schools, teachers become tired of being “scapegoat” for all the wrong society and they often express as desire to be left alone to teach. When such condition happens parents are made to feel unwelcome in many different ways (Barbour and Barbour,1997)

2.2.15.5. Insecurity and Intimidation

Research conducted by Dixon in Molnar (2006) out lined that the barrier to more parent involvement is not parent apathy but lack of support from educators in the case of insecurity and intimidation between parents and educators. In some cases, parents actually felt that their children might be singled out or treated unfairly in grading by teachers who deemed parents to be interfering. On the other hand, parents describe their own insecurity at meeting with other adults at home and school association meetings, teachers talk defensively about being verbally attacked by parents and parents share discomfort entering schools due to their own level of education or past experience in schools. All these problems create walls between homes and school and limit parental involvement.

2.2.15.6. Professional territory

Molnar (2006), as cited in Abera (2015)also states that there is an insider outsider tension that results between school staff and community members. Parents are never quite insiders because the minute they go too far they are subtle reminded that they are stepping into professional territory. He also further explained that, at times, teachers consider parents troublesome because they question, challenge, and take time. Educators feel threatened about intrusion into their territory and parents are not safe if they trust teachers or other parents. All these situations will develop a protection territory among all stakeholders which influence parental involvement negatively.

2.2.15.7. Attitudes of Principals, Teachers and Parents

Principals and teachers may perceive that school board and association members often have few decision making skills and they degraded the capacities of the community representatives to

participate in the educational activities of the school. Parents who had unpleasant school experiences are often reluctant to become involved with their children's schools because they develop negative attitude to the school (Barbouir and Barbouir, 1997).

2.2.15.8. Communication Factors

Communication barriers arise when the intent of the message and the content as perceived by the receiver differ, when the honesty of the message is questionable, when the language and cultural gap is large, when there is lack of understanding between parties, or the idea is not accurately communicated to the parents and the community (Shaffer and Betz, 1992).

2.2.16. Strategies of enhancing community participation in school improvement

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

2.2.16.1 .Building the capacity of school principals and teachers

Principals and teachers play a pivotal role in the success of the school. In successful schools principals create a strong sense of mission and vision; build a strong culture of collaboration, set appropriate curriculum implementation mechanisms; possess an instructional leadership that takes responsibility for students achievement; develop and communicate plans for effective teaching , and nurture cooperative relationship with parents and other community members in general (MOE, 2005)

.Accomplishing all these requires some degrees of competence and these, in turn, necessitate further and continuous training. Teachers also need to undergo similar training for the same purpose of enabling them create a participatory management style by involving the local people in planning, decision making, implementing plans, developing school based budget and monitoring and evaluation (MOE, 2002),

2.2.16.2. Creating conducive school environment for participation

The school has to create an environment suitable for the community to participate in its activities. It must initiate the community to participate and appreciate its contribution. When members of the community or their representatives are welcomed and get respected in their participation, they would be more motivated and exert more and better efforts Reid (2000), as cited in abera (2015).

2.2.16.3. Creating clear roles to community members or their representatives

It is necessary for schools to create clear and meaningful roles for community members to play their roles in the improvement of schools and the achievement of the overall educational goals. In order to obtain any kind of community participation, there needs to be an understanding among all stakeholders. Reasons and Benefits of community participation have to be clearly addressed and understood by people. In addition, a continuing dialogue between schools and community members should be carried on by establishing communication channels. One of the strategies used for successful community participation in school improvement program is conducting a social marketing and awareness creation campaign. This helps to show the community its roles and what it needs to do in order to play the roles successfully. This could be carried out employing strategies such as meetings, parent- teachers conferences or printed materials such as report card, newsletters or bulletins, etc. therefore, creating awareness on the part of the communities on how to support and contribute their efforts to school improvement is considered as a prerequisite for their participation in different school programs.

2.2.16.4. Giving orientation and training to community representatives

Community members or their representatives may attend meeting passively without adding an input. This could be due to lack of confidence, or knowledge and skills. It is essential to give orientation and training for building their capacity which could enable them to understand their rights, play expected role, and discharge responsibilities accordingly (UNESCO, 2002).

2.2.16.5. Providing community service

The school has to design programs aimed at providing needed services in order for it to secure the participation of the community. Among these services are found community tasks carried out by students as part of their extracurricular activities, and students- teacher involvement in adult education. The school can also render services such as preventing traffic hazards, wastage disposal, and clearing streets. Through the activities mentioned above the school becomes a center of community service (Aggrawal, 1996; Bagain, 2001).

2.3. SECONDARY EDUCATION

According to (UNESCO, 2005) Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres. In addition, for countries

to compete in the global economy, a significant number of their citizens needs a secondary education in order to acquire the specific skills and aptitudes necessary for an increasingly technology driven market place. For countries emerging from conflict or crisis, secondary education provides young people with much needed education and training, and helps develop a foundation for rebuilding national unity and stability.

To achieve these aims, the challenge for developing countries, as well as countries emerging from conflict or crisis, is to ensure that the secondary education sub-sector can accommodate enough students to meet these needs, ensure stability through equity of access, and provide a curriculum of sufficient length, quality, and relevance to ensure all school leavers have the skills and aptitudes necessary for a productive and healthy life. There is no simple formula for achieving this objective.

The literature on secondary education reform indicates that gross enrollment rates in upper and lower secondary schools vary widely from country to country. It does not, however, suggest specific targets for secondary enrollment rates globally. Many might argue that, in an ideal world, all children would have access to a full, quality secondary education. But in developing countries and countries in crisis or conflict, universal access is not normally an affordable option. Instead, policy makers must decide on the relative priority of allocating limited public funding to education against other sectors. They must also weigh the pros and cons of addressing issues of access and quality in secondary education and training compared with meeting pre-primary, primary, and tertiary needs. Even within the sub-sector of secondary education, countries must make decisions about the relative priority of lower secondary versus upper secondary programs as well as the optimum enrollment desired and affordable in each.

Nonetheless, increased provision is not enough to deal with the various equity issues in secondary education. Generally, in secondary education, as enrolment increases, there is a need to improve the quality of the lower and upper secondary curriculum, broadening it from its traditional preparatory mission for a small, select group, to one that caters to a wide diversity of school leavers. In all countries, secondary education is widely recognized as instrumental both as a cause of instability and division, and as an agent for nation building and social cohesion (UNESCO, 2010; World Bank, 2005b).

2.4. EMPIRICAL LITERATURE

Studies that have been conducted on challenges of community participation in school improvement program. A study conducted by Abera (2015) investigated on Current Practice of Community Participation in School Improvement Program in Garage Zone General Secondary and Preparatory Schools found out current practices of community was not close enough (adequate) cooperative effort in the implementation of SIP because of low community awareness to the program and financial constraints in the sides of the community and lack of leadership skill, poor communication, lack of community services.

Frew (2003) worked on Practices and Challenges of Implementing School Improvement Program in Primary Schools of Jimma City Administration he found that in general the primary schools were not well equipped to the reasonable level that they can implement SIP effectively. Rahel (2014) did a study on The Implementation Of school Improvement program In KokebeTsibah And Wondered Preparatory School she found out there is significant lack of awareness among the stakeholders, shortage of finance and materials which impedes the implementation of the program. Abera (2013) studied on Practices and Challenges of Implementation of School Improvement Program in Secondary Schools of Metekel Zone and he found out the status of school improvement program implementations was not to the expected level. The achievements made so far are not encouraging and no significant efforts have been made to strengthen the implementation of school improvement program.

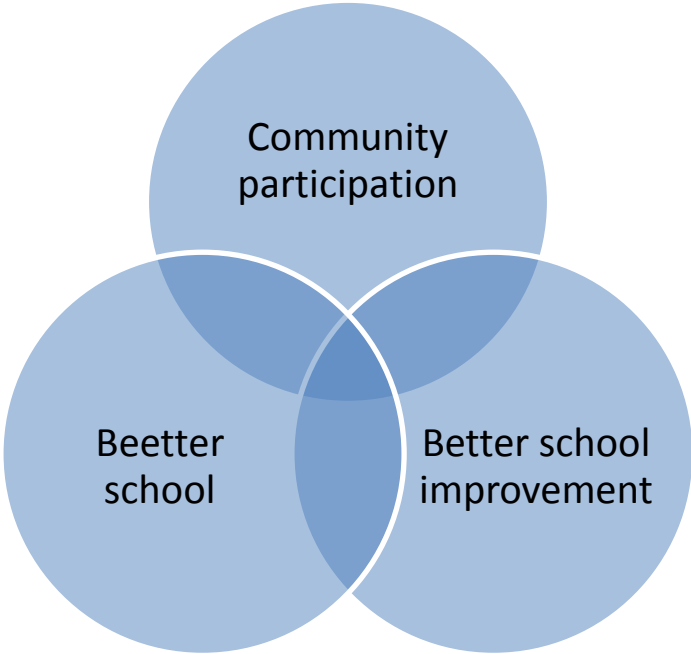
Tadewos (2014) on Factors Influencing Community Participation in The Implementation of Primary School Curriculum in Primary Schools of Axum Town, Tigray Region and revealed that the community participation in the implementation of primary school curriculum was low. Habteslassie (2014) investigated on Practices and Problems of Community Participation in Secondary Schools Management in Central Zone of Tigray Region, and he found out that the status of community participation in the management of secondary school was in adequate. Dereje (2012) studied on the Implementation and Challenges of School Improvement Program in Government Secondary Schools of Oromia Special Zone surrounding Fin fine. And he found out low involvement of stake holders in the implementation of SIP and inadequate monitoring and evaluation were major factor that negatively affect SIP implementation.

Adam (2005) conducted research on Community Participation In School Development: Understanding Participation In Basic Schools Performance In The Nanumba District Of Ghana. He found out that participation and the forms it takes depend on a number of factors.

Loeurto (2016) studied on Community Participation in Education A Case Study in the Four Remote Primary Schools in Samlot District, Battambang Province, Cambodia and revealed that the degrees of participation varied depending on the types of participation and the participants.

All the above studies are conducted on other areas in addition to this the finding of all indicates school improvement program is not well implemented because of several problems this has created a gap of information to conduct research on current practice and challenges of community participation in school improvement program in secondary schools of Assosa zone in Benishangul Gumuz Regional State.

3.3. CONCEPTUAL FRAM WORK



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research methodology including research design ,research approach, sources of data ,the study population,sample size and sampling technique,procedures of data collection,data gathering tools,methods of data analysis ,ethical consideration & validity &reliability test for data instruments

3.1. Description of the study area

Assosa Zone is one of the three Zones in Benishangul-Gumuz Regional State of Ethiopia, which is bordered on the south by the Mao-Komo special Woreda, on the west by Sudan, on the northeast by the Abay River which separates it from Metekel zone and on the east by the Dabus River, which separates it from Oromiya. Assosa is the capital city of this zone and also to BGRS. It is found on 678 KM distance from Addis Ababa. Assosa Zone comprises seven Woredas; Assosa, Bambasi, Homosha, Kurmuk, Mengie, Oda-Bildigilu and SherkoleWoreda.

3.2. RESEARCH DESIGN

In order to address the basic research questions and achieve the objectives of this research, a researcher was employed descriptive research design to obtain reliable and relevant information on the actual practice of issue under the study. Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions.

3.3. RESEARCH APPROACH

Both quantitative and qualitative research methods were employed in order to achieve the purpose of this research. Mixed approach can capitalize the strength of each approach &provides morecomprehensive answers to research questions going beyond the limitation of asingle approach (Creed, et al., 2004).

3.4. Sources of data

In this study, both primary and secondary data sources were employed to obtain reliable information. These sources of data are discussed below in a separate section.

3.4.1. Primary source of data

The primary sources of data were teacher, principal, school improvement committee (SIC), Kebele training board (KETB), PTSA and Woreda experts.

3.4.2. Secondary sources of data

The secondary sources of data were SIP related documents such as, SIP guidelines, SIP Framework, Manuals, School Community participation plans, different records of SIC in community participations, Journals, other Legal Documents and Books.

3.5. Sampling techniques and Sample size

3.5.1. Sampling techniques

In this study, both simple random sampling techniques and purposive sampling techniques were employed.

Simple random sampling technique was used to collect the data when all variables, especially respondents were assumed to have the same characteristics shared by population from which the sample was chosen. This sampling technique was chosen because it provided equal chance for every member in the population to be included in the study through lottery system.

Purposive sampling was used in order for the researcher to obtain only reliable respondents capable of providing specific information for the study. It was found suitable to this study due to the fact that there were specific respondents who served specific purposes (roles) in their positions which nobody else could play such roles to achieve the objective of this study.

3.5.2. Sample size

The target populations of this study were teachers, principals, community representatives (PTSA, KETB and SIC members, educational office GQEP experts & high school supervisors. The study area was secondary schools of Assosa Zone. The total number of schools are twenty. Since all schools of the Zone have similar characteristics and from these, eight (40% of schools were selected as a sample for the study using simple random sampling techniques.

Regarding respondents, in the sample schools under the study, there are 160 teachers. From each secondary schools under the study 80(50%) of teachers were selected by simple random sampling techniques from the total population. Because in descriptive research, it is common to sample 40% to 50% of population numbers less than 500 Gray (1996),as cited in abera (2015) Whereas, Regarding Parents or community representatives (PTSA, KETB & SIC members) The total numbers of community representatives of the sample schools are 40 PTSA, 56 KETB and 40 SIC members.

The researcher selected a sample of 24 (60%) of PTSA, 34(60.7%) of KETB and 24(60%) of SIC members by purposive sampling techniques. Because of their position and it was expected that they are partners either actual implementer or facilitators or evaluators of SIP in secondary schools. Regarding principals, high school supervisors and educational experts of the sample schools each school has one principal, cluster supervisors. Total number of eight principals, three cluster supervisors & 2 educational experts are taken purposively because the researcher believes that they could provide more information on the issue under investigation.

Table 1 Sample of secondary schools and respondents

No	Sample schools	KETB		PTSA		SIC		Teachers		Total participants
		total	samples	total	samples	total	sample	Total	Samples	
1	Bildigilu	7	5	5	3	5	3	31	15	26
2	Daleti	7	5	5	3	5	3	14	7	18
3	Hoha No2	7	4	5	3	5	3	23	12	22
4	Selga22	7	4	5	3	5	3	17	8	18
5	Bambassi	7	4	5	3	5	3	25	12	22
6	Ewqet fana	7	4	5	3	5	3	13	8	18
7	Godere	7	4	5	3	5	3	18	9	19
8	Belfudi	7	4	5	3	5	3	19	9	19

Total	56	34	40	24	40	24	160	80	162
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3.6. Data collection Instruments

In order to address the objectives of this study, questionnaire, interview guide, and document analysis were used as data collection instrument. These data collection instruments are presented and discussed below in a separate manner.

3.6.1 Questionnaire

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

3.6.2 Interview

Interview was conducted to gather data from educational officials and school principals concerning the role of SIP in community participation.

Leedy and Ormrod (2005) described that interview is a major tool in which a qualitative evaluator seek to understand the perceptions, feeling and knowledge of people in program through in-depth, intensive interviewing. Semi structured questions were used to guide the interview in the study

3.6.3 Document analysis

In addition to primary sources, relevant information was included from secondary sources

This technique would help the researcher to cross check the data that would be obtained Through primary sources & used to validate and check the consistency of the primary source.

3.7 . Method of data analysis and Interpretation

In order to achieve the objectives, data obtained from different sources through different data gathering instruments were analyzed. Therefore, both quantitative and qualitative data were used and analyzed accordingly.

3.7.1 Quantitative data analysis

The quantitative data was entered into SPSS following every necessary step and the results have been recorded and organized in terms of tables. Data obtained from school teachers, Members of PTSA, SIC, &KETB were analyzed by descriptive statistics like percentage, mean & one way ANOVA were used to present the high light of the information about practice and problems of SIP implementation.

3.7.2 Qualitative data

Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview and open ended questions are narrated in their respected sections.

3.8. Ethical Consideration

Ethical matters are important in carrying out a research work. To conduct this research, supportive letters from the department of management was written from the university.

After receiving supportive letter from the department, the researcher, would move to the study Area and contact with principals, SIP committee members, PTA members, teachers, secondary school cluster supervisors and Woreda and Zone education office SIP focal persons. The researcher considered all research directives, which included maintaining confidentiality, honesty, openness, responsibility, as well as seeking permission from the required offices and officers. This helped to avoid unnecessary pain or distress, fear and harm among respondents, and enabled the researcher build trust among the respondents and administrators in the field.

3.9. Validity and Reliability test of data collection instruments

3.9.1. Validity test of data collection instruments

To ensure validity of instruments were developed under close guidance of the advisors and a pilot study. The pilot test provides an advance for the investigator to check the questionnaires to minimize errors due to improper design of instruments.

3.9.2. Reliability test of data collection instruments

Before administering instrument of data collection, it was very necessary to test the reliability of the tools as it gives chance to comment on and check its consistency. In other words, the test was done with the objective of checking whether or not the items in the instruments could enable the researcher to gather relevant information. Accordingly, after some colleagues and the advisor reviewed the instruments, the designed questionnaires were tried out at Assosa General Secondary school which was not included in the main study. The testing was conducted with 10 teachers, 2 principal, 5 PTSA, 3 KETB & 2 SIC members.

Chapter Four

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

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

Accordingly, presentation and analysis were made making use of the data gathered from teachers, PTSA, KETB & SIC members of the respective schools. In order to collect data, questionnaires were filled by selected secondary schools sample teachers and community representatives mentioned above. In order to validate the data from questionnaires, interviews were conducted with principals, supervisors and educational Office GQIP experts.

4.1 Demographic characteristics of respondents.

Demographic Characteristics of the respondents give some basic information about the sample population. Thus the following three tables show the general characteristics sex, age, marital status, education level, work experiences, field of study and school duties of the respondents involved in the study.

Table 4.1 Sex, age and marital status of the study participants

No	Variable	Categories	Teachers		PTSA		KETB		SIC	
			No	%	No	%	No	%	No	%
1	Sex	M	56	70	16	66.7	26	66.5	16	66.7
		F	24	30	8	33.3	8	23.5	8	33.3
		Total	80	100	24	100	34	100	24	100

2	Age	25-30	30	37.5	9	37.5	8	23.5	9	37.5
		35-40	43	53.75	13	54.16	11	32.3	13	54.17
		C. 45-50	7	8.75	2	8.3	15	44.2	2	8.3
		D. above50	-	-	-	-	-	100	-	100
		Total	80	100	24	100	34		24	
3	Marital status	Married	43	53.75	19	79.17	32	94	21	87.5
		Single	37	46.25	5	20.83	2	6	3	12.5
		Total	80		24	100	34	100	24	100

As presented in table 4.1 , 70% of Teachers, 66.7% of PTSA, 66.5% of KETB & 66.7% of SIC members were males respectively.

The remaining 30% of Teachers, 33.3% of PTSA, 23.5% of KETB & 33.3% of SIC respondents were females respectively. Concerning their age, 37.5% teachers of PTSA & SIC members 23.5 % KETB members were between the ages of 25-30 years. The others 53.75% of teachers, 54.16% of PTSA, 32.3% of KETB & 54.17% of SIC participants were between 35-40 years.

The rest 8.75% of teachers, 8.3% of PTSA, 44.2% of KETB & 8.3% of SIC members were between the ages 45-50 years. Regarding on Marital status ,53.75% of teachers, 79.17% of PTSA, 94% of KETB members and 87.5% of SIC members were married .The remaining 46.25% of teachers,20.83% of PTSA, 6% of KETB members and 12.5 of SIC members were single.

Table 4.2 Description of respondents by educational qualification and service

No	Variables	Categories	Teachers		PTSA		KETB		SIC	
			N	%	N	%	N	%	N	%
1	Educational back ground	Illiterate	-		16	66.7	26	76.47	16	66.7
		Certificate	-		-		-			

		diploma	-		-		-			
		BA/BSC/BED	74	92.5	8	33.3	8	23.5	8	33.3
		MA/MED/MSC	6	7.5	-	-				
		Total	80		24		34		24	
2	Services years Work experience	Below 5 years	12	15						
		5-10	45	56.25						
		11-15	15	18.75						
		16-20	5	6.25						
		21-25	3	3.75						
		Above 25	-	-						
		Total	80	100						

Table 4.2. Show that about 66.6% of PTSA and SIC members and 76.47% of KETB members respondents were illiterate and the majority of respondents 92.5% of Teachers, 33.3% of PTSA and SIC members and 23.5% of KETB members were degree holder respectively. The remaining 7.5% of teachers were master's holder. Furthermore concerning years of service in teaching 15 of teachers have 5 years of experience, the majority 56.25% of teachers have 5-10 years of experience, 18.75% of teachers have 11-15 years, 6.25 of teachers have 16-20 years, 3.75% of teachers have 21-25 years of exepriance in teaching. The respondents are selected with varieties of educational background and services, because to minimized the influence of external factor in the quality of the research.

Table 4.3 Description of sample teachers by field of study and current school responsibilities

No	Variable	Categories	Teachers	
			No	%
1	Field of study	Natural science	39	48.75
		Social science	21	26.25
		Language	20	25
		Others	-	
		Total	80	100
2	Current school duties (responsibilities)	Unit leaders	6	7.5
		Department head	16	20
		PTSA, KETB or SIC members	18	22.5
		Club or committee coordinators	30	37.5
		Any responsibilities at all	10	12.5
		Total	80	100

Regarding field of study the majority of respondents 48.75% of teachers were specialized by Natural science, 26.25% of teachers are social science, 25% of teachers are language and 12% were in other fields of specialization. Based on current school duties or responsibilities 7.5% were unit leaders, 20% of department head, 22.5% of PTSA, KETB or SIC members, 37.5% of club or committee coordinators & 12.5% have any responsibilities at all. This shows that the majority of teachers in the schools were club or committee coordinators in addition to teaching.

Table 4.4. Perceptions of respondents' in current practices of community participation in the implementation of SIP

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Teachers who say Very low	36	20	34	989	27.47	4.081
Teachers who say low	36	25	45	1304	36.22	4.859

Teachers who say medium	36	3	16	345	9.58	3.573
Teachers who say high	36	1	9	165	4.58	2.048
Teachers who say very high	36	0	6	67	1.86	1.823
PTSA & SIC who say very low	41	7	11	367	8.95	1.071
PTSA & SIC who say low	41	9	14	492	12.00	1.162
PTSA & SIC who say medium	41	1	3	64	1.56	.594
PTSA & SIC who say high	41	0	2	45	1.10	.436
PTSA & SIC who say very high	41	0	1	16	.39	.494
KETB who say very low	41	11	16	579	14.12	1.345
KETB who say low	41	12	20	651	15.88	1.676
KETB who say medium	41	1	4	102	2.49	.746
KETB who say high	41	0	2	49	1.20	.459
KETB who say very high	41	0	1	12	.29	.461
Valid N (list wise)	36					

	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation
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Teachers who say Very low	36	20	34	989	27.47	4.081
Teachers who say low	36	25	45	1304	36.22	4.859
Teachers who say medium	36	3	16	345	9.58	3.573
Teachers who say high	36	1	9	165	4.58	2.048
Teachers who say very high	36	0	6	67	1.86	1.823
PTSA & SIC who say very low	41	7	11	367	8.95	1.071
PTSA & SIC who say low	41	9	14	492	12.00	1.162
PTSA & SIC who say medium	41	1	3	64	1.56	.594
PTSA & SIC who say high	41	0	2	45	1.10	.436
PTSA & SIC who say very high	41	0	1	16	.39	.494
KETB who say very low	41	11	16	579	14.12	1.345
KETB who say low	41	12	20	651	15.88	1.676
KETB who say medium	41	1	4	102	2.49	.746
KETB who say high	41	0	2	49	1.20	.459
KETB who say very high	41	0	1	12	.29	.461
Valid N (list wise)	36					

From the above Table 4.4 of the first item, the respondents were asked to rate the extent/degree of participation on the current involvement of the community in identification of need

assessment, and planning process, in supporting the school administrative such as solving teachers, students discipline, economic, social and political problems in delegating power of the school, in contribution of resource and communicating to the school. Regarding to this most of Teachers, KETB, and PTSA, SIC community members said that it was low with the mean value of teachers who say low was 36.22, the mean value of PTSA & SIC members who say low was 12.00 & the mean value of KETB members who say low was 15.88. The mean value of teachers who say very low was 27.47, the mean value of PTSA & SIC members who say very low was 8.95 the mean value of KETB members who say very low was 8.95. The mean value of the mean value of teachers who say medium was 9.58, the mean value of PTSA & SIC members is 1.56 & the mean value of KETB members who say medium was 2.49, The mean value of teachers who say high was 4.58, the mean value of PTSA & SIC members who say high is 1.10 and the mean value of KETB members who say high was 1.20. The mean value of teachers who say very high is 1.86, the mean value of PTSA & SIC members who very high was .39 & the mean value of KETB members who say very high was .29.

This result shows that the current practices of community participation in the implementation of school improvement program was low.

Table 4.5 Mean report of current community participation on different activities.

Sex		Teachers who say Very low	Teachers who say low	Teachers who say medium	Teachers who say high	Teachers who say very high	PTSA & SIC	PTSA & SIC	PTSA & SIC	PTSA & SIC	PTSA & SIC	KETB	KETB	KETB	KETB	KETB
							who say very low	who say low	who say medium	who say high	who say very high	who say very low	who say low	who say medium	who say high	who say very high
Male	Mean	27.23	36.08	9.65	4.73	1.92	8.87	11.93	1.67	1.10	.43	14.03	16.13	2.43	1.20	.27
	N	26	26	26	26	26	30	30	30	30	30	30	30	30	30	30
	Std. Deviation	4.236	5.207	3.846	2.219	1.998	1.042	1.112	.606	.403	.504	1.402	1.279	.568	.407	.450
	Sum	708	938	251	123	50	266	358	50	33	13	421	484	73	36	8
	Minimum	20	25	3	1	0	7	9	1	0	0	11	14	1	1	0
	Maximum	34	45	16	9	6	11	14	3	2	1	16	19	3	2	1
Female	Mean	28.10	36.60	9.40	4.20	1.70	9.18	12.18	1.27	1.09	.27	14.36	15.18	2.64	1.18	.36
	N	10	10	10	10	10	11	11	11	11	11	11	11	11	11	11
	Std. Deviation	3.784	4.033	2.914	1.549	1.337	1.168	1.328	.467	.539	.467	1.206	2.401	1.120	.603	.505
	Sum	281	366	94	42	17	101	134	14	12	3	158	167	29	13	4

	Minimum	20	30	4	1	0	7	10	1	0	0	12	12	1	0	0
	Maximum	34	41	14	6	3	11	14	2	2	1	16	20	4	2	1
Total	Mean	27.47	36.22	9.58	4.58	1.86	8.95	12.00	1.56	1.10	.39	14.12	15.88	2.49	1.20	.29
	N	36	36	36	36	36	41	41	41	41	41	41	41	41	41	41
	Std. Deviation	4.081	4.859	3.573	2.048	1.823	1.071	1.162	.594	.436	.494	1.345	1.676	.746	.459	.461
	Sum	989	1304	345	165	67	367	492	64	45	16	579	651	102	49	12
	Minimum	20	25	3	1	0	7	9	1	0	0	11	12	1	0	0
	Maximum	34	45	16	9	6	11	14	3	2	1	16	20	4	2	1

The above table shows that regarding current community participation on different activities:-in identification of need assessment, and planning process, in supporting the school administrative such as solving teachers, students discipline, economic, social and political problems in delegating power of the school, in contribution of resource and communicating to the school.

The average mean value of teachers who say low is 36.08, average mean value of PTSA &SIC who say low was 11.93 and average mean value of KETB members who say low was 16.13 &the average mean value of teachers who say very low was 27.23 , average mean value of PTSA &SIC who say low was 8.87 and average mean value of KETB members who say low was 14.03&the average mean value of teachers who say medium was 9.65 ,average mean value of PTSA &SIC who say medium was 1.67&the average mean value of KETB who say medium was 2.43.The average mean value of teachers who say high is 4.73 average mean value of PTSA &SIC who say high was 1.10 and average mean value of KETB members who say high was 1.20.The average mean value of teachers who say very high was 1.92 average mean value of PTSA &SIC who say very high was .43 &average mean value of KETB members who say very high was .27. Most of teachers members of PTSA, SIC & KETB said that current community participation was low.

Regarding to community participation in implementation of SIP

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

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

Regarding Current practice Community participation in contribution of resource and communicating to the school the school principal interview stated that:-

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

The principal interviewee stated that,

“The contribution of the community in terms of finance and material resources was low in comparison to budget or fund required to the implementation of SIP”. In addition to regarding the provision of orientation and training to the communities based on roles and responsibility, the interviewee of educational officials stated that “Our office oriented all principals to give orientation to train for teachers, PTSA, KETB & SIC members on the roles and responsibilities. But the respondents revealed that, it was very low. On the other hand, orientation and training were given to the communities by few schools. The role played

by them to improve the school was not adequate”

Table 4.6 ANOVA summary Table for current practice of community participation in SIP

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Teachers who say Very low	Between Groups	5.457	1	5.457	.321	.575
	Within Groups	577.515	34	16.986		
	Total	582.972	35			
Teachers who say low	Between Groups	1.976	1	1.976	.082	.777
	Within Groups	824.246	34	24.243		
	Total	826.222	35			
Teachers who say medium	Between Groups	.465	1	.465	.035	.852
	Within Groups	446.285	34	13.126		
	Total	446.750	35			
Teachers who say high	Between Groups	2.035	1	2.035	.478	.494
	Within Groups	144.715	34	4.256		
	Total	146.750	35			
Teachers who say very high	Between Groups	.359	1	.359	.105	.747
	Within Groups	115.946	34	3.410		
	Total	116.306	35			
PTSA & SIC who say very low	Between Groups	.799	1	.799	.691	.411
	Within Groups	45.103	39	1.156		
	Total	45.902	40			
PTSA & SIC who say low	Between Groups	.497	1	.497	.362	.551
	Within Groups	53.503	39	1.372		
	Total	54.000	40			
PTSA & SIC who say	Between Groups	1.249	1	1.249	3.791	.059

medium	Within Groups	12.848	39	.329		
	Total	14.098	40			
PTSA & SIC who say high	Between Groups	.001	1	.001	.003	.954
	Within Groups	7.609	39	.195		
	Total	7.610	40			
PTSA & SIC who say very high	Between Groups	.208	1	.208	.848	.363
	Within Groups	9.548	39	.245		
	Total	9.756	40			
KETB who say very low	Between Groups	.878	1	.878	.479	.493
	Within Groups	71.512	39	1.834		
	Total	72.390	40			
KETB who say low	Between Groups	7.287	1	7.287	2.704	.108
	Within Groups	105.103	39	2.695		
	Total	112.390	40			
KETB who say medium	Between Groups	.332	1	.332	.591	.447
	Within Groups	21.912	39	.562		
	Total	22.244	40			
KETB who say high	Between Groups	.003	1	.003	.012	.912
	Within Groups	8.436	39	.216		
	Total	8.439	40			
KETB who say very high	Between Groups	.076	1	.076	.351	.557
	Within Groups	8.412	39	.216		
	Total	8.488	40			

As the table indicates, statements were made regarding to what extent the community participation in implementation of SIP. Accordingly, the mean value of teachers who say low was 1.976, the mean value of PTSA& SIC members who say low was.497 & The mean value of KETB members who say low was 7.287. The mean value of teachers who say very low was 5.457 & the mean value of PTSA& SIC members who say very low was .799 & the mean value of KETB members who say very was .878. The mean value of teachers who say medium is .465,

the mean value of PTSA& SIC members who say medium was .329 & the mean value of KETB members who say medium was .332. The mean value of teachers who say high was 2.035, the mean value of PTSA& SIC members who say high was .001 & the mean value of KETB members who say high was .003. The mean value of teachers who say very high was .359, the mean value of PTSA& SIC members who say high is .208 & the mean value of KETB members who say very high is .076.

The result shows that most of teachers, PTSA & SIC members & KETB responds that community participation on implementation of SIP was low and very low respectively on the other hands some of teachers PTSA & SIC members and KETB members responds community participation on implementation of SIP was medium high and very high. The result for one way ANOVA shows that the participation has been low in the area of community involvement.

Table 4.7 Presentation and Analysis of Data about challenges or factors that hinder Current Practice of community participation in SIP

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Teachers who say very low	41	0	6	63	1.54	1.306	1.705
Teachers who say low	41	1	10	166	4.05	1.897	3.598
Teachers who say medium	41	3	16	380	9.27	3.606	13.001
Teachers who say high	41	20	40	1198	29.22	3.947	15.576
Teachers who say very high	41	20	45	1455	35.49	5.459	29.806
PTSA & SIC who say very low	41	0	1	19	.46	.505	.255
PTSA & SIC who say low	41	0	2	43	1.05	.384	.148

PTSA & SIC who say medium	41	1	5	67	1.63	.859	.738
PTSA & SIC who say high	41	5	12	378	9.22	1.423	2.026
PTSA & SIC who say very high	41	9	14	481	11.73	1.001	1.001
KETB who say very low	41	0	1	19	.46	.505	.255
KETB who say low	41	0	2	50	1.22	.525	.276
KETB who say medium	41	0	4	92	2.24	.734	.539
KETB who say high	41	12	16	563	13.73	1.184	1.401
KETB who say vert high	40	14	18	654	16.35	1.167	1.362
Valid N (listwise)	40						

The above table 4.7 the respondents were asked to challenges or factors that hinder Current Practice of community participation in SIP on lack of well-developed school polices, rules, regulation and norms which pave the way for community participation in the different schools. The mean value of teachers who say very high was 35.49, mean value of PTSA & SIC who say very high 11.73 & the mean value of members of KETB who say very high was 16.35

The mean value of teachers who say high is 29.22, the mean value of PTSA & SIC who say high was 9.22 and The mean value of members of KETB who say very high was 13.73

The mean value of teachers who say medium was 9.27, the mean value of PTSA & SIC who say medium was 1.63 and the mean value of members of KETB who say medium was 2.24.

The mean value of teachers who say low was 4.05, the mean value of PTSA & SIC who say low was 1.05 and the mean value of members of KETB who say low was 2.24.

The mean value of teachers who say very low was 1.54, the mean value of PTSA & SIC members who say very low was .46 and the mean value of members of KETB who say very low was .46

The result shows that the highest mean values of 29.22, 35.49, 9.22, 11.73, 13.73 and 16.35 reflect about the presence of high hindrance factors to community participation in SIP.

It is because of most of the parents are uneducated; do not have knowledge and skill to help his/her child in any educational activities. Several educators express concern about the need for parents' involvement

In relation to this the educational office GQEP expert interviewee stated that, "the School should make mechanism to work with the community, and also invite them to come to school even though still it has a great problem of getting the community to work & discuss with them". Due to hindrance of community participation as a result of lack of good governance & leadership skill of the principal.

The finding revealed that there were high challenges for community participation in SIP. Principals are the key players in the school improvement process. One of their most important responsibilities is to ensure the practice of good governance, develop good leadership skill & help stakeholders to implement strategic plan and its objective in the form of active participation. Stakeholders need to know what their school goals are and how well they are progressing. However, the activity of the principal in the sample school did not contribute these duties. The commitment from school communities (principal, teachers, PTSA, KETB & SIC) to empower community by giving training and orientation was rated a high challenges for community participation in SIP

The interview conducted with principals asserted that:-

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

Similarly, the commitment of the school provide community service, communication and networking to advocate opportunities of SIP was low. Moreover the respondents agree that existence of great challenges by school activities to provide community service, networking & communication. The commitment from school communities (principal, teachers, PTSA, KETB

& SIC) to empower community by giving training and orientation was rated a high challenges for community participation in SIP.

Training is very important way to aware roles and responsibilities of all stakeholders, especially community. The other major issue, which administered to the respondents, refers to economic problems (lack of finance) on the part of the society. The communities due to low economic background, the majority were engaged in different daily activities to earn their living. The results create burden on the society & lack of communication to the school concerned bodies in implementation of SIP.

The response from the interview of principal stated that:-

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

Table 4.8 Mean report of challenges of community participation in Implementation of SIP

Sex		Teachers who say very low	Teachers who say low	Teachers who say medium	Teachers who say high	Teachers who say very high	PST A & SIC who say very low	PTSA & SIC who say low	PTSA & SIC who say medium	PTS A & SIC who say high	PTS A & SIC who say very high	KET B who say low	KET B who say medium	KET B who say high	KET B who say very high	
		Teachers who say very low	Teachers who say low	Teachers who say medium	Teachers who say high	Teachers who say very high	PST A & SIC who say very low	PTSA & SIC who say low	PTSA & SIC who say medium	PTS A & SIC who say high	PTS A & SIC who say very high	KET B who say low	KET B who say medium	KET B who say high	KET B who say very high	
Male	Mean	2.12	4.71	10.18	27.18	35.35	.53	1.06	1.65	9.18	11.53	.35	1.18	2.47	13.47	16.53
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Std. Deviation	1.536	2.173	4.004	3.644	6.334	.514	.429	.862	1.590	1.125	.493	.529	.800	1.179	1.179
	Sum	36	80	173	462	601	9	18	28	156	196	6	20	42	229	281
	Minimum	0	1	4	20	20	0	0	1	5	9	0	0	1	12	14
	Maximum	6	10	16	34	45	1	2	4	12	14	1	2	4	16	18
Female	Mean	1.13	3.58	8.63	30.67	35.58	.42	1.04	1.62	9.25	11.88	.54	1.25	2.08	13.92	16.22
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	23
	Std. Deviation	.947	1.558	3.228	3.547	4.889	.504	.359	.875	1.327	.900	.509	.532	.654	1.176	1.166
	Sum	27	86	207	736	854	10	25	39	222	285	13	30	50	334	373
	Minimum	0	1	3	25	25	0	0	1	5	10	0	0	0	12	14

	Maximum	3	6	14	40	45	1	2	5	11	13	1	2	3	16	18
Total	Mean	1.54	4.05	9.27	29.22	35.49	.46	1.05	1.63	9.22	11.73	.46	1.22	2.24	13.73	16.35
	N	41	41	41	41	41	41	41	41	41	41	41	41	41	41	40
	Std. Deviation	1.306	1.897	3.606	3.947	5.459	.505	.384	.859	1.423	1.001	.505	.525	.734	1.184	1.167
	Sum	63	166	380	1198	1455	19	43	67	378	481	19	50	92	563	654
	Minimum	0	1	3	20	20	0	0	1	5	9	0	0	0	12	14
	Maximum	6	10	16	40	45	1	2	5	12	14	1	2	4	16	18

The above table shows that regarding challenges of community participation in implementation of SIP. On lack of well-developed school polices rules, regulation and norms which pave the way for community participation in the different schools.

The mean value of teachers who say very high was 35.35, the mean value of PTSA & SIC members who say very high was 11.53 & the average mean value of KETB members who say very high was 16.5. The mean value of teachers who say high was 27.18, the mean value of PTSA & SIC members who say high was 9.18 & the average mean value of KETB members who say high was 13.4. The mean value of teachers who say medium 10.18, the mean value of PTSA & SIC members who say medium was 1.65 & the average mean value of KETB members who say very high was 2.47. The mean value of teachers who say low was 4.71, the mean value of PTSA & SIC members who say low was 1.06 & the average mean value of KETB members who say low was 1.18.

The mean value of teachers who say very low was 2.12, the mean value of PTSA & SIC members who say very high was .53 & the average mean value of KETB members who say very high was .35.

The data showed that there were challenges for community participation in SIP.

Table 4.9 ANOVA summary table for challenges of current community participation in SIP

		Sum of Squares	df	Mean Square	F	Sig.
Teachers who say very low	Between Groups	9.805	1	9.805	6.549	.014
	Within Groups	58.390	39	1.497		
	Total	68.195	40			
Teachers who say low	Between Groups	12.540	1	12.540	3.723	.061
	Within Groups	131.363	39	3.368		
	Total	143.902	40			
Teachers who say	Between Groups	23.953	1	23.953	1.883	.178

medium	Within Groups	496.096	39	12.720		
	Total	520.049	40			
Teachers who say high	Between Groups	121.220	1	121.220	9.421	.004
	Within Groups	501.804	39	12.867		
	Total	623.024	40			
Teachers who say very high	Between Groups	.528	1	.528	.017	.896
	Within Groups	1191.716	39	30.557		
	Total	1192.244	40			
PSTA & SIC who say very low	Between Groups	.126	1	.126	.490	.488
	Within Groups	10.069	39	.258		
	Total	10.195	40			
PTSA & SIC who say low	Between Groups	.003	1	.003	.019	.890
	Within Groups	5.900	39	.151		
	Total	5.902	40			
PTSA & SIC who say medium	Between Groups	.005	1	.005	.006	.937
	Within Groups	29.507	39	.757		
	Total	29.512	40			
PTSA & SIC who say high	Between Groups	.054	1	.054	.026	.873
	Within Groups	80.971	39	2.076		
	Total	81.024	40			
PTSA & SIC who say very high	Between Groups	1.188	1	1.188	1.193	.281
	Within Groups	38.860	39	.996		
	Total	40.049	40			
KETB who say very low	Between Groups	.354	1	.354	1.405	.243
	Within Groups	9.841	39	.252		
	Total	10.195	40			
KETB who say low	Between Groups	.054	1	.054	.191	.664
	Within Groups	10.971	39	.281		
	Total	11.024	40			
KETB who say medium	Between Groups	1.492	1	1.492	2.900	.097

	Within Groups	20.069	39	.515		
	Total	21.561	40			
KETB who say high	Between Groups	1.980	1	1.980	1.428	.239
	Within Groups	54.069	39	1.386		
	Total	56.049	40			
KETB who say very high	Between Groups	.952	1	.952	.693	.410
	Within Groups	52.148	38	1.372		
	Total	53.100	39			

As the table indicates, regarding to challenges of community participation in implementation of SIP. Accordingly the mean value of teachers who say very high was .528, the mean value of PTSA & SIC members who say very high was .208, the mean value of KETB members who say very high was .952, the mean value of teachers who say high was .220, the mean value of PTSA & SIC members who say high was 1.188 & The mean value of KETB members who say high was 1.980, the mean value of teachers who say medium was 23.953, the mean value of PTSA & SIC members who say medium was .005 & the mean value of KETB members who say medium was 1.492. The mean value of teachers who say low was 12.540, the mean value of PTSA & SIC members who say low was .003 & the mean value of KETB members who say low was .054, the mean value of teachers who say very low was 9.805, the mean value of PTSA & SIC members who say very low was .126 the mean value of KETB members who say very low was .354. The result shows that most of teachers, PTSA & SIC members & KETB responds that there is high & very high challenges that affect active community participation in implementation of SIP.

Chapter Five

5. Summary, Conclusions and Recommendations

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

5.1 Summary

The purpose of this study was to investigate current practice and challenges of community participation in the implementation of school improvement program in Assosa zone secondary schools.

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

- 1.What is the current practice of community participation in the implementation of SIP in secondary school of Assosa Zone?
- 2.What are the factors/challenges that affect current practice of community participation in them plementation of SIP in Assosa zone secondary schools?
3. What measures should be taken for to mitigate factors/challenges that are hinder community participation in the implementation of school improvement in secondary schools assosa zone.

In dealing with the problems, both quantitative and qualitative approaches were used to assess the current practices & challenges of community participation in the implementation of SIP.

Descriptive design was employed in this study because this design enables the researcher to gather relevant and adequate information on the issues considered.

The study was conducted in eight sample secondary schools. On the basis of the research questions, the researcher used different data collecting instruments such as questionnaires, interview & document analysis.

A total of 162 (100%) questionnaires were distributed to 80 teachers, 34 KETB, 24 PTSA & 24 SIC members and 150 (93%) were filled and returned & Interview was conducted with 8 school principals, 2 educational experts & 3 cluster supervisors.

PTSA, KETB and SIC members were participate in responding questionnaire. Because they are main representatives of the community.

Sample secondary schools were selected by random sampling technique .Respondents from each school were selected by using simple random sampling and purposive sampling techniques.

The data gathered by questionnaires were organized and analyzed through descriptive statics. The data collected through interview were analyzed through narration.

Regarding community participation on different activities majority of teachers' members of KETB, SIC &PTSA responds low, very low and medium respectively but the highest mean value of respondents relies on low level of community participation in implementation of school improvement program .the result of the study shows that community participation in implementation of school improvement program was low in all activities.

The level of community participation in discharging their responsibilities in identifying the need of the school, planning, implementation, monitoring, evaluation and decision making in SIP was low .The reason for low level of participation was due to low level of training and awareness for the community in SIP.

Regarding community participation in supporting the school such as solving teachers and students" discipline, economic, social and political problems in delegating power of the school was low. Community participation in collaborative action research, school supervision, curriculum design & evaluation are important to solve academics problems, but the involvement of the

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

The sample schools have absence of time schedule, lack of well-developed school policies, rules, regulation & norms to encourage the community participation as a part of the school improvement program. Shows there is great challenge for current community participation in SIP.Due to hindrance of community participation as a result of lack of good governance & leadership skills of the principals. The mean values revealed that there are challenges for community participation in implementation of SIP.

5.2 Conclusions

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

Community participation is not adequate to the implementation of SIP in secondary schools of Assosa zone.

This inadequate participation is because of some of the problem related to the community & the school. The challenge which related to the school is reluctance of the community to participate in identification of the need assessment, planning, implementation & evaluation process.

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

The sample schools of the study zone had no appropriate network/channels to communicate with the community to promote the importance of school improvement program /education. Even if they had meeting at the end of first semester and end of the year, the number of parents come to the schools were very few.

Active community participation in SIP contributes to higher achievement of students and improves school environment.

It is also crucial for implementation of effective teaching learning processes to assure quality of education. The school and parent relationship must be maintained through the continuous clear exchanging of information between both sides (the parents & the school). Parents have to involve in their children's education activity, if they know how to help their children.

The purpose of SIP is to enhance school & community participation in resources utilization, providing safe, secure & comfortable environment for learning teaching process & students' achievement. It is used to make the community & the school accountable for student achievement. But the above entire program is not the right direction from the grass-root levels for sample schools to assure quality of education.

5.3 Recommendation

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

The schools Administrators, PTSA, KETB & SIC members and educational officials have responsibilities to the community with complete and accurate information regarding school improvement goals & program, and community duties and responsibilities on SIP.

Every stakeholder has responsibilities to know what the school does in relation to SIP, its problems and opportunities, to solve the problems by undertake the following activities:-

- Schools should have commitment to assist parents to know ways of assisting their children in their education both at home and school and contact every child's parents using home room teachers to discuss about students achievement & weakness individually or in a meeting.

Teachers should:-

- ❖ Develop class level teacher –parents' partnership.(By setting a committee with a member of students' parents and home room teachers)
- ❖ Prepare training/orientation for parents' role & responsibilities by their children achievements.
- ❖ Provide- up date information on students learning and gather parental feedback.
- ❖ Participate in overall activities of school improvement program of the institutions.
- ❖ Participate especially in monitoring, evaluation & school decision making.

The PTSA, KETB & SIC members should

- Provide training /orientation for community roles & responsibilities in SIP.
- Build up positive attitude of the community about the school & to participate actively in SIP.

- Participate in overall activities of school improvement program of the institutions /schools/.
- Participate especially in monitoring, evaluation & school decision making.

Educational experts / school supervisor or GQEP experts should:-

- ❖ Understand the nature or characteristics of each school to develop collaborative working & partnership.
- ❖ Ensure training opportunities that are available to school staff, KETB, PTSA & SIC members to active participation of communities in SIP.
- ❖ Provides training for the community to develop partnership with school.
- ❖ Monitor the overall activities of community participation by SIP continuously with successful solution to challenge & existing problem.
- ❖ Provides opportunities for different schools to work together to resolve problems & share best practices.

The principals roles in active participation of SIP should:-

- ❖ Clearly explain the roles & responsibility of the community in SIP.
- ❖ Train staff, PTSA, KETB & SIC members how to participate in SIP
- ❖ Invite the community to participate in different school activities.
- ❖ Prepare training for the communities to actively participate in SIP
- ❖ Provide community service
- ❖ Develop network with regular communication
- ❖ Continually gather information from different stakeholder about active involvement of community in SIP. He needs to monitor, evaluate & give feedback for each stakeholder hierarchically.
- ❖ Participate community on decision of school activities (use democratic participative &communicative leadership style)

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Appendix 1
Jimma University
College of Business and Economics
Department of Management

Teacher questionnaire

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

Thank you for your cooperation

personal information

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

1. Name of woreda/town.....

2. Sex

A. male B. female

3. Age

A.25-30 B.35-40 C. 45-50 D. above50

4. Marital status

- A. married
- B. single

5. Education level

- A. Certificate
- C. diploma
- D. BA/BSC/BED

6. Number of years of service

- A. 1-5
- B. 6-10
- C. 11-15
- D. 16-20
- E. Abov21

7. Areas of specialization

- A. Natural science
- B. Social science
- C. Language
- D. If any other, specify it, here

.....

8. Current responsibility in the school in addition to teaching

- A. Unit leader
- B. Department head
- C. Members of PTSA, KETB or SIC
- D. Club or committee members
- E. If you have any responsibility in the school at all please specify

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

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

- 5. Very high
- 4. High
- 3. medium
- 2. Low
- 1. Very low

No	Items	Scales				
		5	4	3	2	1

	The extent/degree of participation of KETB, PTSA, SIC members in the following tasks of SIP.					
1	Identification of school need assessment of SIP (problem identifications of SIP)					
2	Participation by planning of SIP					
3	Participation by implementation of SIP.					
4	The extent to which parents contributed in fund raising of activities to SIP.					
5	Involvement through extractions of resources & materials to SIP.					
6	The extent to which participation in different school meetings to improve teaching, learning process (students' achievements & discipline).					
7	Participation in creating conducive school environment (Effort made to order and stability.)					
8	The school Inviting the community to participate different school activities & SIP					
9	The school establishing regular school community meetings in SIP.					
10	The school creating regular information access to community members about the school activities & SIP					
11	The school regularly orienting people about the role of the community regarding SIP.					

12	Initiation PTA, KETB& SIC members to mobilize the community to involve in school activities and SIP.					
13	The participation of the community in physical labour support to SIP					
14	Community support in Administrative such as solving problem related to student discipline.					
15	Community support in academic activities such as parents helping children at home in their learning					
16	Community is given training /orientation about their duties & responsibility in SIP (about ambitious plan & goals)					
17	The community is aware of the school achievement in SIP in different school meetings & media					
18	The school regularly offer appropriate report based on real achievements of the students to the community					
19	The school has well known ethic, culture and norm by the society to participate actively by SIP					
20	The school enhanced female participation and inclusive education using community participation in SIP					
21	The school provides special channels, network, and structures for enhancing community participation					
22	The school provides community service program &advertising effective &efficient performances					
23	Participation in monitoring and evaluation community in SIP.					
24	Participation in decision making process of community in SIP					
25	Participation in giving feedback for consultation of community in SIP					
26	Participation in facilitating parents in each and every					

	activities of the school(empowered community)					
27	Community participation in delegated power by school management (future direction of the school)					
28	Community participation by delivery of services. E.g. engineer participation by planning of school construction e. t. c					
29	Community participation in contribution for the development of the school polices.					
30	Community participation to words solving problems of school teachers (discipline, economical, political, social aspects.....).					
31	Community Participation in enrolments i.e. to attain equity & access (especially female and inclusive education).					
32	Community participation in school supervision committee (teaching learning evaluations)					
33	Community participation in school curriculum design or revision program (text book preparation and revision)					
34	Community participation in school based research ,					
35	Community participation of visiting children in school community while learning.					
36	Participation in consultation of teachers about the progress & weakness of children.					
37	The student afraid of his parents to come to school because their poor achievements discipline & problems					

38	Due to parents afraid to poor achievement & negative behavior of their children's.					
39	Lack of community participation in consultation and giving feed back to the school concerning SIP					
40	Lack of giving training about SIP for the community concerning their duties and responsibilities.					
41	The belief of the community that education is only the responsibility of the school (government).					

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

Direction:-The following items are related to challenges of SIP in community participation in order to / supposed to/ carry out the community involvement. Kindly indicate your response by using “✓” mark on the box placed each item.....

No	Item	Scales				
		5	4	3	2	1

1	Lack of participation of community in need assessment & planning process of SIP				
2	Lack of participation of community in awareness creation about SIP (the strategic plan & objectives).				
3	Lack of community participation in decision making process of the school management.				
4	Lack of community participation in implementation process of SIP.				
5	Lack of community participation in monitoring & evaluation processes of SIP				
6	Reluctant of community participation in resources mobilization processes of SIP				
7	Resistance of the community about fund raising & providing services for SIP				
8	Un appropriate ownership & responsiveness of the community towards the school				
9	misunderstanding on part of the community about the values of Education				
10	No well-developed school policies, rules, regulation & norm which participate community as members of the school				
11	Poor follow up of the community for the performance of their children in close relation to the school.				
12	Lack of Participation of community in d/t school meetings to discuss effectiveness & efficiency of the school.				
13	Weakness of different school team to mobilize the community (PTSA, KETB, SIC.....)				

14	Resistance to community involvement in development safe & conducive school atmosphere.					
15	Low communication between parents & school.					
16	Low parents involvement in learning activities of their children at home.					
17	Low school involvement in advocacy of SIP opportunities to the community.					
18	Lack of good governance in the school (principals) to participate community					
19	Lack of commitment of teachers to empower parents (community)					
20	Lack of leadership skills of leaders to participate community					
21`	No clear cut information or awareness about school strategic plan & objective by the community					
22	The school lack of efficient problem solving community based action research the school					
23	School without community services & there is no appropriate channels to provide information to the community about what is happening in the school					
24	Lack of community interest to participate in SIP					
25	Lack of finance (i.e. poor relationship between school and community).					
26	Failure to Arose motivation in the school on the community.					
27	Lack of opportunities to communicate the society because of the burden of the school work on part of school management.					
28	Lack of opportunities on part of the community to					

	communicate the school management because of the burden of work on the society.					
29	Absence of accountability & responsibility of the community to involve in SIP					
30	Absence of accountability & responsibility on part of the school management not involving the community in SIP					
31	The community's unwillingness (not being ready) to welcome criticism from the school					
32	Due to community's lack of confidence in the school activities					
33	Insecurity of the community about verbal criticism of teachers about their children failure or discipline problems					
34	The school community looks on the school "professional Island" that doesn't need the involvement parents in the teaching – learning activity.					
35	The students are not willing to bring their parents to school for fear they would be informed all about their children's discipline and academic activities					
36	Due to attitude of teacher discourage parent involvement					
37	The student afraid of his parents to come to school because their poor achievements discipline & problems					
38	Due to parents afraid to poor achievement & negative behavior of their children's.					
39	Lack of community participation in consultation and giving feed back to the school concerning SIP					

40	Lack of giving training about SIP for the community concerning their duties and responsibilities					
41	The belief of the community that education is only the responsibility of the school (government).					

APPENDIX 2

Jimma University

College of Business and Economics

Department of Management

PTSA, KETB and SIC members questionnaire

Dear members of PTSA, KETB and SIC

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

Thank you for your cooperation

personal information

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

1. Name of woreda/town.....

2. Sex

A.male

B. female

3. Age

A.25-30 B.35-40 C. 45-50 D. above50

4. Marital status

A. married

B. single

5. Educational qualification

A. Illiterate

C. diploma

B. Certificate

D. BA/BSC/BED

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

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

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

No	Items	Scales				
		5	4	3	2	1
	The extent/degree of participation of KETB, PTSA, SIC members in the following tasks of SIP.					
1	Identification of school need assessment of SIP (problem identifications of SIP)					
2	Participation by planning of SIP					
3	Participation by implementation of SIP.					
4	The extent to which parents contributed in fund raising of activities to SIP.					
5	Involvement through extractions of resources & materials to SIP.					
6	The extent to which participation in different school meetings to improve teaching, learning process (students' achievements & discipline).					
7	Participation in creating conducive school environment (Effort made to order and stability.)					

8	The school Inviting the community to participate different school activities & SIP					
9	The school establishing regular school community meetings in SIP.					
10	The school creating regular information access to community members about the school activities & SIP					
11	The school regularly orienting people about the role of the community regarding SIP.					
12	Initiation PTA, KETB& SIC members to mobilize the community to involve in school activities and SIP.					
13	The participation of the community in physical labour support to SIP					
14	Community support in Administrative such as solving problem related to student discipline.					
15	Community support in academic activities such as parents helping children at home in their learning					
16	Community is given training /orientation about their duties & responsibility in SIP (about ambitious plan & goals)					
17	The community is aware of the school achievement in SIP in different school meetings & media					
18	The school regularly offer appropriate report based on real achievements of the students to the community					
19	The school has well known ethic, culture and norm by the society to participate actively by SIP					
20	The school enhanced female participation and inclusive education using community participation in SIP					
21	The school provides special channels, network, and structures for enhancing community participation					

22	The school provides community service program & advertising effective & efficient performances					
23	Participation in monitoring and evaluation community in SIP.					
24	Participation in decision making process of community in SIP					
25	Participation in giving feedback for consultation of community in SIP					
26	Participation in facilitating parents in each and every activities of the school (empowered community)					
27	Community participation in delegated power by school management (future direction of the school)					
28	Community participation by delivery of services. E.g. engineer participation by planning of school construction e. t. c					
29	Community participation in contribution for the development of the school polices.					
30	Community participation to words solving problems of school teachers (discipline, economical, political, social aspects.....).					
31	Community Participation in enrolments i.e. to attain equity & access (especially female and inclusive education).					
32	Community participation in school supervision committee (teaching learning evaluations)					
33	Community participation in school curriculum design or revision program (text book preparation and revision)					

34	Community participation in school based research ,					
35	Community participation of visiting children in school community while learning.					
36	Participation in consultation of teachers about the progress & weakness of children.					
37	The student afraid of his parents to come to school because their poor achievements discipline & problems					
38	Due to parents afraid to poor achievement & negative behavior of their children's.					
39	Lack of community participation in consultation and giving feed back to the school concerning SIP					
40	Lack of giving training about SIP for the community concerning their duties and responsibilities.					
41	The belief of the community that education is only the responsibility of the school (government).					

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

Direction:-The following items are related to challenges of SIP in community participation in order to / supposed to/ carry out the community involvement. Kindly indicate your response by using “✓” mark on the box placed each item.....

No	Item	Scales				
		5	4	3	2	1
1	Lack of participation of community in need assessment & planning process of SIP					
2	Lack of participation of community in awareness					

	creation about SIP (the strategic plan & objectives).					
3	Lack of community participation in decision making process of the school management.					
4	Lack of community participation in implementation process of SIP.					
5	Lack of community participation in monitoring & evaluation processes of SIP					
6	Reluctant of community participation in resources mobilization processes of SIP					
7	Resistance of the community about fund rising & providing services for SIP					
8	Un appropriate ownership & responsiveness of the community towards the school					
9	misunderstanding on part of the community about the values of Education					
10	No well-developed school policies, rules, regulation & norm which participate community as members of the school					
11	Poor follow up of the community for the performance of their children in close relation to the school.					
12	Lack of Participation of community in d/t school meetings to discuss effectiveness & efficiency of the school.					
13	Weakness of different school team to mobilize the community (PTSA, KETB, SIC.....)					
14	Resistance to community involvement in development safe & conducive school atmosphere.					
15	Low communication between parents & school.					

16	Low parents involvement in learning activities of their children at home.					
17	Low school involvement in advocacy of SIP opportunities to the community.					
18	Lack of good governance in the school (principals) to participate community					
19	Lack of commitment of teachers to empower parents (community)					
20	Lack of leadership skills of leaders to participate community					
21`	No clear cut information or awareness about school strategic plan & objective by the community					
22	The school lack of efficient problem solving community based action research the school					
23	School without community services & there is no appropriate channels to provide information to the community about what is happening in the school					
24	Lack of community interest to participate in SIP					
25	Lack of finance (i.e. poor relationship between school and community).					
26	Failure to Arose motivation in the school on the community.					
27	Lack of opportunities to communicate the society because of the burden of the school work on part of school management.					
28	Lack of opportunities on part of the community to communicate the school management because of the burden of work on the society.					
29	Absence of accountability & responsibility of the					

	community to involve in SIP					
30	Absence of accountability & responsibility on part of the school management not involving the community in SIP					
31	The community's unwillingness (not being ready) to welcome criticism from the school					
32	Due to community's lack of confidence in the school activities					
33	Insecurity of the community about verbal criticism of teachers about their children failure or discipline problems					
34	The school community looks on the school "professional Island" that doesn't need the involvement parents in the teaching – learning activity.					
35	The students are not willing to bring their parents to school for fear they would be informed all about their children's discipline and academic activities					
36	Due to attitude of teacher discourage parent involvement					
37	The student afraid of his parents to come to school because their poor achievements discipline & problems					
38	Due to parents afraid to poor achievement & negative behavior of their children's.					
39	Lack of community participation in consultation and giving feed back to the school concerning SIP					
40	Lack of giving training about SIP for the community concerning their duties and responsibilities					
41	The belief of the community that education is only the					

	responsibility of the school (government).					
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APPENDIX 3

Interview questions for high school supervisor and educational office GQEP experts.

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

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

8. Is there any training program at school levels that empower the community and school to co-operatively?

Appendix 4

Interview guide questions for school principals

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

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

8. Does then school has regular meeting and formal communication channels with society about what is happening in the school? In what ways?

ጂማዩኒቨርሲቲ

ቢዝነስናኢኮኖሚክስኮሌጅ

ማናጅመንመንትትምህርትክፍል

በመ/ራንየሚሞላመጠየቅ

የዚህየጽሁፍመጠየቅአላማበአሰሳዎንበሚገኙሁ/ደ/የመሠናድ/ት/ቤቶችበት/ትመሻሻሌመርሀግብርየህብረተሰቡንተሳትፎየማመ ሌከትናውዳፊትይህንጉዲይበተመሆከተመዳረግያሆበትሆመጠበቅየሚያስችሌመረጃሆማሰባሰብነው። እርሶምትከክሆኛመረ ጃበመስጠትየሚያዳርጉትመሌካምትብብርሆጥናቱአስተማማኝነትሊቅያሆዴርሻአሆው። እርሶምየሚሰጡትምሊሽመሌስበሚ ስጥርመያዝናሆጥናቱተግባርብቻየሚውሌመሆኑንበእርግጠኝነትእገሌጽሌዎታሆሁ። ስሆሆነምእያንዲንደጥያቁበማንበብበእር ሶዎት/ትቤትያሆውንሁኔታናየእርሶዎተሳትፎየሚመሆከተውንምሊሽእንዲሰጡእጠይቃሆሁ። ስምመጻፍእያስፈላጊግም።

ክፍሌአንዴ፡- ግሊዊመረጃ

መመሪያ፡- የሚያስፈላጊውመረጃይጻፍወይምመሌሱንያክብቡት

1. የወረዲው /የከተማውስም/.....
2. ጾታሀ. ወንዴ ሆ. ሴት.....
3. እድሜ
4. የት/ትዮረጃ

ሀ. ሰርተፍኬት

ሐ. ዲፕሎማ

ለ. ዲግሪ

መ. ማስተር

ሠ. ላሊካሆይጠቀስ.....

i, 1 – 5 ii, 6 – 10 iii, 11 – 15 V, ከ25 በሊይIV, 16 – 20

5. የተመረቁበት-ሙያ

i,የተፈጥሮሳይንስii,ማህበራዊሳይንስiii, ቋንቋV, ላሊ

6. አሁንበት/ትቤትያለትተጨማሪሀሊፊነት

1. ዩኒቨርሲቲ 2. ዱ/ትተጠሪ 3. የወተመሀቀትሰባናትመኮአባሌ

3. የላልችአድቫንስድብ/ተጠሪ 5. ምንምአይነትሀሊፊነትየሆኝም

ክፍሌሁሆት:-በአሁንጊዜህብረተሰቡበት/ትቤትመሻሻሌትግብራሊይያሆውንአፈጻጸም

መመሪያ:-

የሚከተሉትጉዲዮችየትምህርትቤትናየህብረተሰብግንኙነትየሚመሆኩትግብራትናቸው::በእነዚህተግባራትበአሁኑወቅትህብረ

ተሰቡበምንያህሌዮረጃበትግብራትእንደሚሳተፉእያንዳንዱጥያቁበማንበብመሌሶዎን”✓”

ምሌክትበማዴረግበሰላጥነውሰጥያመሌክቱ::

5. በጣምከፍተኛ4. ከፍተኛ3. መካከላቸው2. ዝቅተኛ1. በጣምዝቅተኛ

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
1	የት/ትቤቱየቅዴሚያችግሮችበመሆኑትሂዮትያሆውተሳትፎ					
2	የት/ትቤቱየት/ትቤትመሻሻሌናላልችእቅዴዝግጅትመሳተፍ					
3	የት/ትቤትመሻሻሌዕቅዴትግብራስራዎችያሆውተሳትፎ					
4	የት/ትቤቱሆት/ትቤትመሻሻሌዕቅዴትግብራአስፈሊጊፈንዴበማሰባሰብያሆውተሳትፎ					
5	የት/ትቤትመሻሻሌዕቅዴትግብራአስፈሊጊማቴሪያሌግብዓትማሟሊትያሆውተሳትፎ					
6	በተሆያዩየት/ትቤቱየተማሪዲሲፒሎንናውጤትሆመቀየርበሚዮረገውይይቶችያሆውተሳትፎ					
7	ምቹየማያሰጋናየተረጋጋየት/ትአካባቢሆመፍጠርእየተደረገሆሆረት					
8	ት/ትቤቶችህብረተሰቡንበተሆያዩየት/ትቤትመሻሻሌስራዎችናላልችስራዎችእንዲሳተፉመጋበዝ					
9	ት/ትቤቱመዮበኛየሆነየት/ትቤትመሻሻሌየህብረተሰብወይይትፕሮግራምየሚያዘጋጅመሆኑን					
10	ት/ትቤቱመዮበኛመረጃዎችበት/ትቤትመሻሻሌሆህብረተሰቡየሚያቀርብያሆቸውመሆኑን					
11	ት/ትቤቱመዮበኛየሆነከህብረተሰቡንበት/ትቤትመሻሻሌምእንደሚጠበቅበትግንዛቤየሚፈጥርመሆኑን					

12	ቀትሰቦ፣ ወተመህ፣ የትመኮ፣ ህብረተሰቡን በት/ትቤት መሻሻሌ ስራዎች የነቃተሳት ፎክ ንዱያ ድጋግ ለየተቶ ረገት ትያህው ደጋፊ						
13	ህብረተሰቡ በት/ትቤት መሻሻሌ ስራዎች ፊዚካሊ ዊደጋፊ በማቅረብ ያህው ደጋፊ						
14	ህብረተሰቡ ሆት/ትቤት ለተደጋጋሚ ስራዎች ለገደቡ ለተያያዙ ስራዎች ለማቅረብ መፍታት እያደረገ ያህው ጥረት						
15	ህብረተሰቡ ተማሪዎች በት/ት አቀባበሊ ችው ሆማሳዎ ግብዓት ውስጥ እያደረገ ስራዎች ያህው ደጋፊ						
16	ት/ት ቤቱ በት/ት ቤት መሻሻሌ ስራዎች ህብረተሰቡ ስሌጠና ግንዛቤ በመስጠት ሀሊፊነታቸውንና ተጠያቂነታቸውን						
17	ት/ት ቤቱ ህብረተሰቡ በት/ት ቤት መሻሻሌ የተመዘገቡ አስፈጻሚዎች በተሆኑ የህዝብ ሰብሰባዎችና በሚዲያዎች ገለጽ መሆኑን						
18	ት/ት ቤቱ ህብረተሰቡ የሌጅ ችግር አፈጻጸም በመቀጠል ሆኖ ሆስፒታል ያህል ለህግ ጉዳይ ስራዎች መኖሩን						
19	ት/ት ቤቱ ህብረተሰቡ በት/ት ቤት መሻሻሌ የሚያሳትፉ የሚታወቁ ክፍተቶች ለህሌና መርህ ያህው መሆኑን						
20	ት/ት ቤቱ የሌሎች የሌዩ ሌዩ ስራዎች ወይም የአካቶ ምህርት ሆማሳዎ ግብዓት ህብረተሰቡ ተሳትፎ የሚጠቀም መሆኑን						
21	ት/ት ቤቱ ለደብዳቤ ማሰባሰቢያ (መረቦች) ዘዳዎችና በስትራቴጂዎች ተጠቅሞ ህብረተሰቡን በት/ት ቤት ሆማሳዎ ግብዓት ስራዎች ላይ ያደርጋል መሆኑን						
22	ት/ት ቤቱ የሚሰጠው ስራ ለግል ስራዎች በመስራት በት/ት ቤት መሻሻሌ ያህል አፈጻጸም ህብረተሰቡ የሚያሳውቅ መሆኑን						
23	ት/ት ቤቱ ህብረተሰቡ የት/ት ቤት መሻሻሌ ደጋፊና ክትትል ስራዎች ላይ ለማሳደግ ለሚያደርግ ስራዎች ላይ ያደርጋል መሆኑን						
24	ት/ት ቤቱ ህብረተሰቡን በት/ት ቤት መሻሻሌ የተሆኑ የሰነድ አሰጣጥ ስራዎች የሚያሳትፉ መሆኑን						
25	ት/ት ቤቱ ህብረተሰቡ በት/ት ቤት መሻሻሌ ስራዎች እንዲገመገሙና ግብረመሌስ እንዲሰጡ የሚያደርግ መሆኑን						
26	ት/ት ቤቱ እያንዳንዱ በሚያሰራ ችው የት/ት ቤት ስራዎች ህብረተሰቡን የሚያሳትፉ መሆኑን (የህብረተሰብ አቅም ማሳደግ አካያይ)						
27	ት/ት ቤቱ ህብረተሰቡን በሚወክሉ ስራ ግንባራ ስራዎች ላይ የሚያደርጉ ስራዎች የሚያሳትፉ መሆኑን						
28	ህብረተሰቡ ሆት/ት ቤቱ የተሆኑ የሌሎች ስራዎች በመስጠት ያህል ስራዎች ተሳትፎ (የሙያ ወ. ዘ. ተ)						
29	የት/ት ቤቱ ጠቃሚ ድጋፊዎች ስራዎች ስራዎች ህብረተሰቡ እያሳተፈ ያህል ስራዎች ላይ ያደርጋል						

30	ህብረተሰቡ በት/ትቤቱንና መ/ራን የሚፈጠሩ ችግሮች ሆመፍታት እያደረገ ያላው እንቅስቃሴ ሆማሰፍ ግለሰብ ለራሱ ሆስፒታል ለመገኘት						
31	ት/ትቤቱ በት/ትፍትህ ወይንትና ጥራት ህብረተሰብ እያሳተፈ ያላደረገ ሆስፒታል						
32	ት/ትቤቱ ህብረተሰቡን በት/ትቤቱ ለፕሮጀክቶች ለማሳተፍ እየሰራ ያላደረገ ሆስፒታል						
33	ት/ትቤቱ ህብረተሰቡን ከራሱ ሆስፒታል ለማሳተፍ እየሰራ ያላደረገ ሆስፒታል						
34	ት/ትቤቱ ህብረተሰቡን በት/ትቤቱ ለማሳተፍ እየሰራ ያላደረገ ሆስፒታል						
35	ት/ትቤቱ ህብረተሰቡን ለጥያቄዎች ለማሳተፍ እየሰራ ያላደረገ ሆስፒታል						
36	ት/ትቤቱ ህብረተሰቡን ከመምህራን ስም መጠየቅ ጀምሮ ድረስ ለማሳተፍ እየሰራ ያላደረገ ሆስፒታል						

37 ከሊይ የተጠቀሱት የህብረተሰብ ጥያቄዎች/ት/ትቤት መሻሻሌ ሊደገፍ ይችላል ብሎ ማስረጃ ለመስጠት ይችላል?

38. በተራ ቁጥር 37 የተጠቀሱት ችግሮች መፍትሄዎች ምን ይሆናሉ?

39 የት/ትቤቱ ህብረተሰብ በት/ትቤት መሻሻሌ ዘመን ለመጀመሪያ ጊዜ የሰራው ሆስፒታል ሆኖ ለሆስፒታል ለማሳተፍ ሰራዊቱን ያሳያል?

40 በአሁኑ ወቅት ህብረተሰብ በት/ትቤት መሻሻሌ መወጣት ያላደረገ ሆስፒታል ሆኖ ለሆስፒታል ለማሳተፍ ሰራዊቱን ያሳያል ብሎ ማስረጃ ለመስጠት ይችላል?

ክፍሉ ሁለት ህብረተሰብ በት/ትቤት መሻሻሌ የሚደረግ ጉድጓድ ለመሙላት ማስረጃዎች (ማስቆያኝ)

መመሪያ=

ቀጥሎ የተዘረዘሩት ዓ.ነ ስራዎች ህብረተሰብ ሆስፒታል ለማሳተፍ ያላደረገ ሆስፒታል ሆኖ ለሆስፒታል ለማሳተፍ ሰራዊቱን ያሳያል ብሎ ማስረጃ ለመስጠት ይችላል ፡፡ ስለሆነም የእርሶም ለሽከተሎች አማራጮች ትይዩ (“√”) ምሌክት በሰጥኑ ስር ለማስገባት ያመለክቱ

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
1	ህብረተሰቡን የት/ትቤት ችግሮች ሆስፒታል ለማሳተፍ					
2	ህብረተሰቡ በት/ትቤት መሻሻሌ እዕቅድ አለመፈጸም ምክንያት ሆስፒታል ለማሳተፍ					

3	ት/ትቤቱህህብረተሰቡበተህያዩየት/ትመሻሻሌውሳኔአሰጣጥአህማሳተፍ					
4	ት/ትቤቱህህብረተሰቡበት/ትቤትመሻሻሌትግብራብሚገባአህማሳተፍ					
5	ት/ትቤቱህህብረተሰቡንበተህያዩየት/ትቤትመሻሻሌየዴጋፍክትትሌናየግምገማሰራዎችአህማሳተፍ					
6	ት/ትቤቱህህብረተሰቡንየተህያዩየቁሳቁስናአስፈሊጊማቴሪያልች (ግብዓቶች) እንዲያቀርቡአህማሳተፍ					
7	ህብረተሰቡንህት/ትቤቱየተህያዩአገሌግልቶችናገንዘብት/ትቤትህመሻሻሌመሰባሰብአህመቻሌ					
8	ህብረተሰቡንየት/ትቤቱህህብረተሰቡንግብራብሚገባአህማሳተፍ					
9	ህብረተሰቡንበት/ትቤትህህብረተሰቡንግብራብሚገባአህማሳተፍ					
10	ት/ትቤቱበት/ትቤትመሻሻሌህብረተሰቡንየሚያሳትፍባህሌመርህህህማሳተፍ					
11	ዝቅተኛየሆነህህብረተሰብየሌጅቼውጤትሆኖረጃየሚያደርገውከትትሌ					
12	ህብረተሰቡበተህያዩሰብሳቢዎችት/ትቤቱህህብረተሰቡንግብራብሚገባአህማሳተፍ					
13	የት/ትቤቱቀትሰብ፣መተመህና፣የትመኮ፣ ህብረተሰብየማይነቃነቅሰራመዲከም					
14	ህብረተሰቡንምየማይሰጋናየተረጋጋየት/ትስራአከባቢህመፍጠርጥረትሆመዴረግ					
15	የት/ትቤትናየወሊጅግንፍነትዝቅተኛመሆን					
16	ህብረተሰብበበቤትውስጥየሌጅቼሆውዴጋፍአነስተኛመሆን					
17	ት/ትቤቱየት/ትቤትመሻሻሌያለትምፍህኔታዎችህህብረተሰቡሆሚሰጥ					
18	የት/ትቤቱርዕስመ/ርበት/ትቤትመሻሻሌሰራዎችህህብረተሰቡሆሚሰጥ					
19	መ/ራንወሊጅችናህህብረተሰብበት/ትስራማሳተፍአናሳመሆኑ					
20	የት/ትቤትአመራርህህብረተሰብየማሳተፍየመሪነትአቅምማነስ					
21	ህብረተሰቡየት/ትቤትመሻሻሌእቅዴአሊማበሚገባአህማሳተፍ					
22	ት/ትቤቱህህብረተሰቡያሳተፈችግሮችየሚፈታጥናትናምርምርአህማዴረግ					
23	ት/ትቤቱየማህበረሰቡአገሌግልትህህብረተሰቡን/ቤትየሚሰሩሰራዎችህህብረተሰቡየሚያደርሱበት የመረጃመረብአህመኖሩ					
24	ህብረተሰቡበት/ትቤትመሻሻሌሆመሳተፍፍሊጎትማጣት					
25	ህብረተሰቡንየህብረተሰቡንአቅምሆመኖር (finance)					
26	ት/ትቤቱበት/ትቤትመሻሻሌእንዲሳተፍማነቃነቅናማበረታታትአህመቻሌ					
27	የት/ትቤቱማኔጅመንትበስራመመዴናከህብረተሰቡጋርሆመገናኘትጊዜማጣት					
28	ህብረተሰቡበስራመመዴናከት/ትቤቱማኔጅመንትሆሚገናኘትአናሳመሆን					

29	ህብረተሰቡን በት/ትቤት መሻሻሌ አላላውም ስለተጠየቁት አላላውም					
30	ት/ትቤቶች በት/ትቤት መሻሻሌ ህብረተሰቡን ለማሳተፍ ተጠያቂነት ያላላውም					
31	ህብረተሰቡ ከት/ትቤቱ የሚነሱ ችግሮች ላይ ማስተካከያና ቃዳዳ ያላላውም					
32	ህብረተሰቡ በት/ትቤቱ የሚሰሩ ስራዎች አመኔታ ማጣት					
33	ወሊጆች በሌጆቻቸው ት/ትና ዱሲ ፒሎን ጉዳይ ከ/መራን የሚነሱ ችግሮች ጥቅም ላይ አይውልም					
34	የት/ትቤቱ ህብረተሰብ ት/ትቤቱ; የሙህራን ጥላቻ; አደር ጎበኝነት የወሊጆች ደጋፊ ያላላውም					
35	ተማሪዎች ያሉቸው አፈጻጸም የዱሲ ፒሎን ግዴታቸው በወሊጆች እንዲይዙ ወቅት ለሌሎች ላይ ማሳያ					
36	ርዕስ መ/ሩ የወሊጆችን ተሳትፎ ያላላውም የገፋ አላላውም					
37	መ/ራን ወሊጆችን ለማሳተፍ ያላላውም ለማሳተፍ ላይ ላላውም					
38	ወሊጆች የሌጆቻቸው ያሉቸው መጥፎ ስነ-ምግባርና የሳይንስ ስራዎች ላይ ማስተካከያና ከት/ትቤት መራቅ					
39	ት/ትቤቱ ህብረተሰቡን በት/ትቤት መሻሻሌ የመገምገም ግብረ-መሌስ አሰጣጥ ላይ ያላላውም					
40	ት/ትቤቱ ህብረተሰቡ ህሊፊነትና ተጠያቂነት በት/ትቤት መሻሻሌ ላይ ስለሌለው ያላላውም					
41	ህብረተሰቡ የት/ትና የት/ትቤት መሻሻሌ ስራዎች የመንግስትና የት/ትቤት በቻ ስራዎችና ችግሮች ላይ ላላውም					

ጂዎግራፊካል

ቢዝነስና ኢኮኖሚክስ ስራ

ማናጅ መንግስት ምህንጃቅ

በወተመህቀት ስርዓት መኮኖሚ ሞሊ መጠየቅ

የዚህ የጽሁፍ መጠየቅ አላማ በአሰሪዎች ገጽ/ደ/የመሠናድ/ት/ቤቶች በት/ት መሻሻሌ መርህ ግብር የህብረተሰቡን ተሳትፎ የማመሌከትና ወዳጅነት ይህን ጉዳይ በተመሳሳይ ሁኔታዎች ላይ ማስተካከያ ማድረግ ይገባል፡፡ እርሳም ትክክለኛ መረጃ ለመስጠት የሚያደርጉት መሌካም ትብብር ማጠናቀቅ ለማስተካከያ ማድረግ ይገባል፡፡ እርሳም የሚሰጡት ምሊሽ መሌስ በሰጠው ስጦታ መሆኑን ማረጋገጥ ይገባል፡፡ ስህተት ላይ የሚመሰርት ስህተት ላይ ማሳደግ ይገባል፡፡ ስህተት ላይ የሚመሰርት ስህተት ላይ ማሳደግ ይገባል፡፡ ስህተት ላይ የሚመሰርት ስህተት ላይ ማሳደግ ይገባል፡፡

ክፍሉ አንዴ፡- ግለሰብ መረጃ

መመሪያ፡- የሚያስፈልገው መረጃ ይደግፍ ወይም ሌላ ጉዳይ ላይ ነው

1. የወረዲው /የከተማውስም/

2. ጾታሀ. ወንድ ሆ. ሴት

3. እድሜ ሀ.25-30 ለ.35-40 ሐ. 45-50 መ. ከ50 በላይ

.....

4. የት/ት-ኖረጃ

ሀ. ምንምአይነትም

ለ. የመጀመሪያትምሀርትአጠናቀዋል

ሏ.. ሁሉምትኖረጃትምሀርትአጠናቀዋል

መ. ሠርተፍኬት

ሠ. የኮሌጅ-ዲፕሎማ

ረ. የመጀመሪያዲግሪናከዚያበሊይ

i, 1 – 5 ii, 6 – 10 iii, 11 – 15 V, ከ25 በሊይIV, 16 – 20

5.

አሁንየሚሰሩትሰራ...

6. አሁንበት/ትቤትያለትተጨማሪሀሊፊነት

1. ዩኒትሎ-ዮር 2. ዱ/ትተጠሪ 3. የወተመሀቀትሰባናትመኮአባሌ

3. የላልችአድራጃቶችአባሌ/ተጠሪ 5. ምንምአይነትሀሊፊነትየሆኝም

ክፍልአንዲ-በአሁንጊዜሀብረተሰቡበት/ትቤትመሻሻሌትግበራሊይያሆውንአፈጻጸም

መመሪያ:-

የሚከተለትጉዲዮችየትምህርትቤትናየሀብረተሰብግንኙነትየሚመሆኩትተግባራትናቸው::በእነዚህተግባራትበአሁኑወቅትሀብረ

ተሰቡበምንያህሌ-ዮረጃበትግበራአንድሚሳተፉእያንዳንዱጥያቁበማንበብመሌሶዎን”√”

ምሌክትበማዴረግበሳጥነውስጥያመሌክቱ::

5. በጣምከፍተኛ4. ከፍተኛ3. መካከላቸው2. ዝቅተኛ1. በጣምዝቅተኛ

ተቁ	ጥያቄዎች	5	4	3	2	1
	በምንደህሌ-ቀረጃቀትስበወተመህትመኮእናህብረተሰቡበሚከተለትጥያቄዎችይሳተፋሌ።					
1	የት/ትቤቱየቅዳሚያችግሮችበመሆኑትሂቀትያሆውተሳትፎ					
2	የት/ትቤቱየት/ቤትመሻሻሌናላልችእቅድዝግጅትመሳተፍ					
3	የት/ትቤትመሻሻሌዕቅድትግበራስራዎችያሆውተሳትፎ					
4	የት/ትቤቱሆት/ትቤትመሻሻሌዕቅድትግበራአስፈሊጊፈንዴበማሰባሰብያሆውተሳትፎ					
5	የት/ትቤቱመሻሻሌዕቅድትግበራአስፈሊጊማቴሪያሌግብዓትማሟሊትያሆውተሳትፎ					
6	በተሆያዩየት/ትቤቱየተማሪዱሲፒሉንናውጤትሆመቀየርበሚቀረጥውይይቶችያሆውተሳትፎ					
7	ምቹየማያሰጋናየተረጋጋየት/ትአካባቢሆመፍጠርእየተቀረገያሆጥረት					
8	ት/ትቤቶችህብረተሰቡንበተሆያዩየት/ትቤትመሻሻሌስራዎችናላልችስራዎችእንዲሳተፉመጋበዝ					
9	ት/ትቤቱመቀበኛየሆነየት/ትቤትመሻሻሌየህብረተሰብወይይትፕሮግራምየሚያዘጋጅመሆኑን					
10	ት/ትቤቱመቀበኛመረጃዎችበት/ትቤትመሻሻሌሆህብረተሰቡየሚያቀርብያሆቸውመሆኑን					
11	ት/ትቤቱመቀበኛየሆነከህብረተሰቡንበት/ትቤትመሻሻሌምንእንዲጠበቅበትግንዛቤየሚፈጥርመሆኑን					
12	ቀትሰብ፣ወተመህ፣የትመኮ፣ህብረተሰቡንበት/ትቤትመሻሻሌስራዎችየነቃተሳትፎእንዲያቀርብየተቀረገትያሆውዴጋፍ					
13	ህብረተሰቡበት/ትቤትመሻሻሌስራዎችፊዚካሊዊዴጋፍበማቅረብያሆውዴጋፍ					
14	ህብረተሰቡሆት/ትቤቱአስተዲቀርከተማሪዱሲፒሉንተያያዥነትያሊቸውችግሮችበመፍታትእያቀረገያሆጥረት					
15	ህብረተሰቡተማሪዎችበት/ትአቀባበሊቸውሆማሳቀጣበቤትውስጥእያቀረገሊቸውያሆውዴጋፍ					
16	ት/ትቤቱበት/ትቤትመሻሻሌዙሪያሆህብረተሰቡሰሌጠናግንዛቤበመስጠትሀሊፊነታቸውናተጠያቂነታቸውየሚያሳውቅ መሆኑን					
17	ት/ትቤቱሆህብረተሰቡበት/ትቤትመሻሻሌየተመዘገቡአስፈጻሚዎችበተሆያዩበህዝብሰብሳቢዎችናበሚዲያየሚገለጽ መሆኑን					
18	ት/ትቤቱሆህብረተሰቡየሌጅቹአፈጻጸምበመቀበኛሁኔታየሚገሆጽበትሂቀትመኖሩን					
19	ት/ትቤቱሆህብረተሰቡበት/ትቤትመሻሻሌየሚያሳትፉየሚታወቅክልትባህሌናመርህያሆውመሆኑን					
20	ት/ትቤቱየቤቶችናየሌዩፍሊንትወይምየአካቶትምህርትሆማሳቀጣየህብረተሰብተሳትፎየሚጠቀምመሆኑን					
21	ት/ትቤቱሌዩየሆነመገናኛ (መረቦች) ዘዳዎችናበስትራቴጂዎችተጠቅሞህብረተሰቡንበት/ትቤትሆማሻሻሌጥረትየሚያቀርብመሆኑን					

23	ት/ትቤቱየማህበረሰብአገሌግልትስራዎችበመስራትበት/ቤትመሻሻሎያሆውአፈጻጸምሆህብረተሰቡየሚያሳውቅመሆኑን			
22	ት/ትቤቱህብረተሰቡየት/ትቤትመሻሻሎየደጋፍናክትትሌናግምገማእንዲሳተፉጥረትየሚያዳርግመሆኑን ት/ትቤቱህብረተሰቡየት/ትቤትመሻሻሎየደጋፍናክትትሌናግምገማእንዲሳተፉጥረትየሚያዳርግመሆኑን			
23	ት/ትቤቱህብረተሰቡንበት/ትቤትመሻሻሎየተሆኗየውሳኔአስጣጥስራዎችየሚያሳትፉመሆኑን			
24	ት/ትቤቱህብረተሰቡንበት/ትቤትመሻሻሎየተሆኗየውሳኔአስጣጥስራዎችየሚያሳትፉመሆኑን			
25	ት/ትቤቱህብረተሰቡበት/ትቤትመሻሻሎስራዎችእንዲገመገሙናግብረመሌስእንዲሰጥየሚያዳርግመሆኑን			
26	ት/ትቤቱእያንዳንደበሚያሰራቸውየት/ትቤትስራዎችህብረተሰቡንየሚያሳትፉመሆኑን (የህብረተሰብአቅምከማሳየግካኳያ)			
27	ት/ትቤቱህብረተሰቡንበሚወክሆውሰሌጣንድረጃበት/ቤትየሚገኝምንትስራዎችየሚያሳትፉመሆኑን			
28	ህብረተሰቡሆት/ትቤቱየተሆኗአገሌግልትስመስጠትያሆውተሳትፎ (የሙያ ወ. ዘ. ተ)			
30	የት/ትቤቱጠቃሚድንቦችናመመሪያዎችሲቀረጽህብረተሰቡእያሳተፈያሆበትድረጃ			
31	ህብረተሰቡበት/ትቤቱንናመ/ራንየሚፈጠሩትግሮችሆመፍታትእያድረገያሆውእንቅስቃሴሆማሰውግለሰራያ ሆበትድረጃ			
32	ት/ትቤቱበት/ትፍትህወይነትናጥራትህብረተሰብእያሳተፈያሆበትሁኔታ			
33	ት/ትቤቱህብረተሰቡንበት/ትቤቱሱፐርሺዥንኮሚቴውስጥበማሳተፍእየሰራያሆውንስራ			
34	ት/ትቤቱህብረተሰቡንከሪኩሆምበማሻሻሎናበመቅረጽስራዎችበማሳተፍያሆውሚና			
35	ት/ትቤቱህብረተሰቡንት/ትቤትበሚሰሩጥናቶችበማሳተፍያሆውሚና			
36	ት/ትቤቱህብረተሰቡንሌጆቹንእየተማሩእያለት/ትቤቱእንዲሳተፍማሳሳት			
37	ት/ትቤቱሆህብረተሰቡንከመምህራንበመጠየቅየሌጆቻቸውደክመትናጥንካሬእንዲያውቁማደረግ			
38	ከሊይየተጠቀሱትየህብረተሰብተሳትፎበት/ትቤትመሻሻሎሊይዝቅተኛወይምበጣምዝቅተኛከሆነችግርምንዴነው?			
39	በተራቁጥር 1-37 የተጠቀሱትግሮችመፍትሄዎችምንዴናቸው?			
40	የት/ትቤቱማህበረሰብበት/ትቤትመሻሻሎዙሪያህሊፊነትናተጠያቂነትእንዲያውቅስሌጠናተሰጥቶታሌን?			
41	በአሁኑወቅትህብረተሰብበት/ትቤትመሻሻሎመወጣትያሆበትህሊፊነትናተጠያቂነትበሚገባየውቃሌብሆውይገምታለሆ ም			

ክፍልሁለትህብረተሰቡንበት/ትቤትመሻሻሎየሚያዳርገውንቁተሳትፎየሚገደቡትግሮች(ማነቆዎች)

መመሪያ=

ቀጥልየተዘረዘሩት ዓ.ነገሮች ህብረተሰቡ ሆተ-ሆያዩ የት/ትቤት መሻሻሌ መርህ ግብር የሚያደርገውን ቁጥጥር ለማረጋገጥ ይህን ደብዳቤ ለማረጋገጥ ማስገባት ያለበት ሆኖ ማረጋገጥ ይገባል። ስለሆነም የእርሶም ለሽከተሰጡት አማራጮች ታይዩ (“√”) ምሌክት በሰጥኑት ስጥብ ማስገባት ያለመሆኑን ክትትል

ተ. ቁ	ጥያቄዎች	5	4	3	2	1
1	ህብረተሰቡን የት/ትቤቱ ግሮች ሆሙ ሆኖት ያሆነ መሳተፍ					
2	ህብረተሰቡ በት/ትቤት መሻሻሌ እዕቅድ አለ ማግኘት ይቻላል ሆኖ መጠር					
3	ት/ትቤቱ ህብረተሰቡ ሆተ-ሆያዩ የት/ትቤት መሻሻሌ ሰነድ አለ ማረጋገጥ አለመሆኑን					
4	ት/ትቤቱ ህብረተሰቡ በት/ትቤት መሻሻሌ ትግበራ በሚገባ አሆነ መሳተፍ					
5	ት/ትቤቱ ህብረተሰቡን በተሆነ ሆተ-ሆያዩ የት/ትቤት መሻሻሌ የደጋፊ ክትትል የግምገማ ስራዎች አሉ መሆኑን					
6	ት/ትቤቱ ህብረተሰቡን የተሆነ ሆተ-ሆያዩ የቁሳ ቁስ አስፈላጊ ማቴሪያዎች (ግብዓቶች) እንዲያቀርቡ አሉ መሆኑን					
7	ህብረተሰቡን ሆተ-ሆያዩ አገልግሎቶችና ገንዘብ ት/ትቤት ሆተ-ሆያዩ መሻሻሌ መሰብሰብ አለመቻሉ					
8	ህብረተሰቡን የት/ትቤቱ ሆተ-ሆያዩ ትኩረትና ተጠሪነትን መዘንጋት					
9	ህብረተሰቡን በት/ትቤቱ ሆተ-ሆያዩ የተሳተፉ አሙኒቲዎች (ግንዛቤ)					
10	ት/ትቤቱ በት/ትቤት መሻሻሌ ህብረተሰቡን የሚያሳትፍ ባህሌ መርህና ህግ የሌላ ሆተ-ሆያዩ መሆኑን					
11	ዝቅተኛ የሆነ ህብረተሰብ የሌጅ ጅጅት ሆተ-ሆያዩ በት/ትቤት ሆተ-ሆያዩ ለማረጋገጥ አለመቻሉ					
12	ህብረተሰቡ በተሆነ ሆተ-ሆያዩ ሰነድ ወይም በት/ትቤቱ ሆተ-ሆያዩ ሰነድ ሆተ-ሆያዩ ለማረጋገጥ አለመቻሉ					
13	የት/ትቤቱ ቁጥጥር ስጦታ መስጠት፣ የትመክ፣ ህብረተሰብ የማይነቃነቅ ስራ መደብ ከም					
14	ህብረተሰቡ ምቹ የማይሰጥ ሆተ-ሆያዩ የት/ትቤት ስራ አከባቢ ሆኖ መጠር ጥረት ያሆነ መደረግ					
15	የት/ትቤቱ ትኩረትና የወሊጅ ግንኙነት ዝቅተኛ መሆን					
16	ህብረተሰብ በበቤት ስጥብ ሆተ-ሆያዩ ሆተ-ሆያዩ ለማረጋገጥ አለመቻሉ					
17	ት/ትቤቱ የት/ትቤት መሻሻሌ ያለት ምቹ ሆተ-ሆያዩ ህብረተሰቡ ያሆነ መሳተፍ					
18	የት/ትቤቱ ርዕሰ ማህበር በት/ትቤት መሻሻሌ ስራዎች ህብረተሰቡ ሆተ-ሆያዩ ሆተ-ሆያዩ ለማረጋገጥ አለመቻሉ ከም አስተዳደር ችግሮች					
19	መ/ራን ወሊጅ ችግር ህብረተሰብ በት/ትቤት ስራ ማሳተፍ አሳይመሆኑ					
20	የት/ትቤቱ አመራር ህብረተሰብ የማሳተፍ የመሪነት አቅም ማለት					
21	ህብረተሰቡ የት/ትቤት መሻሻሌ እቅድ አለ ማስገባት አለመሆኑን					
22	ት/ትቤቱ ህብረተሰቡ የሳተፈ ችግሮች የሚፈታ ጥናትና ምርምር አሉ መሆኑን					

ባህዴርሻሊይኦይነትየእርማትእርምጃዎችቢወስደላቸው