COMMUNITY PARTICIPATION IN SCHOOOL IMPROVEMENT PROGRAM IN ILU ABBA BORA ZONE SECONDARY SCHOOLS.

BY:

WONDWOSEN TADESSE

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT FOR THE REQUIREMENTS OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP.

MARCH, 2014
JIMMA UNIVERSITY

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Declaration

The researcher hereby declares that the thesis on the title, *"community participation in school improvement program in secondary school of Ilu Aba Bora Zone"*, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Abbreviations and Acronyms

BBO	Biiroo Barnoota Oromiyaa (Oromia Education Office)
CP	Community participation
EFA	Education for All
EFDA	Education for Development Association
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
IAB	Illubabor Zone
KETB	Kebelle Education and Training Boards
MoE	Ministry of Education
NGO	Non-Government Organizations
PTA	Parent Teacher Association
REB	Regional Education Bureau
SIP	School Improvement Program
UNESCO	United Nation Education, Scientific and Cultural Organization
UNICEF	United Nations Children International Education Fund
USAID	United States of America International Development
WEO	Woreda Education Office
WETB	Woreda Education and Training Board
ZED	Zonal Education Department

Abstract

The purpose of this study were to assess the community participation in school improvement program in secondary schools of Ilu Aba Bora Zone. Hence, it examined the core activities of school improvement: community participation domains such as Promoting education, engaging with community, school environment and Community Participation, school leadership and Community Participation, and challenges School improvement in the study area. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research. The study was carried out under clasterly selected seven secondary schools of Ilu Aba Bora Zone. A total of 196 individuals were participated in the study. Among them140 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 14 secondary school principals, 14 School improvement committee members, 14 Kebele education and training board and 14 Parent teacher association members, were included through purposive sampling technique whereas, principals were through availability sampling. Questionnaire and interview was the main instrument of data collection. Interview was utilized to substantiate the data collected through the questionnaire the analysis of the quantitative data was carried out by using percent, mean and standard deviation. Data obtained through open ended questions, and interview were qualitatively analyzed. The results of the study revealed that, community participation in school improvement were not satisfactory. Stakeholders and school Kebele education and training board, School improvement and parent teacher association members were in a difficult position to run school improvement activities as they didn't have prior trainings. Furthermore, lack of training and shortage of budget, and inadequate communication skill of school principals, shortage of support from community, lack of team work and collaboration, lack of school level policy and guidelines, inadequate willingness and commitments of stakeholders, Lack of safe and attractive school environment and lack of school facility hinder proper implementation of school improvement. In short, there is gap between policy intentions and actual practices. Finally, the study came up with the following recommendations: training opportunities on school improvement for stakeholders through seminars, workshops and discussion forums about the about community participation: develop school level policy and guidelines, design a strategy to ensure sustainable participation of the community and create a strong awareness among stakeholders so as to get them actively involved in school improvement activities.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, a statement of the problem, objectives of the study, the significance of the study, delimitation of the study, limitations of the study, definition of operational terms and organization of the study.

1.1 BACKGROUND OF THE STUDY

Education is a social process that involves the exchange of ideas, information, knowledge, skills and attitudes between individuals, groups, organizations and community within a particular society. The idea that education can take place without interaction of individuals with its environment is unacceptable. Education is a social aspect. It is a process of human relationships through which knowledge, skills, attitudes and experiences acquired developed and sustained. It is a social contact that made possible through a network of human interaction. It is this network and individual relationship and role that determine the nature of education in a given society (Evergland 1998).

Community participation refers to both the processes and activities that allow members of the population to be heard, empowering them to be part of school development processes and enabling them to take direct action on education issues. (UNESCO, 2009)

Shaeffer (1991) wrote that in the past education was not a separate institution imposed by the state. But rather a part of the community reflecting the natural interest of the families and the communities in the education of the children. Hence, increasing community participation in schools is actually a process of reviving the interest.

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal.

Community participation can encourage adolescents' achievement in many ways. One

way by which parents can contribute positively to their adolescents' education is to assist them with their academic work at home and school. Students in high school would like to achieve and need the help of parents and teachers to do so. Whereas in Ethiopia Parent involvement appears to decline as children progress through the grades in high schools. High school is a critical time for parent involvement because of transitional and physiological changes that puts adolescents at risk when they enter. In Ethiopia high school places are in limited supply, and progress to high school and beyond is linked to success in examinations, every effort should be made to involve parents at all levels in a variety of involvement activities.

Research tells us that parental involvement is one of the most significant factors contributing to a student's success in school. "When schools work together with families to support learning, students tend to succeed not just in school, but throughout life" (Henderson & Berla, 1997, p.1). Similarly, researchers point to a growing body of evidence demonstrating that the link between teachers and families and between communities and schools influences students' academic success (Eccles & Harold, 1996).

In addition, another role that has grown in recent times to add to the repertoire of tasks to be handled by school is collaborating with communities around them. Schools and their leaders are expected to strengthen collaboration, form networks, share resources, or work together. Moreover, school leaders are becoming more broadly engaged in activities beyond their schools, reaching out to their immediate environment and articulating connections between the school and the outside world (Hargreaves et al, 2008). Educational leadership is also about bringing the community together to contribute to vision sharing and achieving common goals. According to Leithwood et al, (2006), community relationship is building collaborative culture with the stakeholder by fostering shared beliefs, sense of common goods, and cooperation through networking the school to the wider community, delegating to achievement of common goals for improved learning outcomes.

According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents. The simplest level is to ensure that parents and communities are always

informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

> *To achieve such a relationship, "the most important step to cultivate and promote good school-community relations the school participate in the social, economic, and cultural life of the community" (Commonwealth Secretariat et al, 1992:52).*

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement.

Likewise, community participation has been advocated in Ethiopian education development endeavors. The Education and Training Policy of Ethiopia was designed in the context of decentralized education system and has the goal that schools be:

> *"Democratized and run with the participation of the community, teachers, the student and relevant government institutions" (FDRE, 1994, pp. 16-17). The Education Sector Development Program (ESDP) mandates the community to participate from identification of the local educational problem through planning, management to evaluation of the final product (MoE, 1998).*

The Oromia Bureau of Education has also enacted a similar strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and

strategy of its central counterpart and mandates the community to participate in management, in school curriculum and finance of their local schools. In order to assure these, Woreda (District) Education and Training Board (WETB); Kebelle (Council) Education and Training Board (KETB): School improvement committee(SIC) and Parent-Teacher Associations (PTA) were anticipated to be organized at woreda, kebelle and school respectively.

The assessment, not only enables schools and educational leaders to identify the strengths and weakness in the community participation, but also provides them with an insight of what measures to be taken to improve the weaknesses and to expand their strengths as well. Stoll and Fink (1996) state that lack of adequate preparation, capacity and lack of commitment are the major problems to school improvement. In addition to these adequate studies have not been made on it in regional secondary schools particularly in Ilu Aba Bora zone secondary schools. Also the Ilu Aba Bora annual report of 2003 clearly shows that: there is a limitation in the community participation of school improvement program in all secondary schools of the zone. This in turn helps schools to make best out of the implementation of the programs and the all sided achievement. Therefore, making an assessment on community participation in school improvement seems to be essential in secondary schools of Ilu Aba Bora Zone.

1.2 Statement of the Problem

In principle, the issue of school-community interaction has been given due concern in Ethiopian educational system. The Ministry of Education has established the organizational set-up through proclamation 260 of 1984 and School's Internal Management and Administration Guide (MoE SIMAG) Volumes I and II. However, our schools seem unable to form practically successful school- community link. In this regard, the Ministry of Education has reported poor school- community relations and acute shortage of resources for running schools (MOE, 1983).

The task of providing secondary education to citizens is enormous. First and foremost providing such education for more people costs more money, that is, schools have to be built, teachers have to be trained, textbooks have to be published, classrooms

have to be furnished with the necessary facilities, etc. Sometimes a complete renewal of the education system may be required. However, Ministry of Education alone cannot accomplish all these successfully and therefore involvement of the community in this process is very important (MOE, 1983).

Henderson and Berla indicating that the more comprehensive and intense parental involvement, the greater the impact on student outcomes. "When schools work together with families to support learning, students tend to succeed not just in school, but throughout life" (Henderson & Berla, 1997, p.1). Rumberger and colleagues show that high school dropout rates are higher for children whose families are less involved in their education.

Whereas in Ilu Aba Bora zone students achievement was declining from time to time, However, the students' achievement has not been achieved as per the standards set by the MoE (UNESCO, 2005).According to Oromia Education Bureau annual reports (2004 E.C.), the student's achievement was below the required level set by the MoE in secondary school of Ilubabor Zone. For instance, the Ethiopia general secondary education certificate examination (grade10) result was indicating a reduction from year to year, i.e., 25.71%, 21.27%, 12.12% and 11.83% in 2001, 2002, 2003 and 2004 E.C respectively.

Therefore successful school improvement requires, identifying areas for improvement, developing plans to change educational programs, and implementing those plans. Therefore, for school improvement efforts to be successful, teachers, parents, community, administrators, school councils such as Parent teacher association, School improvement committees, Kebele education and training board and students must work cooperatively. Similarly, the principals' role must change from that of a top-down supervisor to a facilitator, instructional leader, coach, and strategic teacher Senge (1995).

In order to overcome the challenge of community participation over the school improvement program, Ministry of Education and school alone cannot accomplish all these activities successfully and therefore involvement of the community in this

process is very decisive. As to the knowledge of the researcher, however, no research has been conducted before within the issue. That is why the researcher initiated to conduct a study on the issue focusing community participation in school improvement program in secondary schools of Ilu Aba Bora zone.

In view of the aforementioned affairs, this research tries to answer the following basic questions:-

☞ To what extent do communities participate in school improvement program in secondary schools of Ilu Aba Bora Zone?

☞ To what extent does the administration of the schools promote successful communication between schools and the communities?

☞ To what extent do community representatives like:the school improvement committee, PTA and KETB participate in school improvement program?

☞ What are the major challenges affecting community participation on school improvement in secondary schools of Ilu Aba Bora Zone?

1.3 Objective of the study

1.3.1 General objective

The general objectives of this study was to assess community participation in school improvement program in Illu Aba Bora zone secondary schools.

1.3.2 The specific objectives

More specifically the objectives of this study were:

☞ To investigate the extent to which the community members participate in school improvement program.

☞ To identify contributions of SIC, KETB and PTA in mobilizing the community over the school improvement program.

☞ To assess the extent to which community participation program gives emphasize to the need and interests of students, teachers and community members, and

☞ To identify the major challenges that hinderthe community participation on School improvement in secondary schools of Ilu Aba Bora Zone.

1.4. Significance of the study

The results of the study may have the following relevancies.

☞ The researches were revealed the result of the study to the strength and weaknesses of practices, challenges and prospects of community participation in secondary schools of Ilu Aba Bora Zone.

☞ To the non-governmental organizations, which work with schools or on education, the findings suggest ways of getting community support for archiving, better school performance and smooth relations with schools and general community.

☞ It provides feedback on the strengths and weaknesses of the practice of the schools. Thus, the findings and recommendations of this study can be used by educational administrators and inspectors working at different levels for improving school- community relations. It will help to encourage the PTA, SIP committee, teachers, principals, cluster supervisors, woreda education office experts and Ilu Aba Bora Zone education district to take action against problems they faced, and

☞ It may also lays a base for interested individuals or organizations for further study in the area.

In general, the study enables the authorities, the community, non- governmental organizations and the schools to have understanding about the status of community participation in SIP and strive for better performance.

1.5 Delimitation of the Study

The study is delimited to seven secondary schools of Ilu Aba Bora Zone, Oromia Regional State. Because, the researcher worked in the Zone as teacher and principal for the last six years. This helped the researcher to easily obtain relevant information in the assessment of school community participation to supplement the study. The research is quite essential to investigate the scope of community participation in education, particularly in assessing community participation in secondary schools of Ilu Aba Bora zone. Among, the secondary schools, Becho, Alle, Burrusa, Nopha, Hurumu, Doreni, and Chora wereda secondary schools were selected. The population of the research also delimited, therefore, Community in this context: SIP committee,

KETB, PTA members, school principals and teachers are the specific population of the study. The research were also delimited on community participation four domains of SIP. The domains of community participation includes: Partnerships with parent and careers, Engaging with the community, Promoting education, therefore the study were delimited on this domains.

1.6 Limitations of the Study

It is obvious that research works can't be totally free from limitation. For this matter, limitations might be observed in this study. Accordingly, some of the school directors and WEO supervisors are over burden by routine office and personal activities to provide the necessary data. This problem elongates the time for data collection more than the expected plan. In addition the limitation of this study could be the fact that the findings cannot be generalized for all schools in Oromia Regional State because it focused on only in Ilu Aba Bora Zone secondary schools. Furthermore, there was acute shortage of books or lack of updated related literature and similar research works on the topic, especially in Ilu Aba Bora Zone context impede the researchers from consulting more findings in the literature as well as in the discussion part.

1.7. Operational Definition

☞ **Community** = For the purpose of this study community includes: teachers, school principals and community representatives such as: PTA, SICs and KETB.
☞ **Community Participation** = Active involvement of the community in school activities in different forms.
☞ **High School**: Educational institutions involved in the education of children in grades nine to ten.
☞ **School Improvement Committee**- it is a committee set up from the school community and parents to implement SIP in the school.
☞ **School improvement**- To make schools better places for students to learn in.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter deals with the background of the study, a statement of the problem, objectives of the study, the significance of the study, the limitation and the delimitations. The second chapter presents a review of

relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, data gathering tools and methodology of data analysis. The forth chapter deals with the data interpretation and analysis including the demographic information of the respondents. The final chapter presents summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presents the summary of available related literature reviewed on the general concept of community participation in schools, community support in instructional program, obstacles of community participation, the contribution of community participation in education, the way schools engage parents, techniques to overcome the challenges of community participation, the concept of SIP, The rationale of SIP, the framework of SIP, domains of SIP, and the school improvement program initiatives in Ethiopia.

2.1. Community

Communities are of many types operating in a different setting with a multiplicity of matching, interrelated and opposing future that makes it difficult to define and classify it. Religious, social, demographic, occupational or other futures cannot easily identify one community from the other, as their characteristics are not absolutely mutual or exclusive. Hillary (2001, p. 5) has identified ninety-four different types of communities, even the list was not exhaustive. Communities are dynamic, they expand and contract, and sometimes communities with multiple futures come together and

form new communities depending on the needs and situation (Ibid). Zenter (1999) argues that a given community should have a group structure organized formally or informally; their own collective identification or symbolic base in relation to other community; and some degree of local autonomy and responsibility to be called a community. Bray (1996) has identified three categories of community in education.

1. Geographical communities: this refers to individuals living in relatively small areas such as villages, districts or suburbs;
2. Ethnic, linguistic, racial and religious communities especially ones that are minorities and that have self-help support structures;
3. Communities based on shared family or educational concerns, including Parents" Associations based on adults" shared concerns for the welfare of their children.

The above three categories of community are common in Ethiopia in general and the study area in particular. Rural villages are geographically partitioned into kebelle and sub-kebelles. The Church and Mosques support schools and students from the poor family. Villagers have a social self-help association in which any household could be a member voluntarily. There are individuals who support schools in the area because of their birth, ethnicity, linguistic and religious affiliation to the area. There are bodies like KETB and PTA which are organized to lead and administer schools. And the wider community participates in the construction and rehabilitations of schools and other school works like school farm. In the area, these groups have an interest in and provide support for schools.

Thus, in this context, geographic community defines the concept community. A school founded in a kebele is supposed to serve communities in the kebelle and the communities in return are supposed to participate in all the school matters directly or through their representatives. The geographic community embraces the other two categories of community

2.2. Participation

The term participation is subjected to different meaning depending on the context. Shaffer (1994) has identified seven ladders of participation in education which he

again categorized into two based on the extent of participation in decision-making. These are involvement which he meant passive participation and participation which he used to mean an active and genuine form of participation. In increasing order the seven ladders were:

1. The mere use of a service (such as a primary health care facility);
2. Involvement through the contribution (or extraction) of resources, materials, and labor;
3. Involvement through 'attendance' and the receipt of information (e.g. At parents' meetings at school), implying passive acceptance of decisions made by others;
4. Involvement through consultation (or feedback) on a particular issue;
5. Participation in the delivery of a service, often as a partner with other actors;
6. Participation as implements of delegated powers; and
7. Participation at every stage of real decision-making from identification of a problem, feasibility study, planning, implementation and evaluation.

The term participation in this study is defined with this continuum. Active decision-making is associated with the highest level of the continuum in which PTA and KETB participate. Passive participation is associated with parents and other community members. For instance, all children have the right to education and parents decide as to their children's education.

2.3. Community participation

The purpose of defining community and participation separately was to clear the ground for defining the broad concept community participation. Community participation is commonly defined based on the United Nations resolution of the 1970 formulated by groups of experts assigned to discuss popular participation (Midgley, 1986). Accordingly, community participation is "the creation of opportunities to enable all members of a community and the larger society to actively contribute to and influence on the development process and to share equitably in the fruits of development" (United Nations, 1981)

In education, it refers to parents and other community members" direct and influential

involvement in decision-making concerning how a school should be run. This entails decision and action to mobilize funds and other school inputs, improve student enrollment and attendance, adjusting the school calendar, and monitoring teachers" attendance along with some small involvement in issues such as quality and content of classroom instruction (Muskin, 1999, p. 1). Likewise, the Ethiopian ESDP action plan defines community participation as "development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project from identification of a project, selection of a site, supervision of work and provision of labor to appropriate utilization, management, and maintenance of the final product" (MoE, 1998, p. 14).

2.4 School and Community

Schools are parts of community in which they are located. Clearly, school cannot exist in vacuum separated from the larger social context. They serve the educational needs of the community and intern draw support and strengths from the community (UNESCO, 1994). Relationship between school and community need to be mutual. The school definitely needs the communities for moral, financial, material and human support, whereas the community needs the school for its expertise, guidance and academic vision (Musaazi, 1982).

The existence of smooth school community relation enables the school to make all sorts of change required in a given community. If the school fails to do so, it will not keep pace with the change it tends to be outdated, backward looking, when this happens, schools cease to be meaningless institute (Kocher 1991).

In short, the relation between and schools becomes positive and meaningful when the school is there, for the community and the community for the school. The school as pointed out earlier, the school expected to contribute for the development of the community and the community must contribute for the development of the school. There should be two-way relation between them. It is, therefore, the responsibility of the principal and his/her staff to develop such kind of relation between the school and community.

2.5. What is Community Participation in Schools?

It is generally agreed that community participation is a useful strategy in accomplishing objectives of education. The World Bank defines it as a process through which stakeholders influence and share control over development initiatives and the decisions: and the resources that affect them (World Bank, 1998).

Therefore, participation means the influence of the stakeholders on development decisions. Not simply involvement in the implementation of benefits of development activities. Some writers contend that such participation of the community in school affairs is not a new idea.

Shaeffer (1991) in McDonough and Wheeler (1998) wrote that in the past education was not a separate institution imposed by the state. But rather a part of the community reflecting the natural interest of the families and the communities in the education of the children. Hence, increasing community participation in schools is actually a process of reviving the interest rather than as it is indicated here, regardless of one's creating something new.

Thus communities and schools have common objectives. This brings them together and makes support each other. The conduct of schools relates itself to many publics in the community. Parents, teachers, merchants, farmers, tradesmen and others interest.

Education shares the common interest of the society. Concerning the strong relationship that exist between schools and communities, Ayalew (1991:11) has written that the Schools have much closer and intimate relation to and more frequent interaction with the community. The parents have greater concern with the way these schools are treating their children, the issue of school and community relations. Thus, enforces the whole society to work together.

In addition, Hicks, (1956:386) further enriches this idea that parents and citizens support schools for the benefit of children. Teachers also teach with the hope of satisfaction in helping children. This shows that all the efforts from all the corners of the citizen are for the welfare of the children. Hence, the common denominator of effective school- community relations is the child.

Therefore, to meet the common interest and objectives of the community and the schools. The faith in education as an instrument for human development is essential. Parents and other citizens who see no real need for education cannot be easily enlisted as supporters of the school. Thus, the schools' objectives to provide children with quality education and the communities' wishes of better education for their children cannot be realized unless the two parties create an understanding of each other and build a constructive relationship (Hicks, 1956)

When there is mutual understanding and concern about each other between schools and communities, the education of adolescents improves. As Fullan (1972) stated, the closer the parent in the education of the adolescents is, the greater the impact it has on adolescents development and educational achievement. With regards to the community as the foundation of effective education, Epstein (1998) stated that the out-of- school effects i.e. the effects of family and community, are more powerful than the in-school effects on the adolescents achievement.

Thus to bring, this in -school and out-of school effect together for the better achievement of students. It is advisable to develop positive school and community relations, therefore, means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas on how to work together to improve education (Tadele, 1995:15). This indicates a two-way communication between schools and the society, Schools need their community to be all that they can be a community's good will and favor alone are powerful enough to move a "fair" school to be a "good" one and a "good" school at "great" one (Poston, Stone and Mother, 1192:2). If schools and communities are interlinked with each other, can bring about changes in schools.

The two way communication between schools and community springs from the common goals of schools i.e., educating the adolescents under its care in harmony with the prescribed values of the larger society and to prepare adolescents for the respective examinations. According to Ezewu and Phil (1983:12), the school should not only prepare the students for examinations but it should ensure that they manage to pass the examinations. The teachers, the pupils, the administrative staff and the parents are expected to contribute individually and collectively towards the attainment of these

goals. If any of the individuals or set of individuals fail at any given time to participate, it is not likely that the goals of the school will be attained.

School-community relation is the relation in which the two parties work together and get involved in one another's affairs. This relationship requires a willful involvement of the community in matters that affect their economic and social well-being. So the community participation in school affairs is a development strategy in which the beneficiaries have strong influence on the direction and execution of school programs (ESDP. 1998:43).

If a community is to participate effectively, its members have to understand that it is their own issue to work with schools and they must develop their own ways of dealing them, however, for this to happen, there is often a need first to strengthen people's analytical and planning skills (Hagman et al. 1998:22). Thus as schools are the concerns of the community, it should be known that the community has the role to play in planning what to do and how to do in schools.

As Goldring and Rallis (1992) in Blase (1997:36) noted, an impressive body of research now shows that redesigned schools tend to "blend" with their communities, so that over time the boundaries between them and their communities become more permeable. School community relation, thus, is a condition in which considerable efforts are put forth to produce harmonious understandings between schools and the citizens, interest in and support for quality education as well as pride in local schools.

2.6 Community support in instructional program

Parents and other community support are not limited to management and financing of schools and teachers. They also contribute to the improvement of educational delivery and serve as an agent of educational delivery where there is a shortage of teachers (Uemura, 1999). For instance, Watt (2001) had observed tutorial classes arranged for low performing students by mother association in Guinea and extracurricular activities arranged by PTA and communities. In many countries PTAs monitors, supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time and effectively teach in the classroom.

This is often overlooked as a form of community participation in education, but it can be crucial to improving participation and learning outcomes where communities are able to provide formal support by volunteering as teachers` assistants or after- school tutors. Support for the instructional program can be formally mobilized through school committees and parents associations, which organize extracurricular activities, provide links between schooling and work, assist teachers for example to prepare teaching aids- and encourage parents to help children with homework.

It must be pointed out that the capacity of communities to provide this sort of support varies widely. One major challenge is that poor communities with low levels of education attainment often lack the time, confidence, and skills to provide formal support to the instructional program. Also efforts to involve communities in the learning process will depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an "intrusion." Teachers must, therefore be assured that community involvement is designed to assist and complement rather than substitute for the teacher.

Where the capacity of the community to participate in the instructional program is limited, it can still play a crucial role in improving learning outcomes through more informal channels. Perhaps the single most important contribution communities can make to improve school effectiveness is providing and creating a home and community environment conducive enough to reinforce the work of the school. Practically, parents can ensure that their children attend school regularly, arrive at school on time, eat in the morning before lessons begin, and provide time and space for children to study in the home. Communities can also help to ensure that teachers attend school every day on time, teach when they are at school, and inform the school community of planned absences. Taken together, these relatively simple forms of community participation can have a critical bearing on learning outcomes, by increasing the amount of time children spend being taught, by improving their mental alertness, and by making children and teachers feel that what happens in the school is valued and actively followed by the community. (Lockheed & Watt, 2001)

Beyond this, participation increases the understanding of the relevance of education

and tendency to cooperate with teachers and school in identifying students" problems and improve student learning (Uemura, 1999). There are various conditions in which students do not come to school, mainly because of economic problems, and cultural and social influences. Through participation in education, the community can develop an understanding and appreciation of education, and this helps to break mainly societal and cultural conditions that keep children from schools, particularly girls" and children with disability (Ibid).

2.7 What can community participation in education do?

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the educational delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieving this goal. Extensive literature research has resulted in identifying the following rationales that explain the importance of community participation in education.

2.7.1 Maximizing Limited Resources

Most governments all over the world have been committed to deliver education for their children. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Although some communities have historically been involved in their children's education, it hasn't been fully recognized that communities themselves have the resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools.

Furthermore, parents are usually concerned about their children's education, and often

are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivered.

2.7.2 Promoting Girls' Education

Community participation can contribute to promoting girls' education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school. For instance, many parents in rural areas are reluctant to send their daughters to schools located in distance, concerned about the security of their daughters on the way to and from the school. In addition, since girls are important labors in the household, helping their mothers to do the chores and take care of their young siblings. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls' education.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local female teachers which greatly help girls' education. Furthermore, in places where communities are indifferent in girls' education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools, if the dialogue with these respected people takes place successfully.

2.7.3 Realizing Democracy

Parental involvement in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (1997), where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children's education. They are not capable of taking any responsibility in school issues and tend to feel that education is something that should be taken care of by educational professionals at schools. Many people, especially minority groups in many developing countries, develop this kind of attitude towards schools because they are not treated by teachers with respect. For instance, those who do not speak the country's official language and embrace other than mainstream traditions and culture feel discouraged in classrooms where teachers don't show respect to their linguistic and cultural diversity.

In the history, there were times when children were prohibited from speaking their first language in schools and they got severe punishment when they broke the rule imposed by the school or the government. This educational environment is unfavorable to parents and children and, therefore, contributes to these students' low participation, poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable in participating in schools.

2.7.4 Increasing Accountability

Parental involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. The accountability is developed through routine parents' meetings and reporting systems on student progress. When parents contribute to their time, labor, materials, land, and funds, they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teachers' performance. Teachers and school staff, in turn, feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

2.7.5 Ensuring Sustainability

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped.

Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992). Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the program.

2.7.6 Improving Home Environment

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

Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children's learning. In addition, parents can help their children with homework. From their extensive literature research, Heneveld and Craig (1996) argue that the parent and the community are one of the key factors to determine school effectiveness because they can prepare children's readiness to come to school and their

cognitive development.

2.8 Factors Influencing Community Participation

It is widely documented that community participation depends on many factors amongst them are individual attitude towards participation, leaders' qualities, lack of awareness , community interest, transparency, availability of resources and personal attributes. Below are some of the factors and their influence on community participation.

2.8.1 Attitude

The term attitude is frequently used in describing people and explaining their behavior. More precisely according to Luthans (2005), an attitude can be defined as a persistent tendency to feel and behave in a particular way toward some object. Attitudes are evaluative statements either favorable or unfavorable concerning objects, people or events (Robbins, 2005). Luthans (2005) provides three components of attitude as emotional, informational and behavioral. The emotional component involves the persons' feelings or affect- positive, neutral, or negative about an object. The informational component consists of beliefs and information an individual has about the object. It makes no difference whether or not this information is empirically real or not.

He proceeds by saying that the third component of attitude is behavioral, which consists of persons' tendencies to behave in a particular way toward an object. Of the three components of attitude, only the behavioral component can be directly observed. It is assumed that if you want to know someone's beliefs, feelings, and behavioral tendencies toward an object, all you need to do is measure his or her attitude. In this study, therefore, the third component of attitude which is behavioral component was studied specifically on the individual attitude towards community participation.

2.8.2 Leadership qualities

Jain and Saakshi (2005) define leadership as a process of influencing subordinates so that they cooperate enthusiastically in the achievement of group goals. Yet another definition says leadership is the ability to influence through communication, the

activities of others, individually or as a group toward the accomplishment of worthwhile meaningful and challenging goals (Ivancevich et al., 2003). It is further said that leadership occurs whenever one person attempts to influence the behavior of an individual or group. Holt (1993) sees leadership as a process whereby other people are influenced to behave in preferred ways to accomplish organizational objectives.

According to Chandan (2003) leadership can be formal or informal. Formal leadership occurs when a person is appointed or elected as an authority figure while informal leadership emerges when a person uses interpersonal influence in a group without a designated authority or power. These leaders emerge in certain situations, because of their charm, intelligence, skills or other people turn for advice, direction and guidance.

School leadership is also an essential component of school improvement (Harris et al, 2003; Hopkins, 1994, Allen, 2006). Leadership and management are important in schools. School leaders are expected to communicate vision of the school to staff, encourage staff participation in decision making, mobilize school resources, monitor students learning and facilitate professional development of staffs. In so doing they are expected to act as a key change agent in schools. Hence, school leadership is another area that should deserve attention in any school improvement program.

Effective and efficient leaders are always endowed with good leadership qualities. Without having the qualities of a good leader he/she may find difficult to direct the activities of subordinates in achieving organizational goals. Jain and Saakshi (2005) emphasize that the success or failure of an organization to a great extent depends on the quality of leadership. Nirmal (2002) asserts that there are three broad categories of the qualities of successful leadership namely personality traits, knowledge and ability and lastly skills. Personality traits cover issues of good character, intelligence, willpower, judgment, fellow feeling, faith mental and physical energy, enthusiasm and drive, emotional stability and tact, and humor.

Knowledge and ability are the second category which covers aspects of good educational background, technical competence i.e. ability to plan, organize, delegate, analyze, make decisions and capacity to control and coordinate the group efforts; ability to appraise and evaluate employees' performance as well as self appraisement.

Leaders' possession of skills is the third category of leadership qualities that focus on the following skills: problem-solving and decision- making skills, communication skills, human relations skills, conceptual skills, social skills and administrative skills. The above literature review shows that there are several qualities which need to be possessed by the leaders.

2.8.3 Lack of Community Interest

Parents, as it is mentioned earlier, are willing to cooperate with schools as far as it is to offer quality education to their children. However, there are some parents who are reluctant or unable to participate. Though it is a challenge to get reluctant parents involved in their children's schools, educators can do a great deal to promote parent involvement.

When the community sees that what the schools demand is against its values, and then comes reluctance or resistance concerning this, Cummings and Dall (1995:106) noted that schools, when the community is reluctant or resistant to their efforts. Have to devise a method of gaining the utmost effort and cooperation. Thus a highly simplified way of looking at communities is to distinguish between those who are receptive to the government's worldview and those that are cool or resistant to government's educational objectives. The methods of delivery that conflict with local values related to gender roles and a general mismatch between the values of schooling and local values are some of the reasons for low community participation.

However as Jonson et al (1967:226) indicated people have different perceptions about the support they are required to provide. Some look upon financial support of local education and the school program as a burden while others see it as an imposition. Still others who have no children in schools question their being compelled to support the education of other people's children. Jonson et al added that misunderstanding of the community members about the roles they have in the relation with schools is one of the drawbacks, which affect both parties. To avoid these misunderstandings, schools can clear the confusion through strong public relations. This depends on the operation and the conduct of the school, the understandings and interrelationships as well as the level of support that exist. Therefore, good relations are based on understandings of what a school is, what it does, how it does, what it needs to do the job. These come

first and they the proper basis upon which publicity can be effectively produced.

2.8.4 Lack of Community Awareness

Community members, under any locality, to work with schools need to know that without their inputs, it is difficult for schools to accomplish their tasks. Cummings and Dall (1995:11) commented that where schools have long been established and run by government bureaucracies communities come to assume that someone else is in charge. School principals, therefore can play a good role to avoid such misunderstandings. To do this according to Williams (1964:460) a school principal has to learn as many people as possible in the community in order to use resource people.

Furthermore, he/she must utilize every means possible to inform the public about the schools' progress and to integrate interested community groups as members of the working team. This also enables the schools to involve members who are willing to be intelligently involved in assisting the faculty in planning an improved educational program. In addition, he/she elaborates that in managing school community relations. The most effective individual is the principal, because he/she can be responsible for maintaining good relations and interpret the school to the community and community to the schools. This promotes awareness of the community about the role they can play in schools.

2.8.5 Resources

Resources are the organizations' assets and are thus the basic building blocks of the organization. They include physical assets, such as plant, equipment, and location, human assets, in terms of the number of employees and their skills, and organizational assets, such as culture and reputation (Hunger and Wheelen, 2007). Barney (2007) identifies three categories of resources that is physical, human and organizational. Of these categories, human resources are conceived in terms of experience, knowledge and understanding that managers bring to the context of the organization. The third category of organizational resources includes formal organizational resources such as its structure and its systems for planning, coordinating and controlling as well as informal aspects such as the nature of internal and external relationship.

2.8.6 School climate

School climate refers to the broad environment in which the teaching learning process is carried out. It mirrors the extent to which school staffs are satisfied with certain characteristics of their work environment such as pressure, safety at work, the extent of participation in decision making and esteem from colleagues (Maslowski 1999, p.18). It therefore constitutes both the physical and psychological dimensions of the school that can shape the process of teaching and learning. It mainly focuses on creating an orderly environment in which students and school staffs feel secure so as to strive for achievement of educational goals. School climate covers two broad areas: orderly atmosphere and climate in terms of effectiveness orientation and good relationship between school community (Scheerens, Glas and Thomas, 2007).

In the Literatures we find that school climate has significant impact on school performance in general and students' academic achievement in particular. Haynes and Comer (1993), for instance, pointed out that a positive, supportive and culturally sensitive school climate in high-risk urban environments can profoundly affect the academic achievement of students. McEvoy and Welker (2002) on the other hand investigated that good rapport between school community leads to better students' academic achievement and reduce learners miss behaviors. Furthermore, Haynes (1998) and Kupermine et al. (1997), in their study found that perception of good school climate leads to healthy social development in students which in turn leads to good learning.

Fullan (1991) also strongly stresses on the need to focus on school climate as a result of the influence it has on the quality of teaching and learning. Hence in any school improvement effort, due attention should be given to enhancing the broad climate in which the schools function. Specially, when we look at the situation in Ethiopia, most schools in the country work under a condition that hardly facilitates the teaching learning process; this includes students disciplinary problems, lack of facilities like classrooms, toilets, clean water , chalk boards, un protected school compound and poor attention given to the importance of creating smooth relationship among school staffs (MOE, 2006). It is therefore important to look at the extent to which these conditions are improved in the schools.

2.9 How do Schools Engage Parents?

Hanke (2006) pointed out that lack of parental involvement is due to lack of helpful information to parents. Phone, letters, newsletters and personal contacts can be made by schools to reach out to parents. If schools communicate with parents regularly and consistently using the various means, the gap between school and parental involvement will be reduced. Students' expectations and achievement will increase if families show high levels of interest (National PTA, 1998). Six different areas of parental involvement are identified by Epstein and associate (1997): parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

Two types of communication exist Tracy (2006) these two types include one-way (transmittal) and two-way communication. In one-way communication, the school disseminates information to parents on how they can help their children at home. Examples of this type of communication are newsletters and informational fliers. The two-way communication is considered much more interactive and perceived as a partnership between the school and families.

Reenay and Vivian (2007) explained that even though the invention of new technologies has made it easier for schools to reach out to parents (through emails, cell phones and internet websites), the use of traditional methods in communication has been found to be an effective way for schools to communicate with parents, but this has been limited in use by schools because of time constraints.

In addition, it has been assessed that the frequent use of mass communications (newsletters, calendars, letters and handbooks) by school educators has not been effective in changing student behaviors. However, as Jonson (1999) reported, many parents do not communicate with their adolescents schools due to a vast number of reasons. For example, their concerns might not be heard or responded to promptly, or they are busy at work. Despite the fact that technology is a tool providing new channels for communication, studies have shown that parents and teachers find difficulty in using them or lack access to them (Weifeng & Dialing, 2007; Blanchard, 1997).

2.10 Types of Community Participation.

Various forms of community participation in education have been identified by many researchers in their studies. Community support for education takes a large number of monetary and non-monetary forms. Monetary support includes fees, levies, and fundraising activities. Non-monetary support covers a wide range of activities, from attending school committee and parent association meetings, to providing labor for school construction and maintenance. Non-monetary support is an especially important component of community-based education in rural Africa, where the cash economy is typically small, income irregular and unpredictable, and the isolation of communities' means that many management decisions must be taken at the school level.

Williams (1997) broadly grouped community support for education into three principal areas of activity. These are:

- support for the instructional program
- school management
- Contributions to school resources.

2.10.1 Support for the instructional program

This is often overlooked as a form of community participation in education, but it can be crucial in the attempt of improving participation and eventually learning outcomes where communities are able to provide formal support by volunteering as teachers` assistants or after- school tutors. Support for the instructional program can be formally mobilized through school committees and parents associations, which organize extracurricular activities, provide links between schooling and work, assist teachers –for example to prepare teaching aids- and encourage parents to help children with homework.

It must be pointed out that the capacity of communities to provide this sort of support varies widely. One major challenge is that poor communities with low levels of education attainment often lack the time, confidence, and skills to provide formal support to the instructional program. Also efforts to involve communities in the learning process will depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an "intrusion." Teachers must, therefore be assured that community involvement is designed

to assist and complement rather than substitute for the teacher.

2.10.2 School Management

Watt (2001) also identified school management as a form of community participation in education. Community management can be an important building block in creating a sense of ownership of schools, and has practical benefits for poor communities, who may be unable to make additional financial contributions to education, but who are often enthusiastic about being given greater decision making power over the school. In Africa, this has taken a number of forms. At its most limited, community participation in school management involves an advisory or consultative role on the school committee.

Another management role that communities can perform is the development of school improvement plans. These are designed to give communities greater freedom to identify their own needs and priorities. These are often decisions best taken at the community level, where needs can be identified more accurately. In some countries, communities have also participated in school management by providing expertise in areas such as account keeping and learning evaluations.

Like support for the instructional program, the ability of communities to participate in school management varies widely. Many poor rural communities lack the management and administrative skills required for their contributions to be effective; some communities –usually in the urban areas-are highly educated and have the time and skills to make a major contribution to management requirements. In situations where communities lack the capacity or skill to effectively participate in school management, additional assistance in the form of workshops are organized to effectively equip communities so as to help them define their responsibilities towards the school.

2.10.3 Contributions to school resources

Contributing to school resources has been identified as the most common form of community participation in education. The principal rationale for community contribution towards the cost of schooling is financially underscored by the fact that government is unable to single-handedly fund education. A further rationale for community contribution to school resources is that it promotes accountability and increases community legitimacy

to exercise control over their own school. Additional financing of education are typically contributed only by households with children enrolled in school coming in the form of user fees or charges. Community financing is an alternative to user fees, and draws on the support of the wider community, not just the parents who have a direct stake in the school. It also implies more active support than user fees and tends to involve contributions of time and effort in addition to money (Cornia, Jolly, and Stewart 1987)

Community financing of education takes two main forms: (a) financial contributions in the form of official and unofficial fees and levies decided by the government, community leaders, and teachers, and usually directed to meeting the same needs as income from user fees; and (b) money raised from fundraising activities. Community financing is a preferred option in the rural areas, where communities are more cohesive and identifiable, and easier to mobilize. In contrast, user fees may be more appropriate in urban communities, where the opportunity costs of in-kind contributions are higher, support from the wider community is more difficult to mobilize, and incomes are larger and more predictable.

Bray (1999b) notes that contributions to school resources can take two main forms: in-kind as well as financial support. In-kind supports includes labor for activities such as school construction and work by students on the school plot, and can cover contributions of goods, such as building materials for school construction, or food. For example, in Madagascar schools have attempted to broaden access by accepting in- kind payments of rice, while in Botswana cattle have been contributed in some cases In- kind contributions have clear advantages for cash-poor communities, as well as capturing resources that would not otherwise be used to meet educational goals.

Ota (1986) identified three main forms of community financing of education found even in poor settings: (i) parental contributions in various forms such as school fees and PTA levies; (ii) contributions by the whole community, most commonly in the form of labor toward construction work in the school; and (iii) contributions by voluntary organizations including religious bodies. The study notes further that other innovative approaches increasing community participation (UNESCO, 1991) include orientation ceremonies, family visits, hobby courses for parents, pupils performance pamphlets, parents meetings, and classes.

2.10.4 Epstein's six major types of partnerships between schools, families, and communities

The Six Types of Partnerships Framework, developed by Joyce Epstein (1995) and her colleagues at Johns Hopkins University, is a useful model for analyzing and designing family-involvement programs. This framework describes the general categories of partnerships that exist between schools, families, and communities. They are:

- **Parenting**: Helping families establish home environments to support children as learners
- **Communications**: The use of effective forms for school-to-home- and home to-school communications
- **Volunteering**: The recruitment and organization of the school's volunteer program
- **Learning at Home**: Helping families assist their children with homework and recognizing other learning at home opportunities
- **Decision making**: Including parents, students, and community members in the school decision making process
- **Collaborating with the Community**: The identification and integration of resources and services from the community

The Measure of School, Family, and Community Partnerships (Epstein, Salinas, Sanders, Davis, & Douglas, 1999) is based on the Six Types of Partnerships Framework and is included in this document. It is a tool schools can use to analyze their current practices and make plans for future activities. It can help schools see their strengths and build upon them to create a comprehensive approach to family and community involvement that promotes student success.

2.11 Overcoming Barriers to Parental Involvement

The National School Public Relations Association, NSPRA (2004) suggested some ideas to help schools and families work collaboratively (Padgett, 2006). These ideas include creating a formal policy including specific goals for parents and teachers working together, identifying barriers that are specific to the school and its culture, assessing, evaluating and improving the current programs, and involving the community at large. Schools must encourage parents to support their children's learning by making them feel

welcome in the school. Schools should also involve parents in the process of attaining the goals related to students' success (Jesse, 2009).

2.12 The concept of school improvement

 The basic idea behind school improvement is that its dual emphasis on enhancing the school capacity for change as well as implementing specific reforms, both of which have their ultimate goal of increasing in student achievement. Hence, school improvement is about strengthening schools organizational capacity and implementing educational reform. Another major notion of school improvement is that, school improvement cannot be simply equated with educational change in general. Because many changes, whether external or internal, do not improve students' outcome as they simply imposed. They should rather focus on the importance of culture and organization of the school (Hopkins, 1994). In addition, school improvement is about raising student achievements through focusing on the teaching learning process and the conditions which support it. It is about strategies for improving school's capacity for providing quality of education times of change (Hopkins, 1998). Moreover, the notion that school improvement is not an event or incident; rather it is a process that takes time.

When we are talking about school improvement as a process, it is continuous activity of fulfilling different inputs, upgrading school performance and bringing better learning outcomes at school level (MOE, 2005). This improvement is not a routine practice which can be performed in a day-to day activities of schools. Educational institutions have different settings and capacity in providing their services to the needy. In general, as it was explained by different scholars, the term improvement is familiar to all. It simply means reforming, transforming or upgrading the quality of inputs, process, service or product.

2.12.1 Definition of school improvement

The school improvement has been defined in different ways by different scholars. However, the definitions have common elements in that SIP targets to improve students' learning outcome. According to Hopkins (2005) school improvement is defined as a distinct approach to educational changes that enhances student's outcomes

as well as strengthens the school's capacity for managing improvement initiatives. Hopkins further elaborated that school improvement is about raising student's achievement through focusing on the teaching and learning process and those conditions which support it.

School improvement can be defined as "a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively" (Hargreaves and Hopkins, 1991 p.117). According to this definition school improvement involves activities that are carried out to create enabling internal school conditions with the ultimate aim of enhancing students' academic achievement.

Another definition for school improvement is given by Hopkins et al. (1994); school improvement is an overall approach or a result of specific application of an innovation. It is aimed at changing in order to achieving educational goals more effectively. Also, they discuss on two meanings or, senses, of school improvement. The first is common sense which relates to general efforts to make schools better places. The second is a more technical or specific phrases, School improvement as an approach to educational change that enhances students' outcomes as well as strengthening the school's capacity for managing change.

According to Plan international (2004) school improvement means making schools for learning. This relies on changes at both school level and within classroom, which in turn depends on school being committed to fulfilling the expectations of the children and their parents. In other words, school improvement refers to a systematic approach that improves the quality of schools.

2.13 Rationale of school improvement program

There are many reasons for such failures in education reform. Among them, the lack of comprehensive analysis and deep understanding of the changing environment and the complex nature of education reforms in a new era of transformation often tightly limit the mindset of concerned parties in policy formulation and reform practices. In policy-making, education leaders and practitioners often ignore the deeper meanings and implications of paradigm shift in education. In practice, they neglect the critical

role of leadership to the success of education reform and they often maintain the traditional thinking of management and operation in education (Cheng, 2005).

Also, change usually emerges when there is dissatisfaction with the existing state of affairs. This is also true for educational changes. That is, when there is a sense of unhappiness in the existing operation of schools, Velzen described that; there will be a sustained effort in side of schools to change the conditions for teaching and learning. These changes are directed towards accomplishing new educational goals (Postlethwaite, 1994).

Therefore, school improvement is an important aspect of the school system. It contributes a lot to the efficiency and the quality of the educational provision. As suggested in MOE (2007) school improvement helps to create a learning environment that well comes all learners. It enables teachers to be responsive to the diverse learning needs of students in their teaching-learning approaches. Moreover, school improvement is essentials to enhance the involvement of the parents and the community in the school activities and to improve the effectiveness of the school's managements. In general, school improvement helps to realize the provision of quality education for all children by making the overall practices and functions of school more responsive to the diverse students, needs.

According to plan international (2004), the school improvement program is a plan initiated education program based on long experience of supporting basic education in the developing world. In other words, school improvement program supports the initiatives of government and others in achieving the goals of education for all by 2015. Specifically, the program aims to ensure support to every aspects of a school vital in creating conducive environment for children, supporting the school based plans, enhances the quality of children's basic education, achieve the enrolment, attendance and completion rates that meet the education for all goals, to promote the active participation of students and community in the school governance to hold individual school management accountable for students enrolment, attendance, learning and successful completion.

Plan international has also suggested the core elements which have greater implication

by the program elaborating that this programs aims to support schools in addressing core elements such as: ensuring teachers are competent and motivated, promoting active learning methods supported by appropriate teaching and learning aids, promoting active participation of children and parents in school governance, ensuring a safe, sound and effective learning environment establishing a relevant curriculum…. ensuring empowered and supporting school leaders and advocating for supporting supervision.

To this end, schools and educationalists in collaborating, designing to strengthen the schools ability to manage changes, to enhance the work of teachers, and ultimately to improve students achievements. Consequently, educationalists have developed reform programs that aimed at strengthening the schools' capacity to provide quality education for its pupils during the past ten years, which Hopkins termed as a school improvement programs (2002)
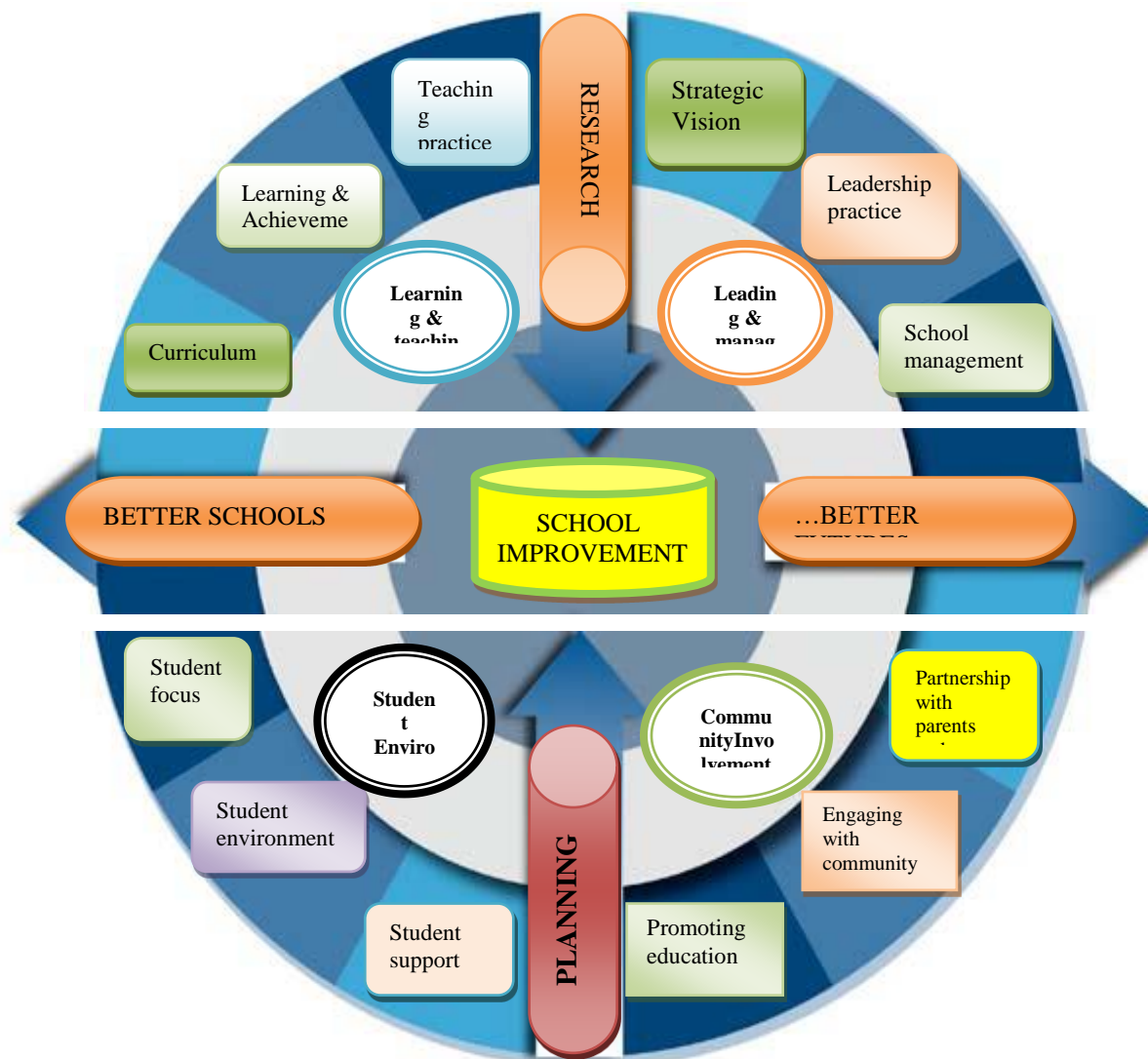
Figure 2.1: The School Improvement Framework and its domain elements in Ethiopia.
Source: ACT Government (2009): School Improvement Framework

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. These elements 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 (ACT, 2009).

2.14 Community involvement domain

The community involvement domain describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. According to MOE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both positive and negative feedback at regular intervals. The period for such communications should be agreed upon, and should be regular such as once a month, or once a term. It is important to consider what school responsibilities can be shared with the parents.

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the school improvement program could become de-motivating. This can be improved when parents and local communities actively participating in school improvement planning and implementation (MOE, 2010). Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on school improvement plans), the necessary resources (through a school grant system) and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement.

Development of a healthy sense of community may be necessary for the long-term success of school-improvement activities. These activities can be quite disruptive in a school, often leading to changes in established roles and relationships and challenging fundamental assumptions about teaching and learning. Unless a sound fabric of interpersonal relationships can be woven as improvement activities are planned and launched, potential benefits of these activities may be lost to tension and dissension.

Therefore, school community involvement domain describes the improvement of community partnership and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and success are promoted as educational outcomes. MOE (2010) suggest that, Teachers meet with parents when necessary, and at a minimum twice per semester, to provide quality reports and to discuss their child's learning achievement and schools successfully mobilize the community to provide resources to support implementation of the School Improvement Plan. In addition to this schools are active in communicating and promoting the importance of education in the community. The word active indicate that school work on five key activities. These are: return children to school that have dropped out; retaining children in school who are at risk of dropping out (e.g. orphans); enrolling children who have never been to school; promoting the importance of education in the community for development; and, providing free adult literacy education classes for community members MOE (2010).

Also, School communities will be responsible for the allocation of resources under the SIP components. In addition, parent teacher associations (PTAs)/ school improvement committees (SICs) will be involved in the school self-assessment and improvement processes in their respective school and the issuing of school grant.
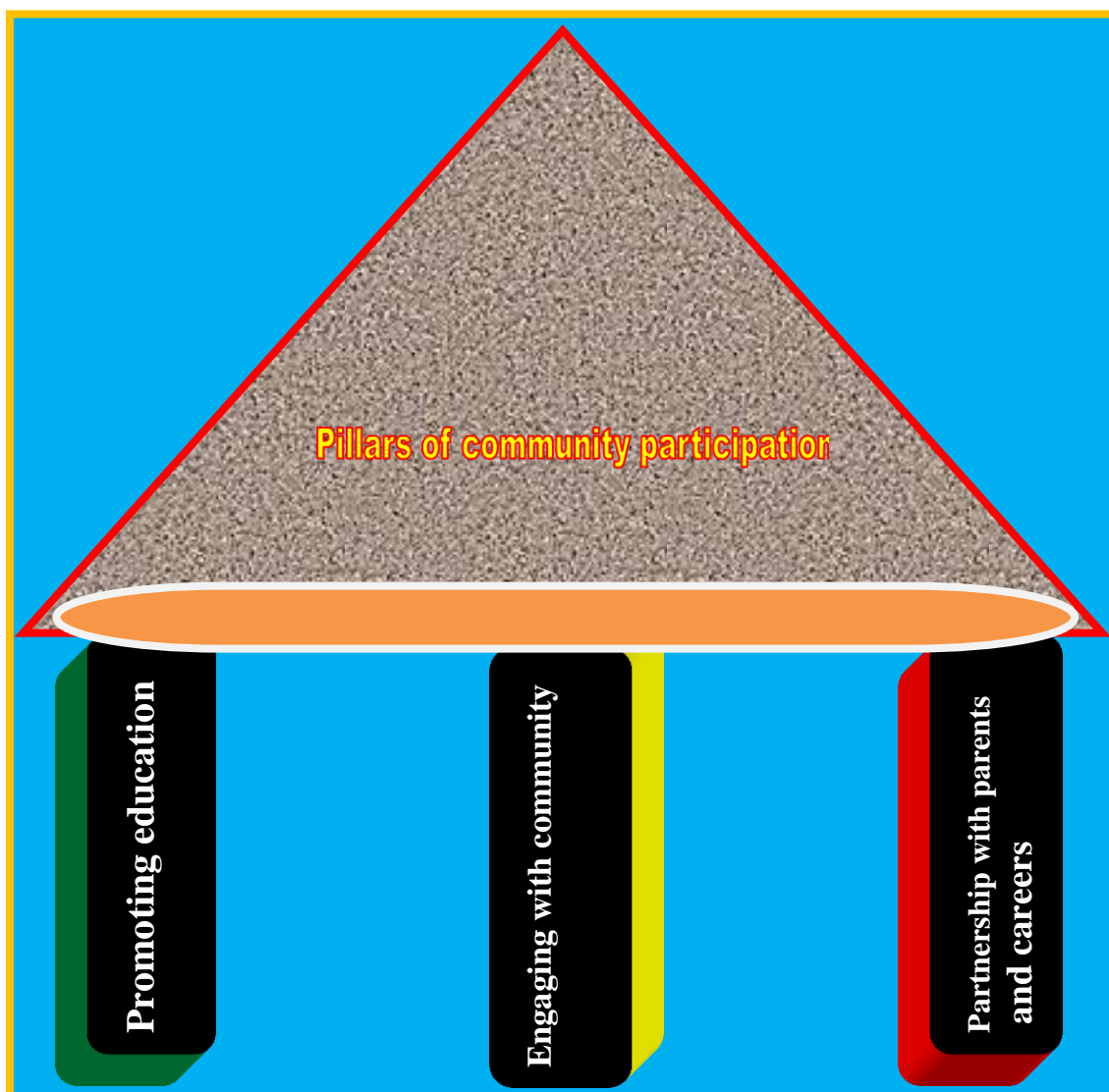
Figure:2.2: pillars of community participation, Source: Author/researcher

2.15 The school improvement program initiatives in Ethiopia

In Ethiopia, with the intention to improve the quality of education, much effort has been exerted. Due to a great effort exerted to implement the education and training policy, various promising results were registered. For instance, during beginning of the program many efforts were made to assess the experience of the best promoting schools within the country and the experience of the other countries. Different guidelines and frameworks were developed and awareness raising training was conducted at different level (MOE, 2007).

However, school improvement program is a very widespread phenomenon and a wide variety of improvement efforts can be create. To be of any importance for school effectiveness, school improvement should use the school effectiveness knowledge base, and be directed to the application of this knowledge as a focused intervention, emphasizing implementation, emphasis outcome, and evaluation techniques to practices school improvement program.

Accordingly, the MOE has developed the six general education quality improvement package (GEQIP) such as: i) school improvement program(SIP), ii) teacher development program (TDP), iii) school management and school leadership, iv) civic and ethical education program, v) curriculum improvement program and vi) information communication technology (ICT) program. School improvement initiatives have developed as strategies to the strong government commitment to improve the quality of general education at all levels. Hence, the implication is that Ethiopia is to meet its EFL and MGD enrolment and completion targets, the quality of schooling must improve through employing different innovation strategies and the ministry of education, in collaboration with Regional Education Bureaus, to ensure the equitable provision of quality education (MOE, 2003).

2.16 Educational administration strategies and SIC committees in Oromia region

2.16.1 School Improvement Committee members:

The school improvement program is a national program developed by MoE in 1999 to improve students result. It is a committee set up from the school community and parents to implement school improvement in the school; the executive committee is composed of between nine to ten members. The established School improvement committee must have a minimum of 1/3 of members who are women (MoE SIP guideline, 2010).

Main role: To realize measurable improvements in student results.

Sub-roles:
- ☞ To attend, and actively participate, in all School Improvement Committee meetings;

☞ To assist the Committee to develop, and successfully implement, a three-year School Improvement Strategic Plan, and a one-year School Improvement Action Plan;

☞ To assist the School Improvement Committee to raise resources from parents and the community to implement the one-year School Improvement Action Plan;

☞ To assist the school to realize measurable improvements in student results for all students and they are working cooperatively to make the school attractive, safe and healthy environment.

☞ To assist the School Improvement Committee to assess their achievements and the end of each school year; and,

☞ To volunteer the time required to ensure the overall success of the school's strategic and annual action plans.

◈ The SIP Committee should be selected from four different groups which represent the general community (MoE SIP guideline, 2010).
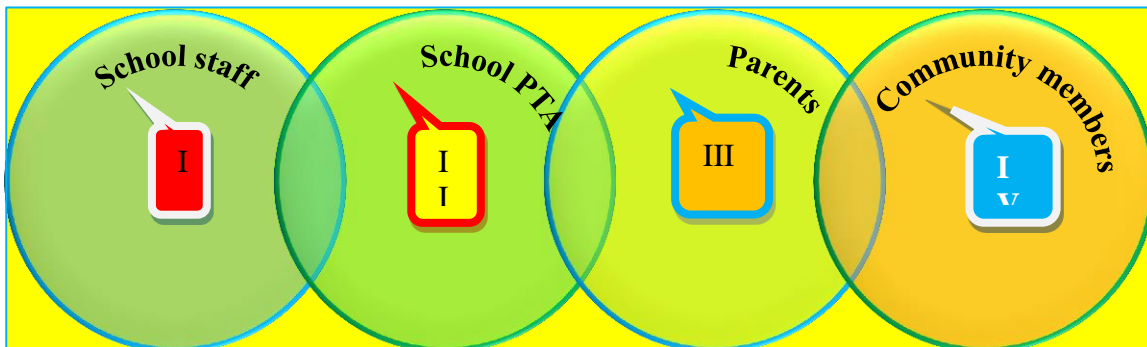
Figure. 2.3 The SIC structure,   Source (MoE School Improvement Program Guidelines ,2010)

2.16.2 Parent Teacher Association (PTA)

The PTA is a joint body of parents and teachers of a school. In terms of composition, it is made of between six to nine executive members who are selected at a general PTA meeting of a school involving all parents or guardians who have their children in the school. The PTA is not much of a national requirement. It is basically an automatic association of teachers and parents or guardians of a particular school who seek to advance the welfare and development of the school. The membership increases or decreases depending on the enrolment at a particular time.

In practical terms, the PTA is the organ of the community that is always most current with the needs and problems of the school. It is a forum where teachers and parents meet as partners to educate the children with the sole aim of bringing their minds together to solve thorny problems that inhibit smooth teaching and learning in the school. Among all the stakeholders in education, apart from the learners themselves, parents are the most concerned and anxious group. Thus on several occasions and in numerous instances, parents have initiated the execution of projects in their respective schools.

The main aims and objectives of the PTA include:

➡ to bring parents and school authorities together to work jointly for the development of the school;

➡ Promote effective community participation and involvement in the education delivery system.

➡ to forge strong links between the home, the school and the community; and

➡ to assist in raising funds to address some of the basic needs of the school such as providing furniture, classroom blocks, sports equipment, lighting system and other amenities; and

With regards to the functions, the PTA assists in the maintenance and repair of school infrastructure. Also the PTA sometimes assists in solving some problems such as disciplinary issues where parent(s) of a misbehaving pupil may be invited to help address the issue.

2.16.3 Kebelle Education and Training Boards (KETB)

A KETB is legally nominated body that oversees all schools in a kebelle. The board is composed of nine members. These are the kebelle administrator as a chairman of the board, the school headmaster as a member and secretary of the board, three representatives from parents, two representatives from youth and women associations, and one representative from the Kebelle teachers association. The establishment of the board is expected to alleviate physical distance between rural schools and woreda and to enable schools to get decisions made promptly. In addition, the board intended to:

◈ coordinate the community in a school catchment area and to solve educational problems of a kebelle, to identify and bring school aged children to school,

◈ Promote girls" education, to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage)

The KETB is accountable to the kebelle council. Like the PTA, its duties and responsibilities are defined at regional level (for detail see BBO, 2006, p. 27). Tadesse (2007) also noted in his investigation, that the KETBs were nominated because of political consideration rather than because of their qualification or experience; and that they were unable to identify their duties and responsibilities and perform their functions effectively. *Source: Oromia Bureau of Education (BBO, 2006).*
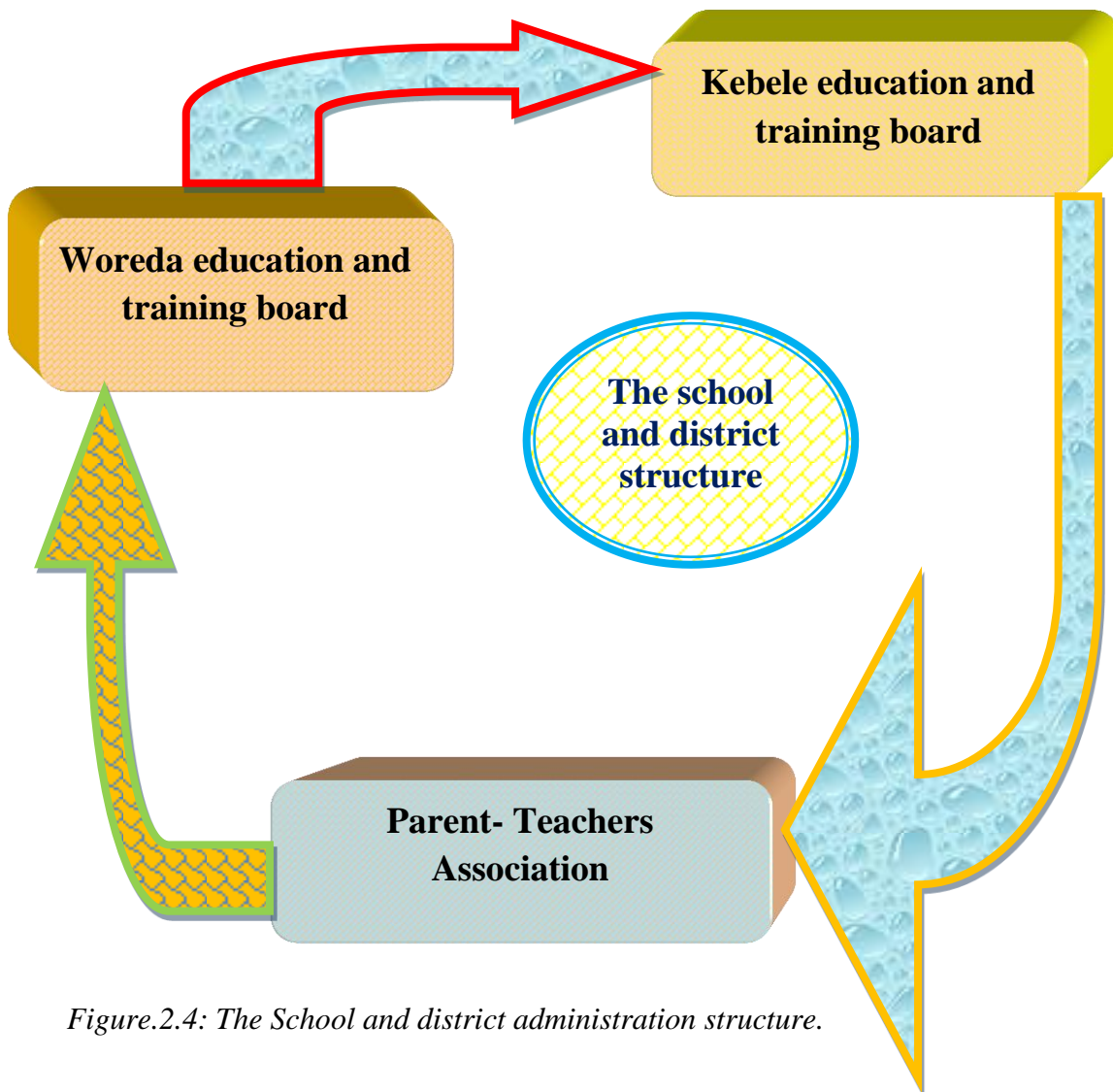
Figure.2.4: The School and district administration structure.

CHAPTER THREE

3. THE RESEARCH METHODOLOGY

According to Abiy, Alemayehu, Dinel, Melese and Yilma (2009), the methods or procedure section is really the heart of the research. Therefore, one must decide exactly what new data are needed in order to shed light on the problem one wants to study and how he/she is going to collect and process the data. The activities should be described with as much detail as possible and the continuity between them should be apparent. Thus, this section of the study consists of the research design, methods and sources of data, samples and sampling techniques, data collection instruments, procedures of data collection and methods of data analysis.

3.1. Research Design

A descriptive survey design was employed with the intention to get the general picture of the current status of community participation in secondary schools in Ilu Aba Bora Zone. In supporting this idea, Abiy et al., (2009) stated that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Moreover, the descriptive survey is more effective in assessing the current practices in its natural setting.

3.2. Research Method

The method employed in this research is both quantitative and qualitative. Since the research is descriptive survey, it emphasizes more on quantitative research method. Using multiple approaches can capitalize on the strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, Freeman, Robinson &Woodley, 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006).

3.3 Sources of Data

The source of information were be primary and secondary data sources. Primary data sources were used to get first hand information concerning the current status of community participation in secondary schools in Ilu Aba Bora Zone. Primary data were collected from teachers, secondary school principals, deputy principals, SICs, KETB and school PTA through interview questionnaire which consist of open and closed-ended items. The decision to use these groups of respondents as a source of primary data were the expectation that they have a better understanding and information about the current status of community participation in school improvement in secondary schools.

3.4. The Study Area Description

Ilu Aba Bora Zone is one of the 18 Zones Oromia Regional State which is found in the southwestern part of Ethiopia. It has a total area of approximately16, 555 km2 and lies between longitudes 33° 47' W and 360 52' E and latitudes 7005' S and 8045' N. It is bordered to the south by Kefa Zone, to the north by west Wollega, to the east by Jimma Zone and to the west by Gambella Regional State. Ilu Aba Bora Zone has 24 Woreda and 2 Towns. Agriculture especially coffee production is the back bone of the communities of the Zone. Mettu is the Zonal capital and is located 600 km away from Addis Ababa. (Source: Ilu Aba Bora zone Culture and Tourism Office).

The study population is the entire group of people to which a researcher intends the results of a study to apply (Aron, Aron & Coups, 2008). Therefore, the population of the study were 24 secondary schools teachers and principals, secondary school teachers (845), principals (24) and deputy principal (33) in addition to community representatives.

Figure 3.1: Location of study area. (Source: Ilu Aba Bora zone culture and tourism office).

3.5 Population

"Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, A., Aron, E. & Coups, 2008, p.130)." Therefore, the population that were included in this research are all concerned academic staffs in 7 secondary schools of Ilu Aba Bora Zone; specifically, 140 secondary school teachers, 14vprincipals and vice principals, 14school PTA members, 14KETB and 14 SIC committees of secondary schools, a total of 196. I prefer the above four educational actors that directly involved and take part in mobilizing community for school improvement.

3.6 Sample and Sampling Techniques

To obtain the necessary sample units, Available, purposive and simple random sampling techniques were employed. From the total of 24 secondary schools 7(30%) were taken as a sample by using the Multistage sampling method through stratified sampling technique. This technique provides each school independent and equal chance of being selected for the study. As for this technique, Abiy et al. (2009) describe that its utilization gives an opportunity for each element to have an equal and a nonzero chance of being selected. Also the researcher believes that the sample size of 7 secondary schools is representative

and would help to draw a well-founded generalization at the end of the study. The seven selected secondary schools are found in seven woredas from four clusters by considering the proportion of the cluster from the East, West, South and North through multi stage sampling by using simple random sampling. The sample schools are: (Chora, Doreni, Burusa, Nopha, Becho, Hurumu and Alle secondary schools) of Ilu Aba Bora Zone. The summary of the sampling technique was presented as below:

Ilu Aba Bora Zone

Woredas

Primary clusters

Cluster 1/woredas   **cluster 2**   **cluster 3**   **cluster 4**

Woredas

Secondary clusters/Schools, selected through SRT

Schools

☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = **7** Selected Sample schools.

Selected weredas and schools from each cluster.

Woredas

1ˢᵗ cluster   2ⁿᵈ cluster   3ʳᵈ cluster   4ᵗʰ cluster

| Alle | Burusa | Becho | Nopha | Doreni | Hurumu | Chora |

Selected secondary schools from each cluster

Schools

| Gore | Burusa | Leqa | Nicolas B. | Elemo | Hurumu | Chora |

Respondents

Samp.te

| Principals | Teachers | SIC | PTA | KETB |

| Available | SRT (Lottery) | Purposive | Purposive | purposive |

Thus, to determine the sample size of teachers from the total target population of teachers of the sampled secondary schools, the formula of Daniel was used to decide the exact number of the sample size for this study. In supporting this idea, (Daniel, 2006) suggest that, the aim of the calculation is to determine an adequate sample size to estimate the population prevalence with a good precision. Also the ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population (Robert, 1970). To determine the sample size of teachers in this study, the formula of (Daniel, 2006) was utilized. Therefore, the sample size is calculated as:

$$S = \frac{x^2\ NP\ (1-P)}{d^2\ (N-1) + x^2 P(1-P)}$$

Where;

S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level or level of confidence (3.841). Where, X=1. 96 then X2 = 3.841

N = the population size.

P = the population proportion or expected proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Therefore, to determine the sample size of teachers,

$$S = \frac{x^2 \; NP \; (1-P)}{d^2 \; (N-1) + x^2 \; P(1-P)} \quad \text{Where N=228}$$

S=3.84x228x0.5x(1-0.5)/ (0.05)2 (284-1)+3.84x0.5(1-0.5)

$\longrightarrow$ S=140

Thus, the sample sizes of teachers for this study were 140. After determining the sample size from the total population, simple random sampling technique were used to select teachers' based on proportion found in the sampled schools, because this technique gives independent and equal chance to be selected and the researcher believed that the sample of 140(60%) is sufficient to secure the validity of the data obtained from teacher respondents. Making proportional allocation of teachers in each school, equalize the representativeness of the larger as well as the smaller secondary schools for the study. To determine the total sample size of teachers to be drawn from the selected schools, the researcher used the following derived formula of William (1977:75):

$$\longrightarrow \quad \boldsymbol{Ps = \frac{n}{N}} \; \boldsymbol{X} \; N\underline{o} \; \textit{of teacher in each school}$$

Where,   *Ps = Proportional allocation to size*

        n = Total teachers' sample size (140)

        N = Total number of teachers in the seven selected sample school (228)

After determining the proportional allocation to size of teachers to each school, the researcher employed lottery method of simple random sampling technique. The procedure employed to select sample teachers;

1ˢᵗ the name of all teachers in 7 schools of 24 schools were written in alphabetical order

2nd the names of the teacher will be written on the ticket and rolled

3rd the rolled ticket will put in a dish

4th the ticket was picked up until the necessary samples will be obtained

Seven school principals and seven deputy principals were selected by using available sampling assuming that they could give adequate information about the current status of community participation in school improvement in their respective schools. 2 PTA and 2 KETB members from each school totally 28 were selected purposively, and 14 SICs also selected purposively for interview those who are elected from community from all committee. In general, 196 individuals were included into the sample. The next table indicates the summary of the total study population and the sample of the study.

N o	Name of school	Teachers			Principal and Dumpty principals		
		Population	Samples	%	Population	Sample	%
1	Becho secondary school	26	16	12	2	2	100
2	Gore secondary school	48	30	21	2	2	100
3	Nopha secondary school	28	17	13	2	2	100
4	Burusa secondary School	25	15	10	2	2	100
5	Hurumu secondary school	38	23	16	2	2	100
6	Doreni secondary school	27	17	13	2	2	100
7	Chora secondary School	36	22	15	2	2	100
	Total	**228**	**140**	**100**	**14**	**14**	**100**

Table -1: Population and Samples Size

3.7. Data Collection Instruments

In this study, the qualitative and quantitative data were obtained by using different tools.

These were questionnaire and interview.

I. Questionnaire

Both closed and open-ended items were prepared in a way they could answer the basic questions about the study. This is because a questionnaire can enable the researcher to solicit large amount of information from a large number of respondents. In line with this, Abiy *et al.,* (2009) states that questionnaire is extremely flexible and can be used to gather information from large numbers of people. The questionnaire was prepared for both teachers and principals in English language because English is used as a medium of instruction at the high school level. A total of 154 copies of questionnaires were prepared and distribute to 140 teachers and 14 principals.

The questionnaires had two parts. The first part of the questionnaire deals with the respondents' background information like sex, age, educational level and service year. Whereas the second part consists of the question items that focused on community participation in school improvement.The questionnaires were dispatched and collected by data collectors who were assigned by the researcher from the school under the immediate supervision of the principal investigator.

II. Interview

Interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face situation with the interviewer. Based on this theoretical knowledge, in this study, semi structured interview were used to gather in-depth qualitative data regarding to the status of community participation from 7 secondary school 14 SICs, 14 KETB and 14 PTA members. To strengthen the data obtained through questionnaires. The interview guideline were prepared and adopted in English and presented in Afan Oromo. Conducting the interview by Afan Oromo helps to communicate freely and collect sufficient data from the respondents. Lastly, the data collected were translated into English language.

3.8. Procedures of Data Collection

To answer the research questions raised, the researcher went through a series of data gathering procedures. Accordingly, questionnaires and interview questions were prepared in relation to the research questions. These helped the researcher get authentic and relevant data from the sample units. Letter of support were received from Jimma University and Zone Education Department (for additional letters to woreda and schools).To make the data more valid and reliable, the draft instruments were cheeked by pilot taste in one secondary school before the actual study was carry out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected secondary school. The questionnaires were collected by data collectors. Likewise, interview was conducted with PTA, KETB and SICs by arranging a convenient time with them. Finally, the data collected through various instruments from sources were analyzed and interpreted.

3.9. Methods of Data Analysis

Simple descriptive statistics were used to analyze these Likert-scale responses like percentage, mean and standard deviation. The quantitative data which were gathered through close-ended questionnaires were cleaned, coded and enter into a computer and analyzed by using SPSS. The quantitative data collected from teachers and principals through closed ended questionnaires were processed and analyzed using statistical tools. Accordingly, percentage, mean and frequency were used to analysis the data and to make it easy for further interpretation.

The data collected from the semi structured interview, document analysis and open ended questions were analyzed and interpreted qualitatively. The handwritten notes and recorded interview were transcribed; categorized and compiled together into themes, summary sheets were prepared and translated into English. The result of document analysis and open-ended questions were summarized and organized by related category. To this end, analysis and interpretations were made on the basis of the questionnaires and interviews. Finally, the overall course of the study was summarized with findings,

conclusions, and some possible recommendations.

3.10. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 14 teachers and 3 principals of Yayo secondary school to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

Additionally the reliability of the instrument was measured by using Cronbach alpha test. A reliability test was performed to check the consistency and accuracy of the measurement scales. Then an internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the coefficient of Alpha (α) to be 0.87, which is regarded as strong correlation coefficient by (Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L., (2007) also suggest that, the Cronbatch's alpha result >0.9excellent, >0.8good, >0.7acceptable, <0.6 questionable, <0.5poor. As suggested by Cronbach (2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Then, necessary modification on 7 items and complete removal and replacement of 3 unclear questions were done.

3.11 Ethical Consideration

Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicated all secondary schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. The school records and information

were kept confidential.

CHAPTER FOUR
RESULT AND DISCUSSION

The purpose of the research was to assess community participation in school improvement in secondary schools of Ilu Aba Bora Zone of the Oromia Regional State. Subsequently, this chapter deals with the presentation, analysis and interpretation of data.

To this effect, a total of 154 copies of questionnaires were distributed to 140 teachers and 14 principals. The return rate was (95.7%) for teachers and (97.8%) for principals. Moreover, 14 PTA, 14 KETB members and 14 SICs were interviewed. The data were analyzed in terms of the frequency, percentage mean scores and standard deviation. The demographic data were analyzed using percentage. Whereas the responses in table 2, to table 9 were analyzed by calculating the mean and t-test since the response in rating scales are more appropriate to such analysis. Accordingly the calculated means were interpreted as follows: 4.5-5.00= Strongly Agree, 3.5 -4.49= Agree: 2.5 -3.49= Fairly Agree: 1.5-2.49= Disagree: 1.00-1.49= Strongly Disagree. The summary were presented using tables and graphs that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and presented along the findings from quantitative analysis.

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, age, location of the study area, service year and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, and document analysis.

4.1. Characteristics of the Respondents

Sex of the respondents
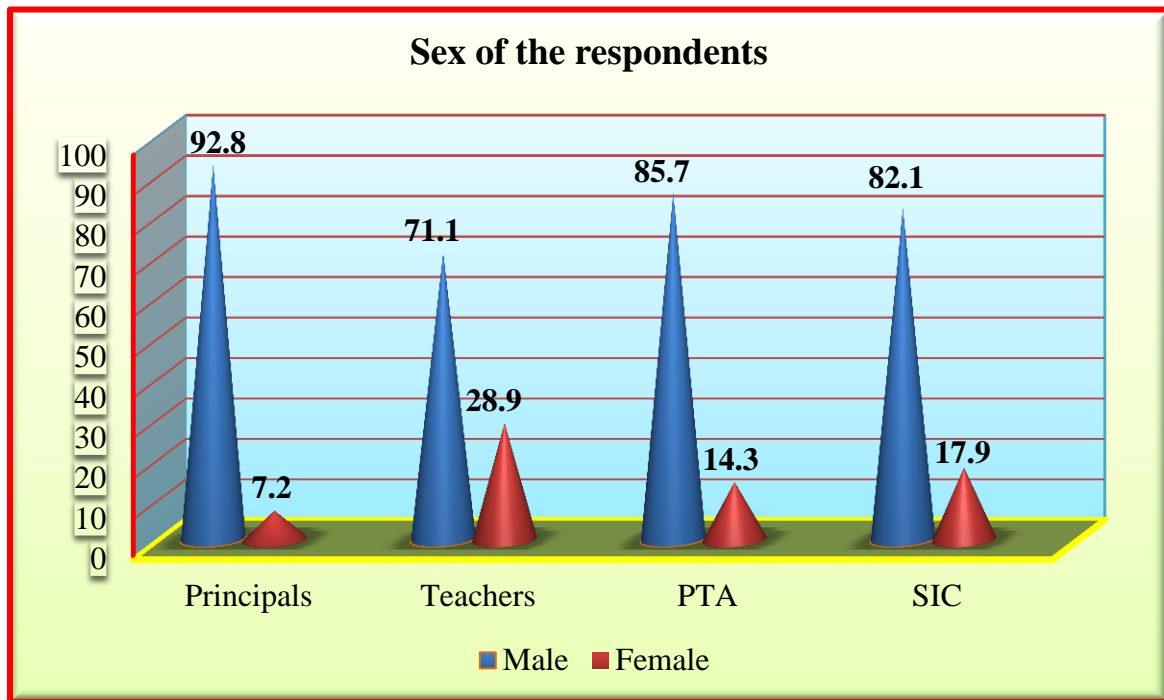
Figure-4. 1: Respondents by sex

As it can be seen from the graph, the characteristics of the respondents revealed that 100(71.1%) and 40(28.9%) teachers were males and females respectively. From this, one can understand that, the number of females in the teaching profession is much lower compared to males in the sample schools. Among principals, 13(92.8%) and 1(7.2%) were males and females respectively. From this, one can conclude that, female teachers was not on the leadership position in the study area. Similarly, among the interviewees' 24(85.7%) school's PTA and KETB and11 (82.1%) SICs were males.
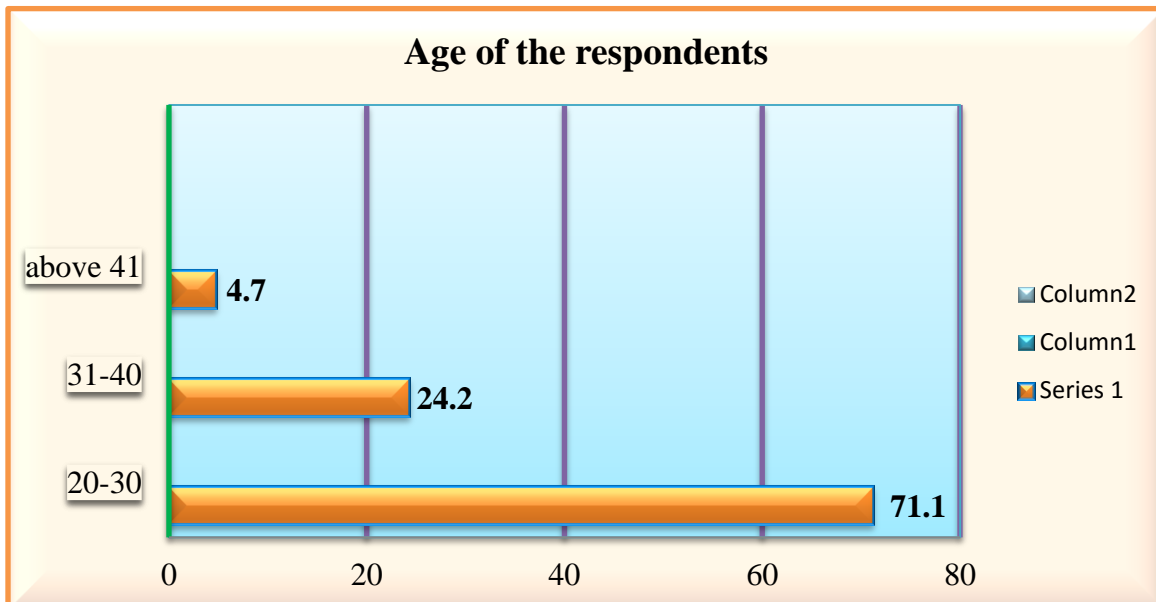
Figure -4.2: Respondents by age

As it can be seen from the graph, the age of school principals and school SICs and PTA are concerned, over 48(86%) were found to be in the range of 31-40, which is believed to be at their adult age. Hence they are likely in a good position to provide adequate and rational responses to the questions presented to them.
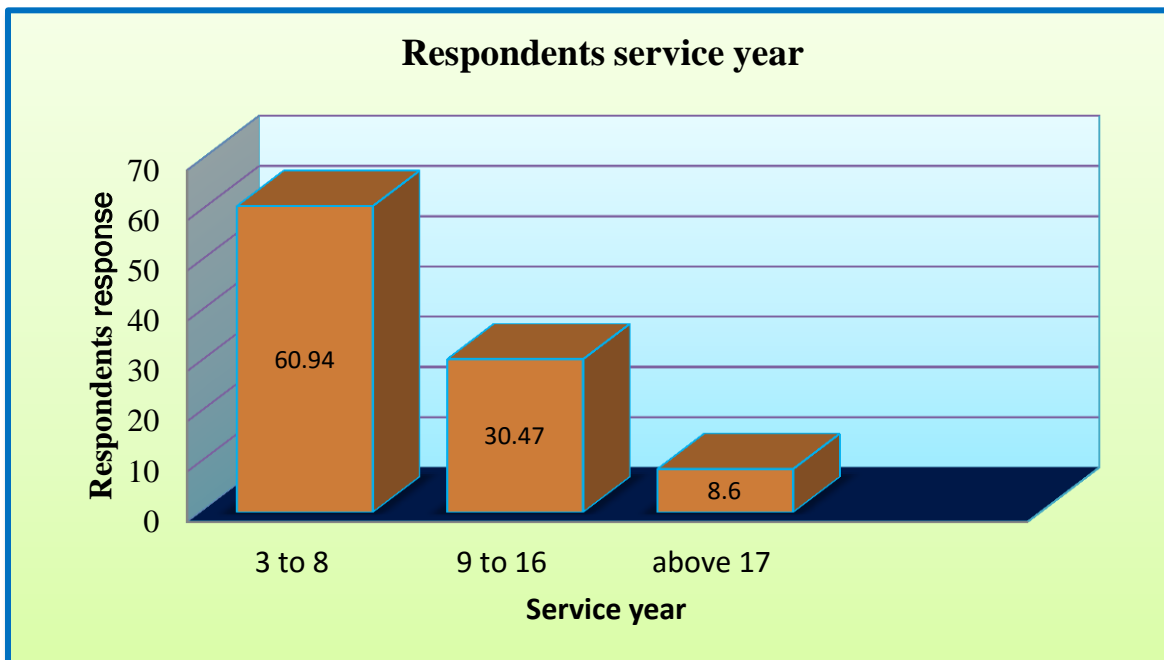
Figure -4.2: Respondents by service year

As it can be seen from the graph 4.3, 94(60.94%) of respondents have served less than of 8 years. But the rest 47(30.47%) and 13(8.59%) have 9 -16 and more than 17 year of service respectively. Coming to the service year of the school principals respectively have served 2(14%), 9(64%), 4(22%) were (6-10, 11-15, 16-20 and ≥ 21years of work experience respectively. The result implies that, the majority of respondents experience was above five years. This shows that, they have relatively better and deep understanding of the teaching profession and various programs carried out in schools including school improvement program. This in turn might enable them to provide adequate responses to the questions presented to them. Besides, they might be in good stand to identify those major problems observed in the school improvement program. Therefore, they are in good position to critically identify the challenges encountered to promoting community participation.
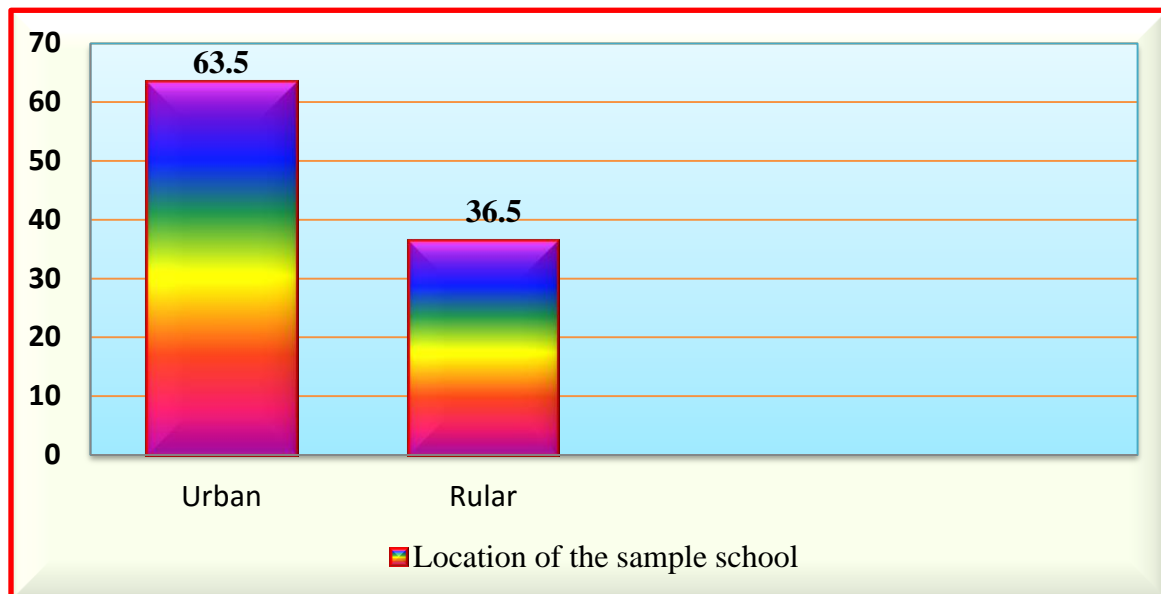
Figure- 4.4: Respondents by location

As it can be seen from the graph, the participants included 154 (100 %) from high schools. Of the participants, 98 (63.5%) represented urban areas and 56(36.5%) represented rural areas. As we have seen from the result the majority of the sample schools lie in Urban.
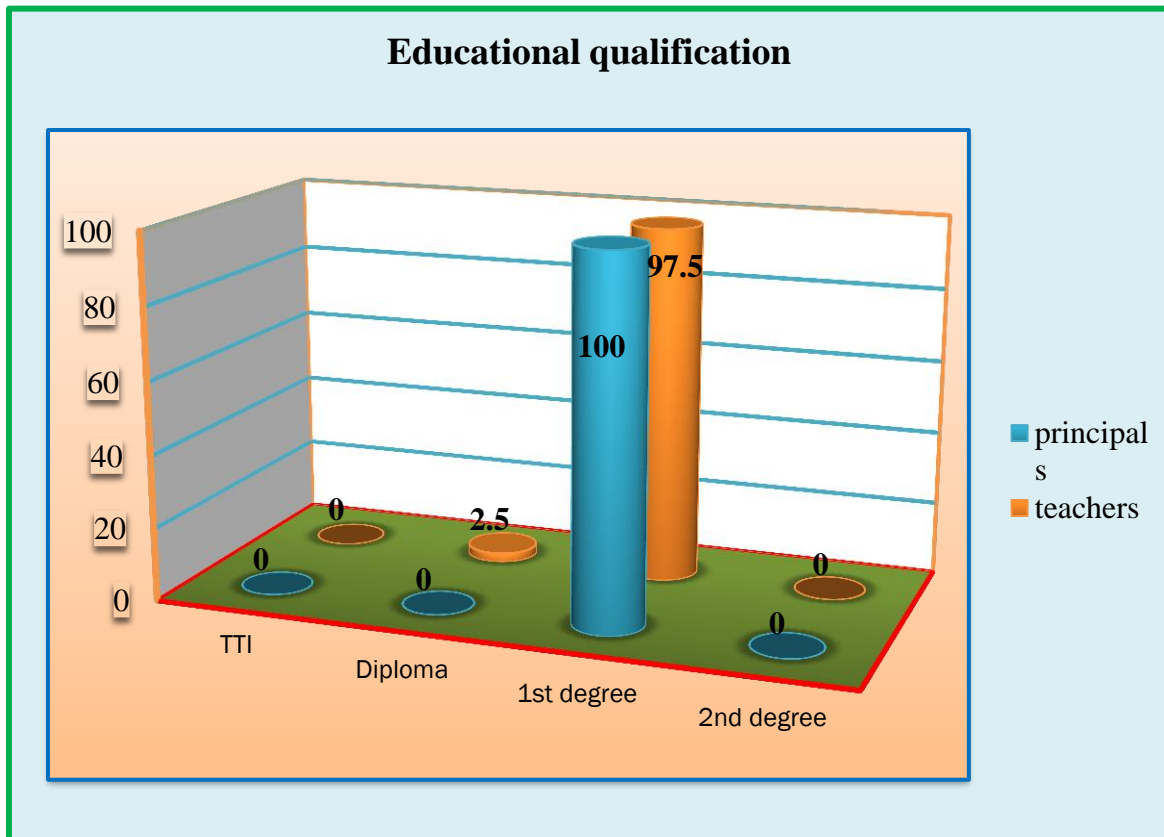
Figure -4.5: Respondents by level of education

As it can be seen from the graph, 136(97.5%) and 14(100%) of teachers and Principals respectively have first degree. Similarly, the majority 136(97.2%) of teachers and 8(52.5%) SIC members have first degree and Diploma. Yet, the education and training policy suggests that teachers at the secondary schools level ought to have a minimum of first degree (MoE 2010). The implication, thus, is that these teachers were in a position to provide the required level of quality training and might have a better understanding of the issue under investigation and in turn might provided adequate and right responses to the items presented to them. Furthermore all 14(100%) of the school principals of the sample schools were first degree holders. Therefore, we can say that principals and vice principals had equivalent education level to serve their colleague teachers.

No	Items	Respondents	X	Grand X	SD	P value
1	Parents are welcomed into the school at all times.	Princ.	1.38	2.45	.99	0.26
		Teach.	3.55		.83	
2	Parents are clear about how they can get involved at school.	Princ.	2.21	2.35	.99	0.0
		Teach.	2.42		.73	
3	Parents are comfortable in communicating with the school administrators	Princ.	2.28	2.26	.99	.93
		Teach.	2.30		.90	
4	Parents' contributions are valued by the school.	Princ.	3.71	3.84	.72	.20
		Teach.	3.97		.16	
5	Parents know how to get involved in their child's education away from ‒school.	Princ.	2.37	2.41	.93	.78
		Teach.	2.45		.86	
6	Parents are encouraged to participate in the school affair	Princ.	2.47	2.45	.85	0.12
		Teach.	2.30		.89	

Table 2: parents' feeling and attitude about themselves, administrators and school in general as perceived by principals and teachers

Scales- ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 2, summarized responses to questions 1-6, which asked about parents' feelings, attitudes, and beliefs about themselves, administrators, faculty and the school in general. As can be seen from Table 2 the data respective to item number 1 indicates that, to the statement that parents are welcomed into the school at all times, the school principals with the (X =3.55, SD= 0.83) agreed on the point, on the other hand teachers with the (X= 1.38, SD= 0.99) strongly disagreed on the point. The Grand score X= 2.45 shows that disagreement of the total respondents with the point. This implies that, the majority of the secondary schools were not creating or providing a welcoming climate of partnership to parents and the general community. Furthermore, the result obtained from interview of PTA and SICs reveals that, school principals are the determining factor as to whether or not a school has a welcoming climate for parents.

One of the members of PTA stated that:

> "…*The school principals in secondary schools were not interested to work and cooperate with parents. Because of this the surrounding communities were not volunteer to come and participate in school development due to the lack of attractive atmosphere from the school.*"

Research shows strategies for creating a positive school climate that can facilitate family partnerships. Parents' negative views of schools change when school try to reach out to them. Schools can do this by sending letters, email and other means communication to the home (Epstein, 1995a). By sending positive messages home to parents, schools send a message to parents that they are on their side. Parents are more likely to become involved at schools where they feel wanted and comfortable. Furthermore, parents feel valued when schools show enthusiasm and understanding towards working with families and the surrounding community.

As it is illustrated in item 2 of the same table shows that, respondents were requested to reflect the statement that parents are clear about how they can get involved at school. Based on this, the rating of teachers, and school principals were (X=2.21, SD=0.99) and (X=2.42, SD= 0.73) respectively they are showing their disagreement. The grand score X=2.35 shows that disagreement of the total respondents with the point. This indicates that the clarity of the strategy to be used is low.

Respondents were requested to reflect the extent to which parents feel comfortable in communicating with the school administrators. Accordingly, the rating of teachers (X=2.28, SD =0.99) and school principals (X=2.30, SD=0.90) shows disagreement on the point. The grand value X=2.26, shows that disagreement of the total respondents with the point. From the above information one can generally conclude that majority of respondents stated that that Parents are comfortable in communicating with the school administrators was low.

While reacting to item 4 of the same Table 2 respondents were asked to indicate their level of agreement regarding Parents' contributions are valued by the school, the school

principals with the mean value (X=3.97, SD=0.16) and teachers with the mean value (X=3.71, SD= 0.72) agreed on the point. The grand score X= 3.84 shows that the agreement of the total respondents with the point. This implies that, Parents' contributions are valued by the school is very high.

In item 5 of Table 2, a statement that, parents know how to get involved in their child's education away from school. Teachers' with the mean value (X=2.37, SD=0.93) disagreed on the point, and school principals with mean value (X=2.45, SD=0.86) disagreed on the point. The grand score X=2.41, shows disagreement of the total respondent on the point. Therefore, based on this, it can be said that parents were not know how to get involved in their child's education away from school. The p-value revealed that the significance level (p=0.78) is greater than 0.05 this shows there is no significance difference between Teachers and school principals views regarding the way parents involved in their adolescents education away from the school .

As it can be seen from the data respective to item 6, to the statement that parents are encouraged to participate in the school affair, teachers' and school principals with the mean value (X=2.47, SD=0.85) disagree and (X=2.40, SD=0.89) disagree respectively on the point. The grand score X=2.45 shows the disagreement of the majority of respondent on the point .This implies that, the practices of secondary schools in encouraging parents to participate in the school affairs are low. The computed value of analysis of mean value (p=0.12) is greater than 0.05, reveals that there is no significant difference among the two groups of respondents. Furthermore, the information obtained from interviewee shows that there is weak relationship between school community and the parents. This is due to lack of awareness from parents, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the parents and community. The respondents' perception similarity seems to suggest that this activity was not suitably practiced in the schools.

One of the community representatives from the sample school said:

"...honestly speaking I am not sure whether the secondary school were working with the community or not, because no one call me for any educational affairs as that of elementary schools. We are highly linked and participated with elementary school development because they are very intimate with us and invited the surrounding community more than twice in each semester. I have a child in high school but I haven't got any opportunity to participate in education issue of secondary school."

4.2 Parent's Knowledge of the School structure

Parent teacher association and kebele education and training board are the two most current local school governing bodies organized from community, teachers and others, based on regional guidelines. The PTA is a joint body of parents and teachers to be composed of seven executive members elected at the parent-teacher assembly. These are an elected community member as a chairman, male and female teacher representing teachers and other four members representing the community. The result presents and analyzed in Table 3.

No	Items	Respondents	X	Grand X	SD	P value
1	Parents understand the way the school system work	Princ.	2.41	2.3	.99	0.75
		Teach.	2.32		.74	
2	Parents know how to contact the administrators of the school.	Princ.	2.25	2.35	1.02	0.91
		Teach.	2.42		.95	
3	Parents know how the school district is structured	Princ.	2.12	2.45	.85	0.76
		Teach.	2.78		.96	
4	There are structure in the school that enable community participation	Princ.	2.72	2.4	.93	.01
		Teach.	2.16		.67	

Table 3: Respondents views concerning Parent's Knowledge of the School structure

Scales- ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 3 summarized the responses to questions 1-4, which asked about parents' knowledge of the school district's structure organization. In item number 1 of Table 3, the

statement that Parents understand the way the school system work, Teachers' with the value (X=2.41, SD=0.99) disagreed on the point, and school principals with the value (X=2.32, SD=0.74) disagreed on the point. The grand score X= 2.35 shows disagreement of the total respondent on the point. As the majority of the respondents indicated that parents have no knowledge about how the school system works. Information from interview held with the majority of the interviewees was indicated that parents have no knowledge about how the school system works. In general the data signifies this is the problem of all the sample schools.

One of the executive members of the PTA stated that:

> *"... I was electing as a PTA member before a year in educational conference but I was not participated in a school activities and work with the school still now, so am not clear the way the secondary school system works."*

In item 2 of the same Table, the question about Parents know how to contact the administrators of the school teachers' and school principals with the mean value (X=2.42, SD=0.95) disagree and (X=2.25, SD=0.93) disagree respectively on the point. The grand score X=2.35 shows the disagreement of the majority of respondents on the point. From the response of the majority of respondents, it can be said that the respondents disagreed on the way parents contact the administrators of the school. In line with this, it was also evident from the interviewees that parents have no opportunity to contact with the school administrators.

As can be seen in item 3, teachers' with the value (X=2.78, SD=0.96) undecided and (X=2.12, SD=0.85) strongly disagree respectively on the point. The grand score X=2.99 shows the disagreement of the majority of respondent on the point with the statement that parents know how the school district is structured. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that parents have no idea how the school district is structured.

The data corresponding to item 4 of table 3, the mean value for teachers (X=2.16, SD=0.67) indicates their disagreement to the point. Contrary to this, the rating of school

principals (X=2.7, SD= 0.93) indicates undecided to the point with the statement that there are structure that enable community participation. The grand score X=2.4 shows the disagreement of the respondents on the point. Based on the overall mean we can conclude that the schools have no structure that enables community participation. In line with this, it was evident from interview revealed that the schools have no structure that enables community and stakeholders participation except one secondary school from the sample schools. In general the schools have no shared and well- structured that collocated with the MoE guideline regarding community and stakeholders participation.

The Oromia Bureau of Education has also enacted a strategy in 2006 which is in use to the present. In the strategy the regional government legitimized the policy and strategy of its central counterpart and mandates the community to participate in management finance and the overall activities of their local schools. In order to assure these, Woreda (District) Education and Training Board (WETB); Kebelle (Council) Education and Training Board (KETB): School improvement committee (SIC) and Parent-Teacher Associations (PTA) were anticipated to be organized at woreda, kebelle and school respectively.

4.3 Home-School Communication

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their students schooling. Such relationships continue to play an important role in adolescence outcomes. Aspects of home–school relationships include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent–teacher organizations and leadership groups. In addition, parents can help their adolescents with and out of the school activities. From their extensive literature research, Heneveld and Craig (1996) argue that the parent and the community are one of the key factors to determine school effectiveness. The result presents and analyzed in Table 4.

N o	Items	Respon dents	X	Gran d X	SD	P value
1	Information about school events is given out regularly to parents throughout the school year.	Princ.	2.14	2.1	.27	0.87
		Teach.	2.10		.08	
2	manual containing information about school policies is given at the beginning of the school to parents.	Princ.	2.42	2.25	.25	0.0
		Teach.	2.16		.03	
3	Parents are informed how they may contact their children's teachers.	Princ.	2.35	2.4	.27	0.14
		Teach.	2.42		.06	
4	The performance of students are reported to the parents regularly	Princ.	2.42	2.41	.25	0.15
		Teach.	2.4		.07	
5	A school calendar of activities for parents is distributed.	Princ.	2.14	2.46	.27	0.16
		Teach.	2.77		.79	

Table 4: Respondents views concerning Home-School Communication

Scales-   ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 4 summarized the responses to questions 1-5, respondents were asked about home-school communication. As can be seen in item 1 of table 4, respondents were asked, information about school events is given out regularly to parents throughout the school year, the rating of teachers and principals were (X=2.10,   X=2.14 and SD=0.08, SD=0.27) of the respondents disagreed respectively. The overall mean score indicated that the disagreement of the respondents. Therefore, it is possible to conclude that, the school events and information's was not given out regularly to parents throughout the school year regularly.

In line with this, the interviews complain that the school were not invited and given out the school information regularly. In contrary to this one of the sample school was very effective to communicate parents and the surrounding community regularly in showing and informing the overall event of the school. In general over 6(86%) of the sample schools parents have not informed regularly the event of the school. Thus, from the above

result, it could be conclude that the access of getting information and school events throughout the school year was low in secondary schools of Ilu Aba Bora Zone. Similarly the finding of this study p=0.87 is greater than 0.05 indicated that there is no significance difference between teachers and principals views concerning the Information about school events is given out regularly to parents throughout the school year.

One parent from the sample school said that:

"… I have invited three to four times in junior schools in a year and the school presents our children progress and achievement report card and the overall school activities, whereas in secondary school I was not participated and invited on such occasion before because secondary schools were not facilitated such opportunity for us."

As it can be expressed in items 2 of Table 4, the two groups of respondent were asked the statement that a student/parent manual containing information about school policies was not given out at the beginning of the school year, Accordingly, the mean value of teachers and school principals were (X=2.16, X=2.42 and SD=0.03,SD=0.25) showed their disagreement respectively. The grand mean score X=2.25 shows that the disagreement of the majority of the respondents. Hence, the data magnifies that there is no a statistically significant difference between the opinions of the two groups concerning the issue that, student/parent manual containing information about school policies was not given at the beginning of the school year to the community. So secondary schools of the Zone were not given and share the school vision to the school community.

As it can be expressed in item 3 of Table 4, respondents were asked whether to indicate their agreement on the Parents are informed how they may contact their children's teachers.. Consequently, Teachers and principals expressed their disagreement (X=2.42, X= 2.35 and SD=0.6, SD=0.27) indicating their agreement respectively with the proposition that Parents are informed how they may contact their children's teachers. The grand mean score X=2.4 showed that the disagreement of the respondents. Therefore, from the findings, thus, one recognized that Parents were not informed how they may contact their children's teachers. Likewise demonstrated that there is no significant

difference among the respondents because the p value 1.4 is greater than 0.5. Furthermore, interview held with community representatives with the SIC and PTA members strengthen the above result. Interviewees were of the opinion that schools often do not inform parents their students' teacher.

As depicted in item 4 of Table 4, respondents were asked the performances of students are reported to the parents regularly teachers and principals with the mean value of (X=2.41, SD= 0.07) and (X=2.42, SD= 0.25) respectively disagreed that the performance of students are reported to the parents regularly. The grand score X= 2.41 shows the disagreement of the total respondents with the point. Therefore, based on the overall score value, It can be conclude that the majority of teachers reported that students' performance was not informed to parents regularly whereas the school principals indicated that contrary to teachers. In line with this the majority of the interviews also agreed that the school was not reported regularly the performance of the students to parents. This implies that, there is gap between the school and parents in communicating students' performance progress. The significance level (p=0.15) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and principals. Although, MOE (2010) suggested that school principals and teachers need to meet with parents whenever necessary, and at a minimum, twice per semester, to discuss their children's learning achievement or academic status. Thus, based on the above analysis, it could be concluded that, secondary schools of Ilu Aba Bora Zone was not reported students' performance regularly to parents.

As it can be observed from the data in item 5 of Table 4, question was raised to the respondents to rate about the statement that a school calendar of activities for parents is distributed regularly. Based on the options set to rate question teachers with the mean value (X=2.14, SD= 0.27) disagreed on the point, whereas school principals with the mean value (X=2.77, SD=0.79) undecided to the point. The grand result X= 2.46 shows that the disagreement of the total respondents on the point. Therefore, based on this, it can be said that school activities calendar was not given to parents in secondary schools of the zone, this may makes parents out of participation in the school activities. In the

same vein, the result of the interview and document analysis showed that all the sample schools have no develop the school calendar that distributed to parents. The t-test revealed that the significance level (p=0.16) is greater than 0.05 this shows there is no significance difference between teachers and principals views regarding a school calendar of activities for parents is distributed.

There are several reasons why home– school relationships matter in high school. Involvement and presence at school helps parents monitor their youth's academic and social progress, acquire information they need to make decisions about their children's academic future, and foster positive relationships with school staff. Home–school relationships also increase student achievement by conveying to both teachers and students parents' beliefs about the importance of education and appropriate behaviours for adults in society. In addition, when families of diverse backgrounds are involved at the school level, teachers become more aware of cultural and community issues and, in turn, become more likely to engage and reach out to parents in meaningful and effective ways. Home–school relationships are also linked to various student achievement outcomes beyond grades, including adjustment across transitions and students' educational expectations for themselves.

4.4 Parents contributions as a teacher

Parents are their children's first and most important teachers. If children are to be successful in school, parents must participate actively in their children's academic lives. A Lack of parental involvement impacts negatively on children's academic performance. Therefore, by increasing parental involvement their child's academic life, we will attempt to prove that their child's grades and overall academic achievement will be improved. Walberg on "Families in Educational Productivity" states that there is no question that parent involvement represents an exceptionally powerful way of making schools more effective, and of dramatically enriching students' experiences. The result presents and analyzed in Table 5.

No	Items	Respondents	X	Grand X	SD	P value
1	Attitude of parents towards their children's education was good.	Princ.	2.00	2.15	.27	0.33
		Teach.	2.32		.05	
2	Teachers work was supervised and supported by the SIC committee according to the schedule.	Princ.	2.85	2.4	.27	0.25
		Teach.	2.15		.03	
3	Community-Teacher relationship at your school was good.	Princ.	2.15	2.3	.27	0.32
		Teach.	2.60		.07	
4	The SICs ensure and supervise that teachers teach according to their plan	Princ.	2.4	2.4	.25	0.0
		Teach.	2.40		.06	
5	Teachers respect parents and communicate them in a good manner.	Princ.	3.55	3.65	.27	0.03
		Teach.	3.84		.04	
6	Parent involvement can help teachers be more effective with their Students.	Princ.	3.57	3.7	.22	0.08
		Teach.	3.99		.07	
7	Parent involvement is important for student learning.	Princ.	4.00	4.0	.00	
		Teach.	4.00		.00	
8	Acceptance of suggestions from community members	Princ.	4.00	3.55	.00	0.0
		Teach.	3.10		.07	

Table 5: Respondents views concerning parents as teachers.

Scales-   ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 5 summarized the responses to questions 1-8, which asked about parents as teachers. The data corresponding to item 1 of Table 5, the proposition that the Attitude of parents towards their children's education. Accordingly, Teachers with the mean value (X=2.32, SD=0.05) showing their disagreement to the point, whereas the school principals with the rating of (X= 2.00, SD=0.27) indicating their disagreement to the point. The grand mean score X=2.15 shows that the disagreement of the total respondents to the point. Based on the result of the overall mean, we can conclude that the attitude of parents towards their children's education was low. The p- value revealed that the significance level (p=0.33) is greater than 0.05 this shows there is no significance difference among two groups of respondents regarding the attitude of parents towards

their children's education. In line with this, the interviews result magnifies that students in lower grade and middle schools have strong relation with their teachers as a result parents have got enough information about the school and the teaching learning process, where as in high schools parents have not get any information about his/her students easily as the lower grades.

One of the KETB chairperson of the sample school said that:

"…The community believes that they send their children to get secondary education only and they do not have any dream and attitude for their children to go for further study. Therefore, they are less concern with the development of the school."

There are strong claims that community participation can lead to improved school performance (Bray, 2001; Muskin, 1999; Shaffer, 1994; Watt, 2001). Many educators who have worked in the field of community participation have analyzed and illustrated increase in school performance from different settings. However, the strategies are not universally applicable because the practical outcomes are often particular to a specific context and conditions (Bray, 2001; Shaffer, 1994). Despite this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education (Shaffer, 1994).

As can be seen from Table 5 of item 2, respondents were also asked the statement that supervision of teachers work, by SICs and PTA executive members. Based on this, teachers with the mean value of (X= 2.15, SD=0.03) indicated their disagreement, on the other hand, the school principals with the mean value (X=2.85, SD=0.27) were undecided to the question supervision of teachers work, was supervised by SICs and PTA Members. The grand score X=2.4 shows that the disagreement of the total respondents on the point. There for based on the majority of respondents showing their disagreement we can say that, the supervision of teachers work by established PTA and SICs was low in secondary schools of Ilu Aba Bora Zone. As far as the information gathered through interview is concerned, the interviews revealed that The absence of frequent or continuous supervision practices and responsibility of activities regarding supervision of teachers

work by established SIC and PTA in the secondary schools of Ilu Aba Bora zone. The next quotation from respondents further elaborates the lack of supervision and support.

"… As school SIC member even I haven't know my responsibility clearly and the school never inform our responsibility and willing to work with us, because of this I haven't participate in supervising the work of teachers."

In item number 3 of the same Table, According to the mean scores, teachers (X=3.60, SD=0.07) agreed on the point, whereas the school principals with the mean score (X=1.15, SD=0.27) disagreed on the point regarding the Community-Teacher relationship. The grand scores of X= 2.3 shows that the disagreement of the total respondents on the point. Similarly, the result of T-test suggests that (p=0.32) is greater than 0.05 there is no significant difference among the mean scores of respondents responses. Therefore, we can conclude that community teacher relationship was very low in secondary schools of Ilu Aba Bora Zone. But the reality and the research findings bolded that creating smooth and good relationship at the high school level was very crucial to the students' future life as well as students result. "When schools, teachers work together with families to support learning, students tend to succeed not just in school, but throughout life" (Henderson & Berla, 1997, p.1)." In order to achieve this, all stake holders should work together with strong relation.

Concerning item 4 of table 5, respondents were requested to rate the degree to which the SICs ensure and supervise that teachers to teach according to their plan (daily and annual). Accordingly, teachers' and the school principals with the mean value (X=2.42, SD=0.25) and (X=2.40, SD=0.6) respectively agreed that the SICs ensure and supervise that teacher to teach according to their plan. The grand mean X=2.41 showed that, the agreement of the total respondents. Similarly the finding of this study the p-value (0.07) indicated that there is no significance difference between teacher and principals regarding the supervision of the SIC. However, SIC committee members reported that they are uncertain about the practice. Likewise, data obtained from documentary analysis (supervision report) revealed that the effort made by the schools to ascertain that teachers teach according to their lesson plan was insignificant. This has happened due to absence

of frequent or continuous supervision practices in the secondary schools. As we have seen from the data, the established SIC was not supervise and ensure what teachers have been doing, but one of the responsibility of this committee is ensuring and supervising the activity of teachers in the school. This is clearly stated by MoE in School improvement guideline. So it could conclude that, the activity of SIC and PTA is low in secondary schools of the Ilu Aba Bora Zone.

In item 5 of Table 5, respondents were asked to indicate to the statement that teachers respect parents, teachers' and the school principals with the mean value(X= 3.55, X=3.84 and SD=0.27, SD=0.04) respectively agreed that the teachers respect parents. The grand mean X=3.65 showed that, the agreement of the total respondents. Therefore, from the responses of the majority of the respondents, it can be said that teachers of secondary schools of the Zone respects parents. Information obtained through interviews with school SIC and PTA members confirmed that teachers respect parents. Similarly the finding of this study p=0.6 is greater than 0.05 indicated that there is no significance difference between two group of respondents.

In item 6 of Table 5, respondents were asked to indicate their perception regarding Parent involvement can help teachers be more effective with their Students, accordingly teachers and principals with the mean value (X=3.99 X= 3.57 and SD=0.07, SD=0.22) agreed to the point respectively. The grand score X=3.7 shows the agreement of the majority of respondent on the point with the statement that Parent involvement can help teachers be more effective with their Students. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that, parent involvement is essential for both especially for students' achievement. The p-value (0.08) is greater than 0.05 indicated there is no significance difference between two groups of respondents. Furthermore, the information obtained from interviewee shows that there is weak relationship between school community and the parents. This is due to lack of awareness from parents, lack of providing information from the teachers and commitment from the school leaders to provide in detailed information to the parents and community. The respondents' perception similarity seems to suggest that this activity was not suitably

practiced in the schools. But, researchers point to a growing body of evidence demonstrating that the quality of links between teachers and families and between communities and schools influences children's academic success (Eccles & Harold, 1996).

With regard to item 7 of Table 5 above, respondents were requested to rate the importance of Parental involvement in student learning, based on this, teachers and principals showing their agreement with the mean value of (X= 4.0, X= 4.0 and SD=0.2, SD=0.01) respectively on the point. The grand mean X=4.0 shows that the agreement of the two groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that, Parent involvement is important for students learning. The p-value (0.21) also indicates that there is no significance difference between teachers and principals. The data implies that, school linkages improve children's educational outcomes has acquired almost axiomatic status.

Research studies abound documenting the association between parents' involvement in their students schooling and a host of benefits accruing not only to students themselves, but to their schools and parents as well. Parent involvement is absolutely essential to student achievement in school and in life. The overwhelming studies and research indicate that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood throughout adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weisberg, Redding, & Walberg, 2005).

As it is illustrated in item 8 of Table 5, respondents were questioned about acceptance of suggestions from the community members, teachers were rating (X=3.1, SD=0.07) which is undecided whereas the school principals with the mean value (X=4.0, SD=0.01) agreed on the point. But the grand mean X=3.55 shows the agreement of the majority of respondents .Hence, based on the grand score, it can be concluded that teachers and principals were accepted the suggestions raised from the community.

4.5 community support

In Ethiopia, the role of community in educational provision has been placed at the center of the design (FDRE, 1994). The policy mandates the whole society to support the course of educational provision in various ways (Ibid). The local communities are encouraged to support the government with existing local resources in order to meet the resources needed to finance and to manage the growing demand for educational opportunities. In Oromia region, community support for school is supposed to be carried out according to the economic status of localities, particularly for financial contributions (BBO, 2006). This was intended to tackle equity problems because different localities have different resource endowment (Ibid). In light of this, community support is arranged in three ways depending on resource endowment and economic condition of localities

No	Items	Respondents	X	Grand X	SD	P value
1	The support of SICs in school improvement was high.	Princ.	2.38	2.4	.26	0.3
		Teach.	2.42		.07	
2	Participation of the community in providing school building	Princ.	2.27	2.25	.22	0.0
		Teach.	2.25		.00	
3	Community's participation in providing adequate furniture for teaching and learning,	Princ.	2.28	2.1	.19	0.29
		Teach.	2.07		.03	
4	Participation of community in school activities like communal labor	Princ.	2.28	2.1	.19	0.24
		Teach.	2.05		.01	
5	Parent have been providing both financial and material support to the school	Princ.	2.28	2.1	.19	0.16
		Teach.	2.00		.01	

Table 6: Respondents views concerning Parents as Resources.

Scales-   ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 6 addressed parents as resources. In item 1 of Table 6, to the statement that the support of SICs in school improvement, teachers with the mean value (X=2.42, SD=0.07) were disagreed on the point, whereas the school principals with the mean score 2.38 shows their disagreement on the point. The grand mean scores (X=2.4, SD=0.26) shows the disagreement of the total respondents with the point. Therefore, based on the overall

score value, it can be conclude that, The support of SICs in school improvement was low.

As shown in item 2 of Table 6, Question was raised to respondents to rate Participation of the community in providing school building (class room, fence and office). Accordingly, teachers and principals showing their disagreement with the mean value of (X=2.25, X=2.27 and SD=0.22, SD=0.01) respectively on the point. The grand mean X=2.25 shows that the agreement of the two groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that, Participation of the community in providing school building was low. The p-value (0.06) also indicates that there is no significance difference between teachers and principals. Furthermore the information gathered through interviews shows that parents and communities were not consider high schools as their own property as that of lower primary schools. This implies that, the Participation of the community in providing school building as the secondary schools of Ilu Aba Bora Zone is very low. The interview of the school PTA and KETB revealed that the contribution of the community is inadequate.

KETB Chairperson Hurumu stated that:

> *"**…**the government stated clear that, it has no enough money to build more classrooms and other physical infrastructures to accommodate the number of children available ....the community have to contribute and support the development of their schools and the government will supplement for other cost."*

Another community member said:

> *"...The community participation in improvement of the school is very poor; the people do not want to contribute anything.... Sometime the government asked us to use threat that if member failed to participate will be punished, but in reality we can't punish any parent because to participate is voluntary process"*

As it can be seen from the data respective to item 3, Community's participation in providing adequate furniture for teaching and learning, teachers and principals showing their disagreement with the mean value of (X=2.07 , X=2.28 and SD=0.03, SD=0.19) respectively on the point. The grand score X=2.1 shows that the disagreement of the two

groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents indicated that, Community's participation in providing adequate furniture for teaching and learning was low. The p-value (0.29) also indicates that there is no significance difference between teachers and principals regarding the contribution of the community in providing furniture for teaching and learning. Similarly, the interviews reported that the secondary schools could be seen as the responsibility of government because of these parents and communities were not volunteer to support the secondary schools. One of the sample school respondents said that;

"... The government provided everything in relation to the running of school, the parents contribute nothing to the school and education was free for all children. This situation made the community to believe that the school is government property and not belongs to them. The gap between the community and school management was very huge."

The data corresponding to item 4 of Table 6, participation of community in school activities like communal labour, teachers and principals showing their disagreement with the mean value of (X=2.05 , X=2.28 and SD=0.01, SD=0.19) respectively on the point. The grand value X=2.1 shows that the disagreement of the two groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents indicated that, Participation of community in school activities like communal labour was not at all in all secondary schools. The p-value (0.24) also indicates that there is no significance difference between teachers and principals regarding Participation of community in school activities like communal labour. So, we can conclude that, the support of the community in the form of labour in Ilu Aba Bora secondary schools was very low.

In the other hand in item 5 of table 6 respondents were also asked a statement that Parent have been providing both financial and material support to the school. Teachers and the school principals with the mean value (X=2.0, X=2.28 and SD=0.01, SD=0.19) respectively disagreed that the teachers respect parents. The grand value X=2.1 showed

that, the disagreement of the total respondents. Therefore, from the responses of the majority of the respondents, it can be said that the contributions of parents in providing both financial and material support to their respective schools was low. In line with this parents who were interviewed reported that the contribution of parents in financial as well as material was too limited in high schools. The data taken from interview shows that only two secondary schools parents contributed in donation of money to the school. The rest five sample schools were not at all. As a result, it is feasible to conclude that the involvement of parents in providing financial and material support to the schools is inadequate. The following quotes taken from interviewers, elaborates this condition more:

"...I have interest to contribute. But the number of my family and my wealth are not matching. Therefore, it is difficult for me to contribute at least the smallest amount of contribution that everyone is expected to contribute..."

In contrary to this one person from Elemo said:

> *" ... The school management, make people as ignorance and they know that we do not know that government provide free education to our children and we have to pay nothing for school development.....I will never contribute anything for this school"*

4.6 Communication Channels

The channels that educational institutions make use of for communicating with their publics can be classified into four groups: "(1) written, (2) visual, (3) oral, and (4) social." (Reeder, 1953: 14). An educational public relations is a planned and systematic two-way process of communication between an educational organization and its internal and external publics. Its program serves to stimulate a better understanding of the role, objectives, accomplishments, and needs of the organization.

No	Items	Respondents	X	Grand X	SD	P value
1	School communicate Parents through Letters	Princ.	2.42	2.9	.22	0.1
		Teach.	3.55		.07	
2	Student achievement report card to parents	Princ.	2.47	2. 3	.22	0.32
		Teach.	2.12		.05	
3	Speech on school issues by the principal	Princ.	2.28	2.2	.26	0.06
		Teach.	2.17		.04	
4	Communicate through Oral report to parents	Princ.	3.85	2.4	.27	0.68
		Teach.	1.16		.04	
5	Speech on school issues by representative of a school Committee	Princ.	2.41	2.4	.26	0.57
		Teach.	2.43		.03	

Table 7: Respondents views concerning Communication Channels.

Scales- ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 7 summarized the responses to questions 1-5, which asked about communication channel. As shown in item 1 of Table 7, a statement that communicates parents through letter. Accordingly, teachers with the mean value (X=3.55, SD= 0.7) showing their agreement on the point and the school principals with the mean value (X=2.42, SD=0.22) undecided on the point. The grand value X= 2.9 were undecided on the point. In regards to letter to parents communication channel, the respondents had different opinions. The p-value (0.01) is less than 0.05 indicated there is a significance difference between two groups of respondents regarding communicating parents through letter. However, the data showed from the interview of the interviewers' secondary schools teachers and principals mostly prefer letter as a means of communication with parents. The written means of communication consists of school bulletins, letters to parents, report cards; yearbooks and annual reports (Reeder, 1953: 14).Schools apply written means to inform parents about events, to increase their knowledge of the performance of the school, the importance of the school program and to secure parents' help in offering sufficient guidance to youngsters. One parent's comments during the interview clearly described this perspective:

"…Since the school is free, there is no more parents' contribution. As a result, the process in the school seems only one-way, and parental participation is stagnant. Parents cannot participate anymore."

As depicted in item 2 of Table 7, Student achievement report card to Parents , Accordingly, teachers and principals showing their disagreement with the mean value of (X=2.12, X=2.47 and SD=0.05, SD=0.22) respectively on the point. The grand score X=2.3 shows that the agreement of the two groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that, using Student achievement report card to parents was low. The p-value (0.06) also indicates that there is no significance difference between teachers and principals. Furthermore, the data obtained from interview revealed that the schools had reported progress of students to their parents only two times a year. This implies that, there is gap between the school and parents in communicating students' performance progress. Although, MOE (2010) suggested that school principals and teachers need to meet with parents whenever necessary, and at a minimum, twice per semester, to discuss their children's learning achievement or academic status.

As it can be expressed in item 3 of table 7, teachers and principals with the mean value (X=2.17, X=2, 28 and SD=0.4, SD=0.27) showing their disagreement with the statement that Speech on school issues by the principals. In addition the grand result X=2.2 shows the disagreement of the total response of respondents on the point. The p-value (0.6) is greater than 0.05 indicated there is no significance difference between teachers and principals views on regarding Speech on school issues by the principal.

As it can be observed from the data in item 4 of table 7, Oral report to parents, teachers with the mean value (X=1.16, SD=0.04) strongly disagreed on the point whereas the school principals showing their agreement with the mean value (X=3.85, SD=0.27) on the point. The grand score X=2.4 shows that the disagreement of the majority of responses of respondents on the point. Based the result of the overall mean, we can

conclude that communicating parents through oral report is very low in the Zone. The p-value (0.68) is greater than 0.05 indicated there is no significance difference between two groups of respondents.

With regard to item 5 of Table 7 above, respondents were requested to rate Speech on school issues by representative of a school Committee, Accordingly, teachers and principals showing their disagreement with the mean value of (X=2.43, X= 2.41 and SD=0.03, SD=0.26) respectively on the point. The grand result X=2.4 shows that the disagreement of the two groups of the respondents on the point. Hence based on the overall mean value, it can be concluded that, the majority of respondents remarked that, Speeches on school issues by representative of a school Committee was low. The p-value (0.57) also indicates that there is no significance difference between teachers and principals on the point. This implies that, Speech on school issues by representative of a school Committee was very low. As Reeder (1953: 14) and Davis (1971: 314) explained, educational administrators, school principals and school committee members make speeches to influence public opinion. The address could be made in front of a public or on the local media. The educational radio serves regularly as a medium for explaining the school program to a community (Reeder, 1953: 14; Douglass, 1963: 579).

4.7 The quality of school leader.

School leadership and management play a great role in implementing the school improvement programs and play a paramount role enabling students to learn, achieve, and develop. On the other hands, quality education puts students at the centre of the process; student achievement must be the school's first priority. Therefore, they are essentially expected to effectively set clear direction for the school, preparing strategic plan based on effective and through evaluation and set priorities for improvement leading to quality education. They also establish link with parents, other organizations and the wider community to promote care of students and enhance learning (ACT Government, 2009). The result presents and analyzed in Table 8.

No	Items	Respondents	X	Grand X	SD	P value
1	There is open and transparent relationship between principals, Parent and community.	Princ.	2.42	2.3	.22	0.62
		Teach.	2.33		.05	
2	The school has well established guidelines for SICs and PTA	Princ.	3.57	2.25	.22	0.0
		Teach.	1.06		.02	
3	People in leadership roles act with integrity with all stake holders	Princ.	3.57	2.4	.25	0.37
		Teach.	1.67		.06	
4	Leaders hold SICs accountable for improving student learning	Princ.	4.00	3.7	.00	0.01
		Teach.	2.89		.07	
5	The degree to which shared vision has been created	Princ.	2.28	2.18	.26	0.07
		Teach.	2.12		.04	
6	The principal with the surrounding community in organizing strong parents, teachers and community member relation	Princ.	2.47	2.25	.22	1.57
		Teach.	2.00		.00	

Table 8: Respondents views concerning parent as school leader.

Scales- ≤ 1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 8 summarized the responses to questions 1-6, which asked about parent as school leader. As shown in item 1 of Table 8, there is open and transparent relationship between principals parent and community both teachers and principals showing their disagreement on the point respectively with the mean value of (X=2.33, X=2.42 and SD=0.05, SD=0.22). The grand score X=2.3 shows the disagreement of the total response of respondents on the point. Hence, based the above data, we can say that there is no open and transparent relationship among principals, parents and community. This might show the clarity of the transparency among actors is low. Thus, it is possible to say that, there is lack of transparency among school level actors. Similarly the finding of this study revels p=0.62 is greater than 0.05 indicated that there is no significance difference between two groups of respondents on the view regarding open and transparent relationship among

principals, Parent and community. In line with this the interview result implies that there is a lack of transparency between the school principal and the school council. Though it is claimed that parents are informed how and for what community contributions are used, there were parents who complained whether their contributions are used appropriately or not, implying some lack of transparency. The next quotation from interviewers further elaborates the problem of lack of transparency.

One of the sample school PTA chairpersons said that:

> *"... One day I refuse to sign the documents from the principal of the school, which state that, he spent over 3000 birr to buy teachers gown for teachers...... I asked him why he did not involving me when he decided to buy those gown and failed to give me an answer´"*

The next quotation from respondents further elaborates the lack of transparency.

> *We [community] are contributing money for solving school problems; but there are still shortages of classes and chairs. However, we [community] do not know anything; [if] there may be misuse of our [communities"] sweat.*

Item 2 of table 8 investigated the school has well established guidelines for SICs and PTA, teachers with the mean value (X=1.06, SD=0.02) shows the disagreement on the point raised whereas the school principals shows there agreement with the mean value (X=3.57, SD=0.22) on the point. On the other hand the grand result X=2.25 shows that the disagreement of the total response of respondents on the point. Therefore, based on the above result we can conclude that, schools have no well established and shared guidelines for SICs and PTA. In line with this, the data gathered from document analysis clearly shows that, all the sample schools have not well established and shared guidelines for SICs and PTA. Thus, we can conclude that the secondary schools of Ilu Aba Bora zone have no well established and shared guidelines for SICs and PTA that collocate with MoE school improvement guideline.

As it can be expressed in item 3 of Table 8, People in leadership roles act with integrity. teachers with the mean value (X=1.6, SD=0.6) shows the disagreement on the point raised whereas the school principals shows there agreement with the mean value

(X=3.57, SD=0.22) on the point. On the other hand the grand result X=2.4 shows that the disagreement of the total response of respondents on the point. Therefore, based on the above result we can conclude that, People in leadership roles act with integrity was very low. Thus, the above result indicated that people in leadership was low in creating smooth and cooperative work environment. Respondents had also reported to the open-ended questions that the above items of leadership responsibilities were expected to have exercised adequately however, the competencies of secondary school leadership were found to be low in regarding to creating smooth and cooperative work environment. The p-value (0.01) is less than 0.05 indicated there is significance difference between Teachers and principals regarding People in leadership roles act with integrity. Similarly the data obtained from interview conducted with school SICs and PTA revealed that majority of the secondary school leaders do not have convincing leadership capacity in developing the spirit of team and collaboration work among the school community establishing productive work relationship and creating supportive school atmosphere. As the result there is weak collaboration between school leaders, teachers, school committees and supporting staff. The next quotation from respondents further elaborates the sense of togetherness

> *"…The teachers, school management, community and parents know each other during the participation processes. There is Oromic proverb, which state that; "Tokkummaan cimina which simply means that," Solidarity is strength´. Solidarity is very important in any development processes because it unite people from different place to work together for development purpose. Community participation collects different people to work together as a team to achieve the school development."*

As it can be seen from the data respective to item 4 leaders hold SICs accountable for improving student learning, principals with the mean value (X=4.00, SD=0.0) were agreed on the point where as teachers were disagreed with the mean value (X=2.42, SD=0.07) on the point. The grand value X=3.7 showing the agreement of the total response of respondents on the point. Therefore, it can conclude that Leaders hold SICs accountable for improving student learning. The p-value (0.01) is less than 0.05 this

implies that, there is significance difference between two groups of respondents regarding Leaders hold SICs accountable for improving student learning. It is possible to say that, secondary schools leaders are not committed to demand greater staff accountability for students' academic performance.

With regard to item 5 of Table 8 above, the degree to which shared vision has been created both teachers and principals showing their disagreement on the point respectively with the mean value of (X=2.12, X=2.28 and SD=0.04, SD=0.26). The grand score X=2.18 shows the disagreement of the total response of respondents on the point. This implies that, the effort made by secondary schools in creating public awareness about the school shared vision was low. The p-value (0.07) is greater than 0.05 indicated there is no significance difference between two groups of respondents. Therefore, it is possible to suggest that the school should need to run extra mile to aware parents, the school community and stakeholders about the vision of the school.

As shown in item 6 of Table 8, the principal with the surrounding community in organizing strong parents, teachers and community member relation (PTA and SICs), Accordingly, teachers with the mean value of (X=2.0, SD=0.0) showing their disagreement on the point whereas the school principals with the mean value (X=2.47, SD=0.22) showing their disagreement on the point. The grand score X=2.25 were disagreed on the point. The analysis of p-value (1.57) is greater than 0.05 shows that there is no significant difference among the mean scores of the study groups regarding the principals' relation with the surrounding community in organizing strong parents, teachers and community member relation. This implies that, the effort made by secondary schools principals in mobilizing parents and the local communities was low. Hence, one can recognize from the discussion that the experience of secondary schools in mobilizing parents and the local communities was insignificantly observable. In addition to this the interview result revealed that the effort made by the school principal was low to work and mobilize with the surrounding community. One of the executive PTA members stated:

   "…The problem with the school community relations is that, teachers and

principals of secondary school feel that working to mobilize the community is waste of time. Therefore, the government must be made aware of the school principals and teachers the way they are mobilizing and initiating the community for the school development."

4.8 Challenges of community participation in school improvement.

Challenges are an inevitable reality when schools and families collaborate. Epstein et al. (2009) state that, "there are challenges that is, problems for every activity that must be resolved in order to reach and engage all families in the best ways" (p. 14). The parent involvement challenges that stakeholders encounter, and more importantly the solutions they seek to employ, impact the quality of the home-school relationship. The result presents and analyzed in Table 9.

No	Items	Respondents	X	Grand X	SD	P value
1	Level of these factors that influence community participation in the school:					
A	cultural barriers	Princ.	2.00	2.0	.01	0.05
		Teach.	2.00		.01	
B	Parents Past educational experience	Princ.	4.00	3.9	.02	0.1
		Teach.	3.90		.03	
C	Lack of awareness on the value of community participation	Princ.	4.00	3.9	.03	0.06
		Teach.	3.94		.02	
D	Community attitude that education as responsibility of the government.	Princ.	4.00	3.8	.01	0.057
		Teach.	3.60		.073	
E	Illiteracy/ignorance among people in the community	Princ.	2.00	2.3	.01	0.01
		Teach.	2.77		.07	

Table 9: Respondents views concerning Challenges of community participation.

Scales- ≤ 1.49 = Strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5 – 4.49 = Agree, ≥ 4.5 = strongly agree

Table 9 addressed challenges of community participation in school improvement both teachers and principals showing their disagreement on the point respectively with the mean value of (X=2.0, X=2.0 and SD=0.1, SD=0.1). The grand score X=2.0 shows the disagreement of the total response of respondents on the point. The p-value (0.055) is

greater than 0.05 indicated there is no significance difference between two groups of respondents. This implies that, the effect of cultural barriers was low. In line with this, Hosftede (2003) treating culture in school as mental programming of the mind. That is the way of thinking, feeling and acting that has been established within an individual's mind set up. In this regard, the collective values of the school community in terms of education. Individuals are products of their own environment and for that matter their mental orientation coupled with that of the group would determine the form and level of participation or group action.

As can be seen from item 1 of choice b), past educational experience both teachers and principals showing their agreement on the point respectively with the mean value of (X=3.6, X=4.0 and SD=0.2, SD=0.03). The grand score X=3.8 shows the agreement of the total response of respondents on the point. The p-value (0.1) is greater than 0.05 indicated there is no significance difference between two groups of respondents. Therefore, Parents' own educational experiences sometimes hinder their relationships with teachers and administrators. The interview participants overwhelmingly agreed that if parents had poor experiences in school growing up that they were less likely to be involved in their own children's education.

However, the amount of research specific to secondary-level parent involvement, particularly in high school, remains limited. Some studies focus on linking parent involvement to student achievement (e.g. Bleeker & Jacobs, 2004; Hill et al., 2004; Sheldon & Epstein, 2005; Simon, 2004; Yan & Lin, 2005).

As shown in item 1 of choice c) Lack of awareness on the value of community participation, teachers and principals showing their agreement on the point respectively with the mean value of (X=3.9, X=4.0 and SD=0.02, SD=03). The grand score X=3.95 shows the agreement of the total response of respondents on the point. Hence based on the grand mean. We can conclude that Lack of awareness on the value of community participation may influence the school community participation. The analysis of p-value (0.06) is greater than 0.05 indicated there is no significance difference between two

groups of respondents. Researchers bolded that the importance of the awareness creation. For instance, One of the rationales of community participation is to empower local community, and encourage their participation in school decision and consequently to improve educational quality, efficiency and effectiveness (Welsh & McGinn, 1999). This is because under decentralization accountability will not improve unless the parents and other community members are pulled in to the system (Garcia & Rajkumar, 2008, p. 76). This more likely happen when local communities are aware of and concerned about the importance of their participation in local development activity, consider how to enhance their ability and take actions (Saito & Kato, 2008). Community awareness and empowerment are essentials if communities are deemed to solve their problems by themselves (Ibid). However, according to evidence from the participants, community awareness was low and again dissimilar. One of the PTA chairpersons of the sample school said that:

"All community members have no the same level of understanding of the importance of our participation. I know that people who have never participated in school work" Consequently, I call for more coordination and awareness creation.

Item 46 of choice D), Community attitude that education and other development matters are only the responsibility of the government. Accordingly teachers and principals showing their agreement on the point respectively with the mean value of (X=3.6, X=4.0 and SD=0.07, SD=0.01). The grand result X=3.8 shows the agreement of the total response of respondents on the point. Hence based on the overall mean, community attitude that education and other development matters are only the responsibility of the government was very high. The analysis of p-value (1.057) is greater than 0.05 shows that there is no significant difference among the mean scores of the study groups regarding Community attitude that education as responsibility of the government.

As shown in item 1 of choice (f) of table 10, respondents indicated that the level of literacy, as we have seen from the data teachers with the mean value of (X=2.77, SD=0.07) were undecided on the point. Whereas the school principals showing their

disagreement with the mean value (X=2.0, SD=0.01) on the point. The grand score X=2.3 shows that the disagreement of the total respondents response on the point. Based on this, illiteracy was not a major factor that decreases community participation in school in all the sample schools. In light of this, interviews result revelled that major challenge to effective participation identified by respondents was illiteracy or lack of formal education. Even though majority of parents of adolescents of this school were not educated, in this community as a whole the illiteracy level is very high. Some parents expressed their frustrations about their views not being considered at meetings simply because they are not formally educated. As a result, when it comes to decisions regarding the development of the school, some of them find it very difficult to get involved since their opinions, no matter how important they might be, may not be considered. The analysis of p-value (1.01) is greater than 0.05 shows that there is a significant difference among the mean scores of the study groups.

One person from KETB executive members said:

> *"...Illiteracy and ignorance of the members of community is hindering factor for effective community participation. Majority of the people, do not have education and their neither know how to read nor writing. Many people still do not understand the importance of education to their children and therefore, ignore to contribute for the school development. They believe that government is responsible to build classrooms and other physical facilities."*

In interview carried out and the result obtained from questionnaire, it is possible to conclude that, the major challenges that affect the implementation of Cp in school improvement in secondary schools of Ilu Aba Bora Zone were: lack of clarity of the school level policy and guidelines, monitoring and evaluation system, collaborative planning culture, support from stakeholders, capacity to build team and mobilize parents and local communities, commitment among school level actors, and necessary awareness.
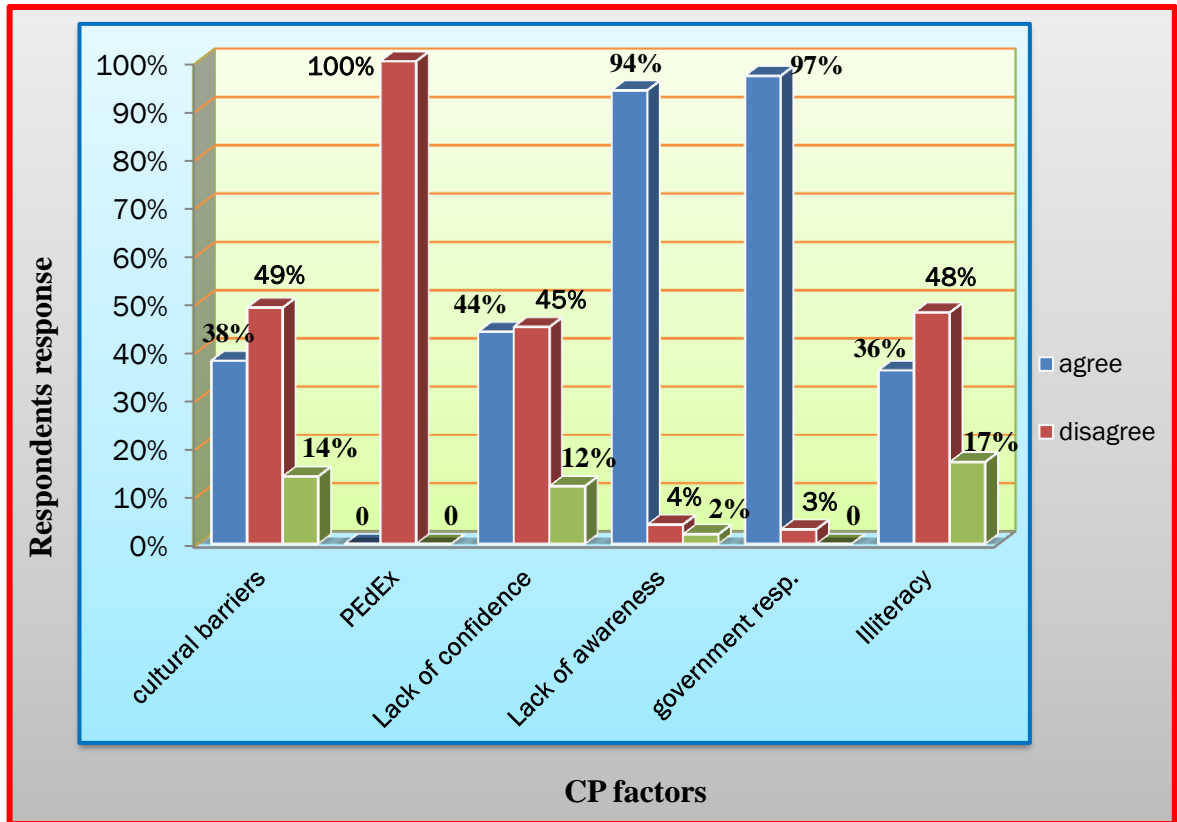
Figure-4.6: variables of community participation factor

CHAPTER FIVE
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to community participation in school improvement with particular reference to secondary schools of Ilu Aba Bora Zone.

5.1 Summary of the findings

The main purpose of this study was to assess community participation in school improvement where participation is low due to many reasons and then to provide some possible strategies that advisable to be implemented to increase participation. To this end, the following four basic questions were set.

- To what extent do communities participate in school improvement program in secondary schools of Ilu Aba Bora Zone?
- To what extent does the administration of the schools promote successful communication between schools and their communities?
- To what extent do community representatives like: the school improvement committee, PTA and KETB participate in school improvement program?
- What are the major challenges affecting community participation on school improvement in secondary schools of Ilu Aba Bora Zone?

To answer these research questions, descriptive survey method were employed. To this effect the study was carried out in 7 government secondary schools of seven woredas (Alle, Becho, Burusa, Nopha, Doreni, Hurumu, and Chora) Ilu Aba Bora zone. The participants of the study were 140 teachers, 14 principals, 12 PTA and 12 KETB members and 28 SICs. On the top of this, Sample weredas and schools were selected through multi stage sampling technique while the teachers were selected using random sampling technique, especially lottery method. Again, PTA members KETB, and SICs were selected by using purposive sampling technique and finally, principals were taken by using availability sampling method.

To gather necessary information on the issue 140, questionnaires are distributed to teachers. The primary data was obtained from teachers, principals, SICs and PTA members through questionnaire and interview. The sample population of the study comprised different groups that include teachers, principals, PTA, KETB members, and SICs. In addition, semi-structured interview is conducted with 12 PTA members, 12 KETB members and 28 sic members, to extract in-depth information regarding community participation in school improvement.

The data collected from teachers and school principals through closed ended questionnaire is analyzed and interpreted by using different statistical tools like percentage, mean and standard deviation. The analysis of the quantitative data is performed in the help of SPSS. The data gathered through open ended questionnaire, and semi-structured interview is analyzed qualitatively using narrations to support the result obtained from quantitative analysis. After all the research came up with the following major findings.

- ◈ The majority of the teachers and the school PTA, KETB and SIC members indicated that Information about school events is given out regularly to parents throughout the school year was not satisfactory. The data revealed that students' performance was not informed to parents regularly.

- ◈ Most of the teachers and the school principals' as well as the school PTA, KETB and SIC members explained that the support of the school PTA, KETB and SIC members in school improvement was unsatisfactory. Frequent absence, lack of competence of members and difficulty to strengthen school community links are the most serious problems of school committees.

- ◈ Each school has a PTA, elected community members that is accountable to parents and teachers' assembly and Kebele education training board, to lead and administer a school. But these two groups are not effective on mobilizing

community support for schools than their other functions. There is lack of transparency concerning how school use community contributions.

◈ Also Community's participation in providing adequate furniture for teaching and Parents in providing both financial and material support to the school learning was inadequate. More than 3/4 of the respondents agreed that their schools were not receive financial, material and labor support from local communities. However, 1/4 of them indicated that the support rendered is merely occasional.

◈ Schools are trying to maintain minimal relationship with parent and non-parent community members' through variety of communication channels and activities. But, the data indicated, majority of the teachers and the school PTA, KETB and SIC members indicated that the Communication Channels was low.

◈ As the teachers and the school principals' as well as the school PTA, KETB and SIC members explained that the there is a lacks of open and transparent relationship between principals, Parent and community. The data indicated that People in leadership lacks act with integrity. As a result principal with the surrounding community in organizing strong parents, teachers and community member relation was low.

◈ The challenges of community participation in activities to the improvement of the school include parents' low awareness of education lack of exposure and experience in public affairs, lack of awareness on the value of community participation do not affect community participation in the school's activities. However, parents past educational experience and community attitude that education and development are the responsibilities of the government do affect community participation in the school's activities.

◈ Another shortcoming of the school was weak relationship between educational actors and lack of relationship with other social sectors. In conclusion, the

contribution of the community towards the improvement of the school is generally low, even though some attempts have been made to improve upon teaching and learning in the school.

5.2 Conclusion

What does the secondary schools practice to improve community participation in school improvement and to perform their responsibility effectively looks like? To this end, the findings presented in previous sections regarding to the issue investigated are enforced the researcher to draw the following general conclusions.

School-community communication is not viewed as a compulsory task in schools. The schools do not seem to have planned programs. Furthermore, the findings also revealed the school's weakness in school-community communication on various aspects that have direct relation with school improvement as well as the achievement of regional, zonal, woreda and schools development goal.

As the results of this study indicated the status of school-community relations in the senior secondary schools of Ilu Aba Bora Zone. Three is at low level and of one-way communication. There is a limited flow of information from the school to the community. Thus, school-community interaction is at its rudimentary stage. Without clear understanding and communication having the participation of the community was impossible, so the school needs to create awareness and communication with the community to mobilize for the school development.

Recognizing that educational programms will not be successful with the support rendered by the government alone, the Ilu Aba Bora zone "due attention will be given to popular participation" in school affairs. Accordingly, even though there is some community contribution to the secondary schools, it is apparently seen to be unsatisfactory. This happens mainly due to the inefficiency of the school management /board/committee members in mobilizing the community to consider the schools as their own property and hence render financial, material and/or labour support. This makes the implementation of

the school improvement very poor in secondary schools.

As regards implementation of community participation of School improvement, the findings showed that still, parents do not provide adequate financial and material support to the school. This might hinder effective implementations of the School improvement activates. In addition to this, ill commitment and bad attitude of the community towards school and absence of strong relationship between the school and the communities were reflections of weak implementation of this domain of School improvement. The communities were not effectively mobilized and well informed about the school activities by all concerned. This is a clear indication that this School improvement domain is ineffectively implemented in the schools.

The committee members have been found to have insufficient knowledge of their duties and responsibilities. Moreover, little relevant training has been provided to them to promote their understanding about their duties. As a result, they have become incapable of and unskilful in creating the necessary conditions for the community to participate in school affairs. In conclusion, the contribution of the community towards the improvement of the school is generally low, even though some attempts have been made to improve upon teaching and learning in the school.

5.3 RECOMMENDATIONS

On the basis of the major findings of the study and the conclusion arrived at, the following recommendations were forwarded to increase community participation

As revealed in the finding, participation of community was affected by different factor. Among these hindering factors, lack of awareness, education is considered as the responsibility of government and lack of communication.

- With the regard of lack of awareness, if children are unlikely to gain a secondary school qualification, which frequently entails moving out of the village

to a larger urban settlement. Then parents can view completion primary schooling in itself as not worthwhile.

* With the regard of the study Community, the issue of education is considered as the responsibility of government and should be supported by the government. So, to change this misunderstanding, awareness creation about the role and importance of education should be the prior tasks of local education authorities, woreda education office, KETB, PTA, teachers and other governmental agencies should need to design a strategy to ensure sustainable participation of the community and create a strong awareness among stakeholders so as to get the involvement of stakeholders in all activities of school improvement through seminars, workshops and various discussions for the realization of goals of school improvement.

* The value and importance of community participation in education should be continuously emphasized by local education authorities and communities. Community participation may not be fully understood or accepted as an important aspect of the schooling process by the community.

* Local education authorities and schools need to identify relevant barriers of community participation that pertain to their own circumstances. A good way to begin involving community in education is to engage them in discussion on the barriers presented in the literature. School administrators may present concern at community forums and solicit the support of village chief and leaders.

* Sharing of information is one of the important recommendations the researcher puts forward if community participation should be enhanced amongst the study population. This is necessary because the study revealed that information flow between the leadership and the community members is poor to strengthen home-school-community relations, schools need to use and apply variety of communication channels and activities. Letters, students achievement report card, and speech through the school principals, KETB could be used as necessary

means to invite parents, resource persons and representatives of public and government institutions to take part in school events. Besides, celebrating school days is valuable to show to the public, in exhibits and demonstrations, how schools are doing in academic and non-academic activities. It is also necessary that principals use school days to present achievements and difficulties of their schools in annual reports. Increasing external audiences should be viewed as one of the objectives of the day. So, involving as many students as possible in different activities is helpful to attract parents and relatives of students.

In most schools the committees are not functioning in the way they were mobilized. Therefore, the purposes of committees in schools have to be revised so that they would promote the school-community relationship. Provision of technical support and orientation should be a major activity for empowering communities to take full responsibilities. Training of community members, parents, school functionaries and local government officials can increase participation. Training materials which help parents to improve the quality of education in schools should be developed. School committees ought to be oriented on required standards, financial procedures and expectations, to facilitate monitoring and evaluation activities.

Strong and smooth relationship with parents so that they can mobilize participation of stake holders can improve school outcomes. Therefore, regional and zonal education office should arrange in service training for school principals, community representatives and teachers in order to enhance their skill in facilitating and supporting the implementation of community participation in school development.

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APPENDIX - A

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

TO BE FILLED BY TEACHERS AND PRINCIPALS

General Directions:

The main purpose of this questionnaire is to gather relevant data to assess community participation in school improvement program in secondary school of Ilu Aba Bora zone. The response you provide will have constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remain confidential.

N.B

1. No need to write your name on this questionnaire.

2. Please, follow the general directions given under each part.

Thank you in advance for your co-operation.

Part I: *This part of the questionnaire contains the personal information, thus, please fill the necessary answers for each item properly by putting (✔) in the box prepared.*

1. Name of the school …………………………

2. Location of the school   Urban ☐   Rural ☐

3. Sex   Male ☐   Female ☐

4. Age

20 – 25	26 - 30	31 – 35	36 - 40	41 – 45	46 – 50	51 and above

1. Service Year

Less than a year	1 – 4 years	5 – 8 years	9 – 12 years	13– 16 years	Above 16 years

Part II: Please choose the appropriate response to each statement below by ticking *(✓)* strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), strongly Disagree (SD).

No	Your views about parents feelings and attitude about administrators, and the School in general.	SA	A	N	D	SD
7	Parents are welcomed into the school at all times.					
8	Parents are clear about how they can get involved at school.					
9	Parents are comfortable in communicating with the school administrators (principal, assistant principal, homeroom teacher)					
10	Parents' contributions are valued by the school.					
11	Parents know how to get involved in their child's education away from school.					
12	Parents are encouraged to participate in the school affairs					

No	Questions 14 through 17. Your views about parent's knowledge of the School.	SA	A	N	D	SD
13	Parents understand the way the school system work					
14	Parents know how to contact the administrators of your school.					
15	Parents know how the school district is structured					
16	There are structure that enable community participation					

No	Questions 18 through 38.Home-School Communication	SA	A	N	D	SD
17	Information about school events is given out regularly to parents throughout the school year.					
18	A student/parent manual containing information about school policies is given out at the beginning of the school					
19	Parents are informed how they may contact their children's teachers.					
20	The performance of students are reported to the parents regularly					
21	A school calendar of activities for parents is distributed.					

No	Questions 23 through 29: Parents as Teachers	SA	A	N	D	SD
22	Attitude of parents towards their children's education					
23	Supervision of teachers work by SICs and PTA executive members					
24	Parent- teacher relationship was good					
25	The school SICs ensure that teachers teach according to their plan					
26	Teachers in secondary schools were respect parents.					
27	Parent involvement can help teachers be more effective with their Students.					
28	Parent involvement is important for student learning.					
29	Acceptance of suggestions from community members					

| No	Questions 48 through 52: Parents as Resources	SA	A	N	D	SD
30	The committee create smooth relationship among parents and schools to facilitate condition for effective teaching learning					
31	Participation of the community in providing school building (class room, fence and office)					
32	Community's participation in providing adequate furniture for teaching and learning,					
33	Participation of community in schoolactivities like communal labor was done according to the plan.					
34	Parent have been providing both financial and material support to the school					

No	Questions 53 through 57: Communication	SA	A	N	D	SD
35	School communicate Parents through Letters					
36	Student achievement report card to parents					
37	Speech on school issues by the principal					
38	Communicate through Oral report to parents					
39	Speech on school issues by representative of a school					

N	Parent with school leader	SA	A	N	D	SD
40	There is open and transparent relationship between principals Parent and community.					
41	The school has well established guidelines for SICs and PTA					
42	People in leadership roles act with integrity					
43	Leaders hold SICs accountable for improving student learning					
44	The degree to which shared vision has been created					
45	The principal with the surrounding community in organizing strong parents, teachers and community member relation					

No	Challenges of community participation in school improvement.	SA	A	N	D	SD
46	Level of these factors that influence community participation in the school:					
	a. cultural barriers					
	b. Parents past educational experience					
	c. Lack of awareness on the value of community participation					
	d. Community attitude that education and other development matters are only the responsibility of the government.					
	e. Illiteracy/ignorance among people in the community.					
	f. Lack of awareness on the value community participation					

Part III: Any additional comments you would like to share on your perceptions of Community participation in school improvement:

_____
_____
_____
_____.

... *The end* ...
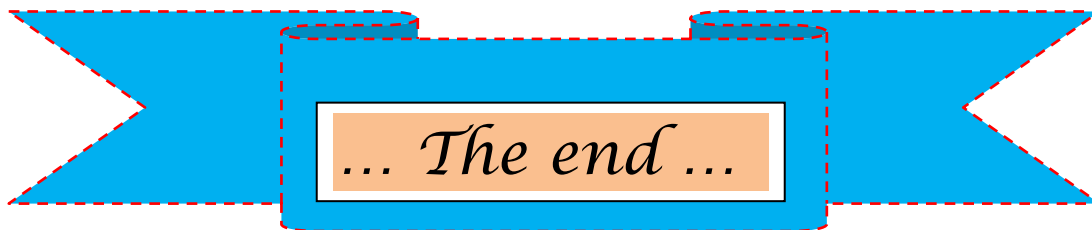
APPENDIX - B

Jimma University

Institute of education and professional development studies

Department of educational planning and management

♣ **Interview guidelines for school SICs and PTA/KETB.**

The main objective of this interview guideline is to collect extensive information about secondary school community participation in school improvement program. Thus, your genuine participation to give necessary data has great importance for effectiveness of the research.

Part one: General information and personal data

Sex: [＿＿＿]　　　　Age: [＿＿＿]　　　Level of Education: [＿＿＿]

Experience:　　　As SIC [＿＿＿]　　　　As PTA　　[＿＿＿]

Current position: ＿＿＿＿＿＿＿＿＿＿

Part two: Give your response to the questions raised by the researchers in short and precise.

1. Do PTA and SICs know the vision, mission and value of the school?
2. If you are a member of the School Council, please describe how you became a member.
3. Tell me about the work of the school council. What are the functions and responsibilities of the school council?
4. Please describe the relationship of the school council to other members of the school Community.

5. Were all the stakeholders involve in the school improvement? How their participation rated?
6. What are the existing structures of community participation?
7. What resources have been mobilized to implement SIP in your school?
8. What are successful examples of community participation?
9. What are the major strategies that have been under use in implementing CP in SI in your school?
10. How do you evaluate the role of SI committee, KETB and PTA in accomplishing its responsibilities?
11. Is the community being motivated by the school?
12. How do you evaluate the participation of the community?
13. What are the factors that affect community participation in the school activities?
14. What mechanisms can be used to enhance community participation in the school activities?
15. Is there anything else you would like to tell me about the school SICs or parent and Community involvement in the school?

Thank you in advance for your co-operation.

APPENDIX-C

Mathematical calculation for determination of sample size for teachers to determine the total sample size of teachers, the following formula was applied

$Ps = \frac{n}{N}$ X No of teacher in each school

 Where,   Ps = Proportional allocation to size

          n = Total teachers' sample size (140)

          N = Total number of teachers in the seven selected sample school (228)

 Based on the above stratified formula, sample size of teachers in each secondary school was computed.

Becho secondary school (teacher population = 26)

   $Ps = 26×140 = 15.6 ≈ 16$

        228

Gore secondary school (teacher population = 48)

  $Ps = 48×140 = 29.7 ≈ 30$

        228

Bilo Nopha secondary school (teacher population = 28)

  $Ps = 28 ×140 = 16.6 ≈ 17$

        228

Burusa secondary school (teacher population = 25)

  $Ps = 25 × 140 = 14.7 ≈ 15$

        228

Hurumu secondary school (teacher population = 38)

   $Ps = 38 × 140 = 23.1 ≈ 23$

         228

Doreni secondary school (teacher population = 27)

  $Ps = 27 × 140= 16.6 ≈ 17$

            228

Chora secondary school (teacher population = 36)

   $Ps = 36× 140 = 21.8 ≈ 22$

        228

The sum of the sample size of the above secondary schools

     16+30+17+15+23+17+22 = **140**

APPENDIX- D

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

"Coming together is a beginning; keeping together is progress; working together is success."

Henry Ford.