AN ASSESSMENT OF COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT IN ILU ABA BOR ZONE PRIMARY SCHOOLS

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

BY

TILAHUN LEMA BIRU

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JIMMA, ETHIOPIA

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A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF MASTERS OF ARTS DEGREE IN SCHOOL LEADERSHIP.

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Approval Sheet

This is to certify that the thesis prepared by Tilahun Lema Biru, entitled: **AN ASSESSMENT OF COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT IN ILU ABA BOR ZONE PRIMARY SCHOOLS,** submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Declaration Sheet

This is to certify that the Research Thesis By Tilahun Lema Biru Entitled Of: An Assessment of Community Participation In School Management In Ilu Aba Bor Zone Primary Schools, and Submitted in Partial Fulfillment of the requirements for the Degree of Master of Arts (in School Leadership) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The intention of the study was to investigate the current practices and major problems of community participation in twenty selected primary schools of Ilu Aba Bor Zone. Specifically, the present study was planned: to assess the level of community participation in school management, the role played by the school principals in enhancing community participation, the strategy that help to enhance community participation and factors that hinder community participation in primary school of the Zone. The study included 228 respondents: 150 teachers, 20 principals, and 10 vice principals, 8 supervisors, 20 Parent Teacher Student's Association heads and 20 Kebele Education and Training Board heads drawn from twenty primary schools of the Zones. Data were collected using questionnaire, interview, focus group discussion, and document analysis. The data obtained through questionnaire were analyzed using statistical tools like percentage, frequency, mean and standard deviation. Moreover, data gathered through interview, focus group discussion, and document review were analyzed in narrative form to complement the questionnaire. According to the results of analysis, community participation in school management was below the medium value (i.e. less than 3). The finding of the study indicates that the status of community participation in the management of primary school of the Zone was insignificance. And the participation of community in formulating the school strategic plan, monitoring and evaluation of the school resource was not sufficient. Furthermore, the study revealed that lack of training, time and poor economic status, long distance between residential areas and meeting place, lack of commitment and willingness, lack of appreciation of overall objectives of education and lack of accountability on the part of community and principals 'unable to communicate with Kebel Education and Training Board and Parent Teacher Student Association members, lack of understanding their capacity, non-participatory leadership approach, and lack of training were affecing community participation negatively in primary school management. Based on the findings, it was concluded that the practices of community concerning to formulating strategic planning, securing the school resource, participating in teaching learning process, school principals working with community, undermining skill and knowledge of community affect the participations of community. Because of such poor act, performance of education was adversely affected. In line with the above findings and conclusions, it was recommended that, Woreda Education Office better to do develop the awareness community about how to participate in management of the school, School principals/administrative body had better to practice and implement democratic and participatory leadership style, Woreda Education Office should develop ways of encouraging Parent Teacher Student Association and Kebele Education and Training Board members, school should set the program of capacity building to fill the skill gap of community, and provide constructive feedback regularly.

Key Words: Assessment, Community, Community participation, Management, School Principals

Table of Contents

List of Tables

List of Figures

Abbreviation and Acronyms

CP: Community Participation

CRC: Cluster Resource Center

ESDP: Education Sector Development Program

ETP: Education and Training Policy

FDRE: Federal Democratic Republic of Ethiopia

KETB: Kebele Education and Training Board

MoE: Ministry of Education

OEB: Oromia Education Bureau

PTSA: Parent Teacher Student Association

SIP: School Improvement Planning

TGE: Transitional Government of Ethiopia

UNESCO: United Nations Education, Scientific and Cultural Organization

UNICEF: United Nations Children International Education Fund

USAID: United States of America International Development

WB: World Bank

WETB: Woreda Education and Training Board

WEO: Woreda Education Office

CHAPTER ONE

1 Introduction

The first chapter deals with background of the study, the statement of the problem, basic question of the study, objectives of the study, significance of the study, scope of the study, limitation of the study operational definition of terms, and organization of the study.

1.1 Background of the Study

Schools are one of the basic institutions of a community, which are responsible for educating children. In addition to schools, the role of community in helping schools run their overall activities is considered to be a great importance (Tadewos 2014). "Community is considered to be the group of people living within the vicinity of the school, and who receive the service delivered by the school"Forojalla (1993.) As a result, the community had an authentic interest in education and socialization of the children within the Community. Regarding the role of a community in the effective learning-teaching process, the World Bank (2001) notes that: Community involvement in education played a determinant role in delivering quality education. This entails the schools should have a sound relationship with the community they serve. Generally schools can be considered as community learning centers. Therefore, it is global issue that the community in general and the parents in particular should play their role in educating the children in coordination with the schools.

Review of community school cooperation in Ethiopia over the last half century shows that during the Imperial period, the level of participation of local communities was limited to only the provision of educational expenditure for the building of schools. Tekeste (1990) even argues during the Imperial period there was no community participation in the educational program planning and decision making until 1976. This is because, as Tekeste notes, educational administration was highly centralized and the role of community in the effectiveness of educational process was not then recognized. The flow of instruction was from top to bottom, i.e. from ministry level to local administration level. During the Derg period, there was a better trend of involving the community in school affairs. It was declared that the power of controlling the school was to be under the school parents committee. A proclamation (proclamation no. 103, 1976) was issued and directives were given to form school parents committee to involve the community in school programs. In that proclamation the responsibilities and powers of the school parents committee was specified.

After the downfall of the Derg regime, the transitional government of Ethiopia (TGE) issued a new education and training policy (ETP) and education sector strategy policy in 1994. In this policy (TGE, 1994), it was stated that schools will be strongly linked with the community, which will take responsibility in its well-being and upkeep. They were responsive to the local needs and requirements and should act as centers for all educational activities of the community. The management of each school was democratized and run with the participation of the community, the teachers, the students and the relevant government institutions (TGE, 1994). Based on the policy and strategy the Ministry of Education also developed a guideline for the organization of education management, community participation and educational finance (MoE, 2002). Similarly, in the Education and Training Policy (1994) was stated that "the coordination and educational management will be autonomous in their internal administration and democratic leadership by boards or committee consisting of members from the community."

More specifically, in recognition of the importance of community participation in the effective implementation of school curriculum, and an effort to improve educational performance, the Government of Ethiopia had introduced the revised Education and Training Policy in 1994, where by the executive power of school administrations was decentralized from top to bottom levels. In this revised Education and Training Policy, different community participation mechanisms were introduced, including the establishment of Parent Teacher Student Association (PTSA) and Kebele Education and Training Board (KETB) in the school. Those community representatives were expected to contribute in the increase of enrolment, reduction of drop-out and improve academic performance of students.

Inspite of this, the efforts of education can only fully achieve its goals if it was performed in collaboration with the society solitary. It needs the cooperative endeavor of the school, the staff, the parents and the community in the context of Ethiopia, there is a policy imperative which is conducive for high participation of the community/parents in their children education in many respects. The question is to what extent the community involves school activities as outlined in the education and training policy and other related guidelines (MoE, 2002). There were some evidences that the level of community participation and hence the implementation of the above mentioned educational policy varies across different schools due to several challenges may face the school themselves.

Because of this, community partnership should be considered as a valuable force for children's social and emotional learning process, helping them to develop and apply the skills necessary to succeed both academically and emotionally at schools and in life at all.

In general, Community participation has received amplified attention across the world in recent years. To this end a number of countries have enacted policies that foster community involvement. Community participation is considered as an end itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation (Stiglitz, 1997). Recent interest in community participation in formal education had emanated from decentralization policy. Decentralization involves devolution and transfer of planning, financial, implementation and political responsibilities from the central government to the local government. One of the aims of process decentralization is, to take service closer to the people. Community participation in education is an important means of improving educational relevancy, quality and access to increase resources, improve accountability of schools to the community they serve. This could develop schools, responsiveness to the local needs. As a result, it intends to improve equitable access, retention, quality and performance of schooling. Strengthening this idea, Education Sector Development Implementation Manual (MoE, 1998:43) states that:

> "Community participation is one of the strategies that should be used to achieve the goals. The participation of the community may take place in different forms. These rages from assisting in the increase of school enrollment by encouraging their members to send their children to school, to contribute for provision, maintenance and management of schools……. normally it is necessary to give areal role to the parents and community in the day- to day management of school."

The above statement described that achievement of educational goal is impossible, without an active participation of the community in school management and in all circumstance of school activity. So, the better participation of the community in school management, the better it would contribute to maximize enrollment, minimize the student dropout, improves equity and quality of education. The success of these efforts, therefore, depends on the strength of managerial and institutional capacity throughout the education system. Effective school needs effective school management. Effective school management, in turn require well-developed intermediary organizations that provide leadership and resources schools need to translate polices into action (World Bank:1997). A key indicator of an effectively managed school is the management of the school being seen as shared responsibility of the community with the life of the school. Schools therefore, need to create management systems that empower the community with the life of the school to achieve the school's goal. These

systems should include: planning, decision making, financing, and implementation, monitoring the work of the staff, and evaluating the work of school (MoE, 2004).

Efficient management of schools cannot be realized by the effort of the school principals alone. That is why the (MoE, 2002) clearly established the guideline for the woreda education and training board(WETB), kebele education and training board (KETB) and parent teacher student association (PTSA) with clarity specified duties and responsibilities to be actively involved in school management as representatives of the community. These show that the proper functioning of the school and realize its goal, the participation of the community in school management is crucial.

On the other hand, there are counter-arguments against community support in education. It is argued that community lacks the resources to support school and relevant skills to monitor the use of school resources and teachers, and commitment for democratization at the school level. These problems are more apparent in the rural parts than in the urban parts. Rural communities lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers. These likely raise the major issue of equity (Bray, 1996; Watt, 2001).

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 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 local educational problem through planning, execution of projects, management to evaluation of the final product (MoE, 1998).

According to Ilu Aba Bor Zone Education Office (IABEO, 2012) report, the participation level of community in school management was not adequate. This indicates that the role played by community representative in the Zone primary school concerning school management needs improvement.

As far as the knowledge of student researcher is concerned, no enough study was conducted in Ilu Aba Bora Zone to investigate the status of community participation in school management and difficulty of the expected success. Therefore, the researcher is interested in assessing the major factors for Assessing Community Participation in primary schools of Ilu Aba Bor Zone of Oromia Regional State.

Generally, many scholars and researchers gives recognition that the importance of community participation in school activity globally and locally. To sum up the researcher was interested to develop a thesis on the title of community participation in school management in primary school of Ilu Aba Bor Zone and I was identify and discuss the major challenge of community participation in school management and put the professional recommendation as researcher for far stakeholder responsibility to minimize the raised problem.

1.2 Statement of the Problem

Educational programs that take place at school level are more likely to be more relevant, supported, successful and more equitable to the extent that they participate their communities in their planning, implementation, and evaluation, (Schaeffer, 1994). Similarly, UNESCO (1985: 94) states:

> *"Genuine community participation in educational management requires that there be a possibility for community to intervene at every step in the process such as study, design, decision-making execution, monitoring and evaluation as well as in the main area of concern like resource management, personal policy, managing the educational process…etc."*

The purpose of school is to educate, train, and equip the rising generation. So, that they would be skillful, knowledgeable and have desirable social behavior in a way to benefit the individual himself/herself and the society at large. "The success of schooling, therefore, depends largely up on the value that the communities attach to education" MoE, 2002). Moreover, for countries like Ethiopia trying to expanding access and improving quality of education is even quite demanding. All this requires the need to involve the community at large. As indicated in the (MoE, 1998) implementation manual.

Community participation is one of the strategies that should use to achieve educational goal. The participation of the community may take place in different forms. This ranges from assisting in the increase of school enrollment, by encouraging their members to sending their children, particularly girls to school by contributing for the initial provision, maintenance and management of schools…. normally it is necessary to give a real role to the parents and the community in day-to-day management of the school (Addisu, 2019).

However, an assessment of implementation of Educational Sector Development Plan III report revealed that, Community participation in schools has mainly focused on improving the school finance and contributing resources. Based on the evaluation findings, (MoE, 2010)

in Educational Sector Development IV proposed that community involvement should go beyond financial, material and labor contribution. Communities are thus, expected to exercise leadership, participate in school management in such a way that their participation reflects their ownership of the school.

Taking the great potential contribution of community in school management (MoE, 1994) has developed a guide line specifying the roles and responsibilities for the community. According to the guideline at the primary school level, there are two main school governing bodies namely Kebele Education and Training Board (KETB) and Parent Teacher Students' Association (PTSA). However, according to (MoE, 2002) description the two school governing Bodies "progress and performance in carrying out their role and responsibility remain inadequate."

Moreover, (Zaudneh, 1989) research paper described that; There remains a wide gap between what is desired and what was actually attended in the school community interaction.

To make matters worse, the participation of community in the Zone was under expected. The Zone Education office (2012 E.C.) report showed that community participation in most primary schools of Ilu Aba Bor Zone was ineffective and inefficient. This report stated that the reason was lack of awareness by the community, incapability and lack of initiation by the school leaders as well as Woreda Education Office experts were mentioned as a critical problem.

Furthermore, in Ilu Aba Bor Zone primary schools, the two governing management bodies were formed. However, they were not able to discharge their role and responsibilities effectively (ZEO report, 2012 E.C.). According to the report, even though the participation of the community in school management believed to be influential, the community representatives were not participating at large and only few of them were participating voluntarily.

Besides, from the researchers' experience of 13 years as cluster resource center supervisor and 6 years as a teacher in the Zone he observed that community participation in the school management of primary school seems unsatisfactory.

Due to the upstairs reasons, researcher was initiated to conduct a research in the area for he feels that there was a gap between expectation and actual performance of community participation in primary schools of the Zone.

1.3 Basic Research Questions

To address the intended research objectives, the following specific research questions were used as a guide the study;

1. To what extent do communities participate in school management in primary schools of Ilu Aba Bor Zone?

2. The extent to which principals are encouraging community participation in school management in Ilu Aba Bor Zone government primary schools?

3. Strategies used to increase community participation in school management in Ilu Aba Bor Zone Government primary school?

4. What are the challenges that hinder community participation in school management in primary schools of Ilu Aba Bor Zone?

1.4 Objective of the Study

When the researcher decided to conduct the study, depend on the topic he addressed some objectives.

1.4.1 General Objective

The general objective of the study was to assess the extent of community participation in school management in Ilu Aba Bor Zone Government Primary Schools of Oromia Regional State.

1.4.2 Specific Objectives

The study was conducted to attain the following specific objectives. Those were:

1. To assess the extent of community participation in school management in Ilu Aba Bor Zone primary schools.

2. To investigate the extent of principals to encourage community participation in school management in Ilu Aba Bor Zone primary schools.

3. To identify the strategies that used to increase community participation in school management in primary schools of Ilu Aba Bor Zone.

4. To identify challenges that hinder community participation in school management in Ilu Aba Bor Zone primary schools.

1.5 Significance of the study

If the school allows the community to participate in planning, implementation, monitoring and

evaluation of the school program, it will have positive effection of the community return would be high so as to achieve the school goals. Depending on this base MoE, (1994) clearly defined the role and responsibilities of KETB and PTSA to be involved in school management as representative of the community. Having this in mind, the study may have the following significances.

1. The study may bring the prevailing problems of community participation in school management on the surface that help principals, KETB and PTSA members, and other concerned stakeholders like teachers, woreda education office experts, and zonal education office take the necessary measures to work for improvement.

2. The work would serve as source of information for further studies.

3. Principals and community may know what goes wrong in community participation in school system. They could create the design to improve factors that contribute to the low involvement of community in school management.

4. Suggest possible solutions on problems that related to community participation in school management in the selected sampled primary schools of Ilu Aba Bor Zone.

5. The finding of the study may be potentially significant to help the study under discussion and to fill the gap of community participation in primary school management.

Generally, the result of the study would help for principal and teachers by showing the direction how community representatives can actively participate in school management, would help for community what is the importance of their participations in school for pupils learning as well as for general community development and also would help for planners what is the necessary measurement to increase community participation in school management.

1.6 Delimitation of the Study

In order to make the study more manageable, the scope of the study was delimited in both content wise and geographical location. Concerning the content, the study was delimitated to on assessment of community participation in school management, level of community

participation, the support given by school principals to increase community participation, the strategy that help to increase community participation and challenges that hinders community participation at primary school level.

Geographically, the study was delimited to five sample woredas, nine cluster resource center, and twenty selected primary schools of the zone.

Related to method of the study, it was applied both quantitative and qualitative methods of data gathering with the assumption of that the quantitative data was collected through questionnaire and supplemented qualitative data gathered through interview, focus group discussion, and document review.

Finally, concerning to participants the study was bounded itself on 20 primary school principals, 10 vice principals, 171 primary school teachers, 8 Cluster Resource Center Supervisors, 20 Parent Teacher Student Association Heads, and 20 Kebele Education Training Board heads.

1.7 Limitation of the Study

Any research study has its own limitations and this study has no exception. However, measures were put in place to maintain against that might have negatively affected the validity of the study. It was difficult for the researcher to get all the questionnaires back from the teachers. Nevertheless, this was possible because the reseacher made frequent follow-ups with the coordinating primary school principals and cluster resource center supervisors. In addition, the researcher worried that some respondents would find the study rather sensitive. So, they would be busy for over load work to reveal valuable information on factors that affect community participation in primary school management. This was taken care of by the use of multiple methods of data collection tools. More, the researcher took time to explain to the respondents that their valid and thoughtful response would have very determinant worth for the achievement of the objective of the study.

1.8 Operational Definition of Key Terms

Although terms are generally taken to be self-explanatory defining some concepts is important since the terms could be used in different context. Thus, the following terms are defined for the purpose of clarity and focus.

Assessment: Assessment in this context was the process of evaluating the performances of the community in the school system to ensure participating. Specifically it is the process of

investigating the extent to which the community involved in school management through their representatives (OEB, 2009).

Community: A group of persons living in an area served by a particular school or by a network of schools (Lewy, 1977). In this study, it means the people to participate in school management system.

Community Participation: Is a process of engaging and involving communities in the school management system through democratically elected community education committees mainly KETB and PTSA (Midgley, 1986, Shea and Bauer, 1997).

Management: It is the process of identifying the problem, planning the work to be done, implementing, monitoring and evaluating the planned action through the active involvement of parties (individuals) to address the common interests (Habesillassie, 2014),

School principal: Administrative head and a professional leader for school system, policy and manages the school's total program. For this study it refers to both principals and vice principals of the school (OEB, 2011).

1.9 Organization of the Study

The thesis was organized in to five chapters. Chapter one was deal with the problem and its approach: background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, and definition of key terms. Chapter two was presented a review of related literature which contained community participation in the school affairs, community participation at school level, community participation initiatives, rational for the community participation in the school affairs, Parent Teachers Students Association (PTSA), and Kebele Education Training Board (KETB), and factors that hinders community participation in the school management. Chapter three deal with research Design and Methodology, the study area, source of data, sample and sampling techniques, data gathering instruments, procedure of data collection, and methods of data analysis. Chapter four described that data presentation, analysis, and interpretation. Finally Chapter five deal with summary of major findings, conclusions, and recommendations.

CHAPTER TWO

2 Review of Related Literature

The topic reviewed includes: concepts of community participation in the school management, rationale for community participation in education, scale of community participation in education system and their roles in the school, and the roles of school leadership in community participation.

2.1. Concept and Definition of Community participation

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

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

Schaefer (2005) defined community as a "special or a political unit of social organization that gives people a sense of belongingness." Community participation is the "collaboration between the school and the community with the aim of improving students' achievement. It is working together with the community for the improvement of education."

In order to obtain the participation of the community in school activities, the school has to build a two way follow of communication in which the school reaches and interacts with the community and vice versa. UNESCO (2003) conceived community as a stratified group of people residing in a delimited area bounded together with similar norms, cultures, interests and often share resources, as well as challenges. Thus, a community is an aggregate of population who are living fairly close together in some geographical area having a set of common characteristics. The community comprises all categories of people children, youths,

adults, elders, leaders, resource persons, groups etc. Various researches, works in community under scores to look into the population, number, the age and the sex composition among others. These are the foundation of studies conducted in relation to community in a specified geographical area.

From the above, we can conclude that the definitions of community participation in schools activities revolve around certain key points. Those are, the fact that the community and the school cooperate, collaborate and interact between school and community in deferent ways and the final purpose of the linkage of the school and community is to bring quality of education and to increase performance of the learner.

2.2 Community Participation Initiatives

In order to secure the active involvement of community in a school's activities, a school has to take some mobilizing strategies. Community participation in school is expected to increase when the school management respect their involvement, and work cooperatively with them. Regarding this Davis and Julia (2007) mentioned the following techniques used to build and maintain positive relationship with parents. To initiate community participation the school should be take the measurement like treat families and student fairly, maintain a positive tone character and acknowledge the feeling and efforts of parent, meet regularly with parents of struggling of youth, find positive and important roles for parents to play as team members and give them credit for change, listen to ideas and concerns of the parents and act on as many of those concerns as possible, and at time of crisis ask what they would to like to do, instead of reacting defensively.

By generalizing the above concept, the initiation mechanism that school may use to increase community participation is numerous and it is very important to achieve the setting educational goal. Therefore to conclude, every school should develop the necessary mobilization strategy and increase community participation in all school activities to achieve the pre-planned educational goal.

So, the main objective of community participation in a school system is to improve the students' learning performance. To facilitate this, the Ethiopian Ministry of Education has issued a document MoE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. According to this document, involvement of the community will mainly limited to fundraising and contribution of labor for school construction.

2.3 Rationale for the community participation in School Affairs

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

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

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

2.4 Scales of Communityparticipation

Community participation in the management of schools can greatly vary across different geographical areas. Community participation is one way of creating an opportunity to all members of a community to engage in the monitoring of students performance. Different scholars categorized the level of community participation in different ways. For instance, scholars like Nayaran and Katrika (1997) noted that "community participation is a meaningful and active involvement of the community starting from planning all the way to the implementation of a program." Even participation of community is vary place to place the meaningful and active involvement of community is participate in planning, contributing in kind and in money, perform the work of the school already planned and members of community would be being observers to being contributors.

Shaeffer (1994) proposed "community participation in education what do we know?" Three relatively passive practices and four higher level of practices on the degree of community participation levels. The three low levels of Shaeffer's areas of community participation are; the provision of resouces, involvement at home with motivating children and helping them with home works, and involvement as audience on passive supports of school run meetings or assemblies and the four higher levels of Shaeffer's community participation are; consultants on school issues, partner in teaching learning process, implementers as delegated powers, and in control of the school.

In relation to this MoE (2006) mentioned the stages of community participation in school activities as: diagnosing and defining problems, collecting and analyzing information, articulating priorities and setting goals, assessing available resources, deciding on and planning program, implementing strategies and assigning responsibilities among participants, managing programs, monitoring progress, evaluating results and impact, and redefining problems generated for further action.

From this we generalize the idea that without active participation of community the educational goal can't be achieved and the community would participate in every educational activity by different mechanism and even the degree ofcommunity participation is vary.

Therefore, when we think about community participation in education, it is important to have a general idea of whom and at what level of the educational system involvement should be required. Since the sophistication of the tasks that require community participation has great

variations, the capacity of the participants need to be considered when seeking support from the community.

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

Community participation is not the same in all schools in Ethiopia even at very nearby schools. This is due to the school principals and administration body will not give the same attention for community participation in the teaching and learning process and as well as for all school management.

In some countries like the Philippines, parents observe their children in classroom, at play, and then schedule individual meeting with the teacher and the teachers also makes home visits. Furthermore, "Parents can be introduced in a general way to what is taught in the school, including why and how certain subjects and topics are taught. This can help to bring parents closer to the school and the school closer to the parents' felt need" MoE (2006).

Review of the evolution of community participation in school activities in Ethiopia shows that there is an increasing level of community participation over the years. During the Derg period there was a limited level of community participation through election of community representatives.

After the downfall of the Derg regime, the transitional government of Ethiopia (TGE) issued a new education and training policy (ETP) and education sector strategy in 1994 on which the community was endowed with an increased level of autonomy in the administration of school and in the design and implementation of education and training programs. Thus, the participation of community is encouraged through decentralization approach to empower the community representatives in decision making and to develop sense of belongingness on the parts of the community pertaining to the school system.

Overall, during my review of documents and literatures in preparation for thesis, I didn't come across any literature that ignores the importance of community participation in every school affairs.

So, the community participation in school management and decision making can be ensured through the establishment of representative committees. Such community education committees include Parent Teachers Students' Association, Kebele Education and Training Board, and the like.

2.5 Parent Teachers Students' Association and Kebele Education and Training Board

Parent teacher's students' association (PTSA) and kebele education and training board (KETB) are the major ones which are organized to ensure real involvement of community participation in school management. The set up and roles of these bodies would be discussed as follows.

2.5.1 Parent Teachers Students' Association (PTSA)

PTSA is a voluntary school organization whose members consists of the school principal, two teachers and four parents representatives selected in the parent-teacher conference or meeting, and students representative (OEB1998). The chairperson of the PTSA is selected out of the four parents' representatives. According to Burrup (1972) the central principle of the parent teacher organization is that the prosperity of children is best served by close cooperation between the two groups most intimately and deeply concerned with children. Therefore, teachers and parents are inevitable partners in the child's development. In connection to this, Burrup (1972) also noted the following four relevant reasons why PTSA is established in school is: To promote the welfare of children and youth at home, school and the community, to secure adequate laws for the care and protection of children and youth, to bring in to closer relation, the home and the school, the parents and teachers may cooperate intelligently in the training of the child, and to develop relationship between educators and the general public and create united effort as will secure for every child the highest advantages in physical, mental and social education.

Burrup also identified the chief purposes of PTSA as; self-education of everything related to children and public education that is the creation of an established public opinion on issues and conditions affecting the welfare and education of children.

According to MoE (2002) some of the functions of PTSA being currently practiced are; approving the yearly plan developed by the school principal, public approvals the school yearly budget, monitoring the performance of the school, evaluating the achievements of the school performance with regard to the plan, it serves the role of disciplining students and solving urgent problems within the school.

Concerning the functions and responsibilities of PTSA at school level, MoE (2006) has also outlined directions as follows; evaluate the efficiency of teachers and appropriate attendance of students, and extend the necessary support in this regard, ensure that teachers are offering

the lessons after undergoing the necessary preparation, make available themselves at their respected work places regularly and extend the necessary academic support to students, offer awards to those students with academic excellence and exemplary discipline, construct additional classes to avoid congestion or over crowed class, fulfill the educational materials that are in short supply, and take the necessary measures against those teachers and educational professionals who do not discharge their duties properly and set a bad example. According to our scenario PTSA is the back bone of the school and perform the school activity, make the better school environment, use as a bridge between the school and community. Even the document list as the PTSA will evaluate teacher and staff efficiency, the recent my local school status quo is not do like this. That means evaluation of teacher and staff performance is not their role. Due to this, to identify duty and responsibility of parent teacher student association (PTSA) the researcher was work during his study and try to put the necessary recommendation and conclusion to far next study.

According to USAID (2008) the duties and responsibilities of parent-teacher student association (PTSA) are as follows; Equip students with good ethical values., encourage students not to disrupt their education, advise and correct those teachers who failed to discharge their duties properly, call parents to meeting; seek lasting solutions to the problem affecting parent- teacher relationship in collaboration with principal, parents and KETB. From this idea we reconceptualize; parent teacher student association (PTSA) is the legal and organized body of the school management and would perform different activity to achieve the presetting of educational goal and to realize the mission and vision of the school.

2.5.2 Kebele Education and Training Board (KETB)

The kebele education and training board is the highest school governing body which comprises representatives from the local administration, school principal, teachers association of the school, representative of kebele women and youth association, students and the PTSA chair person (OEB, 1998). Since as described in the preceding section, the chairperson of the PTSA is selected from parents" representatives, and hence the community is represented through the PTSA chairperson in the KETB, and the school principal as the secretary of the school board MoE (2002). The board is accountable and has responsibility to approve school plan budgets, monitoring and evaluating school performance and getting dropouts back in to the school (MoE, 1994). The main purpose of the school board is to enhance community participation. Therefore kebele education and training board is responsible to mobilize the entire community within the school vicinity. Regarding this MoE (1994) indicated that the

responsibilities of KETB are planning, maintenance, finance, staffing, supervision, monitoring and evaluation of the school performances as per the education guidelines and school plans. Communities with higher level of participation in school management are more willing to assist in the financing of schools. Fundraising is one of the functions of KETB. Regarding this, the World Bank review (1995) described responsibilities to be performed by school committee as, improvement of academic, curricula and modes of teaching, co-curricular activities, promotion of culture and moral activities, infrastructure development, organizing library and educational equipment welfare and community relations, interaction with media, control of finance utilization and payment of school funds, student personality development.

Therefore, the above paragraph described that in the school system the Kebele education training board (KETB) is the legal organized body and would perform every activity to facilitate the situation takes place in the school compound as well as outside of the school. That means KETB organize, plan, manage, implement, monitor, and evaluate the school activity and performance.

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

2.6 Factors that Hinders Community Participation in the School

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

2.6.1 Lack of Training

The absence of training of principals and teachers can be one of the barriers of parent involvement in school management. Many teachers feel that they had been hired only to teach and not to carry out parent involvement responsibilities, Bagin (2001). Shea and Bauer

(1997) also stated that training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parent is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the expected responsibilities of the schools.

2.6.2 Lack of Time

Lack of allocating appropriate time may also be another obstacle to the teacher-parent collaboration. The teachers may not be willing to spare time to meet the parents. On the other hand the parents may also not be able to visit the school due to busy life styles. Thus lack of time and conflict in work schedule are obstacles to parent involvement in children's education. Therefore busy life from the side of parent to contact teachers and the rigid structure of the school day from the side of teachers can be obstacles for parent involvement in school activities.

2.6.3 Lack of Interest

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

According to Shea and Bauer (1997) the factors that prevent parents or community from being involved in school programs are; parents held the attitude that school is not important enough to take time from work, parents are unable to help school work, parents are jealous of teachers' upward mobility parents feel that long time teachers are apathetic and not responsive to them, there is an absence of activities to attract parents to schools.

Regarding this, Shea and Bauer (1997) also concluded that, the most frequent barrier to collaboration is the parents' attitude toward the school.

2.7 School Principal Related Factors in Community Participation

In the school organization, the principal is a key person to organize and mobilize the schools' human and materials resources for the successful realization of the educational objectives, so

as to bring about quality and standardized education. Regarding this Schiefelbein (1990) noted that "a good principal has multiplier effects on his/her teaching staff." Alison (1997) stated that "the more democratic the principal is, the better the community participation will be." Kandasamy and Lio (2004) also claim that "the principals effectiveness as a democratic leader depends much more on his/her attitude towards participating the community and community representatives in the decision making of the school affairs."

The internal management of school is often taken care of by teams or councils with various members of the school structure. This includes the school principal, vice principal, unit leaders, department heads, and school board members. Regarding this Burrup (1972) stated that "partnership between teacher and parent forms the basis and the only real hope for a superior school program at all levels." Principals have to sensitize, motivate and welcome the community education committee and the whole public to the school. Much of the schools' success depends on the quality and effectiveness of the schools' leadership. The role played by the school principals either hinder or increase community's participation in the school management.

USAID lists the main duties and responsibilities of a school principal concerning community participation as follows:

Prepares annual education plan that involve PTSA and school community, organize experience sharing programs in collaboration with the PTSA that enable teachers to be acquainted with latest innovation, organizes the parent-teacher interactions, curriculum, administrative training as well as consultative committees, clubs, coordinates co-curricular programs along with PTSA to help students in the education activities inside and outside of the class room, examines and take decisions on the recommendations presented to him/her by the PTSA and informs the outcomes of the decisions to concerned bodies.

As we can understand from the above functions of the principal, his/her roles are closely linked with the participations of the community and community representatives and in fact the principal's success to bring about an effective education to the students greatly depends on how good he/she interacts with and participates in the community. The idea shows us the measurement and idea of the school principal would succeed with the real collaboration of the community and community representatives.

2.8 Conceptual Frame Work

The study conceptually focused on community participation in school management practices, the role of principals and community representatives, the challenges that hinder the effectiveness of school management practices and the strategies that had been used to assess the school management practices.

Figure 1: Conceptual Frame work
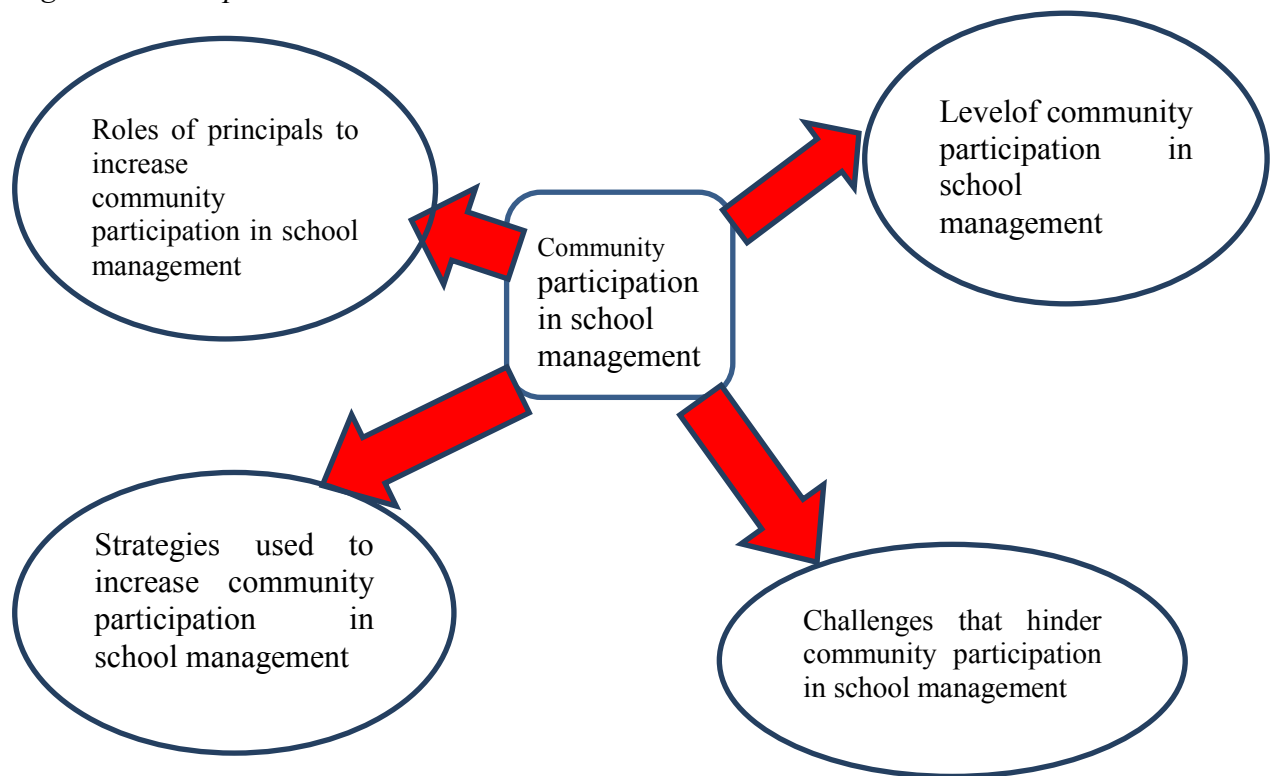
Source: Author Construction

In the conceptual framework described in figure 1 community participation in school management depicted that:

Level of community participation: it means that how the community representatives were frequently and actively participates in school planning, monitoring, evaluating, and participate in disciplinary case of staff members.

Role of school principal to increase participation of community: this implies that the role and responsibility of the school principal to enhance participation of community representative by taking important measure, like aware the community concerning the school activity, identify weak and best work of the school, make regular meeting program, give recognition and necessary award for best practice and model person, respect an indigenous knowledge of community and etc.

Strategies that used to increase community participation in school management; this means the strategy to help community participation in school management.

Challenges that hinder community participation in school management: this described that the drawback of that attack community participation in school management. Those are like lack of time, absence of knowledge, distance of residential area and meeting place and etc.

CHAPTER THREE

3. Research Design and Methodology

3.1 Introduction

This section deals with various procedures and strategies that were employed during the study. It would focus on research design, description of the study area, target population, sampling techniques and sample size, data gathering instruments, piloting, and data collection procedures.

3.2 Research Design

To assess the practice and problems of community participation in primary school management of Ilu Aba Bor Zone descriptive cross- sectional survey design was employed. This was because, it enables to gather data from a relatively large number of study subject's within a short period with minimal cost and helps to assess the current sate in its natural setting. Kumar (2006) states descriptive cross-sectional survey design permits a researcher to gather information or opinion from a large sample of respondents quickly and inexpensively and this design has the advantage of measuring current attitudes, beliefs or opinion notes the appropriateness of this design for such study.

In supporting this idea, Abiyi (2009) suggested that descriptive cross-sectional survey design 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.

The selection of the design was based on the problem and the nature of the data expected to be collected. Quantitative data gathering techniques were used to condense data in order to see the bigger picture. Qualitative data-gathering technique by contrast was used for identification of challenges in the community participation regarding school management, as data enhancer, and the researcher used data to triangulate from both approaches (Creswell, 2009).

Because of, it enables to gather data from a relatively large number of study subject's within a short period with minimal cost and helps to assess the current sate in its natural setting the researcher employed cros sectional survey design.

3.3 Research Method

The study applied both quantitative and qualitative methods of data gathering with the assumption that the quantitative data was collected through questionnaire and supplemented qualitative data gathered through interview, focus group discussions, and document review. Using both quantitative and qualitative method can maximize on the strengths of each approach, offset/compensate their weaknesses, and provides a better understanding of research problems than either approach alone (Creswell, 2011, p. 535).

3.4 The Study Area

Ilu Aba Bor Zone is one of the 21 Zones of Oromia Regional State, which is located in the southwestern part of Ethiopia. And it has a total area of approximately 16, 555 km^2 and lies between $33^o 47$' W and $36^0 52$' E to the longitudes and $7^0 05$' S and $8^0 4$' N to the latitudes. It is bordered to the south by Kefa and Sheka Zones, to the north by West Wollega, to the east by Buno Bedele Zone and to the West by Gambella Regional State (Bekagn, 2018.) Illu Ababor Zone has 13 Woredas and 1 Town administration having the total of 14 woredas. Agriculture, especially coffee production is the backbone of the communities of the Zone. Mettu is the Zonal capital and is located 600 km away from the capital of the country.

The study was conducted in the described Zone that Ilu Aba Bor and due to some challenges it was focused on the five sampled Woredas, nine cluster resource centers and on twenty sampled Government primary schools.

3.5 Source of Data

In the study, both primary and secondary data sources were employed to obtain necessary information about community participation in school management of primary schools of Ilu Aba Bor Zone.

3.5.1 Primary Sources of Data

The major primary data sources were principals, vice principals, teachers, supervisors, kebele education board head, and parent teacher student association head.

3.5.2 Secondary Sources of Data

Secondary sources were also including school documents (e.g. official memos, quarterly school report, and notes of meetings).

3.6 The Study Population

Study populations were the entire group of people to which a researcher intends the results of the study to generalize (Aron and Coups, 2008). Therefore, the population of the study was focused on twenty governmental primary schools (grades1-8) found in 5 woredas of Illu Aba Bor Zone, which have 1179 primary school teachers, twenty principals, 10 vice-principals, 8 cluster resource centers (CRC) supervisors of primary schools, twenty PTSA, and twenty KETB heads.

3.7 Sample Size and Sampling Techniques

There are two hundred seven governmental primary schools in Ilu Aba Bor Zone. As far as community participation is concerned, since the managerial aspects of the governmental schools are unlike each other. Due to different problem like to manage the data that help to conclude the study, the researcher was decided to conduct study in the selected sample schools only. The main factors that decided to select sampled schools and depend on the governmental schools are subsidized by the government. As a result the government and the community have more responsiblity and hence participation on the government schools.

In any descriptive survey research, taking sample size is usually a critical issue. A great deal of care needs to be taken when taking a sample for a study both in terms of the size as well as the representation in order to prevent bias. A real result would be obtained when a research was conducted on the whole population. However, due to constraints in time, expense (money) and efforts required to conduct a research on every person, an optimal sample size had to be taken. Regarding this, Zenebe, (2002) indicated that "it is generally not necessary to study all the possible member of population". In descriptive survey study, it is extremely important that the individuals included in a sample constitute a representative cross-selection of individuals in the population.

According to Levy, Yalew Endawok and Limshow for sample size found within a range of 10-30% among the total population it can be considered as adequate representative (Tagel Lema, 2020).

Based on this fact, 30%-40% woredas of the zone, 30%- 40% cluster resource center of selected woredas, and 30%- 40% schools of selected cluster resource center were used as sample of the study by applying simple random sampling/lottery and purposive sampling method.

To obtain the required sample units, multistage sampling technique would employ. According to Abiyi (2009) multistage sampling technique would be used when a single appropriate sampling technique does not exist or cannot be obtained and it uses a collection of preexisting units or clusters to stand in for a sampling frame. Accordingly, to get valuable information the researcher clustered the Zone woredas in to five clusters. These clusters are: Cluster one (consists Mettu town Administration, Bure & Halu woredas), cluster two (consists Hurumu, Yayo & Didu woredas), cluster three includes (Alge Sachi, Nono Sale & Darimu woredas), cluster four consists (Bacho, Nopha & Alle woredas) and cluster five consists only two woredas namely Metu and Doreni woredas. In order to manage the study, one woreda was select from each cluster by using simple random sampling (lottery method). From 14 Woredas found in the zone, 5 woredas (35.7%) were the sample of the study through simple random sampling.

Accordingly, Mettu town administration, Didu, Nono Sale, Bacho, and Mettu woredas were the samples of the study. On the other hand, all the cluster resource center and schools found in these selected woredas were the sample of the study. And also, from each woreda 30% - 40% Cluster Resource Centres were selected as sample by purposive sampling method. Depending on this Mettu town administration has three Cluster Resource Center and Kidus Gabriel cluster resource center was selected, Nono Sale woreda has six Cluster Resource Center and, Birbirsa and Darba cluster resource center were selected, Mettu woreda has six Cluster Resource Center, and Angar dukur, and Tulube cluster resource center were selected, Bacho woreda has six cluster resource center and Bacho, and Bokoji cluster resource center were selected and finally Didu woreda has six cluster resource center and Gordomo and Lalo cluster resource center were selected by simple random and purposive sampling method to get valuable information from the sampled population. Additionally, from each selected clusters 30% -40% primary schools were used as samples. Regarding this from Kidus Gabriel CRC: Oda, Kidus Gabriel, and Bishari schools, from Birbirsa CRC: Birbirsa and Kusaye schools, from Darba CRC: Darba and Koti schools, from Angar dukur CRC: Angar dukur, and Almaz Bohm kamisse, from Tulube CRC: Tulube, and Sardo, schools, from Bacho CRC: Fugo sardo, Bakke, and Bacho schools, from Bokoji CRC: Bokoji schools, from Gordomo CRC: Kochi and Gordomo schools, and from Lalo CRC: Lalo, Dabanu, and Biftu Jiregna primary schools were selected as sample by simple random and purposive sampling method.

Moreover, the zone has 1179 government primary school teachers. From the total number of teachers, 308 were found in sampled woredas. From 308 teachers found in the sampled woredas 171 (55.5%) of teachers were the sample of the study by giving them equal chance to be selected using a simplified formula to calculate the sample size developed by Kothari (2004).

Figure 2: Sampling techniques would be used to select the sample population

The summary of the sampling techniques that would apply by the study is stated in figure bellow.
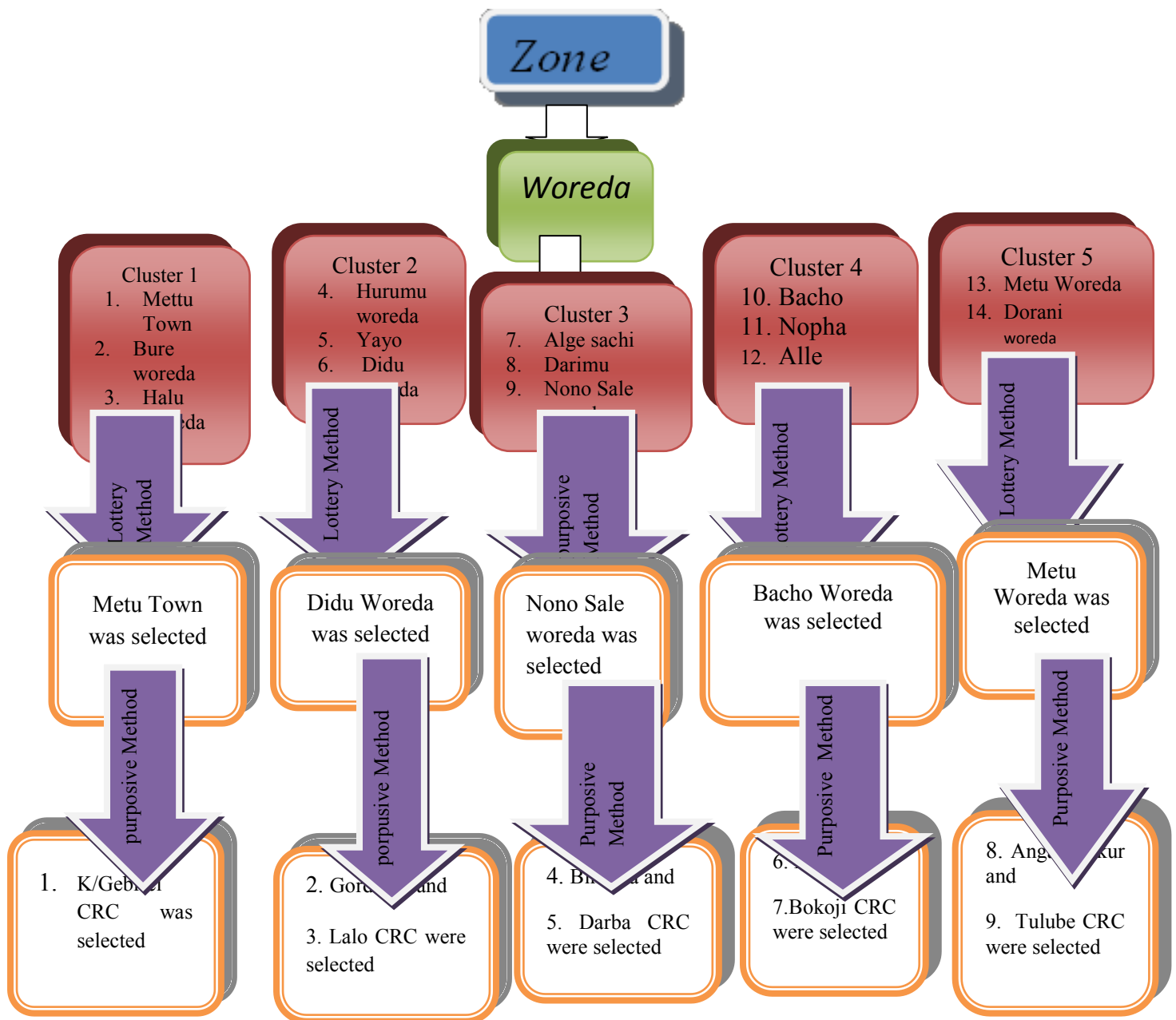
Kothari (2004) provides a simplified formula to calculate sample sizes. This formula used to calculate the sample sizes.

Where n is the sample size, N is the total population size, and d is the level of precision, d= margin of error, P= proportion population, α= level of significance, q= 1-p, where: d= 0.05, p = 0.5, α= 0.05, Z=1.96

$$n = \frac{n_o}{1 + \frac{n_o}{N}} \quad \text{where } n_o = \frac{Z_{\alpha/2}\, pq}{d^2} \text{ (Kothari, 2004)} \qquad n_o = \frac{(1.96)2*0.5*0.5}{(0.05)2} = 384$$

$$n = \frac{n_o}{1 + \frac{n_o}{N}} = \quad n = \frac{384}{1 + \frac{384}{308}} = 171 \text{ (Sample size)}$$

In order to calculate sample size of the sample schools used by Kothari (2004) is:

$n = \frac{n \; x \; N1}{N}$ Where: N= Total population

                   n= sample size,

  N_1 = total population size

Table 3.1: Sample Size of the study

No	Sample Wored as	Sample of Cluster Resurce Center	Sample Schoos	Number of teachers			Formula to be used to calculate sample of male teachers	Formula to be used to calculate sample of female teachers	Number of sample teachers		
				M	F	T			M	F	T
1.	Metu Town	K/G/el	Oda	14	7	21	$n=\frac{171\times14}{308}$	$n=\frac{171\times7}{308}$	8	3	11
			Kidus Gebriel	12	6	18	$n=\frac{171\times12}{308}$	$n=\frac{171\times6}{308}$	7	3	10
			Bishari	9	6	15	$n=\frac{171\times9}{308}$	$n=\frac{171\times6}{308}$	5	3	8
2.	Nono Sele	Birbirsa	Birbirsa	20	4	34	$n=\frac{171\times20}{308}$	$n=\frac{171\times14}{308}$	11	8	19
			Kusaye	7	4	11	$n=\frac{171\times7}{308}$	$n=\frac{171\times4}{308}$	4	2	6
		Darba	Darba	8	7	15	$n=\frac{171\times8}{308}$	$n=\frac{171\times7}{308}$	5	4	9
			Koti	8	6	14	$n=\frac{171\times8}{308}$	$n=\frac{171\times6}{308}$	4	3	7
3	Mettu	Angardukur	Angardukur	10	2	12	$n=\frac{171\times10}{308}$	$n=\frac{171\times2}{308}$	5	1	6
			Almz Bohm	10	2	13	$n=\frac{171\times10}{308}$	$n=\frac{171\times2}{308}$	6	1	7
		Tulube	Tulube	12	2	14	$n=\frac{171\times12}{308}$	$n=\frac{171\times2}{308}$	7	1	8
			Sardo	15	3	18	$n=\frac{171\times15}{308}$	$n=\frac{171\times3}{308}$	6	2	8
4	Bacho	Bacho	Fugo Sardo	12	0	12	$n=\frac{171\times2}{308}$	$N=\frac{171\times1}{308}$	7	1	8
			Bake	13	3	16	$n=\frac{171\times13}{308}$	$n=\frac{171\times3}{308}$	6	1	7
			Bacho	10	7	17	$n=\frac{171\times10}{308}$	$n=\frac{171\times7}{308}$	6	4	10
		Bokoji	Bokoji	12	3	15	$n=\frac{171\times12}{308}$	$n=\frac{171\times3}{308}$	6	1	7
5	Didu	Gordomo	Kochi	10	1	11	$n=\frac{171\times10}{308}$	$n=\frac{171\times1}{308}$	6	1	7
			Gordomo	11	3	14	$n=\frac{171\times11}{308}$	$n=\frac{171\times3}{308}$	7	1	8
		Lalo	Lalo	11	1	12	$n=\frac{171\times11}{308}$	$n=\frac{171\times1}{308}$	7	1	8
			Dabanu	11	1	12	$n=\frac{171\times11}{308}$	$n=\frac{171\times1}{308}$	7	1	8
			Biftu jiregna	13	1	14	$n=\frac{171\times13}{308}$	$n=\frac{171\times1}{308}$	8	1	9
Total				228	80	308			128	43	171

Source: Author survey

Regarding principals, vice principals, cluster resource center supervisors, PTSA, and KETB heads purposive sampling techniques were used to use all of them as a sample.

3.8 Data Gathering Tools

The following tools were employed to collect data for the study. The study was conducted by using both quantitative and qualitative data. The data were collected using the instruments namely, questionnaires, interview, focus group discussion, and document review. Moreover, the questionnaires were pre-tested. This is because of to increase the reliability and validity of the study.

3.8.1 Questionnaires

The questionnaire containing both closed and open ended questions were distributed to the target teachers. Questionnaire is not only instrumental to gather accurate and factual information about people opinions and views, but it also serves as an appropriate tool to obtain a variety of opinions within relatively short period of time. In this regard, Koul (1996) suggested that "questionnaire is widely used in educational research to obtain information about certain conditions and practices and to acquire opinions and attitudes of individuals and groups."

The questionnaires were widely used and useful instrument for collecting survey information, providing structured, open numerical data being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyses. Therefore the researcher constructed open and close-ended questionnaires for sample teachers consisting of data on the different predictors of community participation regarding primary school management. Moreover the questionnaires were included degree of community participation in school management, factors that affect community participation and how community can participate in school management. Generally, the questionnaires were developed in local office language Afan Oromo and translate in to English to analyze by the researcher himself.

3.8.2 Document Review

To see the trends of the community participation the documents from the schools of the sample primary schools were reviewed. For this purpose documents from 2019-2020 were reviewed. To do this the document should be revised by the researcher; monthly and quarterly community participation report, the school annual activity plan, minutes of committee and teacher meeting, and official memos.

3.8.3 Interview

In qualitative survey interviews, an interviewer asks open-ended questions without response options and listens to and records the comments of the interviewee, whereas in quantitative

survey interviews, the investigator uses structured or semi structured interview consisting of mostly closed-ended questions, provides response options to interviewees, and records their responses (Creswell, 2012).

In this study well-constructed open-ended questions about community participation in school management, without response options were prepared and administered to 20 school Principals and 8 cluster resource center supervisors. Interviews are appropriate to collect in-depth information and allow opportunity for explanations of the closed ended questions, and can be applied to any type of population (Okitsu et al., 2017). Interview questions were also provide flexibility for both the interviewer and interviewee to better explain more explicitly what he/she knows and thinks about the issue.

The results of the interviews were employed to substantiate the results gathered through questionnaires, document review and focus group discussion. According to Orodho (2004**),** an interview is an oral administration or an interview schedule. In this study, the interview questions were used in order to seek information on the necessity of community participation and what the impact of the community in school management of sampled government primary schools. The main purpose in interviewing is to understand the meaning of what the interviewees say. Generally, an interview questions were developed in local office language Afan Oromo and translate in to English to analyze by the researcher himself.

3.8.4 Focus Group Discussion

Focus group discussions were conducted with community participation in school management Practice. And it was employ with vice principals, PTSA, and KETB chairpersons to secure information concerning their experience of community participation in school management practice. The discussion session was conducted in English, and subsequently it was translated to Afan Oromo to be conducted. The number of Focus Group Discussion members involved in each school minimum two and maximum of three from sampled primary schools of the Zone. These techniques were employed to obtain qualitative data concerning the various aspects of school management practice. In addition to this method of data gathering was enable the researcher to generate qualitative data which gives an insight into attitude and perceptions in a social context where people can consider their own views in the context of others and where new ideas can be introduced as it allows observation of group dynamics. In order to maximize the responses which was obtained from focus group, the discussion was held in a silent environment in which participant feel comfort

in order to extract opinions and to share ideas and perceptions through group interaction. The researcher was act as a facilitators and ask pre-determined open ended questions which the participants expected to answer.

3.9 Data Collection Procedure

The respondents were comprised of selected principals, vice principals, CRC supervisors, teachers, KETB, and PTSA, chair person. Before distribution an instruments were interpreted in to Afan Oromo. The researcher was ensuring that the research instruments were complete and readily available. The questionnaires and interview schedules would check for their error free, and the number of copies supplied were checked for adequateness. Other agents subscribed to supply the copies to the respondents were given clear orientation in advance. The researcher was design a schedule representing actual dates and a time framework for each activity.

Distribution of the research instruments were made by the researcher in advance through making appointments with the principals in the respective schools. Before data collection, the researcher was made pre-tested all the research instruments. This was helping the researcher to find out the selected questions are answering what they are supposed to measure.

3.10 Validity and Reliability

Checking the validity and reliability of data collection instruments before providing for the actual study subject was the core to assure the quality of data. To ensure the validity of the instruments were established under close guidance of subject experts. They also check and debrief/probe the clarity of the language and appropriateness of the instrument in measuring what it was intended to measure supported with the language teachers.

Any irrelevant or ambiguous statements and questions were edited, eliminated and necessary modification or replacements of unclear questions were made. The pilot test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problem of wording or sequence.

A reliability test was performed to check the consistency and accuracy of the measurement scales. To examine the internal consistency of the item under each variable, to ensure validity of a pilot study was carrying out to test the instrument. Thus, the researcher was conducted a pilot test on 29 teachers of Keto primary school. The draft version of the questionnaire was modified. To ensure that the instrument was identifying what it set out to identify. Two irrelevant or ambiguous statements and questions were edited and two questions were

eliminated and necessary modification or replacements of unclear questions were made, and one repeated question was removed.

Additionally, the reliability of the instrument would be measured by using Cronbach's alpha model with the help of SPSS version 21.

The SPSS computer program statistically computed the result of the pilot testing. The Cronbach's alpha model was use for analysis based on the pilot test. The reliability coefficient of the instrument was found to be 0.82 and, hence, was reliable. That the instrument was found to be reliable as statistical literature recommends a test result of 0.70 reliable and above as reliable.

Accordingly, after my colleagues reviewed the instruments, the designed questionnaires were administered to Keto Primary School which was not including in the main study. The testing was conducted with twenty nine teachers.

After the questionnaires filled and returned, the reliability and validity of items were measured by using Cronbach's alpha method with the help of SPSS version 21. Based on pilot test, the reliability of the instruments was calculated by using Cronbach's alpha as it was appropriate to test the reliability of instruments and the results were 0.88 for teachers.

Table 3.2: Cronbach's alpha reliability coefficient

No.	Variables	Alpha	No of Items
1	To assess the extent of community participation in school management	.894	10
2	To investigate the extent of school principals in discharging their duties in the community participation in school management	.886	7
3	Strategies used to increase community participation in school Management	.875	7
4	Challenges that hinder community participation in school management	.874	9
	Total	.88	33

Source: Author survey

According to Cohen, et.al (2005) it is possible to use instruments with reliability coefficient of 0.7 and above. On the basis of obtained reliability coefficient was reliable. These results

show that the instrument or close ended questions prepared for the research were reliable comments from my senior colleagues. The participants of the pilot test were also taken as first hand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study. As a result, two irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

3.11 Method of Data Analysis

Analysis of data involves the transformation of raw data into manageable categories, through coding and, tabulation, for further analysis. This analysis was usually based on computation of various statistical measures through (nowadays) analysis software as SPSS version 21. After the data collection exercise, the researcher was checked that all the filled forms of questionnaires, interviews and document review were well done. Before starting the compilation and coding of the data, the researcher was ensured that each question was answered and the answers were properly recorded or not. The researcher examined all the coded data and made implications. Facts were important to this study because, they relied on the revelations of the data. Facts led to new information, new experiences and new views. The collected data were analyzed and interpreted by using descriptive statistics. Frequencies mean, standard deviation, tables and percentages were used to analyze various responses and characteristics of respondents.

The mean would be used to identify which of the items were rated above average mean score to be considered as one of the significant factors for high participation of community regarding school management. The independent mean and percentage were used to test the responses of teachers. The degrees of agreement were used regarding the important reasons for community participation in school management.

The data collected through interviews, open-ended question of the questionnaire, document review, and, focus group discussions were analyzed and interpreted qualitatively. The hand written notes were transcribed, categorized and compiled together into themes. The result of open-ended questions, focus group discussions, and document review also were summarized and organized by related category. Finally, the overall course of the study was summarized with findings, conclusions, and some possible recommendations.

3.12 Ethical Considerations

To make the thesis process professional, ethicis, and efforts were made. So, the researcher informed to the respondents about the purpose of the study i.e. purely for academic purpose only. The purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents and confirms that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consents/willingness. The study was not personalizing any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for the study were acknowledged.

CHAPTER FOUR

4. Data Presentation, Analysis, and Interpretation

4.1 Introduction

This chapter of the study deals with presentation, analysis and interpretation of data acquired from questionnaire, interview, focus group discussion, and document review to search for appropriate answer to the basic questions enumerated under chapter one. The section was divided in to two major parts. The first part presents the demographic and Educational characteristics of the respondents and the second part deals with the analysis and interpretation of the assessment of community participation in school management.

Accordingly, presentation and analysis were made making use of the data gathered from teachers of the respective schools. In order to collect data, questionnaires were filled by selected primary schools sampled teachers mentioned above. To validate the data from questionnaires, interviews were conducted with Principals and Cluster Resource Center Supervisors. In addition to this, document review, and focus group discussion were employed to Vice Principals, KETB and PTSA chair person as supplementary data gathering tools in the study.

Information obtained from interviews focus group discussion, and document reviews were not quantified, and that are only used as supplementary. The data were coding by SPSS and analyzed with the help of a computer using SPSS version 21 software. The data analysis was first made accordingly to descriptive information following the research questions. The data were scored by calculating mean, frequency, percentage and standard deviation value.

The questions in the questionnaire of the appendix parts had repetitive nature and during analysis, similar items were clustered together. The rated results of the items were taken as the average of their summation for simplicity for presentation.

4.2. Response Rate

The next table deals the summary of response rate among the distributed questionnaires to the twenty sampled primary schools of study areas.

Table 4.1 The summary of Response Rate

No	Name of primary schools	Distributed Questionnaires for Teachers			Returned Questionnaires from participants					
					In number			In percent (%)		
		M	F	T	M	F	T	M	F	T
1	Kusaye	4	2	6	4	2	6	100	100	100
2	Birbirsa	11	8	19	8	6	14	72.7	75	73.85
3	Darba	5	4	9	5	4	9	100	100	100
4	Koti	4	3	7	4	3	7	100	100	100
5	Oda	8	3	11	8	3	11	100	100	100
6	K/gebriel	7	3	10	7	3	10	100	100	100
7	Bishari	5	3	8	5	3	8	100	100	100
8	Angar dukur	5	1	6	5	1	6	100	100	100
9	Almaz Bhom Kamise	6	2	8	4	2	6	66.6	100	83.33
10	Tulube	7	1	8	5	1	6	71.4	100	85.71
11	Sardo	6	2	8	4	2	6	66.6	100	83.33
12	Fugo Sardo	7	0	7	7	-	7	100	0	50
13	Bakke	6	1	7	6	1	7	100	100	100
14	Bacho	6	4	10	3	4	7	50	100	75
15	Bokoji	6	1	7	6	1	7	100	100	100
16	Gordomo	7	1	8	7	1	8	100	100	100
17	Kochi	6	1	7	6	1	7	100	100	100
18	Lalo	7	1	8	5	1	6	71.4	100	85.7
19	Dabanu	7	1	8	4	1	5	57.1	100	78.57
20	Biftu jiregna	8	1	9	6	1	7	75	100	87.5
	Total	128	43	171	109	41	150	86.54	93.75	87.7

Source: Author survey

The study was deliberately to collect information through questionnaire from 171 teachers. However, out of 171 questionnaires that were administered to the respondents, a total of 150 (87.7%) which means 150 teachers questionnaires were returned during the study. Because of the respondents were too busy for over loading of school activity 21 questionnaires were not returned back from respondents. Even though, all questionnaires were not returned it is recommended that if it is above 70% can proceed in to the data analysis process and got logical result. Mugenda OM and Mugenda Ag; (2003) indicate that a response rate of 70% and above is excellent for analysis and reporting.

4.3 Background of the Respondents

Descriptive characteristics of the respondents give some basic information about the sample population. Thus the following table indicates the general characteristics sex, age, educational status, and school responsibilities of the respondents were elaborate in the study.

Table4.2 Background characteristics of respondents

Demographic variables		Teacher			Principals			Cluster Resource Center Supervisors			Vice Principals			PTSA/ Chair Person			KETB/ Chair Person			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Age	20-29	30	18	48	-	-	-	-	-	-	-	1	1	-	-	-				30	19	49
	30-39	51	19	70	15	1	16	5	-	5	6	1	7	10	-	10	13	-	13	100	21	121
	40-49	28	4	32	2	-	2	3	-	3	2	-	2	4	3	7	4	-	4	43	7	50
	50 & above	-	-	-	2	-	2	-	-	-	-	-	-	2	1	3	3	-	3	7	1	8
	Total	109	41	150	19	1	20	8	-	8	8	2	10	16	4	20	20	-	20	180	48	228
Marital status	Married	77	28	105	19	1	20	6	-	6	5	2	7	16	4	20	20	-	20	143	35	178
	Single	30	9	39	-	-	-	1	-	1	2	-	2	-	-	-	-	-	-	33	9	42
	Other	2	4	6	-	-	-	1	-	1	1	-	1	-	-	-	-	-	-	4	4	8
	Total	109	41	150	19	1	20	8	-	8	8	2	10	16	4	20	20	-	20	180	48	228
Educational status	Grade 1- 8	0	0	0	-	-	-	-	-	-	-	-	-	9	3	12	11	-	11	20	3	23
	Grade 9 -12	0	0	0	-	-	-	-	-	-	-	-	-	7	1	8	9	-	9	16	1	17
	Certificate	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Diploma	49	24	73	-	-	-	-	-	-	4	-	4	-	-	-	-	-	-	53	24	77
	Degree & above	60	17	77	19	1	20	8	-	8	4	2	6	-	-	-	-	-	-	91	20	111
	Total	109	41	150	19	1	20	8	-	8	8	2	10	16	4	20	20	-	20	180	48	228

Source: Author survey

Table 4, shows that, about 109(47.81%) teachers, 19(8.33%) principals, 8(3.51%) vice principals, 8(3.51%) Cluster Resource Renter Supervisors, 16(7.02%) PTSA chairperson,

20(8.77%) KETB chairperson, were male respondents while female respondents account for 41(17.98%) teachers, 1(0.44%) principal, 2(0.88%) vice principals, 4(1.75%) PTSA chairpersons were female respondents. Concerning the described data, no female cluster resource center supervisors, KETB chairpersons and also there is no equal gender distribution regarding to school principal as identified through twenty sampled primary schools of the Zone. One can grasp that the data obtained from respondents incorporated ideas of both sexes. Hence it might be free from gender biases. However, the gender gap observed in the principal, cluster resource center supervisors, and KETB chairperson position was a problem that wants further investigation of other researchers, woreda's education offices, and concerning bodies should identify the gap and suggesting possible solutions to reduce the imbalance position of school principals, cluster resource center supervisors, KETB and PTSA chair persons in the primary schools of Ilu Aba Bor Zone.

Concerning their age shown in the table 4, 118(78.66%) teachers were between the age of 20-39 and 32(21.33%) teachers were between the ages of 40-49 year.

Related to principals, vice principals, and cluster resource center supervisors 28(73.68%) were between the age of 30-39 and 9(23.68%) were greater than the age of 40 and finally, 1(2.63%) were between the age of 20-29 year.

Related to Parent Teachers Student's Association and Kebele Education Training Board chairperson 34(85%) were between 30-49 year, and 6(15%) were 50 and above year.

This describes that, the majority of the respondents were aged above 30 year. The frequency of the occurrence indicates that most of the respondents were energetic as well as at productive age and it implies that, if they have motivation to participate in primary school management the school achieves its goal and over all their age can't negatively affect the activity of primary schools of the Zone.

Regarding educational status of teachers, principals, vice principals, and cluster resource center supervisors, the majority of the respondents or 111(59.04%) were degree holder. The result shows that most of the teachers, principals, vice principals, and cluster resource center supervisors at primary schools of the Zone were capable of competing for teaching and leadership positions in education and in terms of educational status according to the current Ethiopian government criteria of selecting teachers and key educational leadership positions.

4.4 Analysis and Interpretation of the Data

Interpreting the result of five likert scale questions 1-1.49 very low, 1.50 – 2.49 low, 2.50 – 3.49 medium, 3.50 – 4.49 high, and 4.49 – 5.00 very high on the issues raised rounding the results to the nearest decimal places.

Based on the mean scores current community participation in school management were grouped into five effectiveness levels which were the mean scores from 0.5 to 1.49, very low participation, scores from 1.5 to 2.49 low participation, from 2.5 to 3.49 medium participation, scores from 3.5 to 4.49 high participation and scores from 4.5 to 5.00 very high participation of the community in school management by depending on the questionnaires attached to the appendix.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5, Agree =4, Undecided =3, Disagree =2 and strongly disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. agree, undecided and disagree. In categorizing the rating scales the frequency and percentage results of strongly agree and agree were combined in to Agree and the results of strongly disagree and disagree merged to Disagree.

4.5. Role of Community Participation in Primary School Management

4.5.1. Level of community Involvement in School management

Table 5 shows the frequency distribution of respondent opinion on participation of community in school related activities.

Table4.3 Level of community Participation in School management

No	Item	No of Res.	SA		A		UD		DA		SDA		Mean	ST.D
			F	%	F	%	F	%	F	%	F	%		
1	Formulating Strategic plan of the school	15O	11	6.4	40	23.4	90	52.6	8	4.7	1	0.6	2.65	.723
2	Decision making on budgeting	15O	-	-	54	31.6	33	19.3	52	30.4	11	6.4	2.87	.994
3	Decision Making on staff member complaints	15O	52	30.4	18	10.5	8	4.7	30	17.5	42	24.6	3.05	1.686
4	Mobilizing the community to resource contribution	15O	2	1.2	-	-	4	2.3	70	40.9	74	43.3	1.57	.679
5	Budget allocation and approval	15O	1	0.6	8	4.7	12	7	59	34.5	70	40.9	1.74	.870
6	Monitoring the school resources	15O	39	22.8	69	40.4	6	3.5	1	0.6	35	20.5	2.49	1.483
7	Follow up of the teaching learning of the school.	15O	2	1.2	1	0.6	4	2.3	30	17.5	113	66.1	1.33	.690
8	Identifying the strength and weakness encounterd	15O	-	-	18	10.5	20	11.7	76	44.4	36	21.1	2.13	.917
9	Community encourages parents to bring their children to the school.	15O	-	-	6	3.5	3	1.8	33	19.3	108	63.2	1.38	.720
10	Communities meet regularly	15O	24	14	2	1.2	2	1.2	98	57.3	24	14	2.36	1.244
	Aggregate mean												2.157	1.0002

Source: Author survey

NB: SDA (strongly disagree) =1, DA (Disagree) =2, UD (Undecided) =3, A (Agree) =4, SA (strongly agree) =5, F= (Frequency), % = (Percentage)

As indicated in item 1 of table 5, the majority of respondents 51(29.8) of respondents' agreed that involvement of community participation in formulating strategic plan of the school. The

item has mean score of 2.65 and SD of 0.73. From this result, one can infer that community representatives were participating to formulate the strategic planning of the school.

To triangulate the data the researcher conducted an interview held with cluster resource center supervisors and school principals. One of the school principal states:

KETB and PTSA members didn't participate in the planning. For the reason, plans were developed by principals and teachers then discussed on staff meetings, make all sort of adjustment and finally sent to woreda education office./P10/ (22/11/2013)

The data gathered through FGD from vice principals, KETB and PTSA heads also support this idea. But there were not sufficient minutes written materials the school of KETB and PTSA concerning to formulating strategic planning of the schools.

This shows that, KETB and PTSA members were not actively participating in the planning of school activities and it is possible to understand that the responsibility given to them at least to approve the school plan developed by principal is not practical (MOE, 1994). Because of such weakness, it is clear that, the school may face problem during plan implementation, reduce sense of ownership belongingness with the community that end the plan with high risk of remaining in black and white (Fullan, 1991).

With regard to item 2 of table 5 the majority of respondents' 63(36.8%) disagreed that the involvement of community in decision making on school budgeting. The item has mean score of 2.87 and SD of 0.994. From this, one can understand that communities were in a position to involve on school budgeting decision making and work cooperatively with the school principals.

On the other hand, as indicated in table 5 item 3 the majority of respondents 72(42.1%) dis agreed that the involvement of community participation in making decision on staff members' complaints. The item has mean score of 3.05 and SD of 1.686. The result concludes that, communities were participating to solve staff member complaints.

Furthermore, from the interview with school principals and cluster resource center supervisors and document review, support the quantitative data. One of the school principals described that:

In most school maters decisions were made by the principals together with teachers who were members of PTSA and at the end of the day simply approved by community representatives./P13/ (18/11/2013)

From this, it is possible to conclude that KETB and PTSA member participation in decision making on teacher complaints were poor and low. Due to this, it is difficult to call there was genuine participation of community in staff member compliant in Ilu Aba Bor Zone primary schools.

Therefore, the PTSA and KETB do not participating in decision making such as teachers absenteeism, poor performance, improving the educational delivery, monitoring and supervising teachers, ensuring that teachers arrive at school on time and perform effectively in class room was not adequate.

In addition, table 5 item 4 shows that the majority of respondents 144(84.2%) dis agreed that involvement of community in mobilizing the community to resource contribution. The item has mean score of 1.57 and SD of 0.679. The result infers that, involvement of community in resource contribution mobilization is under expectation.

Also, table 5 of item 5 indicates that, the majority of respondents 129(75.4%) dis agreed that participation of community related to budget allocation and approval. The item has mean score of 1.74 and SD of 0.870. The result implies that the participation of community related to school budget allocation and approval is under risk.

Furthermore, table 5 item 6 shows that, the majority of respondents 108(63.2%) agreed that participation of community related to monitoring the school resources. The item has mean score of 2.49 and SD of 1.483. From this result one can understand that, the participation of community related to monitoring the resource is in a position.

Additionally table 5 item 7 briefs that, the majority of respondents 143(83.6%) dis agreed that participation of community related to follow up of teaching learning process of the school. The item has mean score of 1.33 and SD. of 0.690. From the result one can understand that, the participation of community related to follow up of the teaching learning process is not in a position.

Furthermore, table 5 item 8 shows, the majority of respondents 112(65.5%) dis agreed that the participation of community correlated to identifying the strength and weakness encountered of the school. The item has mean score of 2.13 and SD of 0.917. The implication suggest that, the participation of community concerning to identify the strength and weakness that encountered of the school activity are under an expectation.

Likewise, table 5 item 9 shows, the majority of respondents 141(82.5%) dis agreed that, community encourages parents to bring their children to the school. The item has mean score

of 1.38 and SD of 0.720. The result inference that the participation of community to encourage parents to bring their children to the schools is not recognized issue as Ilu Aba Bor Zone of primary school.

Finally, table 5 item 10 describes, the majority of respondents 122(71.3%) dis agreed that, communities meet regularly to perform their duty in the primary school of the Zone. The item has mean score of 2.36 and SD of 1.244. From the result one can understand that the participation of community meet regularly to perform their duty in primary schools of Ilu Aba Bor Zone is not well done.

As aggregate mean score (2.157) of the table illustrates, the participation of community representatives in Ilu Aba Bor Zone primary schools management were not in a position.

To counter check this, the researcher conducted an interview with school principals and cluster resource center supervisors, focus group discussions with school vice principals, KETB and PTSA heads and observe some of the school documents. The data gathered through FGD, interview and document review support the quantitative data and one of cluster resource center supervisor states about the level of community participation in school management on decision making concerning school matters:

> *The participation of communities was insignificant and simply nominal. Most of the decisions were made by school principals, and vice principals themselves together with teachers who were members of PTSA./Sup.7/ (18/11/2013)*

Additionally, one school principal states about the level of community participation in school management on decision making concerning school problems:

> *The community's participation on the overall school management, school policy, financial management, disciplinary cases, school budget and administration, monitoring on teacher attendance was poor./P14/ (18/11/2013)*

Furthermore, the current status of community participation as the respondents confirmed, agrees with Shaeffer's (1994) idea that, there is participation only when the local community representatives are taking part in decision making. From this, it is possible to conclude that the extent to which Kebele Education Training Board and Parent Teachers Student's Association members' participation in decision making in school matters is low and poor.

4.5.2. Role of Principal to Increase Community Participation in School Management

Table 6 shows the frequency distribution of respondent opinion on principal facilitation role of community participation in school management.

Table 4.4 Principal Facilitation Role in to Participate the community in school management

No.	Item	Number of resp.	SA		A		UD		DA		SDA		M.	ST.D
			F	%	F	%	F	%	F	%	F	%		
1	Efforts and support make by principals to Participate Community in planning.	150	11	6.4	8	4.7	9	5.3	27	15.8	95	55.6	1.75	1.231
2	Efforts & support make by principals to participate community in monitoring and evaluation.		-	-	14	8.2	30	17.5	101	59.1	5	2.9	2.35	.696
3	Efforts ad support make by principalsto participate community in school resource management.		10	5.8	15	8.8	39	22.8	15	8.8	71	41.5	2.19	1.308
4	Efforts make by principals to participate community in teaching learning process.		2	1.2	2	1.2	18	10.5	33	19.3	95	55.6	1.55	.856
5	Initiating Exemplary people to participate in school resource management.		1	0.6	5	2.9	4	2.3	38	22.2	102	59.6	1.43	.763
6	Improving community performance to participate in school management.		5	2.9	3	1.8	5	2.9	60	35.1	77	45	1.66	.904
7	Inviting the community to participate regularly in staff disciplinary cases.		4	2.3	1	0.6	17	9.9	46	26.9	82	48	1.66	.904
	Aggregate mean												1.798	0.951

NB: SDA (Strongly Disagree) =1, DA (Disagree) =2, UD (Undecided) =3, A (Agree) =4, SA (Strongly Agree) =5, F= (Frequency) % = (Percentage)

As table 6 item 1 indicates that, the majority of respondents 122(71.4%) dis agreed that, efforts and support make by principal to participate community in school management. The item has mean score of 1.75 and SD of 1.231. The result implies that, the facilitating role of the school principals concerning to efforts and support to participate community in planning school activity is under expectation.

To substantiate the quantitative data, that the investigator invited the interviewee were that of the level of supporting system in which school principals support community to discharge their responsibilities. According to one of supervisors' idea:

There is poor supporting system and communication channel between school and the community. This is because of lack of communities' commitment and absence of mobilization training./Sup.4/ (15/11/2013)

Moreover, table 6 item 2 indicates that the majority of respondents 106(71.4%) dis agreed, efforts and support make by principals to participate community in monitoring and evaluation. The item has mean score of 2.35 and SD of 0.696. The implication is described that, the effort that exert to make suitable condition in participation of community in monitoring and evaluation is not enough.

Additionally, table 6 item 3 specifies that the majority of respondents 86(50.3%) dis agreed efforts and support make by principals to participate community in school resource management. The item has mean score of 2.19 and SD of 1.308. The result described that, the effort that school principals exert to participate community in school resource management is insufficient.

Additionally, table 6 item 4 explain that, the majority of respondents 128(74.9%) dis agreed efforts make by principal to participate community in teaching learning process.The item has mean score of 1.55 and SD of 0.856. The result implies that, the facilitation role of school principal regarding community participation in primary school teaching learning process is under estimation.

Also, table 6 item 5 clarifies that, the majority of respondents 140(82.4%) dis agreed that initiating exemplary people to participate in school resource management. The item has mean score of 1.43 and SD of 0.763. The result implies that, the performance of school principals about initiating exemplary people in school resource management is very low.

Also, table 6 item 6 explains that, the majority of respondents 137(80.1%) dis agreed that improving community performance to participate in school management. The item has mean

score of 1.66 and SD of 0.904. The result implies that, the performance of school principal that devotes to improve the capacity of community about school management is not in a position.

Furthermore, table 6 item 7 describes that, the majority of respondents 128(74.9%) dis agreed that inviting the community to participate regularly in staff disciplinary case. The item has mean score of 1.66 and SD of 0.904. Consequently, the result implies that, performance of school principals that invite in the staff disciplinary case is low.

As aggregate mean score (1.798) of table 6 shows, most of principals of primary schools of Ilu Aba Bor Zone were not in a position to exert their performance and to facilitate pre condition of how community representative participate in primary school management of the Zone.

The data gathered through FGD from school vice principals parent teachers student's Association, and Kebele Education and Traaining Board heads and through interview with school principals and cluster resource center supervisors and from document observation support quantitative data and one of school principals states that:

> *To act as the school guide line/blue print, in school there were over load work on the school principals. Doe to the reason most of the time the school principals take the lion share concerning to perform the school activity alone and with the teachers of the members of PTSA./P5/ (10/11/2013)*

By contradicting the idea, Ethiopian Ministry of Education has issued a document MoE (2006) to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

Furthermore, the current status of school principals role to increase the participation of community in school management in Ilu Aba Bor Zone primary schools as the respondents confirmed, controverts with MoE (2006) idea to decentralize educational management and to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training that, there is participation only when the local community representative are taking part in decision making.

From this one can conclude that, even if there are several initiation mechanisms that help to increase community participation in school management, primary school of Ilu Aba Bor Zone was insignificant to participats the community representatives in school activities.

4.5.3 Strategies Used to Increase Community Participation in School Management

Table 7 shows that, the frequency distribution of respondent opinion on strategies of community participation in school management and related activities.

Table 4.5strategies used to assess community participation in the school management

No.	Item	No. of resp.	SA		A		UD		DA		SD		Mean	ST.D
			F	%	F	%	F	%	F	%	F	%		
1	Provide school vision clear and understandable vision of the learning target.	150	15	8.8	7	4.1	7	4.1	32	18.7	89	52	1.85	1.309
2	Use examples and models of strong and weak activity.		2	1.2	18	10.5	23	13.5	97	56.7	10	5.8	2.37	.831
3	Offer regular constructive feedback at the end of each semester.		2	1.2	19	11.1	48	28.1	25	14.6	56	32.7	2.24	1.127
4	Provide opportunities for students to refelect on, their learning process.		5	2.9	3	1.8	25	14.6	29	17.0	88	51.5	1.72	1.031
5	Support parents on their teaching learning process.		-	-	2	1.2	8	4.7	27	15.8	113	66.1	1.33	.640
6	Maintain regular communication channel between school and community.		2	1.2	3	1.8	2	1.2	65	38	78	45.6	1.57	.745
7	Maintain rules of the school to participate in school curriculum.				2	1.2	24	14	46	26.9	78	45.6	1.67	.791
	Aggregate mean												1.82	0.92

NB: SDA (strongly disagree) =1, DA (Disagree) =2, UD (Undecided) =3, A (Agree) =4, SA (strongly agree) =5, F= (Frequency), % = (Percentage)

As table 7 item 1 indicates that, the majority of respondents 121(70.7%) dis agreed that provide clear and understandable vision of the learning target. The item has mean score of

1.85 and SD of 1.309. From the result one can conclude that, the setting clear and understandable vision of the school to increase community participation in school management concerning to primary school of the Zone is low.

Additionally, table 7 item 2 indicates that, the majority of respondents 107(62.5%) dis agreed that use examples and models of strong and weak activity to increase primary school of community participation. The item has mean score of 2.37 and SD of 0.83. This infers that, the using best exercise and good practice as strategy to assess the participation of community in primary schools of Ilu Aba Bor Zone islow.

Furthermore, table 7 item 3 shows, the majority of respondents 81(47.3%) dis agreed that offer regular constructive feedback at the end of each semester to assess by way of strategy to promote community participation in primary School of the Zone. The item has mean score of 2.24 and SD of 1.127. From the result one can understand that offering of regular constructive feedback to assess community participation as the strategy that helps to increase community participation in primary schools of Zone is low.

Additionally, table 7 item 4 shows that, the majority of respondents 117(68.5%) dis agreed that Provide opportunities for students to reflect on their learning progress. The item has mean score of 1.72 and SD of 1.031. From the result one can summarize that, giving opportunity for students to reflect their learning progress in Ilu Aba Bor Zone primary school is low.

Furthermore, table 7 item 5 shows the majority of respondents 140(81.9%) dis agreed that, support parents on their children learning. The item has mean score of 1.33 and SD of 0.640. From the result one can understand that the school supporting system of parents on pupil teaching learning activity is as the mean result description it is very low and the relation between community and parents concerning to students teaching learning activity is not in the normal condition.

Additionally, table 7 item 6 shows, majority of respondents 143(83.6%) dis agreed that maintain regular communication channel between school and community. The item has mean score of 1.57 and SD of 0.745. The result accomplishes that, maintain regular communication channel between the school and the community that to assess community participation in primary school of the Zone is as the mean result 1.57 indicates that it is low.

Likewise, table 7 item 7 maintains the majority of respondents 124(72.5%) dis agreed that rules of the school to participate in school curriculum. The item has mean scoret of 1.67 and

SD of 0.791. From the result one can conclude that, maintain rule of the school to make active participation of the community is under expectation.

As aggregate mean score (1.82) of table 7 shows, most of primary schools of Ilu Aba Bor Zone were do not use the strategies of to increase community participation concerning to school management.

To substantiate the quantitative data the researcher was conduct an interview with school principals and cluster resource center supervisors, review the supporting document and made focus group discussion with school vice principals and head of PTSA and KETB.

From an interview with school principals and cluster resource center supervisors to it was found that one of school principals said that:

The school provides necessary training for community representative to increase the level of community participation concerning to school management. /P20/ (03/12/2013)

And also from an interview with school principals and cluster resource center supervisors to it was found that one of cluster resource center supervisor said that:

The school sometimes calls the meeting parent teachers student association monthly and Kebele education training board within two months. Unless there is no the name of training that is given for community representatives./Sup.5/ (10/11/2013)

Additionally, the data gathered through FGDs and document reveiw supports the quantitative data that gathered with questionnaire from sampled teachers. But the interview result from the school principals oppose the facts that collect from supervisors, document analysis and focus group discussion. The interviewees conclude that unless the school director facilitates the participation mechanism we haven't made any strategy to participate in the school management.

In order to secure the active involvement of community in a school's activities, a school has to take some mobilization strategies. Community participation in school is expected to increase when the school management respect their involvement, and work cooperatively with them. Concerning to this Davis and Julia (2007) mentioned the following techniques used to build and maintain positive relationship with parents. To initiate community participation the school should be take the measurement like treat families and student fairly, maintain a positive tone character and acknowledge the feeling and efforts of parent, meet regularly with parents of struggling of youth, find positive and important roles for parents to

play as team members and give them credit for change, listen to ideas and concerns of the parents and act on as many of those concerns as possible, and at time of crisis ask what they would to like to do, instead of reacting defensively.

From this one can conclude that, even if there are several initiation mechanisms that help to increase community participation in school management primary school of Ilu Aba Bor Zone is insignificant to participating the community representatives in school activities.

4.5.4 Challenges that Hinder Community Participation in School Management

Table 8 shows that, the frequency distribution of respondent opinion on challenges of that affect community participation in school management related activities.

Table 4.6 challenges that hinder community participation school management

No	Item	No. of respondents	SA		A		UD		DA		SD		Mean	ST.D
			F	%	F	%	F	%	F	%	F	%		
1	Lack of commitment of community to participate in the management.	150	13	7.6	11	6.4	27	15.8	24	14.0	75	43.9	2.09	1.326
2	Lack of training to participate in the management of the school resource.		4	2.3	-	-	26	15.2	90	52.6	30	17.5	2.05	0.784
3	Lack of knowledge how to participate in the school management.		3	1.8	8	4.7	33	19.3	56	32.7	50	29.2	2.05	0.975
4	Distance of meeting place from their residential areas.		7	4.1	47	27.5	12	7	31	18.1	53	31.0	2.49	1.370
5	Principals' undermine the skills and knowledge of community		32	18.7	13	7.6	10	5.8	25	14.6	70	40.9	2.41	1.627
6	Negative attitude of principals' regarding participation of community.		1	0.6	3	1.8	25	14.6	44	25.7	77	45.0	1.71	0.862
7	Principals' lack of training how to participate the community.		10	5.8	8	4.7	23	13.5	53	31.0	56	32.7	2.09	1.158
8	Principals' failure to communicate with the community.		2	1.2	6	3.5	4	2.3	44	25.7	94	55.0	1.52	.841
9	Time constrain of principals' to make participation with the community.		-	-	17	9.9	8	4.7	58	33.9	67	39.2	1.83	0.965
	Aggregate mean												2.02	1.01

Source: Author survey

NB: SDA (strongly disagree) =1, DA (Disagree) =2, UD (Undecided) =3, A (Agree) =4, SA (strongly agree) =5, F= (Frequency) % = (Percentage)

As table 8 item 1 explains, the majority of respondents 99(57.9%) dis agreed that lack of commitment concerning community participation in the primary school management of Ilu Aba Bor Zone.

The item has mean score of 2.09 and SD of 1.326. The result implies that, the absence of commitment affect negatively community participation of primary school management of Ilu Aba Bor Zone.

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

As table 8 item 2 informed, the majorities of respondents 120(70.1%) dis agreed that, lack of training to participate in the management of the school resource. The item has mean score of 2.05 and SD of 0.784. The result infers that, lack of training that affects community participation concerning to primary school management of the Zone.

As table 8 item 3 described that, majority of respondents 106(61.9%) dis agreed that lack of knowledge how to participate in the school management. The item has mean score of 2.05 and SD of 0.975. The result entails that; the absence of knowledge concerning community participation is affecting negatively the school management of the Zone.

Likewise table 8 item 4 describes that, the majority of respondents 84(49.1%) dis agreed that lack of distance of meeting place from community's residential area. The item has mean score of 2.49 and SD of 1.370. From the result one can conclude that, residential area of community representative can affect negatively management of primary schools of the Zone.

Furthermore table 8 item 5 indicates that, majority of respondents 95(55.5%) dis agreed that Principals' undermine the skill and knowledge of community. The item has mean score of 2.41 and SD of 1.627. From the result one can conclude that principals respecting of communities skill and knowledge affect management activities of Ilu Aba Bor Zone primary schools.

Also table 8 item 6 indicates that, the majority of respondents 121(70.7%) dis agreed that negative attitude of principals' regarding participation of community in school activity. The

item has mean score of 1.71 and SD of 0.862. This infers that, the idea of negative attitude of principals can affect negatively process of school management activity and this is consequences by teaching learning process.

From the interview with school principals and cluster resource center supervisors it was found that one of supervisor said that:

Principals' negative attitude to Parent Teachers' Student Association and Kebele Education and Training Board members greatly matters for less participation of community to school activities./Sup.2/ (10/11/2013)

Therefore the school principals do not carrying out their responsibilities and duties to motivates or encourage parents to participating in school activities. /Sup.7/ (08/11/2013)

And the data gathered through document review and focus group discussion with school vice principals, KETB and PTSA heads support the above idea school principals does not gave recognition to community representatives' knowledge and skill and this influence negatively the participation of community concerning to school management of primary schools of the Zone.

From the overhead idea it is possible to understand that school principals degrade the capacity of KETB and PTSA members. This may be due to they were layman without detail know how about school system. Therefore, they may not contribute much during discussion they may do not devote their time to participate in the school activities. On the other hand, their educational background may also contribute to such undermining since most of them were not well educated. Due to this and other reasons PTSA and KETB members may not have the necessary problem solving and communication skills during meetings to be effective participant.

Furthermore table 8 item 7 indicates that, the majority of respondents 109(63.7%) dis agreed that Principals' lack of training how to participate the community. The item has mean score of 2.09 and SD of 1.158. Tthis entails that, the absence of principal's training skill can impose the management situation of primary schools of the Zone.

Also table 8 item 8 indicates that, the majority of respondents 138(80.7%) dis agreed that principals' failure to communicate with community. The item has mean score of 1.52 and SD of 0.841. From the result one can conclude that the failure of communication with community representatives is the challenge of primary school management of Ilu Aba Bor Zone,

Subsequently table 8 item 9 indicates that, the majority of respondents 125(73.1%) dis agreed that time constrain of principals' to make participation with the community. The item has mean score of 1.83 and SD of 0.965. The result expresses that, the time constrain of school principals are impose negatively primary schools management of the Zone.

As aggregate mean score (2.02) of table 8 shows, most of primary schools of Ilu Aba Bor Zone were challenged by the above major factors listed in the table.

In addition, respondants were asked to list if there are any more challenges related to school community participation in primary school management of the zone through open- ended questions. Respondents listed the challenges as lack of timely open discussion between community and school principals, lack of separation of responsibilities between principals and teachers, lack of experience sharing among schools, poor immediate feedback from superintendents and principals focus on daily routine activities.

Furthermore, the information gathered from school principals and cluster resource center supervisors through interview provides that one of the school principals said that:

I create an agenda of meeting with the member of teachers of PTSA and sometimes simply discuss with them. Finally call the community representatives for the sake of signing only./P1/ (07/11/2013)

And also the information gathered from school principals and cluster resource center supervisors through interview provides that one of cluster resource center supervisor believed that:

Most of the school principals do not have culture of informing the agendas, time of meeting in advance to the community representatives./Sup.3/ (22/11/2013)

As a result, members of KETB and PTSA would not be ready to meeting and adjust themselves for it. In addition to this, meeting time was usually adjusted in terms of the school staff but not that of local community representatives. The meeting places were totally in school. And the data gathered through document review and focus group discursions support the above idea it does not take the geographical location of all members in to consideration. It is the principals responsibility to alert and motivate people that is to say to select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness that education is not restricted to professionals but rather it is concern to the entire community(UNSCO,1985.45)

From this it is possible to conclude that the level of participation in school management is determined by characteristics of community representatives and school principals. To this end, was-defined measures need to be implemented particularly with the lead of the principal and the problems could be an outcome.

CHAPTER FIVE

5 Summary, Conclusions And Recommendations

The major purpose of the study was to assess the status of community participation in school management in Ilu Aba Bor Zone Primary Schools. With the regard of this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings

5.1. Summary

The study was conducted in Oromia Regional state, Ilu Aba Bor Zone five sampled woreda, nine cluster resource center of twenty primary schools. The study was employed mixed research approach and it was descriptive survey study design.

In line with the purpose of the study interested to ask four questions. These include:

1. To what extent do communities participate in school management in primary schools of Ilu Aba Bor Zone?
2. The extent to which principals are encouraging community participation in school management in Ilu Aba Bor Zone government primary schools?
3. Strategies used to increase community participation in school management in Ilu Aba Bor Zone Government primary schools?
4. What are the challenges that hinder community participation in school management in primary schools of Ilu Aba Bor Zone?

The study conducted in twenty primary schools of Ilu Abba Bor Zone those selected through simple random sampling techniques. Then 171 teachers were selected by using simple random sampling, and 20 principals, 10 vice principals, 8 cluster resource center supervisors, 20 PTSA heads, and 20 KETB heads by using purposive sampling techniques from five woredas of the Zone. In doing this, for the study quantitative and qualitative research approaches were employed.

The data were gathered through questionnaire, interview, document review, and focus group discussion. Accordingly, 171 copies of questionnaire were prepared and distributed for teachers. From the distributed questionnaires of teachers, 150 copies were returned and, the returned rates were 87.7%.

In addition to document review, structured interview also conducted with supervisors and school principals and five focus group discussions were prepared to vice principals and heads

of Parent Teacher Students' Association and Kebele Education Training Board. The data collected from questionnaire were analyzed and interpreted with descriptive statics tools percentage, frequency, Mean, and, Standard Deviation by using SPSS computer program version 21.

The data gathered through interview analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data the study comes up with the following findings: The result found out that, 109(63.74%) teachers were males while 41(23.97%) were females. This illustrates that there is gender imbalance between male and female teachers in primary schools of the zone.

It was identified that majority of teachers 77(51.33%) were degree holders and 73(48.66%) of them were diploma holders. This implied that almost half of teachers were fit the expected ministry of education of Ethiopia's standard. And the rest one needs the other mechanism to fit the setting standard. Regarding the first research question: To what extent communities participate in school management in primary schools of Ilu Aba Bor Zone?

The finding reveals that: From the analysis addressed all items that raised under question number one on the level of community participation in primary school management evaluated as low by the respondents, except item number three the participation of community in staff member complaints has been evaluated by way of medium. As aggregate mean score (2.157) of the variable illustrates, the participation of community representatives in schools management of Ilu Aba Bor Zone primary schools were not in a position to and the largest percent of respondents rate their opinion as low on the factors determining level of community participation.

The result of the second research question: The extent to which principals are encouraging community participation in school management in Ilu Aba Bor Zone government primary schools? As aggregate mean score (1.798) of the variable shows, most of principals of primary schools of Ilu Aba Bor Zone were not good to exert their performance and to facilitate pre condition of how community representative well participate in primary school management of the Zone.

From the analysis of the finding addressed all items that raised under question number two on the principal facilitation role of community participation in primary school management evaluated as low by the respondents.

The result of the third research question: Strategies used to increase community participation in school management in Ilu Aba Bor Zone Government primary schools?

From the analysis of the finding addressed all items that raised under question number three on the strategy that had been used to increase community participation in primary school management has been evaluated as low by the respondents.

As aggregate mean score (1.82) of variable shows, most of primary schools of Ilu Aba Bor Zone were do not use the necessary strategies to increase community participation concerning to school management. And the largest percent of respondent rate their opinion as low on the strategy that the school perform to increase the level of community participation in primary school management of the Zone.

Results of the last research question: What are the challenges that hinder community participation in school management in primary schools of Ilu Aba Bor Zone?

The analysis result reveals that: The result of mean ranking of challenges affecting negatively community participation in primary school management were: lack of commitment, lack of training, lack of knowledge, distance of meeting place, principals' undermine the skill of the community, negative attitude of principals', principals' lack of training, principals' failure to commitment with the community, and, time constrain of principals'.

As aggregate mean score (2.02) of the variable shows, primary schools of Ilu Aba Bor Zone were challenged by the described major factors.

5.2 Concussions

Researchers and other stakeholders involved in education are seeking ways to identify and solve problems in the education sector and to provide quality education. Thus, it has strongly acknowledged the significance and assistances of community participation in education have recognized community participation as one of the strategies to improve educational access and quality. In preparing and implanting any efforts to promote community involvement in education, it is important to understand the role of community participation in the school management.

In attempt to examine the status of community participation in school management, the study mainly tried to answer the following basic research questions; to what extent does community involve in resource management? To what extent does community involve in monitoring, and evaluation? To what extent community participate in staff member complaints? To what extent community participate in teaching learning process of the school? To assess the extent of school principals in discharging their roles concerning community participation in school management, to identify the strategy that the school could implement to increase the participation of community. Therefore, the study concludes that, the status of community participation in primary school management of Ilu Aba Bor Zone was Weak. The level of community participation in school planning, decision making, monitoring and evaluation, follow up of the school resource was low. In case of some drawbacks my face them the participation level of the community was not adequately. This contributed less to school management performance, and bring a little opportunity to community participate in school management and weak school and community collaboration.

Moreover, Lack of commitment, training, and knowledge, distance of meeting place and their residential areas, undermining the skills of the community, principals lack of training and time constrains of principals are factors that hindering the participation of community in Ilu Aba Bor Zone primary schools.

Generally:

1. As the study indicated, the majority of the respondents' community participation in formulating planning of school activities, securing school resources, planning of school program, decision making, and implementation of school plan, monitoring and evaluation of school performance was found to be low and poor.

2. It was the school principals and teachers usually did these functions. From this it is possible to conclude that beyond establishing Kebele Education and Training Board and Parent Teacher Students' Association in schools; they were not fully carrying out their roles and responsibilities given to them by rules and laws. For the reason participation of community in primary school management of Ilu Aba Bor Zone was insignificant.

3. As revealed by the majority of the respondents long distance of meeting place, lack of time, poor economic status and poverty, lack of knowledge and understanding of duties and responsibilities, lack of skill due to training and lack of appreciation over all objectives and lack of trust on school principal were the most prevalent constraints that contributes for low level of Kebele Education and Training Board and Parent Teacher Students' Association members of participation in the management of primary school of the Zone.

4. While the non-participatory leadership and negative attitude to understanding the skill of Kebele Education and Training Board and Parent Teacher Students' Association members, failure to communicate with the community and lack of training how to participate the community in school management were the major factors on the part of school principals. To sum up, these all were contribute to low performance of community representatives of primary schools of the Zone and it would bring an unexpected education outcome of the Zone.

5.3 Recommendations

Because of its importance, the part of community in school management is expected to be well and paramount performing. However, the study found poor community participation in Ilu Aba Bor Zone, studied primary schools. Therefore, there is need to strengthen community participation in school management. Additionally, based on its finding this study deserved to suggest the following recommendations.

1. Woreda Education Office better to do increase the awareness about how to participate in management of the school and understanding of school principals and teachers by creating discussion forums, to make principals committed, open minded and supportive sense.

2. The WEO had better to revise the systems and directions of community participation to be involved actively and effectively in school management and Woreda Education

Office should translate the Amharic language guide line in to Afan Oromo/local office language and redistribute to all primary schools.

3. School principals/administrative body have a duty to practice and implement democratic and participatory leadership style. It means, set an agenda with community representatives, invite them to school burned issues, plan the school activity with community representatives…

4. The school better to do establish mechanisms by which it could provide encouragement system to Parent Teacher Students' Association and Kebele Education and Training Board of schools by making it part of its super visionary activities. This helps them to motivate the community to participate in every school activity.

5. Woreda Education Office better to do develop ways of encouraging Parent Teacher Students'Association and Kebele Education and Training Board members in their annual plan. Those who exhibited greater performance would be awarded at the end of the academic year. These helps to promote participation of community in school planning activities and finally increasing healthy school community relationship and develop sense of ownership of the community in the management of school.

6. It is strongly advisable that members of Parent Teacher Students' Association and Kebele Education and Training Board should get necessary training that enables them to carry their duties and responsibilities effectively. Thus, Woreda Education Office and principals should continuously assess training needs, develop capacity building structures and train PTSA and KETB members at least twice in a year to refresh and strengthen previous knowledge and add fresh insights that would contribute to filling the gaps which are observed in the course of their endeavors to discharge their duties.

7. Woreda Education Office better to do create a program for sharing experience to KETB and PTSA members, teachers and principals to give them the chance of learn from other schools, which have better performance in the participation of the community in the management of the school.

8. All community representatives have to receive feedback about their involvement the efforts they made to help overall school activity. So that, they can realize and get lessons that they can make better participation, these turn encourages the community and renews their motivation for further cooperation.

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APPENDIX I

QUESTIONNAIRE TO BE FILLED BY TEACHERS

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear respondents: The purpose of this questionnaire is to collect primary data for the work of Master's thesis.

Please cooperate in filling this questionnaire. The data will be used in the study that aims at

Identifying major problems and proposing some feasible solutions accordingly. In filling these Questionnaires, therefore, your objective and honest information will be at a high value for the

Study.

These questionnaires will design to survey **The Role of Community participation in School Management in Government Primary schools of Ilu Aba Bor Zone**

It is a very confidential document and your candidness will improve the quality of the results.

General direction

✓ Don't write your name.

✓ Please follow the instruction when filling the questionnaires.

✓ Please make a tick mark (√) on all the items which apply to you.

✓ Please write short answers in the space provided for questions items that require your opinion or completion.

Part I: General information:

1.1 Name of school _____

1.2 Sex A/ male ( )   B/ female ( )

1.3 Age (in years) A. 20-29 ( ) B. 30-39 ( ) C. 40-49 ( ) D. 50 and above ( )

1.4 Marital status A) married ( ) B) single ( ) C) other ( )

1.5 Educational status A) Grade 1-8B) Grade 9-12 ( ) C) Certificate ( ) D) Diploma ( ) E) Degree & above ( )

Part II. Rating questions: Community participation in the management of schools.

The following are some of the areas that the community is expected to participate in the

Management of schools that enable KETB and PTSA discharge their responsibilities. Please

give appropriate answer by putting (√) mark in one of the five alternatives.

1. To what extent community participate in school management in primary schools of Ilu Aba Bor Zone?

No	To what extent community participating in planning	Level of participation				
		5	4	3	2	1
1.1	Formulating strategic plan of the school					
1.2	Decision making on budgeting					
1.3	Making decision on staff members complaints					
1.4	Mobilizing the community to resource contribution					
1.5	Budget allocation and approval					
1.6	Monitoring the school resources					
1.7	Follow up of the teaching learning process of the school					
1.8	Identifying the strength and weakness encountered					
1.9	Community encourages parents to bring their children to the School					
1.10	Communities meet regularly to perform their duty					

NB: Strongly disagree=1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5

1.11 If do you have any additional comment, put your idea on the space provided concerning how communities are aware of their roles regarding school management

_____

_____

Efforts and support make by school principal to participate the community representative in school management. By taking the existing situation in to an account indicate your feeling by putting (√) mark.

2. How principals play their role in discharging their responsibility in the community participation in school management of Ilu Aba Bor Zone government primary schools?

No.	Principal facilitation and rated	Level agreement				
		5	4	3	2	1
2.1	Efforts and support make by principal to participate community in Planning					
2.2	Efforts and support make by principal to participate community in Monitoring and evaluation.					
2.3	Efforts and support make by principal to participate community in School resource management.					
2.4	Efforts make by principal to participate community in teaching learning Process					
2.5	Initiating exemplary community to participate in school resource Management					
2.6	Improving community performance to participate in school Management					
2.7	Inviting the community to participate regularly in staff disciplinary case					

NB: Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5

2.8 please discuss any other measures to be taken to improve the participation of community

_____

_____

The following are some of the strategies that help to participate in the management of schools. By taking the situation in to the account please give appropriate answer by putting (√) mark in one of the five alternatives.

1. What strategies had been used to assess community participation in school management in Ilu Aba Bor Zone Government primary school?

No.	Strategies have been used to assess the school management practices	Scale agreement				
		5	4	3	2	1
3.1	Provide clear and understandable vision of the learning target					
3.2	Use examples and models of strong and weak activity.					
3.3	Offer regular constructive feedback at the end of each semesters					
3.4	Provide opportunities for students to reflect on, their learning progress					
3.5	Support parents on their children learning					
3.6	Maintain regular communication between school and community					
3.7	Maintain rules of the school to participate in school curriculum					

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

3.8 please, put your own idea if any additional strategies that help to participating community in school management

_____

_____

The following are factors from the part of community themselves that hinder from participating in the management of the school. By taking the existing situation in to account, indicate your feeling by putting (√) mark.

4. What are the challenges that hinder community participation in school management in primary schools of Ilu Aba Bor Zone?

No	Factors that hinder community from participating in the management of the school.	Degree of agreement				
		5	4	3	2	1
4.1	Lack of commitment of community to participate in the management					
4.2	Lack of training to participate in the management of the school resource.					
4.3	Lack of knowledge how to participate in the school management.					
4.4	Distance of meeting place from their residential area.					
4.5	Principals' undermine the skill and knowledge of community					
4.6	Negative attitude of principals' regarding participation of community.					
4.7	Principals' lack of training how to participate the community					
4.8	Principals' failure to communicate with community					
4.9	Time constrain of principals' to make participation with the community.					

NB: Strongly disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5

4.10 Please list any other challenges that hinder community from participating in the management   of schools_____

_____

Thank you very much! For your active cooperation!

AN INTERVIEW GUIDED QUESTIONS TO BE FILLED BY CLUSTER RESOURCE CENTER SUPERVISORS AND SCHOOL PRINCIPALS.

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. What is your support for community representative to perform their responsibility concerning school management?

2. To what extent do principals support community to discharge their responsibilities?

3. How does training given for community to participate in school management activity?

4. How does community set an agenda and meet with the all community to make the school better?

5. What do you think the major problems encountered by KETB and PTSA members to perform their responsibility?

6. To what extent do KETB and PTSA members can contribute for students learning progress?

Thank you!

APPENDIXES III

CHECK-LIST FOR DOCUMENT OBSERVATION

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Name of the school_____

No.	Items	Rate	
		Yes	No
1	Are there documents that indicate the engagement of practicing the process and steps of school management?		
2	Are there documents that indicate principal attitudes and perception towards school management practices?		
3	Are there documents that indicate training and orientation concerning school resource management?		
4	Are there documents that indicate given any motivation for school stakeholders for implementing school management accordingly?		
5	Are there documents that indicate Providing a clear and understandable vision of the school?		
6	Are there documents that indicate using examples and models of strong and weak work?		
7	Offer regular constructive feedback at the end of each semester?		
8	Provide opportunities for students to feel their attitude through their representatives?		

THANK YOU FOR YOUR COOPERATION!

APPENDIXES IV

FOCUS GROUP DISCUSSION FOR VICE PRINCIPAL, PTSA AND KETB CHAIR PERSON

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

1. Did your school create awareness for stake holders concerning school resource management?
2. Did your school establish school management committee according to blue print?
3. Did your school provide opportunity to community to participate in school curriculum implementation?
4. Did your school create strategies that help to enhance community participation in school management?
5. Are there any obstacles that encountered you to participate in school management committee?

Thank you for kindly cooperation!

RARRAATUU I

GAAFFII BARREEFFAMAA BARSIISOTA MANA BARUMSAA SADARKAA 1FFAAN GUUTAMU.

YUUNIVARSIITII JIMMAA
KOLLEEJJII BARNOOTAA FI SAAYINSII AMALAA
MUUMMEE KAROORAAFI BULCHIINSA BARNOOTAA

Kaayyoo Gaafannichaa

Gaafannoon kun kan qoophaa'e; odeeffannoo madda ragaa sadarkaa 1[ffaa] qorannoo barnoota digrii lammaffaa mata-duree hirmaannaa ummataa bulchiinsa mana barumsaa sadarkaa 1[ffaa] mootummaa godina iluu abbaa boor keessa jiran walitti qabuudhaaf.

Odeeffannoon karaa gaafannoo kanaatiin argamu milkaa'ina qorannoo kanaatiifi rakkoolee hirmaannaa ummataabulchiinsa manneen barnootaa sadarkaa 1[ffaa]n walqabatu furuudhaaf ni tajaajilu jedhamee waan amanamuuf, odeeffannoon isin laattan icciitiidhan kan qabamufi dhimma qorannoo qofaaf kan oolu ta'a. Kanaafuu odeeffannoo haqa-qabeessaafi sirrii ta'e kennuun keessan qorannoo kana keessaatti gahee olaanaa waan qabuuf odeeffannoo haqa-qabeessaaafi sirrii ta'e akka kennitan kabajaan gaafachaa dhumarratti qorannoon kundhimma barnootaa qofaaf kan oolu wanta ta'eef, ofitti amantaa guutuudhaan akka deebii keessan kennitanu kabajaan isin gaafachaa, gaafannoo kana guutuun deeggarsa gootaniif isinin galateeffadha!

Kutaa I: Odeeffannoo Waliigalaa.

Qajeelcha I: Dhimmoota armaan gadii sirriitti ilaaluun deebii keessan saanduqa keenname keessaatti mallattoo (√) kaa'uuniifi bakka barbaachiisaa ta'etti yaada dabalataa qabdan barreeffamaan deebisaa.

1.1 Maqaa Mana Barnootaa_____

1.2 Koorniyaa   A) Dhiira   (   )   B) Dhalaa (   )

1.3 Umurii waggaadhaan A) 20-29 ( ) B) 30-39 ( ) C) 40-49(   )   D) 50fi isaa ol (   )

1.4 Haala gaa'eelaaA/ Kan fuudhe/heerumte (   ) B/ Kan hin fuune/hin heerumne (   )

C/ Kan biraa (   )

1.5 Sadarkaa barnootaa A/ Kutaa 1-8 ( )   B/ Kutaa 9-12   ( )   C/ Dhaabbata Leenjii Barsiisotaa/TTI (   )   D/ Dippiloomaa (   )   E/ Digiriifi isaa ol (   )

Qajeelcha II Haala Kenniinsa Qabxii

Xiyyeeffannaadhaan dubbistanii erga huubattanii booda gaaffilee ka'aman fuulduratti sadarkaa waliigaltee keessanii lakkoofsa agarsiisu jalatti mallattoo (√) kaa'aa.

1. Baay'e gadiaanaa, 2. Gad aanaa, 3. Murteessuuf na rakkisa 4. Olaanaa, 5. Daraanolaanaa bakka bu'a.

Hirmaannaa ummataa bulchiinsa mana barumsaa keessatti

Yaadni itti aanunaannolee ummanni bulchiinsa mana barumsaa keessatti irratti hirmaatan jedhamanii yaadamanuufi itti gaafatamummaa isaanii ni ba'u jedhamanii ni ba'u jedhamanii yaadamaniidha. Maarree, yaadicha dubbisaatii deebii ni ta'a jettanii kan murteessitan jalatti mallattoo (√) kaa'uun agarsiisaa.

Lak k	1. Hirmaannaa hawaasaa qophii karoora mana barumsaa keessatti	Sadarkaa hirmaannaa				
		5	4	3	2	1
1.1	Karoora tarsiima'aa mana barumsaa qopheessuu					
1.2	Dhimma baajataa irratti murtee dabarsuu					
1.3	Walitti bu'iinsa hawaasa mana barumsaa irratti murtee dabarsuu					
1.4	Ummanni mana barumsaaf qabeenya akka arjoomuuf kakaasuu					
1.5	Baajata mana barumsaaf ramaduufi mirkaneessuu					
1.6	Qabeenya mana barumsaa too'achuu keessatti hirmaachuu					
1.7	Haala baruu barsiisuu mana barumsaa isaanii hordufuu					
1.8	Ciminootaafi hanqinoota hojii keessatti mudatan adda baasuu					
1.9	Maatiin daa'imman isaa gara mana barumsaatti akka fiduufKakaasuu					
1.10	Gahee isaanii fiixaan baasuuf sagantaa idileen maree geggeessuu					

Hub.1= Baay'e gadiaanaa, 2.= Gad aanaa, 3. Murteessuuf na rakkisa 4. Olaanaa, 5. Daraanolaanaa

Yaada dabalataa dhimma hubannoo hawaasaa hirmaannaa bulchiinsa mana barumsaa irratti qaban yoo qabaattan yaada keessan barreeffamaan iddoo duwwaa armaan gadii irratti kennaa.

_____

_____

2. Ga'umsa deeggarsa hoggansa mana barumsaa bakka bu'oota hawaasaa mana barumsaa bulchiinsa mana barumsaa keessatti hirmaachisuuf, qabxiilee asii gaditti dhihaatan yaada keessa galchuun deebii keessan jalatti mallattoo (√) kana kaa'uun agarsiisaa.

Lakk.	Sadarkaa haala mijataa uumuu hoggansa mana barumsaa	Sadarkaa waliigaltee				
		5	4	3	2	1
2.1	Qophii karoora mana barumsaa keessatti deeggarsa barbaarchisu Gochuu					
2.2	Madaalliifi hordoffii hojii mana barumsaa keessatti ummata Hirmaachisuu					
2.3	Qabeenyaan mana barumsaa hojii irra oolchuuf ummata hirmaachisuu					
2.4	Baruu barsiisuu keessatti ummata hirmaachisuu					
2.5	Namoota fakkeenya ta'an kakaasuun hoggansa qabeenyaa keessatti Hirmaachisuu					
2.6	Ga'humsa ummataa fooyyessuun bulchiinsa mana barumsaa keessatti Hirmaachisuu					
2.7	Dhimma naamusa hawaasa mana barumsaa keessatti sagantaa idileen hirmaachisuu					

Hub.1= Baay'e gadiaanaa, 2.= Gad aanaa, 3. Murteessuuf na rakkisa 4. Olaanaa, 5. Daraanolaanaa

1.8 Akka ummanni haalaan fooyya'iinsa mana barumsaa keessatti hirmaatuuf waan hoggansi mana barumsaa gochuu qabu kan biraan yoo jiraate yaada keessan barreeffamaan

ibsa_____

_____

Yaadonni asii gaditti dhiyaatan tooftaa ummata bulchiinsa mana barumsaa keessatti hirmaachisuuf gargaaran jedhamanii yaadamaniidha waan ta'eef, kana yaada keessa galchuun deebii keessan lakkoofsa kenname jalatti mallattoo (√) kana kaa'uun agarsiisaa.

Lak k.	Hirmaannaa ummataa bulchiinsa mana barumsaa keessatti hojii irraoolchuuf tooftaa hordofamuu qabu	Sadarkaa waliigaltee				
		5	4	3	2	1
3.1	Mul'ata barachuu ifaa ta 'e mana barumsaa keessatti bocuu					
3.2	Hojii gaariifi badaa ta'e akka fakkeenyaatti fudhachuun hojjachuu					
3.3	Duub deebii ijaaraa ta'e xumura cina waggaa irratti kennaa adeemuu					
3.4	Barattoonni jijjiirama barachuu isaanii irratti calaqqee akka Godhanu carraa laachuu					
3.5	Dhimaa barachuu daa'immanii irratti maatii deeggaruu					
3.6	Walitti dhufeenya idilaa'aa maatii waliin qabaachuu					
3.7	Seera mana barumsaa hojii irra oolchuun sirna barnootaa maatii waliin qopheessuu					

Hub.1= Baay'e gadiaanaa, 2.= Gad aanaa, 3. Murteessuuf na rakkisa 4. Olaanaa, 5. Daraanolaanaa

3.8 Tooftaan kan biraan akka Ummanni bulchiinsa mana barumsaa keessatti hirmaatuuf deeggaru yoo jiraate bakka duwwaa kenname irratti yaadakee dabalataan kenni.

_____

_____

4. Danqaalee gurguddoo akka ummanni bulchiinsa mana barumsaa keessatti hin hirmaanne godhan.

Qabxiileen asii gaditti jiran danqaalee akka ummanni bulchiinsa mana barumsaa keessatti hin hirmaanne godhan jedhamanii yaadaman waan ta'eef, yaadicha dubbisuun akkaataa hubattaniin yaada irrattti walii galtan jalatti mallattoo (√) kana kaa'uun yaada keessan ibsaa.

Lakk.	Danqaalee gurguddoo hirmaannaa ummataa bulchiinsa mana barmsaa keessatti hanbisan	Sadarkaa walii galtee				
		5	4	3	2	1
4.1	Kutannoo dhabiinsaatu danqaadha					
4.2	Leenjii hubannoo uumu dhabamuutu danqaadha					
4.3	Beekumsa akkaataa bulchiinsa mana barumsaa keessatti hirmaatan dhabuu					
4.4	Waliirraa fageenya mana barumsaafi mana jireenyaa gidduu jirutu danqaadha					
4.5	Beekumsaafi dandeettii ummataa xiqqeessanii ilaaluu					
4.6	Hirmaannaa ummanni bulchiinsa mana barumsaa keessatti qabu ija tuffiin ilaaluu					
4.7	Ummata bulchiinsa mana barumsaa keessatti hirmaachisuufleenjii dhabuu hoggansaa					
4.8	Sirni hoggansa hirmaachisaan dhabamuu					
4.9	Ummata waliin walitti dhufanii hojjachuuf yeroon dhabamuu					

Hub.1= Baay'e gadiaanaa, 2.= Gad aanaa, 3. Murteessuuf na rakkisa 4. Olaanaa, 5. Daraanolaanaa

4.10 Akka ummanni bulchiinsa mana barumsaa keessatti hin hirmaanne danqaaleen hoggansa mana barumsaan walitti hidhatan kan biraan yoo jiraatan yaada keessan barreeffamaan ibsaa_____
____

_____

Hirmaannaa gootaniif galatoomaa!

RARRAATUUII

: GAAFFANNOO AFAANII SUPPERVAAYIZEROOTA WGMBFI HOGGANTOOTA MANA BARUMSAAFQOPHAA'E.

YUUNIVARSIITII JIMMAA
KOLLEEJJII BARNOOTAA FI SAAYINSII AMALAA
MUUMMEE KAROORAAFI BULCHIINSA BARNOOTAA

Gaafannoon kun kan hundaa'u odeeffannoo qorannoo eebba boodaa/digrii 2^{ffaa} mata duree Hirmaannaa hawaasaa bulchiinsa manneen barnootaafi hudhaalee isaa irratti xiyyeeffate manneen barnootaa sadarkaa 1^{ffaa} mootummaa Godina Iluu Abbaa Boor keessa jiran walitti qabuudhaaf. Odeeffannoon karaa gaafannoo kanaatiin argamu milkaa'ina qorannoo kanaatiifi rakkoolee hirmaannaa hawaasaafi bulchiinsa manneen barnootaan walqabate furuudhaaf ni tajaajilu jedhamee waan amanamuuf odeeffannoon isin laattan icciitiidhan kan qabamu fi dhimma qorannoo qofaaf hojii irra kan oolu ta'a.

1. Bakka bu'oota hawaasaa sadarkaa mana barnootaa jiraniif akka isaan ga'ee isaanii bulchiinsa mana barumsaa keessatti ba'anuuf deegarsi gootan maaltu jira?

2. Hogganaan mana barumsaa koree mana barumsaaf deeggarsa barbaachisaa gochuun ga'ee isaanii akka ba'anuuf hojjachaa jiraa?

3. Akka koreen mana barumsaa bulchiinsa mana barumsaa keessatti hirmaannaa isaan irraa eegamu ba'atanuuf leenjiin hubannoo cimsu kennamaa jiraa?

4. Koreen mana barnootaa ajandaa maree bocatanii ummata bal'aan wal arganii dhimma mana barnootaa irratti mare haala kamiin gochaa jiru?

5. Danqaan akka ummanni bulchiinsa mana barumsaa keessatti hin hirmaanne godhan maal fa'i?

6. Koreen mana barnootaa hangam fooyya'iinsa barachuu barattootaa keessatti qooda isaanii ba'aa jiru?

Qooda laataniif galatoomaa!

RARRAATUU III:

GAAFFANNOO SAKATTOO BARREEFFAMAAAF QOPHAA'E

YUUNIVARSIITII JIMMAA
KOLLEEJJII BARNOOTAA FI SAAYINSII AMALAA
MUUMMEE KAROORAAFI BULCHIINSA BARNOOTAA

Gaafannoon kun kan hundaa'u odeeffannoo qorannoo eebba boodaa/digrii 2ffaa mata duree waa'ee Hirmaannaa hawaasaa bulchiinsa manneen barnootaafi hudhaalee isaa irratti xiyyeeffate manneen barnootaa sadarkaa 1ffaa mootummaa Godina Iluu Abbaa Boor keessa jiran walitti qabuudhaaf. Odeeffannoon karaa gaafannoo kanaatiin argamu milkaa'ina qorannoo kanaatiifi rakkoolee hirmaannaa hawaasaafi bulchiinsa manneen barnootaan walqabate furuudhaaf ni tajaajilu jedhamee waan amanamuuf odeeffannoon isin laattan icciitiidhan kan qabamu fi dhimma qorannoo qofaaf hojii irra kan oolu ta'a.

La kk.	Gosa/qabiyyee	Sadarkaa	
		Eeyye e	Lakki i
1	Galmeen/ragaan hirmaannaa ummataa sochii hojii isaanii muldhisu jiraa?		
2	Galmeen/ragaa yaadaa hogganaa mana barumsaa hirmaannaan ummataa akka mana barumsaa keessatti ol dabalu godhu jiraa?		
3	Galmeen/ragaa leenjii bulchiinsa qabeenya mana barumsaa hojii irra oolchuuf laatame muldhisu jiraa?		
4	Ragaan hirmaannaa ummataa akka cimuufi ummata kakaasuuf onnachiistuu kenname agarsiisu jiraa?		
5	Mul'atni barnootaa ifaafi qabatamaa ta'e jiraa?		
6	Ragaan hojiilee gaariifi badaa akka fakkeenyaatti fudhatamee hojiin bulchiinsa mana barnootaa ittiin hojjatame agarsiisu jiraa?		
7	Ragaan xumura cina waggaatti duub deebiin ittiin kenname jiraa?		
8	Ragaan barattoonni yaada isaanii karaa bakka bu'oota isaanii ibsatanuuf godhame muldhisu jiraa?		

Odeeffannoo laattaniif galatoomaa!

RARRAATUU IV

GAAFFII GAREEN MARI'ATAMEE DEEBI'U.KAN HOGGANAA I/AANAA MANA BARUMSAA, WALITTI QABAA KOREE GMBBFI BBLGF DHIHAATE.

YUUNIVARSIITII JIMMAA

KOLLEEJJII BARNOOTAA FI SAAYINSII AMALAA

MUUMMEE KAROORAAFI BULCHIINSA BARNOOTAA

Gaafannoon kun kan hundaa'u odeeffannoo qorannoo eebba boodaa/digrii 2^{ffaa} mata duree waa'ee Hirmaannaa hawaasaa bulchiinsa manneen barnootaafi hudhaalee isaa irratti xiyyeeffate manneen barnootaa sadarkaa 1^{ffaa} mootummaa Godina Iluu Abbaa Boor keessa jiran walitti qabuudhaaf. Odeeffannoon karaa gaafannoo kanaatiin argamu milkaa'ina qorannoo kanaatiifi rakkoolee hirmaannaa hawaasaafi bulchiinsa manneen barnootaan walqabate furuudhaaf ni tajaajilu jedhamee waan amanamuuf odeeffannoon isin laattan icciitiidhan kan qabamu fi dhimma qorannoo qofaaf hojii irra kan oolu ta'a.

1. Manni barnootaa keessan dhimmamtoota manneen barnootaaf akka isaan bulchiinsa qabeenya mana barumsaa keessatti hirmaatanuuf hubannoon kenname jiraa?

2. Manni barnootaa keessan koree bulchiinsa mana barnootaa akkaataa qajeelfama bulchiinsa mana barnootaan gurmeessee jiraa?

3. Manni barnootaa keessan akka Ummanni hojii irra oolmaa sirna barnootaa keessatti hirmaatuuf carraa ni uumaa?

4. Manni barnootaa keessan tooftaa hirmaannaa ummataa bulchiinsa mana barnootaa keessatti ol dabaluuf gargaaruu qopheessee hojiirra ni oolchaa?

5. Danqaaleen akka isin bulchiinsa mana barumsaa keessatti hin hirmaanne isin dhorkan maal fa'aatu jira?

Hirmaannaa gootaniif galatoomaa!

Table 9: Codes for School Principals and Cluster Resource Center Supervisors

Schools	Code for principals	Explanation (One Principal at each school)	Codes for Cluster Center Supervisors	
			Code	Meaning
1	Pla	1 Principal for school 1 *(07/11/2013)*	Sup2 *(10/11/2013)*	Supervisor 2
2	Plb	1 Principal for school 2		
3	Plc	1 Principal for school 3		
4	Pld	1 Principal for school 4	Sup3 *22/11/2013*	Supervispr 3
5	Ple	1 Principal for school 5 *(10/11/2013)*		
6	Plf	1 Principal for school 6		
7	Plg	1 Principal for school 7	Sup4 *(15/11/2013)*	Supervisor 4
8	Plh	1 Principal for school 8		
9	Pli	1 Principal for school 9 *(22/11/2013)*		
10	Plj	1 Principal for school 10	Sup5 *(1011/2013)*	Supervisor 5
11	Plk	1 Principal for school 11		
12	Pll	1 Principal for school 12		
13	Plm	1 Principal for school 13 *(18/11/2013)*	Sup7 *18/11/2013*	Supervisor 7
14	Pln	1 Principal for school 14 *(17/11/2013)*		
15	Plo	1 Principal for school 15		
16	Plp	1 Principal for school 16		
17	Plq	1 Principal for school 17	Sup8 *08/11/2013*	Supervisor 8
18	Plr	1 Principal for school 18		
19	Pls	1 Principal for school 19		
20	Plt	1 Principal for school 20 *(03/12/2013)*		