

**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**



**COMMUNITY INVOLVEMENT IN EDUCATIONAL PRACTICES IN  
PRIMARY SCHOOLS OF ILU ABA BOR ZONE**

**By: YESUF AHMED FIRISA**

**MARCH, 2022**

**JIMMA, ETHIOPIA**

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IN PRIMARY SCHOOLS OF ILU ABA BOR ZONE**

**By  
YESUF AHMED FIRISA**

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

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**MARCH, 2022**

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## LETTER OF APPROVAL

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This is to certify that the thesis by Yesuf Ahmed Firisa with topic: *“Community Involvement in Educational Practices in Primary Schools of Ilu Aba Bor Zone”*, 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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## Declaration

The Researcher hereby declares that the theses on the title “*Community Involvement in Educational Practices in Primary Schools of Ilu Aba Bor Zone*”, my original work and that all Sources that are been referred to indicated and acknowledged the complete references.

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## **ACKNOWLEDGMENTS**

Firstly, I want to glorify Allah for helping me to step up to current position in all the ways Alhamdulillah. Secondly, I express my sincere and heartfelt gratitude to my advisors MebratuTafesse (Dr) and Dereje Daksa (MA) for their unreserved support, constructive comments and sharp professional advice in leading and giving me the courage to begin, design and move through the whole study till completion.

My sincere and profound gratitude goes to my wife W/ro kedija Abdu Ebrahim for her endless moral and financial support to complete my study and Education as whole.

My especial and deeply-hearted thanks to my colleagues , Mr Mustefa Amente and Mr Mohammednasir Feyisa and my brothers Mr Abshiruu Ahmed, Sheek Sayid Ahmed and Mr Raes Ahmed who played a substantial role in the successful accomplishment to my study by providing financial as well as moral support starting from the initial to the completion of this research work.

Last but not least, I would like to express my thanks to Ilu Aba Bor zone Education office, My sample woreda Education offices and with their respective target primary school and participants (teachers, principal, supervisor & parents) willingness to give necessary information through questionnaires, Focus group discussion to make the study successful.

All things were made through Allah, and without him nothing was made. I thanks' him! Alhamdulillah!

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## **ABBREVIATION AND ACRONYMS**

**CP:** Community Participation

**ESDP:** Education sector Development

**FDRE:** Federal democratic republic of Ethiopia

**FGD:** Focus Group Discussion

**KETB:** Kebele Education and Training Board

**MoE:** Ministry of Education

**NGO:** Non-Governmental Organization

**PTA:** Parent Teacher Association

**SIP:** School Improvement Program

**SPSS:** Statistical Package for social sciences

**UDHR:** Universal Declaration of Human Rights

**WEO:** Woreda Education office

**ZEO:** Zone Education Office

## **ABSTRACT**

*The purpose of this study was to investigate the Community Involvement in Educational Practices in Primary Schools of Ilu Aba Bor Zone .To conduct this study, Descriptive research design was employed. The study employed both qualitative and quantitative approach with more emphases on quantitative approach as the leading method. The sample techniques employed were both random sampling and availability technique. Five (5) Woredas were selected using Simple random sampling technique. In connection with this, 198 teachers were included into the sample using simple random sampling technique. Besides 10 Principals, 50 Parent Teacher Association and 60 Kebele Education and Training Board members and 5 supervisor were selected through availability sampling based on, their relation with the issue to get sufficient information. Totally, this study encompassed 323 participants. Both closed and open-ended questionnaires were administered for teachers. Interview was conducted with principal and Supervisor. The other tool used in this study was document analysis and Focus Group discussion conducted by Parent Teacher Association and Kebele Education and Training Board. Percentage, mean and standard deviation were descriptive statistics used to analyze quantitative data. Qualitative data obtained from interview, Focus Group Discussion and document analysis were described narrative. The findings of the study indicate that community involvement regarding instructional activities was low or below from center value of 3 scale, as a researcher used, ( $M=2.69$ ,  $SD= .83$ ) in addition the implementation of appropriate mechanism to improve community involvement was below average ( $M=2.92$ ,  $SD= .45$ ). As evidenced in this study, management related barriers, resource related barriers and policy related factors were affecting the involvement of community in primary schools of the study area. Among the management related factors, lack of responsible community representative and school leaders were the major once. In addition, lack of sufficient income from the community was mentioned as one of the major challenges that have slowed down community involvement in schools. More over to maximize community involvement, the following recommendations were forwarded. These include woreda and school leaders should provide training for Parent Teacher Association and Kebele Education and Training Board on their duties and responsibilities, they also should develop school leadership capability through experience sharing program, giving feedback to the community and conducting periodic assessment and evaluation on their performance. In addition, community needs to take a lion's share to improve their participation on meeting and discussion programs.*

**Key terms;- Community involvement, Resource Mobilizations Mechanism and School governance.**

# CHAPTER ONE

## INTRODUCTION

This chapter encompasses background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study, operational definitions of key terms and organization of the study.

### **1.1. Background of the study**

According to Kenneth (2009) with increased government control, community involvement decreased. This was further compounded in many developing countries by colonial rule that not only failed to develop mechanisms for the participation of parents and communities, but excluded the majority of these populations from accessing an education. In fact, in most of these countries real control rested with the colonizing government oceans away - this in part gave rise to some of the initial protests and agitation for rights, long before the Universal Declaration of Human Rights (UDHR).

There are different means of involvement of community in education like in school governance, resource mobilization and instructional process. Community role in improving access and quality of education is receiving increased attention across the world in recent years. To this end a number of countries enacted policies that foster community involvement. Community in improving access and quality of education consider as an end itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation (Stiglitz, 1997)

A study conducted by African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) showed that parental involvement in the education of their children could have both positive and negative consequences on the education of their children (Yiga&Wandega, 2010). Children who were not treated well at home were also likely to perform poorly at school. The study focused on primary schools in Iganga district which is located in eastern Uganda. There are various approaches which have been credited for leading to the desired social outcome in the African continent. Regarding the role of a community in the effective learning-teaching process, the World Bank (2001) noted that community involvement in education plays a determinant role in delivering quality education. From ideas of these literatures easily we can conclude that achievement of children at their primary school is positively influenced by students' family involvement in their education.

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. According to Tekeste (1990) community in general and the parents in particular should play their role in educating the child 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. During the Derg period, there was relatively a better trend of involving the community in school matters than earlier periods. It was declared that the power of controlling the school was to be under the school parents' committee. After the down fall of the Derg regime, the transitional government of Ethiopia issued an education and training policy and education sector strategy policy in 1994. In this policy, it was stated that schools are strongly linked with the community, which will take responsibility in its well-being. Community are made to be responsive to the local needs and requirements and shall 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). Community involvement which was restricted during imperial regime was upgraded during Derg regime and TGE.

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). The researches like DeLucia, (2009), Kumalo, (2017) conducted regarding this issue was far from the study area and in addition they did not include the role of the community in following and guiding their children at home. So still there was high scarcity of resource around the schools.

In the same way, in the study area even though there were no local researches the community involvements is not encouraging. As Ilu Aba Bor Zone Education office (2013) report indicates there many schools without appropriate classrooms, infrastructures and other materials which can be solved by community. More than 50% of the primary schools were found to be under standard according to 2013 annual zone report in general education inspection criteria. Most of these problems can be improved by community involvement. Based on this the researcher was initiated to describe the level of community involvement in School governance, in instruction activities and resource mobilization and the necessary mechanisms to enhance the community participation in school activities.

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

According to the World Bank (2007a), quality and timeliness in the delivery of services will be enhanced where clients can hold providers accountable. This principle undergirds a lot of the thinking around the benefits of community involvement in schools. Watt (2001) argues that accommodating the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement. The positive correlation between community participation in schools and outcomes for students, schools, and communities is confirmed by research from diverse settings including Latin America (DeSteffanno, 2006; Vegas, 2005), North America (Henderson & Mapp 2016; Epstein, 1997), Sub-Saharan Africa (Watt, 2001), and south-east Asia (Mozumder&Halim, 2006). These show that community involvement in schools is wide concern which related with many educational aspect of the school from planning, implementing and outcome of the students.

Various studies researches like DeLucia, (2009), Kumalo, (2017) showed that, though, community participation in the school was too wide, it was better to prioritize the area by which community involvement is needed since context and rationale of community involvements were differed throughout the world. For instance, Kenneth (2009) identified multiplicity of factors within the country motivates reforms that broaden community participation. Communities control most aspects of the school including recruiting and paying teachers, approving curriculum, financing, and procuring materials. These schools are mostly in rural areas of developing countries that are not served by the formal education system. Usually they are absorbed into the formal school system after a period of operation. Therefore, community involvement in the school should be flexible based on economic, social and political aspect of the countries.

In Ethiopia, the community involvement in education system of primary schools is trivial as per some investigations conducted in different parts of the country. For instance, Negash Digga (2007) also conducted on community involvement for improving access in primary education: the case of Hadiya Zone /SNNPRS. The result of the study revealed that the local communities were an accountable to encourage school age children to send schools.

Kalembe (2013) suggested that successful community participation must contain support for grassroots community level, the establishment and strengthening of networks among stakeholders and a commitment to accelerate the programme to ensure it influence the majority. However, all these indicators seem to be criteria of evaluation for a specific program rather than issues that constitute community participation.

Thus, this study was different from the above studies in the following ways. First Negash Digga (2007) study focused on community involvement encourage school age children to send schools, but the present study School governance, in instruction activities and resource mobilization in primary schools. On the other hand, Harun Obsa's (2020) study emphasized community participation in improving access in Secondary Education whereas this study was conducted on Primary Education.

Moreover, community involvement in Ilu Aba Bor Zone primary school is not as such significant. For instance, from experience of the student researcher observed that the contribution of community participation to minimize educational wastage and improve students discipline was low. For this, the rate of dropout for grades 1-8 is more than is 12% while completion rate is only 74% at the end of grade eight according to Ilu Aba Bor (2020) annual conference report. In addition, it is known that in the curriculum underway, there are lots of contents that could be supported by inviting community as a guest. However, the school principals and Woreda education office show less effort to involve community in teaching- learning process.

The annual school inspection report of Ilu Aba Bor (2020), show that no primary school in the zone fit the required standard (level 4). Among the criteria to which the schools fail to fit the standard is school facility. Despite this, the community rarely participates in improving school facilities by contributing sufficient material and finance; families hardly evaluate school performance; the school principals and teachers lack commitment to consciously realize effective community participation in the management of schools; parents or community member have no trend of involving in instruction.

There for since the local studies related to community involvement are limited and the conducted once are different in location as well as the scope, and community involvement still needs improvement in the study area, this study was planned to fill the



gap. Hence, the purpose of this study was to assess the community involvement in School governance, on instruction activities and resource mobilization in primary schools of Ilu AbaBor zone. To this end the following basic research questions were designed.

1. To what extent community involve in school governance, in instruction activities and resource mobilization in primary schools of Ilu Aba Bor Zone?
2. What mechanisms are in place to improve community involvement in primary schools of Ilu Aba Bor Zone?
3. What are the challenges which affect the effectiveness of community involvement in primary schools of Ilu Aba Bor Zone?
4. To what extent the schools facilitate Possible Solutions to Enhance Community Involvement in the primary schools?

### **1.3. Objectives of The study**

#### **1.3.1. General Objectives of the Study**

The general objective of the current study is to investigate the community involvement of educational practices in school governance, in instruction activities and resource mobilization in primary schools of Ilu Aba Bor Zone.

#### **1.3.2. Specific Objectives**

Having the above general objective, this study is intended have the following specific objectives.

1. To identify the extent to which community involve in school governance, in instruction activities and resource mobilization in primary schools of Ilu Aba Bor Zone.
2. To mention the mechanisms which are in place to improve community participation in primary schools of Ilu Aba Bor Zone.
3. To specify the challenges which affect the effectiveness of community participation in primary schools of the Ilu Aba Bor Zone.
4. To point out the Possible Solutions to Enhance Community Involvement in the primary schools of Ilu Aba Bor Zone.

#### **1.4.The Significance of the Study**

This study will have the following significances. The study provides school leaders and school community about over all image of community involvement in primary schools of the study site. The study also provides schools/districts with information that will allow them to

identify effective strategies to clearly identify the parent roles, and specific strategies to involve them in the schools. Moreover, this study will be useful to the major stakeholders in education: the parents, students, teachers and school leaders in highlighting ways in which parents can better support their child and the school, considering all the barriers, and build a healthy and productive relationship with the school and their child's teacher. The study will be beneficial to leaders at school and woreda levels to identify persistent barriers of parental involvement at their school/district site, and create a new system of parental involvement opportunities to overcome those barriers. Finally, It will help as literature to those who aspire to make further investigation in the area of community involvement in education.

### **1.5.Delimitation of The study**

Identifying the geographical, conceptual, methodologically, and variable delimitation of this study was very important to manage the activities of this study. Geographically, this study was conducted in 5 woredas (Darimu, Alge, Mattu town ,Dorani and Bacho) of Ilu Aba Bor Zone where (Grade 1-8) government primary schools are found delimited to ten primary schools of selected woreda. Conceptually this study was delimited to the community involvement in educational practices. The variable under study in to the community involvement practices was delimited to the involvement of community in school governance, in resource mobilization, and guiding their children on instructional activities. Descriptive survey design was used. Simple random sampling was used to get the sample of target population. In this study the researcher focused only on four major Stakeholders such as teachers, the School Principals, Supervisor and the Schools' Parent Teachers Association (PTA) and Kebele Education Training Board (KETB) as the target population.

### **1.6.Limitation of the study**

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. One of the limitations was that most of the Teachers, Principals, Cluster supervisors, Parent Teacher Association (PTA) and Kebele Education Board (KETB) were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires , interviews and Focus Group Discussion (FGD) on time. Some of the respondents did not respond to the open ended questions. Lack of reference materials and getting local research were some of the limitation faced the researcher.

## **1.7.Operational Definition of Key Terms**

### **Community involvement:**

In this study community involvement refers to community participation in educational activities like school governance, resource mobilization and supporting teaching learning activities.

**Instruction:** the process or act of teaching: education (Collins Dictionary).

### **School governance:**

According to this study, school governance refers to participation of family in planning, decision-making, managing disciplinary issues, monitoring and evaluations activities.

**School Principal:** School director

### **Parent involvement in instructional activities:**

refers to the participation of parents in supporting the teaching and learning activities in area such as follow-up and support of assignments, reading at home for students, identifying and discussing talents and future plans of their children.

## **1.8.Organization of the Study**

This research was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, research question, and objectives of the study (general objective and specific objective), significance of the study, the delimitations, limitation and operational definition of terms. The second chapter was present a review of relevant literatures. Chapter three was explained research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methodology of data analysis and ethical consideration of the study. Chapter four of the study was focused on data analysis and presentation while the last chapter (chapter five) dealt with summary of the study, conclusion and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITRATURE

This chapter presents the related literature on community involvement in education. More specifically concepts, definitions, types, importance, and challenges in community involvement in education are presented.

#### 2.1.The Concepts of Community Involvement In Education

It is better to express community before directly going to community involvement. Communities can be defined by characteristics that members share, such as culture, language, tradition, law, geography, class and race (Shaeffer, 1992). Community is a group structure, whether formally or informally organized, in which member's plays roles which are integrated around goals associated (Shaeffer, 1992).

In other words, the term participation can be interpreted in various ways depending on the context that clarifies different degrees or level of participation. The different forms of involvement can be involvement through them ere use of a service involvement through contribution (or extraction) of money, materials and labors involvement through 'attendance participation in the delivery of a service, often as a partner with other actors participation as implementers of delegated powers; and participation in real decision making at every stage. The term community participation is an experience felt differently by different people in different situations. (Kumalo, M., 2017)

Owing to this, different scholars categorized the level of community participation (CP) in different ways for instance, Yodit Goumnitz, Goike and Robins (2003) classify the contributions of the community in terms of time/interest; labor, physical resources, and money. Accordingly, a member of a community could contribute from being as an observer. Moreover an individual may attend school events and/or participate in the election of community representatives (PTA) at lower level of participation and working as community representative at the higher end of the continuum. Members within the vicinity of the school may join to the school efforts by providing labor support in classroom construction or serving in PTA, for example the support could be in material donation for school building or beautifying the school. In addition to time devotion to discuss about school affairs individuals in the community could contribute to schools performance in terms of labor, physical resources and monetary donation.

Monetary donation could be demanding at early stages of school improvement efforts. But it can be a less active form of contribution because a time involvement is relatively little. Therefore, it is difficult to assign any one form priority over another though each form of participation can represent a varying degree of quality and impact. Furthermore, high levels of participation in time/interest have potential to cultivate a proactive leadership in community. Low levels of participation may merely reflect parent's attendance at school events a much more passive form of participation. Hence, enhancing CP both in terms of quantity and quality could lead and bring about higher impacts on school's performances. This active form of community involvement is required for the improvement of education.

**Community Involvement:** Community involvement involves both theory and practice related to the direct involvement of citizens or citizen action groups potentially affected by or interested in a decision or action. Community involvement may be regarded as a vital part of democratic governance through the empowerment of citizens. Theoretical Approaches and Educational Initiatives Both nationally, within the United States, and internationally, an increasingly more popular social trend is underway. Efforts to increase involvement of citizens in their communities are now widespread, involving both top-down processes (i.e., government initiatives) and bottom-up processes (i.e., grassroots organizing), (United Nations General Assembly, 2000). Research in psychology and related disciplines has mirrored this growing public interest in community involvement. At the June 2000 biannual SPSSI conference, action research on volunteerism (e.g., Snyder, 2000) was highlighted. Also, a past issue of JSI on grassroots organizing (i.e., Wittig & Bettencourt, 1996) spotlighted the "bottom-up" processes involved in community action and activism. Clearly, there is widespread support for community involvement across the ideological continuum in general terms. At the most basic level, community involvement has as a primary goal the betterment of the community, such betterment can be achieved both directly, through action (for example, by painting over graffiti or cleaning up a vacant lot), or indirectly, through the building of social capital, defined as "connections among individuals, social networks and the norms of reciprocity and trust worthiness that arise from them" (Putnam, 2000).

## 2.2.Importance of Community Involvement

According to Lam (1997), students who were receiving a high level of support from the parents had higher academic achievement than those students who were receiving only a medium to low amount of support from the parents. He also found that there was a relationship between the socioeconomic status and whether or not the family was intact on the amount of parental monitoring, support and psychological autonomy. He concluded that all of these factors did influence academic achievement.

Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders & Sheldon, 2009; Sheldon, 2009). According to Oakey (1991), there is a series of arguments that see participation as extremely useful to the function of development projects.

**Efficiently** – it helps to use resources available to develop projects more efficiently, to minimize misunderstanding or possible disagreements, thus reducing time and energy.

**Effectiveness**- it can make projects more effective as instruments of community development and ensures successful completion of objectives.

**Self-reliance** - it helps people break the mentality of dependency to independency by promoting self-awareness and confidence, examining problems and thinking about solutions.

**Sustainability**- it can ensure that local people maintain the project more dynamically, the maintenance of an acceptable flow of benefits from the project after its completion.

Parental involvement regarding visits to their child's school has motivational advantages, when students see that their parents take part in their schooling, they may benefit from being intrinsically motivated. They perceive their parents to value education and therefore do and the students themselves value education. This in turn contributes to their intrinsic motivation and desire to do well in school (Gonzalez-Deltas, 2005). Besides this parental involvement can also be considered as a factor that reduces problematic behavior at school and, in turn, improves academic achievement (McNeal, 2012).

## **2.3. Community Involvement in Education**

### **2.3.1. Global Review**

Community activities in education and schools specifically, have a long history worldwide. Indeed, a perspective of centuries rather than decades would generally show role of governments until the twentieth century, as schooling before that time was being mainly provided by churches and other voluntary agencies (Russell, 2009). Many colonial education systems in Africa were at least partly based on community inputs (Kibona, 2012; Russell, 2009).

During the period following World War II, the role of governments increased gradually until they were capable to play the dominant and in some countries almost exclusive role in providing education to the citizens.

Support for this expanded role was contained in various international resolutions including the 1948 United Nations Declaration of Human Right the 1959 20 Declaration of the Rights of the Child, and the 1966 International Covenant on Economic, Social and Cultural Rights. However, in the last quarter of the twentieth century the pendulum swung as the financial and other limitations of government capacity gained wider recognition while advocacy of community participation again became stronger (Kibona, 2012; Russell, 2009). Communities have significant responsibilities in creating, construction, financing, and managing the school, recruiting and paying teachers' salaries and procuring school materials.

However, community schools differ from government schools in their funding sources, governance, management structure, organization, and often in curricular aspects (Kibona, 2012; Miller-Grandvaux and Yoder, 2002). Evidence about the impact of decentralization on education services is mixed and limited. In Brazil, for example, it has increased overall access (In enrolments) but has done little to reverse persistent regional inequities in access to schooling, per capita expenditures and quality (Kibona, 2012; Russell, 2009). Chilean's experience also shows that decentralization does not by itself remove inequalities between localities of varying incomes. In fact, quality in poorer communities continues to lag.

In the same way previous study had been conducted in Botswana in 2008 on parent and community involvement in the governance of schools affect teacher effectiveness and improvement of learner performance. The result of the finding indicated that in schools where parents and community involvement is visible, teachers are highly effective and this contributes to learners' positive behavior and improvement in their performance.

The previous study was at examining Tanzania on the involvement of communities in managing community secondary schools in Moshi Rural District. The result of the study showed that community levels were partially involved (43percent) in some managerial functions except in implementing school plans. Their involvement was limited to preliminary stages of school planning such as mobilization for direct voluntary and obligatory contribution of funds, materials, labor force as well as donation and allocation of construction sites.

The term community has been defined differently depending on the context it is used. Most commonly, it is defined in terms of people, place, and interest. Lewy (1977) defines community as a group of people who are living in an area served by a particular school or by a network of schools. UNISCO (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.

Community comprises of all categories of people. These may include Children, adolescents, adults, elders, leaders, resource persons, groups etc. Various researches works in community underscores 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. Geographical area is the base of the community on the land. Community members are living together in a more or less compact territory as in urban areas or in a defined area a part from others as in rural areas. This could affect the provision of services in face to face relationship and cohesion of the community. Other geographical settings including mainly the topography may have influence on community is life such as education accessibility.



Topography could make easy or hard to reach the community. Accessibility in turn affects the mores and customs of the community. It is evident that people who are living in isolate area (e.g. in rural) may have some unique ways of behavior or customs in comparison to members of a community who are living in towns. Thus, in defining a community the physical setting needs to be considered. Furthermore, a community may be conceived in terms of the common characteristics its members share in their walks of life. These may include culture, language, religion, and race, mode of life, tradition, goals and so forth. The community members could possess a set of basic institutions like health, education, religious, agricultural etc that bring them together in a sense of unity or a feeling of belongingness so that members able to act in corporate way. According to Shaeffer (1992) some communities are homogeneous while others are heterogeneous. Some are cooperative whereas others are conflictive. Some communities are governed and managed by leaders chosen democratically and some are governed by leaders imposed from above and represent central authorities. Zenter (1964) identifies three aspects of communities. First, community is a structure organized either formally or informally. In this aspect, every member in a community plays roles for common goals interactively. Secondly, member of the community have some degree of collective identification within limited occupied space. The third aspect of community is a community in which members have some degree of local autonomy and responsibility to discharge for common development.

From the above definitions, three basic elements could be sorted out from the term community.

Its members (people), the geographical setting and social structure organized based on common interest blending these elements, a community could be defined broadly, an aggregate of population who inhabit in a delimited territory with a certain pattern of social ties for which they work together to solve their common problems and to satisfy their needs. Community conceived very narrowly, refers to a group of people in a village or neighborhood, having common interest in their daily walks of life. Hence, the definition assigned to community maybe narrow or wide depending on the purpose of context. What Bray (1996) perceives community with in the field of education is consistent with what has been discussed so far. Accordingly, in the context of education Bray identifies three aspects of community.

### **2.3.2. Community Involvement Education in Africa**

In recent years there has been an increasing advocacy of community participation in education system. This has been particularly a common theme in policy documents, not only for governments but also for international agencies (Kibona, 2012). In many cases, (Vassallo, 2001) noted that, community input to school systems was a response to lack of government action. Communities in these situations feel that the main responsibility for education lies with their governments.

Likewise, in many Africa countries educational decentralization failed to yield the intended outcomes due to absence of real decision-making power and resource at the local levels (Winkler, 2005). Some notes that in many African countries decentralization was not able to promote local participation and achieve the intended goals because the reforms were little more than de-concentration of functions (Coppola et al., 2003). However, realization of improved local participation, efficiency and effectiveness in education needs devolution of fiscal, political and administrative power and functions to the local governments and their institution (Ibid). In other countries like Indonesia, due to the imbalance of these dimensions at the local level the decentralization reform become a costly reform and exceed the financing capacity of the country (Tikson, 2008, p. 45). Galshberg and Winkler (2003), in their study of educational decentralization in certain African countries including Ethiopia, observed local features like parents' illiteracy, fragile democracy, and less well developed banking system, to affect the success of Community involvement in Educational practices.

There are other criticisms forwarded toward decentralization in education. It is claimed to serve as a means through which governments transfer the burden of educational finance and provision to parents and other local community (Bray, 2001; Châu, 1985; Taal, 1993; Welish&McGinn, 1999). But it is imperative for a decentralization reform not only to be applied for increasing education resources and lessen state obligation, but should also be carried out to enhance democracy, efficiency, effectiveness and equity in education. This requires not only the transfer of resources to the local level, but also the strengthening of community, school and school management technical capacity and collaboration with community organization (Shaffer, 1994). Furthermore, it is advocated that decentralization empowers community and increase participation in local decision. Nonetheless, low political bargaining power and economic capacity will affect the active participation of the poor and minority groups in local matters pertaining to their concerns (Chapman et al., 2002).

Other example of community involvement in education includes Togo whereby 19.1 percent of schools in 1998 /99 were classified as community self -help. In Zambia, the first known community school as defined by the Zambia Community Schools Secretariat was founded in Lusaka in 1982 but further developments did not occur until the 1990s.

### **2.3.3. Community Involvement in Ethiopian School Context**

The traditional education system of Ethiopia was religiously oriented for centuries (Teshome, 1979) and dominated by males (Hoot, Szente, &Mebratu, 2004). The Orthodox Church from about the 4th century, and Mosques from about the 7th century, had established religious education for people in their religious realms (Dufera, 2005). The church education had maintained its monopoly power until the end of 19th century and hindered the introduction of modern education because modern education was expected to undermine it. Consequently, attempts by European missionaries to introduce modern education in the 16th and 17th century failed (Ibid).

Modern education was introduced in the late 19th century as a result of the establishment of a central state authority and permanent urban seat of power, the arrival of foreign embassies and the development of the modern economic sector (Dufera, 2005, p. 4). Educating young Ethiopians in Western countries were intensified due to foreign missionaries’ commitment to modern education’s contribution to the development of the country and the desire of the then king to build very strong government in Ethiopia (Ibid). Foreign missionaries started modern education by opening schools alongside their religious preaching where they settled. However, the Italian occupation of Ethiopia from 1935 to 1941 disrupted the emerging education of the country (Ibid).

Ethiopia education system has been changing following change in government. After the period 1940s Ethiopian education is known with three government system experienced consecutively and known for their different educational systems - the imperialist regime (1941-1974), the socialist regime (1974-1991) and the federalist government (post 1991).

Governance plays an important role in determining the conditions under which can take place and, through its mechanisms, processes and institutions, it critically affects the possibility of participation as well as its likely success. Good governance makes it possible for citizens, individually or in groups, to articulate their interests, exercise their legal rights and negotiate their differences. Within the broad area of governance,

decentralization, which brings decision making closer to the local level, is potentially important to participation, since it may, if it is done well, lead to more responsive government and new opportunities for citizens to participate (UN-ESCAP, 2009).

### **2.3.3.1. During the Imperial Haile Selassie Regime**

Until the early 1900s, an education was not a right, requirement or demands of the average layperson, but rather a luxury that only the elite or the future clergy could afford. By 1925, however, the imperial government recognized the role that education had in modernizing the country and attaining standards set by the international community, and thus made it a national priority. In an effort to promote the value of education within the nation, Emperor Haile Selassie developed a policy to promote secular education, including a tax act to finance the delivery of education and the establishment of a formal government school in the capital city, Addis Ababa. The Italian occupation of 1936-1941 proved to be detrimental to the limited progress of the Ethiopian educational system, and the little infrastructure that had been established in the previous years was destroyed.

However, soon after the end of the occupation, a bold and progressive education policy was implemented with the goal of expanding education to serve the masses. In 1944, 1956, and 1964, the government proclaimed its vision through a series of policies that promoted universal access to education for both children and adults. Using civil society as the primary agent, these policies sought and Encourage those educated (including clergy) to teach the uneducated. It tried to popularize that all shades can serve as learning centers. All educational centers were given the assignment to render teaching service during their free time. It indicated strategies on how to avail resources for the programs, motivate those who can render an outstanding and meritorious service (Tefera, 1996; WeldeMeskel, 1999).

In essence, the government sought to expand education through the voluntary participation and contribution of communities by strengthening what is now referring to as the non-formal education sector. This approach to national education came to be distinguished from contemporary definitions of what is now considering formal education. Thus, until the mid-1960s, the formal education strategy of the government of Ethiopia for the majority of the country was non-formal and community-based education that was largely not financed by the government (Negash, 1996).

By 1966, these short-lived campaigns for community-facilitated education were reverse. This decision came as a result of the fact that in 1961 the Ethiopian education system was ranked below most other African countries nearly 40 years after the initial attempt at its modernization. There were school and teacher shortages, a high dropout rate, and low overall attendance rates (about 10% among all school-age children in the country), especially among females, non-Christians, and rural children (Congress, 2003). This new attempt to centralize the education system under the supervision of the government marked the beginning of the schism between what is now considering formal and non-formal community-based education in Ethiopia. As a result, the non-formal approach to education was removed from the responsibility of the MoE and divided among other ministries (WeldeMeskel, 1999).

In 1972, a new Education Sector Review and Policy was proclaimed as the failures of the urban biased policy of formal education became clear. Within this new policy, non-formal education and community-based systems were given greater attention and promoted as a method to reach the neglected rural regions, where the majority of the Ethiopian population resides. In this way, the government sought to reinvigorate earlier efforts to place education in the hands of the community. However, the effort came too late and at an unfortunate point in Ethiopian history. Despite continual reform, 95% of the Ethiopian population was illiterate in 1974. As a result of the wide economic disparities in the country, a socialist revolution was brewing. Although the collapse of the government had various causes, education was seen as a symbol of the elitism and urban bias of the reigning government's policy (WeldeMeskel, 1999).

### **2.3.3.2. During the “Durge” Regime (1974 – 1990)**

The arrival of the Derge military regime marked the ascension of an authoritarian rural by the name of Mengistu Haile Mariam. The regime, motivated by its socialist ideologies, attempted to provide socialist-style education infused with propaganda. As Mengistu Haile Mariam emphasized at the 1984 Founding Congress of the Workers' Party of Ethiopia, the aim of socialist education was to would citizens who have an all -rounded personality by inculcating the entire society with socialist ideology, thus arming them with the required knowledge for socialist construction (Tefera, 1996). In the early years, the regime was successful in extensively expanding enrollment levels, adding three million students to the education system between 1974 and 1990, and raising the literacy rate to 70%. However, adequate levels of resources were neither available nor invested in education to make it

effective. In the same 15 years, expenditure on education as a percentage of the national budget fell from 17% to 9.5%. Thus, overall enrollment rose by 37% in absolute terms while expenditure increased only 43% (WeldeMeskel, 1999).

Meanwhile, nearly 56% of the budget was allocating to the military (MoE, 2010). Even the literacy campaign, launched in 15 local languages, failed due to the weak financial and ideological commitment of a government plagued by corruption and mediocrity. Although the political environment did not allow for open criticism of the education policies, the weak state of the education sector was undeniable by 1983. In its attempt to legitimize its ideologies and policies, the Derge regime launched an Evaluative Research of the General Education in Ethiopia in which it called for the participation of the public at large in the deliverance of educational services.

An unprecedented step for the regime, this effort represented the government's recognition of its own inability to monopolize the education system without broad participation. The effort to become more participatory was seen as being too little and too late by repressed citizens; the Derge regime's failure to achieve the promised political and social system desired by Ethiopians ultimately led to its demise in 1991. In the end, Ethiopian society, both within the rural and urban areas, rejected both the Derge regime's implementation of socialism and its history of intrusive education policies (Tefera, 1996).

### **2.3.3.3. In Government of the Federal Democratic Republic of Ethiopia**

In 1994 new Educational and training policy was developed and made public. The policy incorporates the educational organization and management which state that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training. It also states that educational administration would be democratic leadership by boards or committees, consisting of members from the community, teachers and students (MoE, 2010).

Based on the policy implementation strategy was issued in September, 1994 which states educational organization and administration should be restructured in accordance with the devolution of power from the central government that was been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would be democratized. Furthermore, it describes that schools would be strongly linked with community. The management of each school would be democratized and run with the participation of the community (Aalen, 2006).

The ministry of education has also published a guideline of educational management organization, community participation and finance, in 2002 to implement the policy. In this guideline, the composition of WETB, KETB and PTA is defined. In addition to this the responsibilities and duties of the boards, associations, education officials, teachers, and the community is specifying. Furthermore, the MoE developed a manual for the school improvement program in which the role of principals, supervisors, students, parents and the community is detailed.

In addition to this, the school parent and community partnership is describing. In 2007 and the new 2013 frame work of school improvement program is issued and in this frame work, the standards, characteristics and indicators for the community participation is stated (MoE, 2010). Parent plays a great role for the successful achievement of students need money to buy some clothes and others make ups in addition to purchases of stationary materials. If thus things not fulfilled, their student feel inferior to their colleagues and may divert their attention from their education and try to get some way to fulfill their requirements and become decrease in their academic achievement (Edo, Ali, and Perez, 2002).

#### **2.4.Mechanisms to Improve Community Involvement**

As mentioned in the proceeding discussions participation is the process by which stakeholders especially the grass-root community(primary stake holders) are involved in the project identification, planning, appraisal, implementation and monitoring and evolution. There are different mechanisms or level of participation on development projects (world Bank in Long, 2001).

**Information sharing Mechanism** - This includes translation into local language and dissemination of written materials using various media. It also involves information seminars, presentation and public meetings.

**Consultative mechanism-** which include consultative meetings, field visits, and interviews (at various stage of work).

**Joint Assessment Mechanism-** which include participatory assessments and evaluations and beneficiary assessment.

**Share decision making mechanism-** include work shop and retreats to discuss and determine positions, priorities, roles, meetings to help resolve conflict, seek agreements

engender ownership. There would also be (public) review of draft documents and subsequent revisions.

**Collaborative mechanism-** formation of joint committees with stake holders, representatives, formation of joint work with users groups, task forces; joint work with users groups, intermediary organization and other stake holder groups given principal/responsibility for implementation.

**Empowering mechanism-** includes capacity building of stake holders' organizations; strengthen the financial and legal status of stake holder's organizations. Handover of self-management by stake holders; support for few initiatives by stakeholders (World Bank in 2001).

## **2.5.Main Areas Community Involvement**

It is possible to find different forms of community support for schools in the literature. Morgan (2006) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. However, Watt (2001) presented three broad areas of activities where communities support education support for the instructional program, school management and contribution to school resources

### **2.5.1. Community involvement in School governance**

Different Scholars in the field of education define school management as a social processes for instance, Kenexevich, (1975) has defined school management as a social processes concerned with identifying, maintain, stimulating, and unifying formally organized human and material resources with an integrated system designed to accomplish predetermined objectives furthermore, Orlosky and others explain that school management as follow, at the simplest level, school administration can be explained as a processes that includes planning, deciding, implementing and assessing results and preplanning (Orlosky et al 1984). Thus, from the above definitions we can conclude that school management is leadership that initiates individuals and group of people to higher purpose and greater efforts which help them to see their own responsibilities and commitments in a cooperative manner.

Regarding this issue Chamberlin (1966) states that school management is a co-operating activity or service of activities through which the aims of the school and the means of their



achievement are developed and placed in to operation. This involves working closely with people. In this connection the government of Ethiopia (1994) states that school management is decentralized and the management of schools will be participatory and democratic. Thus, the participation of the community is encouraged one of the rationale for community involvement in school management through decentralization approach is to empower the community members indecision making and to develop sense of belongingness on the parts of the community on affairs pertaining to the school system.

In general, Bray (2001) had identified three models through which community participates in school decisions through their representatives. Legally incorporated school boards which is set by the law for each school to have a managing body consisting of the school principal, representative of teachers, representative of parents, and others. The other one is parents. Parent Teacher Association (PTA), which are executive committees comprising principal, representative of teacher and parents that make decisions on activities and overall Operations and serves as a bridge between teachers and parents. In Ethiopia the community get involve in school management through committees or associations, such as Kebele Education Training Board (KETB), School improvement Committee (SIC) and parent Teacher Association (PTA) (MOE), 2002). In relation of school management the communities or their representatives can participate in the following activities of school governance.

### **Planning**

The participation of Community in school planning through the representative of PTA, SIC and other enables them to the sense of ownership. According to the (MOE, 2007), regardless of the form of participation, the school has to involve the SIC and PTA in the planning of school improvement programs (MOE, 2007a). Lack of support on the part of community to the implementation of plans emanates from the lack of participation at planning stage. Therefore, for effectual support and achievement of school, the local community needs to participate in the planning of the school activities through their representative.

## **Decision making**

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

On these, Shaffer (1994) adds that when community is concerned in school decisions, it contributes more to the school, both financially and in kind. Thus, more the community participates in decision making, the more it provides not only more financial and material resource but also likely to support those decision than if those were simply imposed upon it. As the result of participation, decisions become well understood and implementation facilitated. There for, the responsibility of school principals to create a conducive environment for active participation of the community in the decision making process of school. According to Ministry of Education (MOE, 2002) the community can participate in different areas of decision making like approving the school yearly budget, disciplinary problems, solving instant and imperative problem within the school etc.

## **Monitoring and Evaluation**

Successful school improvement is associated to systematically planned and executed monitoring and evaluating process and final outcomes (Stoll and Fink, 1996). One of the tasks or responsibilities of the school improvement committee and PTA is there for, to evaluate the performance of the school against its plan. In the process of evaluation, the SIC and PTA, must be observe the degree to which the plan is implemented. What leftovers and what problems are faced. It must be clear that, more than inspectors who visit schools once or twice a year, parents and local people are better well-versed about what is in actually occurring in school (UNESCO, 1985). Generally, conducting monitoring and evaluation at the school levels is productive for the appropriate functioning of the school and recognition of its weakness and strengths so as to take remedial measures.

## **Management of Discipline**

In the school context, the purpose of discipline is to help boys and girls develop not only respect for themselves and society at large, but also respect for school authorities and school regulations. As Mbiti (1984) indicates, the goal of discipline is to make it possible for individuals to succeed in their effect. Success in a school is therefore, possible when there is

discipline and, to maintain discipline in schools, the cooperation of school and the community is highly needed. It is not study only of the school principal but also parents, teachers, the school community, students and the community as whole the attempt made thus, the community should involve through their representatives of PTA, KETB and SIC to promote order and stability in the school

### **2.5.2. Community involvement in Resource Mobilization**

When the government makes effort to develop access and promote the quality of education, its economy may not be fulfilling both quality and quantity demands without community participation. Community involvement in resources is crucial to promote importance, quality and access of education. In this Comings and Nielsen (1997) and in Getachew (2001) state that in difficult areas where resources are limited and government support are not good enough, community participation may most potential strategies for realizing the goal of full access to quality education. According to Townsend (1994:53) community participation financial support schools implies that the government and education system in many parts of the world are encouraging local communities to be more responsible for the local school, both financially and in terms of to fulfill infrastructure, which allow the school to realize its goals. In line with this World Bank (1995) in Rose (2003) proposes that, cost sharing with communities is advantageous, particularly where public resources are inadequate. Local communities and parents are increasingly playing a role in educational especially with regard to sharing the cost of building, maintenance and fulfilled infrastructure.

In Ethiopia education system, to run schools successfully, financial, material and human resources are very important. Therefore, the PTA, KETB and SIC members can play roles in generating resources. The committees can organize the community to contribute money and labor to build classrooms and schools. In agreement with this idea the MOE,(2002) stated that communities should donate money , materials and labor for new school building, purchasing basic equipment and materials, building class rooms and teachers houses particularly in rural areas. This is mostly because improving schools and providing quality education is possible when the community is mobilizing to contribute resources. In addition, the community can be concerned in the construction of new buildings, supervision of construction, preservation of class rooms and decoration of school compound.

### 2.5.3. Community Involvement In instruction

According to Sheldon and Epstein (2005: 197) parental involvements in a comprehensive program of school, family and community participation has six forms. These include:-The basic obligation of the parent:- Parent help to ready their children to learn at all ages by keeping them health and safe , and by supervising, disciplining and guiding them. They help children feel good about themselves and confident with others. They teach them positive attitudes about learning and school.

**Communication between home and school:-**School provides information to parent about students' progress and school programs. They provide ways for parent to share with school and staff information important to their children's learning (phone calls, notes, conferences)

**Parent involvement at school:-**parent assist teachers, administrators, and children's in class rooms and school building by volunteering. They support their children by attending student performances, sports and other events, or attending workshop or classes for their own learning as parent.

**Parent involvement in learning activities at home:-**families learn together by talking and listening to each other, by playing games, reading, going on trips, visiting museums, telling stories, singing and working on home work. Parent helps children connect family learning to school learning.

**Parent involvement in governance and advocacy:-**parent help make decisions in the school through parent groups, building leadership teams, and other local organizations.

Parent involvement through community collaborations citizens in the community agencies, business, and service groups, cultural organizations, government units and other groups must work to gather with school in the best interests of children's learning.

In Ethiopia education system, parent and community members are expected to involve in different school activities such as management, contribution of resource, helping children's learning at home and school and in the general to improve the relevance, access and quality of education system. Therefore, school improvement program is designed to improve students' achievement in the collaboration with school-community and the school community is expected to initiate and encourage the involvement of parents and other community members to involve in different school activities.

## **2.6. Factors Influencing Parental involvement in Education**

Parent participation in education and other fields of development are impacted up on by a number of factors. The factors that influence participation may vary from place to places but overall, according to Paulos (1996); Fosu-Siaw et al (2004) the following are some of the general factors. These factors are: Weak democratic tradition. Undeveloped political and policy environment, Socio- cultural barriers, Language barriers, Lack of exposure and experience on public affairs, Lack of confidence and trust due to previous negative experience, Lack of awareness on the value of parent participation, parent attitude that education and other development matters are only the responsibility of the government and other organizations, Elitist attitude that the parent does not know about modern development and education, High level of poverty and illiteracy, Long and discouraging bureaucratic procedure, Insufficient opportunities and forums for enhancing parent participation and particularly for marginalized social gropes.

## **2.7. Parental Home Involvement**

Parent involvement at home includes checking on homework, requiring a child to do homework, homework help, going to museums/exhibitions/library, encouragement of reading, and talking to students about current events (Hill et al., 2009). On one hand, Storch (2001) found that home and family characteristics account for preschool skills such as vocabulary, development and conceptual knowledge. Parental characteristics were found to be the strongest contributing factors in this domain, followed by literacy environment and parental expectations. Again, (Bennett, 2002) examined the relationship between family environment and children's language and literacy and showed the "family as educators" model to be significantly related to child language and literacy outcomes. On the other hand, results from (Hood's, 2008) research showed that parent-child reading and literacy teaching are weakly correlated with each other. Hill and Tyson (2009) reported various types of parental involvement to be positively associated with academic achievement with the exception of parental help with homework.

Research has indicated that parents can engage in a variety of activities with their children in the home setting to promote early academic skills. Although there are a number of practices that have been shown to positively affect children's skills, the focus of this section will be on parental intentional teaching practices related to shared storybook reading and direct instruction of letters and words.

**Intentional Teaching Practices:** Shared storybook reading. Shared storybook reading has received the most attention in the emergent literacy literature (Bus, van IJzendoorn, & Pellegrini, 1995; Scarborough & Dobrich, 1994). There are several benefits of shared storybook reading, including the acquisition of word knowledge and novel vocabulary, increased familiarity with the syntax of written language, and heightened awareness of written letters and words (Mason & Allen, 1986). The benefits of shared storybook reading could be a result of several factors. First, parents may provide more sophisticated language models during story time than during caretaking activities or free play. Second, parents may teach their children new vocabulary words while reading aloud. Third, parents may provide an environment of warmth and sensitivity while reading. Fourth, the frequency of reading aloud to young children has been shown to be positively correlated with oral language skill and reading readiness and with later language and reading abilities in the elementary school years (DeBaryshe, 1993).

**Direct instruction of letters and words:** There is some research indicating that the use of direct instruction for teaching children letter- and word-related knowledge may also promote emergent literacy skills (Haney & Hill, 2004; Nord, Lennon, Liu, & Chandler, 2000; Senechal & LeFevre, 2002). Data from the 1993 to 1999 National Household Education Surveys indicate that 43% of children who are taught letters, words, or numbers three or times a week show three or more skills associated with emerging literacy, compared to 31% of the children who are taught the same skills less often (Nord et al., 2000). Similarly, Haney and Hill (2004) found that children whose parents used direct teaching methods for alphabet knowledge and writing words scored significantly higher on emergent literacy tasks than did children whose parents who did not employ direct teaching methods.

**Socialization Practices:** Discourse practices (explain, expand, and support). Research on language development indicates that, in addition to quantity, the quality of parent-child interactions related to shared storybook reading is an important predictor of a child's acquisition of early literacy skills. During shared storybook reading, adults may use a number of different discourse practices that may promote children's emergent literacy skills, including the use of explanations, expanding on the child's current knowledge, and providing a supportive atmosphere. For example, De Temple (2001) suggests that joint reading influences children's language acquisition not so much by its frequency as by the quality of the interaction parents have regarding the reading material. Limited research has indicated

that discourse practices may be differentially related to children's outcomes (Barbarin et al., 2007).

**Control practices:** The effects of parental discipline or control style on children's outcomes are well documented. Baumrind's (1966, 1967, and 1971) hallmark research delineated three types of parental discipline style: authoritarian (high degree of power assertion and control); authoritative (demanding yet responsive and nurturing); and permissive (least likely to discipline). Numerous studies have indicated that parental use of authoritative discipline is positively related to children's social skills and academic achievement from preschool to high school, whereas authoritarian discipline is negatively related to these outcomes (Baumrind, 1971; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, 1996). Other research has suggested that the effect of discipline style on children's outcomes may vary by ethnicity.

### **2.7.1. Epstein's Framework of Six Types of Involvement**

Epstein's framework of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain type's outcomes. This widely accepted framework guides to help educators develop comprehensive family school partnerships. The six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community), (Epstein, 1995). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasizes that not all parental involvement leads to improve student achievement, The selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores (Epstein, 1995, p.707).

### **Type one: Parenting**

Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families (Epstein, 1995, p.712).

### **Type Two: Communicating**

One important factor that increases learner attendance is to establish a good relationship between the home and school. This type of partnership will close the gap between the home and the school and ultimately lead to a reduced absentee rate amongst learners. Good school parent relations usually lead to greater parental awareness when their children are absent, consequently enabling parents to monitor and supervise their children's attendance through visiting the school (Sheldon, 2009). Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an



ability to tap the parent network to elicit family views on children's progress (Epstein, 1995, p.717).

### **Type Three: Volunteering**

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726)

### **Type Four: Learning at Home**

Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995, p.733).

Furthermore, Hoover-Dempsey et al., (2001) strengthen that, Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time . Hence, there are many things parents can do to ensure they are monitoring their children and the time they spend on academics. A few of these include

helping the student and modeling for the student to organize schedules both weekly and daily so that the child learns how to plan and accomplish what needs to be done. It also helps the child become accustomed to a regular routine which will help them at that particular time as well as throughout life (Finn, 1998). Studies support that this type of monitoring helps students to develop self-regulation and a work habit (Hoover-Dempsey et al., 2001). Self-regulation and work habit intern contribute to a higher academic achievement and overall success in life.

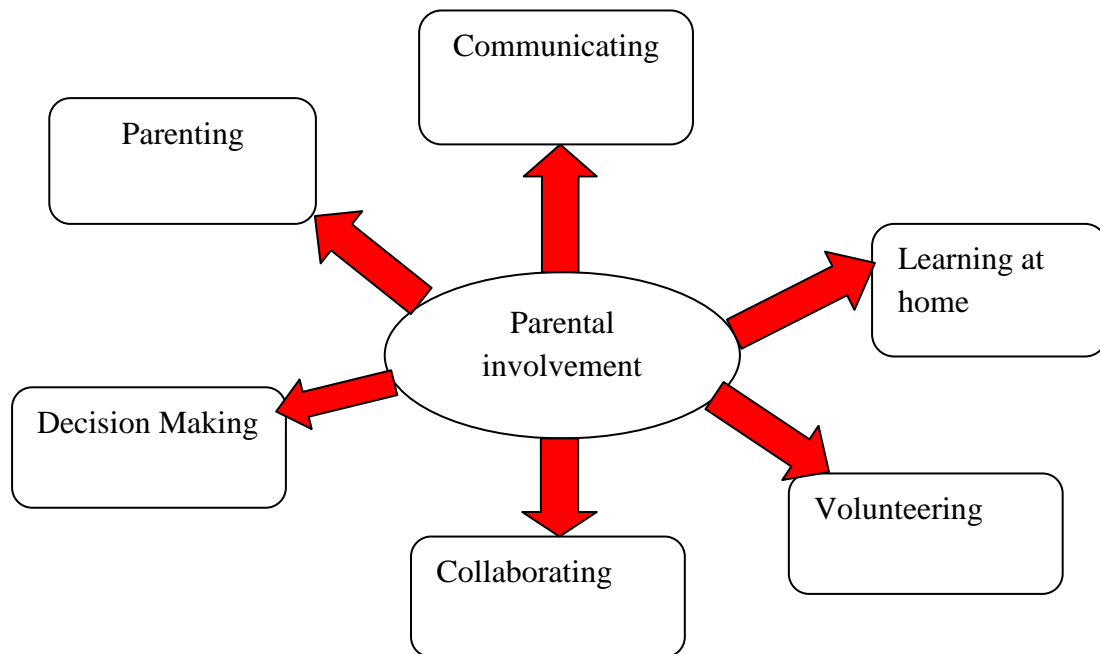
### **Type Five: Decision-making**

Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995, p.736).

### **Type Six: Collaborating with the Community**

Schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Outcomes associated with type six activities include increased skills and talents for those students participating in productive extracurricular programs. Students may also develop a better understanding of the real world and career options. Parent-related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, p.739).

Figure 1: summary of parental engagement Model



Source: Epstein (1995) Model

## 2.8. Strategies of enhancing Community Participation in school involvement.

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

### 2.8.1. Building the capacity of school principals and Teachers

Principals and Teachers play a pivotal role in the success of the school. In successful school principals create strong sense of mission and vision, build a strong culture of collaboration, set appropriate curriculum implementation mechanism, possess an instructional leadership that takes responsibility for student achievement, develop and communicate plans for effective teaching nature cooperative relationship with parent and other community members in general (MoE,2005).

Teachers also need to undergone similar training for the same purpose of enabling them participatory management style by involving the local people in planning, decision making, implementing plans, developing school based budget, monitoring and evaluation (MOE,2002).

### **2.8.2. Creating conducive Learning environment for community participation.**

The school has to create an environment suitable for the community to participate in its activities. They would more motivated and exert more and better effort (Ried, 2000).

### **2.8.3. Creating Clear Roles to community Representatives**

It is necessary for school to create and meaningful roles for community members to play their roles in the improvement of school and achievement of the overell educational goals. Reason and benefits of community participation have to be clearly addressed and understand by people.

### **2.8.4. Giving and orientation and Training to community Representatives**

It is essential to give orientation and training for building capacity which could enable them to understand their right play expected roles, and discharge responsibility accordingly (UNESCO, 2002).

### **2.8.5. Providing Community Service**

The school has to design Programs aimed at providing needed service in order to secure the participation of community. Among this services students carried out different community activities as part of their extracurricular activities, and student teacher involvement in adult education. The school can also render service such as preventing traffic hazards, wastage disposal, and cleaning streets. Through the activities mentioned above the school becomes a center of community service (Agggrawal, 1996, Bagin 2001). Therefore, the school has to have school regulation and guidelines for communication, community services and parent-teacher cooperation in different community activities. Generally, the ministry of education (MOE, 2005) state that some of ways which are used to build community participation as follows:

- All encouragement achievements and changes must be made known to the community.
- A forum of forum discussion must be prepared regarding future vision of school and their problems to initiate the community with a belief and commitment to solve the problem of schools.
- School must be invite the community to come school and visits different school activities by arranging some program such as bazaar, parent's day , play and short festivals.

## 2.9. Summary

To sum up the above literature review, the Community Involvement in Educational Practices in School Governance, in Instruction activities and Resource Mobilization in Primary Schools were explained by various scholars in different ways. For instance, the reviewed related literatures begin with the definition of community involvement and the school has to have planned communication mechanisms which enable the community to assist teachers and create a sense of ownership in the school. Community involvement in instruction activities and achievement can be taken place in two ways. These are parent home involvement and parent school involvement. Firstly, parents participate (involve) in their children's learning at home. Home parental involvement includes checking on homework, requiring a child to do homework, homework help, going to museums/exhibitions/library, encouragement of reading, and talking to students about current events, facilitating home for reading, arranging time for reading and doing activities given them and reduce work over load. These show us the mechanisms of parental support at home. Secondly, parents can involve in their children's achievement at school. Parental involvement in school-based activities has been positively linked to children's academic achievement, school behavior, social competency, communication with homeroom teachers, attending school meeting and the like.

Even though there may be other factors, parental involvement is the backbone in their children's academic achievement. Students spend most of their time with their parent. They stay at school at most quarter a day. Hence, if parent shape their children with good behavior and advise them to be competent in school, the students become effective in their education. Students in line with parental support become succeeded because such kinds of parent follow their children in all their movement and direct them when the students are in a wrong situation. The reverse is also true because when parents do not care for their children, the students also become careless in their life in general and in their lesson in particular. For this reason it is possible to conclude that there is a positive relationship between parental involvement and student's academic achievement.

Community involvement in school management through decentralization approach is to empower the community members indecision making and to develop sense of belongingness on the parts of the community on affairs pertaining to the school governance. In addition, school administration can be explained as processes that include planning, deciding, implementing and assessing results and preplanning.

Community participation financial support schools implies that the government and education system in many parts of the world are encouraging local communities to be more responsible for the local school, both financially and in terms of to fulfill infrastructure, which allow the school to realize its goals.

Therefore, the school has to involve the community in its different program through the committees or associations elected from community. In addition to this, the school has to have planned communication mechanisms which enable the community to assist teachers and create a sense of ownership in the school.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Description of the Study Area**

Ilu Aba Bor Zone is one of the 18 Zones of Oromia Regional State which is found in the southwestern part of Ethiopia. It has a total area of approximately 8, 555 km<sup>2</sup> and lies between longitudes 33°47' W and 36° 52' E and latitudes 7° 05' S and 8°45'N. It is bordered to the south by Kefa Zone, to the north by West Wollega, to the east by Buno Bedele Zone and to the West by Gambella Regional State. Ilu Aba Bor Zone has 14 Woreda with 1 administrative zone town. Agriculture especially coffee production is the backbone for the communities of the Zone. Mettu is the Zonal capital and is located 600 km way from Addis Ababa. (Source: Geographical information system)

#### **3.2. Study Design**

The purpose of the study was conducted the main objective assessing Community Involvement in Educational Practices in primary schools of Ilu Abba Abor zone. To realize this objective a descriptive survey method was used. A survey research design was very valuable tool for assessing opinions and suggestions. The researcher was employing descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions investigate the existing problems.

According to Krishnaswami (2001), this design was a fact finding study which involves collecting data directly from a population there of at a particular time. This design was be ideal for the study because the study was conducted in a setting that requires direct responses from the respondents while investigating existing phenomenon without manipulating the variables. The design also allows the participants to describe and provide their opinions regarding the variables being studied in detail.

#### **3.3. Source of Data**

In this study, both primary and secondary data sources were being used. A combination of primary and secondary data sources was being integrated to triangulate the outcomes and ensure reliability.

### **3.3.1. Primary sources of data**

To achieve the ultimate goal of the study firsthand information was being gathered from principals, teachers, selected supervisors, PTA and KETB. These groups of respondents were selected, because they could provide, first-hand information, because of their position and responsibilities in the school and exercise in the management.

### **3.3.2. Secondary Data Source**

The secondary sources which were school documents such as minute of PTA and KETB meetings, guidelines related to school committee works and strategic and annual SIP plan and reports were reviewed and analyzed to support the data gathered from primary sources as well.

## **3.4. Population, Sample and Sampling Techniques**

Ilu Aba Bor zone had 107 government (1-8) primary schools in its 14 woredas. Accordingly, there were 107 principals, 1310 teachers and, 42 supervisor 535 PTA, 642 KETB as a population. Because of geographical location and limited time-frame, the study was conducted in 5 woredas.

For the manageability and time, the researcher believed that sample size of 10 primary school were representative and would help to composed well founded generalization at the end of the study. The selected woredas and primary schools were Darimu (Dupha and Buno Wabeko primary school) , Alge (Gobora and Danbi and Chokorsa primary school), Dorani (Elemo and Worebo primary school), Bacho ( Fugo sardo and Becho primary school) and Mettu town (Nikolas Bom and Kidusgabriel) respectively. To obtain the necessary sample unit, availability and simple random sampling technique were employed. From 400 teachers, using Yemane (1967) formula 198 sample respondents of teachers were selected. With the sample school all the 50 PTA and 60 KETB members, 10 Principals 5 supervisors were taken as respondents of the study using availability sampling technique. Therefore, the total target populations consisted 525. The assumption behind that was the entire population was sufficiently small in number and it helped the researcher to gain adequate and necessary information due to their responsibilities and related activities in school.

To determine the sample size of teacher from the total target population (400), the researcher was selected 198 teachers as representative for this study. The researcher believed that these representative samples were, manageable and sufficient to secure validity of the data.



The sample was taken by (Yemane formula 1967).

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

$$n = \frac{400}{1 + 400(0.05)^2}$$

$$n = 400/2$$

$$n = 198$$

Based on the above formula, the sample of each school was identified: with proportional allocation for Dupha primary school 35, Buno wabeko 13, Gobora and Danbi 18, chokorsa 11, Bacho primary school 18, Fugosardo primary school 13, Elemo primary school 22, Warabo primary school 17, Nikolas Bom primary school 26, kidusgabriel 25 were selected as a sample. These representative teachers were selected by using random sampling techniques particularly by applying lottery method as these given equal chances for respondents that were participated in the study as stated by MachMillan (1996). The lottery method employed as follows, first papers were rolled according to their population number and the total samples were picked.

In general 5 primary school supervisor, 50 parent teacher Associations, 60 Kebele Education and Training Board including 10 principal and 198 teachers a total of 323 sample were selected for the study of this research.

**TABLE 1: SAMPLE WORADAS, SCHOOLS AND SAMPLE RESPONDENTS**

No	Name of selected woreda	Name of the primary school	Total population					Sample size				
			Teachers	KETB	PTA	Principal	Supervisor	Teachers	KETB	PTA	Principal	Supervisor
1	Darimu	Dupha	70	6	5	1	1	35	6	5	1	1
		Buno wabeko	27	6	5	1		13	6	5	1	
2	Alge	Gobora&Danbi	37	6	5	1	1	18	6	5	1	1
		Chokorsa and Doyu	23	6	5	1		11	6	5	1	
3	Dorani	Elemo	44	6	5	1	1	22	6	5	1	1
		Warabo	34	6	5	1		17	6	5	1	
4	Bacho	Bacho primary school	36	6	5	1	1	18	6	5	1	1
		Fungo sardo	27	6	5	1		13	6	5	1	
5	Mettu Town	Nikolas Bom	52	6	5	1	1	26	6	5	1	1
		Kidusgabriel	50	6	5	1		25	6	5		
<b>Total</b>			<b>400</b>	<b>60</b>	<b>50</b>	<b>10</b>	<b>5</b>	<b>198</b>	<b>60</b>	<b>50</b>	<b>10</b>	<b>5</b>
Sampling technique							Sample Random	Availability sampling				

## **3.5. Data Collection Instrument**

### **3.5.1. Questionnaires**

Questionnaires are suitable for survey research it makes a research less expensive and gives more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Questionnaires were developing for teachers .Questionnaires developed for teachers were the self-administered closed ended items

### **3.5.2. Interview**

The interview was being conducted with 10 principals and 5 selected supervisor. Semi-structured or qualitative interview was the main data collection instrument for this study. According to Bryman (2008, p. 699), a qualitative interview refers to a process in which “the interviewer has a series of mostly general questions that are in the general form of an interview guide but in which the interviewer is able to vary the sequence as well as ask further questions in response to what are seen as significant replies”. Interviews serve to get insight into things that cannot be observed directly such as peoples experience, knowledge, feeling, attitude, perspectives, activities that happened in at some point of time, how people organize and define their activities or the world through questioning them (Patton, 2002).

A qualitative interview is used based on the above arguments in order to get perspectives of peoples to develop understanding of the issue at hand with the required level of flexibility. This attribute has helped the interviewer to change the sequence of questions and to be curious about things not fully understood on previous interviews. The face-to-face interaction has helped to get into both verbal and non-verbal communication - through reading the interviewee non-verbal expressions. It has also provided the opportunity to ask and get clarifications for questions depending on the interviewee interest to add more explanation. At school level, interviews guides were prepared before the interviews were conducted. The interview sessions were taking short note.

### **3.5.3. Document Analysis**

Besides the above instrument, reliable information were obtained from 10 selected secondary schools documents, such as school strategic and action SIP plan, School quarter and annual reports, minutes of PTA and KETB meetings, official letters related to community involvement, records or documents of PTA and KETB experience sharing Manual related to PTA and KETB training and other relevant documents were referred.

#### **3.5.4. Focus Group Discussion (FGD)**

Focus group discussion would be conducted with community involvement practices in their schools. KETB and PTA to secure information concerning their experience of Community involvement in school governance, in instructional activities and in resource mobilization. The discussion sessions would be conducted in Afan Oromo, and subsequently would be translated to English. The numbers of FGD members involved in each group from sample primary schools were (5 PTA and 6 KTEB, eleven members in one group, based on this10 (ten) focus group discussion will be conducted. These techniques will be employed to obtain qualitative data concerning the various aspects of community involvement in educational practices. In addition, this method of data gathering would 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 would be obtained from focus group, the discussion would be 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 would act as a facilitators and ask pre-determined open ended questions which the participants expected to answer.

#### **3.6. Data Collection Procedures.**

To answer the basic research question, the researcher was needed to keep a series of data gathering procedures. The expected relevant data was gathered by using questionnaires, Interviews, FGD and document review. In doing so, having letter of authorization from Educational Planning and Management (EDPM) department of Jimma University to Zonal Education Department (ZED) to help the researcher and legalize the researcher's study. Then, the ZED was written a letter to Woreda Education Office (WEO) to assist and show direction to the researcher. Again, WEO wrote a letter to the schools on which the researcher carried out the study in which way the researcher supported to gather the necessary data to the five sampled WEOs and the subsequent sample schools for consent. After making agreement with the concerned participants; the researcher did introduce his objective and purposes. Then the questionnaires were administered to respondents (teachers) with in selected schools. Based on the instructions, participants were allowed to give their own answers to each item independently and the researcher was closely assist and supervise them to solve any confusion regarding to the instrument. The interview also will be conducted with 10 school principals and five selected supervisor. Moreover, the FGD is also conducted with

availability selected PTA and KETB. The number of FGD members involved in each group from sample primary schools were (five PTA and six KTEB, based on this 10(ten) focus group discussion was obtain. During the process of FGD the researcher did attempt to select free and clam environment to lessen communication barriers that disturb the discussion process. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted further by keeping the convenient ethical procedures.

### **3.7. Methods of Data Analysis**

#### **3.7.1. Quantitative Data**

Quantitative data were analyzed using percentage, frequency, standard deviation and mean score. The quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency tally were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires were presented in tables according to their idea coherence. The scores of each item were organized, statistically compiled and entered into SPSS version 21 to obtain the frequency, percentage mean value and standard deviation of each item.

#### **3.7.2. Qualitative Data**

The data collected from the documents, Semi-structured interview, and open ended question items were analyses qualitatively. The written notes of interview were transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions and document analysis were summarized and organized with related category. Analysis and interpretations were made on the basis of the questionnaires, interviews, and document analysis.

### **3.8. Validity and Reliability of Research Instruments**

#### **3.8.1. Validity**

Validity refers to whether an instrument measures what it was designed to measure; Hair et al. (2007) defined the validity as “the degree to which a measure accurately represents what is supposed to”. Validity is concerned with how well the concepts are defined by the measure(s). It also refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. However, an instrument cannot measure the attribute of interest if it is unpredictable, inconsistent, and inaccurate. Leary (2004) mentioned about four types of validity: Internal validity, External validity, construct validity, and Statistical conclusion validity.

### 3.8.2. Reliability

Reliability refers to whether an instrument can be interpreted consistently across different situations. Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair et al. (2007) defines reliability as the extent to which a variable or a set of variables is consistent in what it is intended to measure. Duffy, Duffy, and Kilbourne (2001) asserted, Cronbach's  $\alpha$  measure the consistency with which participants answer items within a scale. Duffy et al. (2001) further stated, a high  $\alpha$  (greater than .60) indicates that the items within a scale are measuring the same Construct.

To check the reliability & Validity of self-developed Questionnaires was piloted to confirm with Cronbach Alpha coefficient standard. For pilot test thirty (30) teachers were taken from two schools like Boto, & Bilisuma. Questionnaires were distributed for sample respondents & data was collected & analyzed.

For the current study pilot test was conducted in two Schools for 30 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated. Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data. To ensure the validity, the items were developed under the close follow up of the advisor and co advisor, in addition to this senior colleagues were personally consulted to provide their remark. The participants of the pilot test were also taken as firsthand 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 so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear. Some of the items were reorganized and made clear based on the comments forwarded. Accordingly, the internal consistency reliability estimate was calculated for the questionnaires and found to be 0.806, which is regarded as strong

correlation Coefficient. The Cronbach's alpha calculated was 0.78, 0.67, 0.92, 0.81, 0.71, 0.71, 0.92, and 0.93 for each research questions

**Table 2:** Cronbach's alpha reliability coefficient

Variables	No of items	Alpha
The Extents of Community Involvement in School Governance	11	0.78
Extent Of Community Involvement In The Resource Mobilization	10	0.67
Extent of community involvement in instructional activity	6	0.92
Mechanisms Used To Improve Community Involvement	9	0.81
Challenges Related To School Management	11	0.71
Challenges Related To Resources Mobilization	8	0.71
Challenges Related to Policy	6	0.92
The Possible Solutions to Enhance Community Involvement	8	0.93
Average reliability Coefficient	69	0.806

Source: Researcher, 2021

### **3.9. Ethical Considerations**

In educational research, we usually deal with people and for this ethical considerations must be given emphases. Therefore, the following ethical issues were taken into consideration in relation to this study. Letter of permission will be taken from Jimma University to Ilu Aba Bor Zone education office. Woreda education office will be requested to give letter of permission to sample Woreda education offices. The letters of permissions will be written from woreda education office and given to corresponding principals. The objectives of the research will be briefed to school leaders. The participants' rights to privacy will be respected. This means that the names of the participants are not mentioned and any information obtained in connection with this study will remain confidential. Any raw data like recordings and images which clearly show the identity of the participant will be kept private to the research.

## **CHAPTER FOUR**

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

This chapter deals with presentation, analysis and interpretation of the data obtained from teachers through questionnaires. The interview conducted with principals and Supervisors. Moreover, information gathered through focus group discussion was qualitatively described in order to give answer for the basic research questions set in this study. From 198 respondents 193 (97.4%) answered the entire questionnaire. In addition, interview was conducted with 10 principals, 5 supervisor, 60KETB and 50 PTA members. The relevant information they provide enabled the researcher to set a ground from which they could sub stained the analysis of the response. The analysis and interpretation had two sections. The respondents characteristics presented in the first section of this chapter. The second section deals with the presentation of the result and discussion. The data obtained from the respondents are summarized in tables and analysis of the responses is presented. Analysis of the data obtained through close-ended questions has been done by calculating the mean values and standard deviation. The open-ended questions like interviews and FGD are analyzed through qualitative narrations and used to supplement the analysis of the questionnaire.

#### **4.1. The Demographic characteristics of the Respondents**

This section presents the findings on the characteristics of the respondents. The table 4.1 above presented the demographic characteristics if the respondents. Even though the information on the respondent`s sex, educational background, experience and age are not directly believed to relate to the research questions raised, such data is collected with an aim of providing an overall profile of the research participants. The gathered data is summarized in table 4.1.

All the sampled 198 respondents returned the questionnaires which brings the return rate to 97.4%. As observed from the table, majority of the teachers (60.6%) were male which indicates that there was still no appropriate gender equality in primary schools. As the data showed most of the teachers (39.30%) were youth and so were able to work by investing their powers effectively in relation to scarcity of teachers in schools.



**Table 3: Demographic Characteristics of the Respondent Teachers.**

Variables		Count	Percent
SEX	Male	120	60.60%
	Female	78	39.40%
Age	21-30	79	39.30%
	31-40	71	36.00%
	41-50	48	24.60%
	above 50	0	0.00%
work experience in years	below 5	82	41.30%
	5-10	78	39.30%
	11-15	38	19.30%
	16-20	0	0.00%
	21 and above	0	0.00%
Educational qualification	Certificate	29	14.60%
	Diploma	150	75.30%
	BA/BSC	19	10.10%

Regarding the work experience, 41 % of the teachers were < 5 years. This means most of the teachers have less work experience, so this can influence teacher’s communication with the community regarding the issue of curriculum implementation. Therefore as far as service year is concerned, lack of sufficient service years might be expected to have a negative impact on the teacher community interaction.

Regarding professional qualification of the teachers, Table 4.1 shows that 14.6% of participants are certificate holders and 75.5% of participants were diploma holders,. According to the current teachers’, supervisors’, and principals’ profile framework commonly called as the “blueprint”, the minimum qualification requirement of teachers for primary schools is diploma level. Based on this qualification standard, > 85% within the sampled schools are meeting the minimum qualification requirement currently in effect

## **4.2. Result and Discussion of the study**

### **4.2.1. Community involvement regarding to School Governance**

The first task was examined the level of involvement of communities in administration of primary schools the data obtained from the respondents was analyzed as follows using Mean and SD, the qualitative data obtained from interview and FGD was analyzed under each question next to the quantitative result.

**Table 4: The Involvement of Community in School Governance.**

No	Items	N	Mean	SD
1	Have different structures in school to participate in governance (According on blue print school structure)	193	3.62	1.066
2	Actively Participate in planning of school activities	193	3.36	1.143
3	Actively Participate in decision making	193	1.96	.476
4	Continuously monitor/evaluate school performance	193	2.78	.96
5	Give suggestion on the achievement of students	193	2.64	1.11
6	Give feedback about the school activities	193	1.96	.47
7	Take part in solving disciplinary problems when necessary	193	2.79	.96
8	Actively participate in meeting when necessary	193	2.64	1.11
9	Are voluntary in participating in administration of school activity	193	3.42	1.20
10	Encourage their children in improving their achievement	193	3.20	1.17
11	Participate on evaluating the performance of school plan	193	3.45	1.15
	<b>Grand mean</b>		<b>2.89</b>	<b>.44</b>

The above table 4.2 presents the level of the involvement of the community in primary school administration. Accordingly item 1 focused on the presence of the structures which engage them to participate in administration, so they witnessed that there is involvement of the community with different structures. As the mean of this item showed which are, Teachers agreed with the mean rating of (M= 3.62, SD= 1.06) that there were different structures which help the community for participating in school administration. The qualitative data mainly the FGD also showed that there were different structures to engage the community involvement such as PTA and KETB. One of the interviewed principal replied as:

*Not all the community come to school every time, there were opportunities for the community to involve and correct in school activities. For example they participate by their representatives who were selected for the community. But they do not discuss each other, rather they provide individual idea. /principal 1, 20/9/2013/*

As these data witnessed the community participate in school activities but they do not provide equally, most of the time only the representatives only involve in every activities.

The second item is how they actively participate on planning of school activities and they replied that they were involving for this activity. The mean value of this item for teachers was ( $M = 3.36$ ,  $SD = 1.14$ ) which show that there was participation regarding plan and related activity in the schools. In the FGD the respondents indicated that schools present the draft school plan at the end of the school calendar and the parents give suggestion on it and the final plan will be developed by school leaders.

Regarding decision making, there was less practice and its mean rating was ( $M = 1.96$ ,  $SD = .47$ ). Principals and teachers may perceive that school board and association members often have few decision-making skills and they degraded the capacities of the community representatives to participate in the educational activities of the school. Regarding decision making process, Njunwa, K.M.,(2010) states that the community participates in decision-making processes. As he discussed the community participates in decision making through general meeting called by school management.

According to Durisic,M., and Bunijevac, M., (2017) decision making refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision making activities include taking on leadership roles that involve disseminating information to other parents. But as observed from the current study no significant participation in decision making was observed.

The forth item was the item related to involvement of community in evaluating schools. Regarding this item, the respondents agreed that there was moderate involvement. On the other hand, principals and teachers may perceive that school board and association members often have few decision-making skills and they degraded the capacities of the community representatives to participate in the educational activities of the school. But the result which is  $M = 2.78$ ,  $SD = .96$  do not show that there was less than average participation regarding involving through evaluation of schools. As the data showed they participate with limited activities.

The community also involves in providing comments and suggestion regarding students' performance. In the same way, the respondents were asked to show their opinion on how the communities provide suggestion on the achievement of students for the schools. Accordingly the respondents witnessed that there was no effective involvement which has ( $M = 2.64$ ,  $SD$

1.11). The interviewed principals also indicated that there was less participation from the community regarding students' achievement. One of the principals replied as:

*On every meeting and discussion the school leaders present about the performance of students. The community does not know deeply how to take part in students' performance. They speak about the general knowledge of students in general, but they cannot specifically provide suggestion regarding individual achievement.*

*(Principal 3, 28/9/2013)*

Both the quantitative and qualitative result witnessed that there was no practice of providing suggestions regarding different specific activities in the school. The parents have to know and comment the performance of the students. As the researcher knows from his long experience the community does not follow the students result specially those who were not educated. They ask their students result most of the time at the end of grade eight and twelve which was the national and regional exam respectively.

On the other item the respondents were asked how far the community participates in giving feedback and accordingly they agreed that they were not participating on this issue very well and its mean was (M=1.96, SD= .47). The involvement of the family in giving suggestion helps the students to improve their academic achievement as well as personal behavior. As the study conducted by Kumalo, M., (2017) found in his study, that there was involvement below a neutral value.

In general as the aggregate mean and qualitative data indicated there was limited community involvement in primary school administration in study area. In Swift-Morgan, J. (2006) the role of community school administration was stated as,

*"The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions".* Therefore there should be clear participation community regarding school governance. The qualitative data conducted through FGD and interview revealed that the role of community in administration of the school is very limited. One of the participants of the interview indicated that, *The community comes to school when the school leaders call them, the KERB as well as PTA also comes to the meeting arranged by the principals, they do not govern their school independently (principal4, 24/9/2014)*

The researcher also from his experience as school leader observes that the community as well as the representatives of the community follows the principals, rather than guiding

every activity themselves, this causes the participation of the community depends on the active initiation of the school leaders.

#### 4.2.2. Community involvement regarding to School resource mobilization.

The next table displays the descriptive statistics of the involvement of resource mobilization in primary schools and were analyzed using mean and SD as follows

**Table 5: community involvement in resource mobilization**

No.	Items	N	M	SD
1	Are aware of their role in providing resource for school	193	2.43	.862
2	Have known plan to provide schools with resources	193	2.49	.968
3	Provide financial support for strengthening direct instruction	193	3.47	1.19
4	Provide financial support additional infrastructure	193	3.20	1.17
5	Support schools by providing material resource like reference books	193	3.45	1.15
6	Participate by labor in school activities as required by school	193	3.04	.926
7	Have regular charity program to support poor children	193	3.44	1.15
8	Collect resources for school from individual owners	193	3.25	1.12
9	Participate on evaluating the resource management	193	2.49	.968
10	Make school environment conducive through availing resources	193	3.47	1.19
	Resource mobilization aggregated mean	193	3.07	.584

As presented on table 4.3 above, ten items were developed to collect data on the question regarding generating resource for the school. Accordingly, the total mean shows the performance of this question as it was around the center which has a mean of (M=3.07, SD=.58). This value is a little more than the neutral value and it indicates that the involvement is relatively moderate. When the items discussed separately, the awareness of their role in providing resource for school was low which was indicated by the mean 2.43 and

SD .64. This shows that the community does not know well in what way they can generate resource for their school.

The FGD and interview was conducted to triangulate the result obtained and accordingly the participants of the group witnessed that the community do not have deep know how about the resource mobilization in schools. The interviewed principals also replied that there was minimum effort made to develop the awareness of the community on resource mobilization in schools.

The second item is about the plan they have for resource mobilization, and they replied that there was minimum performance on having formal time table which has a mean of 2.49 and SD .96. This indicates that there was no schedule and plan for generating resource in the study area. As this result shows the school asks resource without a regular plan. This can minimize the participation of the community on resource allocation.

The third item regarding resource is the provision of financial support for strengthening direct instruction and the respondents replied that there was high performance regarding this activity with a mean of 3.47 and SD 1.19. This item confirms that the community participates directly in supporting the schools financially to strengthen the instructional activities. The fourth item focused on provision of financial support for infrastructures and it was observed from the result that the community is participating in this activity which was witnessed with a mean of 3.20 and SD 1.17. On the fifth item the respondents were asked to show their opinion on whether the community has experience of Support for schools by providing material resource like reference books and accordingly they showed that the community is implementing this activity. The calculated mean for this item was 3.45 with 1.15 SD. This indicates that there was the practice of reference books provision in schools from the community.

The community's major responsibility was to participate on labor works. In the same way, item related to such participation indicated a moderate value which is (M= 3.04, . SD=.96). This item focused on how the community participates by labor in school activities as required by school, accordingly, the respondents agreed that to some extent, there was participation in constructing and other activities seeking labor as needed by the school. This result showed that the participation of the community is moderate in these activities. From all the items, the activity with less implementation was that how far the community participates in management of the resources generated for the school from different source. Regarding this

item the mean calculated was (M=2.49, SD=.96) and it indicates that there was no sufficient participation in resource management in primary schools of the study area.

The FGD data collected also confirmed that the community participates in resource generation, in construction as well as decision making, but the limitation is that there was no participation in management of resource. As the interview result also indicated that the community does not focus on management rather accepts what the school leaders do.

One of the interview parents replied that:

*The community gives what schools ask to give as much as possible, they participate in constructing classrooms, fence and other, but they do not worry about its management. If they come to meeting and discussion ceremony they discuss freely and give their own idea, but they do not want to dig out and speak about the problem in management area, they do not want to correct if observed while the resources were wrongly managed.(PTA 4, 29/9/2013*

In general as observed from the result of the study from both qualitative and mean value calculated, even though there was awareness gap and in sufficient participation in resource management from the community, there was a moderate participation in mobilizing and generating primary schools resource in the study area.

#### **4.2.3. Community involvement regarding to instructional activities.**

To describe the community involvement on students instructional activities items were prepared and filled by primary school teachers and were presented as follows.

**Table 6. The community involvement in instructional activities.**

No	For their children:	N	M	SD
1	Parents discuss with their teachers regarding school performance	193	2.79	.86
2	parents provide sufficient and relevant supplementary educational materials	193	3.46	1.05
3	parents give comment after evaluating their pupils learning activities	193	1.92	.33
4	Parents help to do better the school activities at home. (Study, do their homework...)	193	2.72	.86
5	Parents gave frequent feedback on their children's homework performance.	193	2.44	1.04
6	Parents encourage and help at home to achieve better in learning	193	1.86	.57
	Instructional activities grand mean	193	2.69	.83

Note: N= number, M=mean, SD= standard deviation

The table above presents the community involvement in instructional activities. The involvement of parents in their children's learning has the major role. These activities also take place at home. Accordingly, teachers were asked how much parents discuss with teachers regarding their children's performance. The mean value of this item showed that (M= 2.79, SD= .86) there was limited discussion of parents with their children's teacher depending on the students' performance. As the item witnessed, the mean value calculated is less than the center value which indicates the parents do not discuss with teacher as intended. The next item focused on how far the students have enough teaching and learning materials. The mean value of this item (M=3.46, SD= 1.05) showed that there was provision of necessary materials to some extent. Accordingly the respondents checked out that the students have relevant and sufficient supplementary materials. The selected KETB were interviewed and one of the replied as:

*Not all of the students have full education materials, but more than half have parents those can totally cover home and school materials needed for the students. A very few of them do not have such materials. For example there are students without uniform because of their parents' low economic status.*



*There are students whose learning materials were covered by the school, but their number is few. (KETB 4, 25/09/2013)*

The data leads to conclude that there was a moderate involvement of the parents in providing relevant materials for their children.

The other item was how the parents give comments based on their children`s result and the observed mean value was very low ( $M= 1.96$ ,  $SD=.33$ ). This value indicates that the family are not almost providing any comment after observing their children`s result. As the interviewed parents replied the community did not exercised commenting the schools based on the performance of the students. As most of the interviewed parents replied the community gives suggestion once on meeting day, unless they do not say anything personally or in group.

The teachers were also asked to rate their opinion on the extent of support and guidance for students at home. The teachers can observe this from the students` class activity as well as academic achievement. Accordingly they agreed that there was no encouraging practice on this issue, which was witness by mean value below the center value ( $M= 2.71$ ,  $SD= .86$ ). To strengthen this value interview was conducted with selected informants from both parents as well as KETB. The one from KETB witnessed as:

*We know the behavior of our community; a very few of them ask their children about homework or other school activity. The rest do not know what was going on, this why most the parent cry when their children fail the national exam. They nothing about the achievement of their children, they do not interfere timely. (KETB 2, 17/ 7/2013)*

So, one can conclude that the community does not have active involvement in following the students` progress on time. They do not know whether the students were doing their duties properly or not. As it was discussed in Fall, (2002), the role of community in following students` progress plays a vital role in their future life. In addition, Durisic, M., and Bunijevac, M., (2017) also mentioned that the community involvement includes also following the whole activity of the students and schools.

The other point the respondents replied was the practice of providing comments regarding the performance. Accordingly, the result showed that no encouraging experience observed by

the teachers. The mean value obtained ( $M= 2.69$ ,  $SD= .83$ ) was less than the center value, which is to say the activity is not practiced well by parents.

On the activity regarding parents encouraging and helping their children at home the result indicated that there was no habit of doing such activity from parents.

### 4.3. The Mechanisms used to improve community involvement

To describe the level of mechanisms used by the schools to improve community involvement, nine items were developed and distributed for teachers. In addition interview and FGD was conducted using selected respondents. Accordingly the quantitative result obtained from teachers was described using mean and SD and presented as follows. The qualitative result described following the quantitative result.

**Table 7 :The Mechanisms used to improve community involvement**

No	Items	N	M	SD
1	Working with PTA and KETB effectively	193	2.55	.97
2	Communicating with community during opening and closing day of school	193	3.04	.96
3	Communicating with community in frequent regular schedule	193	2.34	.76
4	Collecting finance from willing community member	193	2.72	.90
5	Inviting all community to attend regular school meetings.	193	2.66	1.04
6	Engaging them to participate in decision making	193	2,53	.92
7	promoting accountability to exercise control over schools resource	193	2.49	.96
8	Providing necessary learning equipment as requested by schools	193	3.47	1.19
9	Initiating them to take part in evaluating school activities	193	2.34	.76
	Cumulative mean	193	2.79	.49

Note: N= number; SD= standard deviation

As it was made clear in the above table, the aggregated mean value calculated ( $M= 2.79$ ,  $SD = .49$ ) shows that the level of the mechanisms used to improve community involvement was below the average. This value indicates that there was limited practice on the mechanisms listed in the items. Regarding working with PTA and KETB, there was no encouraging result. As they witnessed with mean value ( $M= 2.55$ ,  $SD= .97$ ) even though the principals arrange different ceremonies for discussion not all the community members or the representatives were very active to react as intended.

The FGD participants also witnessed that the school committees are not active as the government guide line gave them authority. One of the interviewed supervisors said,

*“The government provided the community to govern every school activities, so the principals and supervisors call them for every detail activities but the community representatives even do not know their role, they minimize their responsibility, so some of the activities lag behind” supervisor 2, 5/10/2013.*

All schools have opening and school calendar closing ceremony, but the participation of the community differ from school to school. In most of the schools they participate on closing ceremony. As the data revealed, the mean calculated from the response was (M=3.04, SD=.96). The documents referred also witnessed that the community participate on the closing date than the beginning day.

Attending the discussion and meeting ceremony programs was witnessed by the respondents that it was below the average which was witnessed by the mean rating (M= 2.34, SD= .76). Due to absence of responsible committee from regular discussion different activities were performed without the decision of the school committee. As the researcher have the experience on this issue, the KETB do not come even on different decisions. So, the school leaders extend different activities beyond their time table.

In the table above the items with better performance were communicating with community during opening and closing day of school and providing necessary learning equipment as requested by schools with a mean rating of (M=3.04, SD= .96 and M= 3.47, SD= 1, 19) respectively. These items show that providing learning equipment's was implemented more by the schools than other items, whereas, communicating at the opening and closing time was implemented moderately by the schools. The rest all items indicate that they were not sufficiently practiced by the school. From these items communicating with regular schedule has less mean which was 2.34 with SD .76, which show that there was no regular schedule for discussion. The other item with less performance is promoting accountability to exercise control over schools resource. Regarding this items the community do not have practice of u controlling the resource of primary schools. Evaluating school activity was also the item with minimum mean value. The other items like Working with PTA and KETB effectively, inviting all community to attend regular school meetings and other have mean below the neutral which show that there was no appropriate mechanisms used to improve the involvement of the community.

To substantiate the observed mean value interview and FGD was conducted. Accordingly the participants of both data witnessed that there was no mechanism efficiently employed to improve the level of community participation in the activities of primary schools. The participants of all FGD also agreed on that no mechanism continuously implemented in schools to engage the community to increase their involvement in schools.

Regarding this one of the interview supervisor replied:

*Principals and vice principals call for meeting at school, no all member of the committee can attend it even the chair persons absent from the meeting. So, it is difficult to improve the community involvement without. The principals have many jobs to cover they cannot initiate and encourage the community effectively.(supervisor 3, /10/2013)*

The focus group participants also witness that there was no sufficient mechanisms used to improve community involvement. In the FGD the respondents raised that the PTA and KETB do not encourage and lead the community, they simply go to meetings and discuss, they leave all responsibilities for school leaders, and school leaders do not have much time to initiate them to govern all activities.

One of the parents commented as follows:

*School head may be discouraged because many times, leaders at community level were active when there was general election. When the elections were over, they relaxed and even building activities takes a long time to finish.(PTA 2, 10/10 /2013)*

The school meeting comprise of all members of the community includes parents of the pupils. The purpose of the general meeting is to discuss the problems, challenges and achievement of the schools. The local people given the chance to ask questions and clarification on any issue relate to school development.

Communicating regularly with community develops their awareness and responsibility. Regarding this, Njunwa, K. M. (2010) indicates that illiteracy and ignorance of the members of community is the hindering factor for effective community participation. In the study area majority of the people, especially at rural community do not have education and they neither know how to read nor writing. Many people still do not understand the importance of

education to their children and therefore, ignore to contribute for the school development. So, they can increase their knowledge of such kind in meeting and discussion.

The documents regarding community discussions and involvement record was checked from the school. As observed document showed the meeting of the committees PTA and KETB was planned to be once in a month, but there was only 3- 4 PTA and 4-5 KETB meeting verbal in the document in April 2013 which was to be >9. This indicates that the community representatives do not communicate regularly and were not discussing on different school activities on time.

One of the interviewed supervisors added:

*There was a plan to meet once in a month as the regional education bureau guide line in all schools. But the community representatives who are PTA and KETB do not come to meeting as scheduled, for this reason most of the school principals apply different activities without their decision which needs their discussions. When there was community discussion not all of them attend the meeting, most of the community attend at school calendar closing date to follow the students result and final report presentation. Supervisors 4, 19/9/2013.*

In general, the result of the finding showed that there was no much effort invested to increase the involvement of the community, for this reason they do not do what they have to do in every schools.

#### **4.4. The challenges which affect the effectiveness of community involvement in primary schools**

To get more detailed reliable evidence for this question it was categorized in to three specific questions which are, Challenges related to management, Challenges related to resource and Challenges related to policy. The analysis of each point was displayed separately as follows.

#### 4.4.1. Challenges related to School Management

In this section challenges related to school management was displayed. The administration of schools can have its own challenge on involvement of the schools. Accordingly, items related to school management were developed and filled by teachers and were analyzed as follows.

**Table 8: Challenges related to school management**

No	Items	N	M	SD
1	Non participatory leadership style of school principal	193	4.31	1.00
2	Principals' undermine the role of community	193	4.17	.91
3	Principals lack of training how to participate the community	193	2.57	1.02
4	Principals lack of experience on how to participate in school affairs	193	4.25	1.07
5	Lack of commitment and willingness of PTA	193	3.78	1.16
6	There is lack of appreciation of the overall objectives of community involvement	193	4.23	.82
7	There is a belief that education is essentially the task of the government	193	2.43	.96
8	Principals do not only welcome and encourage parents to participate in school	193	2.47	1.10
9	There is a feeling that community don't have control over the school	193	4.31	1.00
10	The school leaders are not committed to form strong home school relation	193	4.17	.910
11	There is lack of school leadership support in promoting community engagement	193	2.57	1.02
	Aggregate mean of management related challenges		3.56	1.00

Not: N=number of respondents; M= Mean; SD= standard deviation

As presented in the table 4.4 above, the school management related items were analyzed and its calculated aggregated mean value became (M=3.56, SD = 1.002) which shows that there was highly observed challenge regarding school management which was hindering the community involvement in primary schools of the study area. The first item revealed that non participatory leadership style of school principal is one of the items with highest mean scores

in the analysis ( $M=4.35$ ,  $SD= 1.003$ ). To develop the involvement of the community the school leaders have to encourage and help the community to take part in all activities of the school rather than running alone.

Chindanya, A. (2011) showed in his study that the management system can have its own role in community involvement for schools. From the interviewed supervisors one of them replied as:

*Schools differ from each other based on their leaders, in my cluster there are six schools with different community involvement level. Most of them have financial problems but two of them solved such challenge by engaging the community to contribute different resource in kind as well as in cash. Their difference is how they encouraged their community. (Supervisor 5, 24/9/2013).*

To increase the involvement of the community it is better first to value their role. Regarding this the second item witnessed that principals undermine the role of community by having ( $M= 4.17$ ,  $SD= .91$ ) which indicated that the community role was undermined by the principals. If the principals do not accept the value of the community, they do not break through the approach of the principals and involve in school activities, rather they keep quiet and leave silently. In such conditions schools never improve their progress.

As observed in above table, in the current study principals` lack of training how to engage the community was not perceived as a cause of challenge for community involvement in their school. This item has ( $M= 2.57$ ,  $SD=1.02$ ). This shows that there was no lack of awareness and training on this activity from principals. From the researchers experience as the current regional education guide line shows the principals have to be assigned in line with established qualification and was applied in most of the schools; so, the principals have the awareness of leadership and qualification.

Lack of experience from principals also can have its own positive or negative role on creating good community involvement and the respondents were asked to rate their opinion. Accordingly most of the respondents replied that there was lack of experience from principals. As the mean of the item which is ( $M=4.25$ ,  $SD= 1.07$ ) showed the principals lack experience of engaging the community in activities of primary schools. This item witnessed that even though the principals have its knowledge they did not practiced in their daily exercise.

On the other item the teachers were asked to show their agreement was whether there was lack of commitment and willingness from PTA on community involvement. So, based on this most of them replied that there was lack of commitment from PTA by having a mean value of (M=3.78, SD = 1.16. The study conducted by Kumalo, M (2017) it was observed that most of the PTA were not committed in participating at education activities.

The other item was about a belief that education is essentially the task of the government and the respondents replied that there was no such belief which cause challenge on community involvement in the study area. On this item as the mean value (M=2.43, SD=.96) indicated the occurrence of accepting education as a task of government is minimum. On this item one of the interviewed parents Teacher Association replied that:

*We know that the role of community is a back bone for schools. Everything implemented in the schools is for the children's purpose, this is our benefit, but we miss the schools message. We do not pay attention for what was said by school principals. (PTA 6, 12/10/2013)*

As discussed in Kumalo, M., (2017), lack of awareness on the importance of their participation as the parents cause to think that the responsibility of schooling is only that of the school and the teachers. In the this study, even though it was limited, it was witnessed that lack of the community's awareness was not considered as a major challenge. On the other side the respondents were asked how principals do not welcome and encourage parents to participate in school activities and based on this they showed their agreement on this idea which is below neutral with (m=2.47, SD=1.109). So, this response indicates that the principals were encouraging the community to take part in school activities. Kumalo, M., (2017) also mentioned that Lack of good communications between school and parents (community) with all the achievements of their children at school

The principals have to have positive perception on the responsibility of the community on controlling their school, accordingly the next item focus on how there is a feeling that community don't have control over the school, and its calculated mean value became (M=4.31, SD=1.00). The data obtained from quantitative result evidenced that the outlook of the school leaders on the community's leadership was challenging the issue under investigation in the study area. On the other item the teachers were asked how the school leaders are not committed to form strong home school relation and its mean became



(M=4.17, SD=.91. This value shows that the principals` commitment was not creating good relation between the school and the community.

The last item indicated in the above table was whether or not there was lack of school leadership support in promoting community engagement and has a mean value calculated (M=2.57, SD= 1.02). The respondent witnessed that there was support to strengthen school leadership. Even though the general community engagement was not completely achieved the obtained quantitative data revealed that there was a support to strengthen the community.

To triangulate the data obtained the other tool used was the FGD and the participants discussed and point out that there were challenges related to management style. As raised in the FGD the major theme of challenges related to school management are lack of clarity on budget utilization, in appropriate treatment of students with misbehavior, absence of meeting and discussions with the community. The other point mentioned as a challenge in the study area schools was lack of awareness from school committee those who were assigned from the community like KETB and PTA.

The interview conducted to strengthen the data also confirmed that there were challenges related to school management. One of the interviewed principal stated as:

*The community wish to involve in every activity of schools but their problem is that they do not want to invest their time in meeting and discussion, this means when we call them for meeting only 50-60 percent of them come to school. In this case they do not correct if mistakes were done in schools. In addition, the committees assigned from the community do not have time to manage and follow every school activities as it was described in the guide line established by REB which is commonly called "blue print". Their responsibility is very vast but, since they do have their own work it needs their devotion to cover it. They do not have time even to aware the community the school meeting days, so, it causes challenge of school management in community involvement. (Principal 5, 9/10/2013)*

The quantitative data and qualitative data revealed that there was school management related challenge in involving the community for schools. Literatures like Chindanya, A. (2011) also point that the community should be encouraged and initiated for participating in every

activity of the schools. In addition, Haines, S. J., Gross, J. M., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015) indicated that there must be appropriate management to involve the community to participate in different mechanisms. They also state involvement as:-

*Community participation is a developing process, it must be nurtured, facilitated, and supported, and special attention must be given to overcoming institutional and personal barriers. The management of each school will be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions, (p35).*

In addition Njunwa, K. M. (2010) described that the school leaders have to develop the community's awareness on community involvement stating that by nature people do not want to participate in development of their school. He clearly stated that people perceive that only the government which is responsible for running those schools because they believe that they pay taxes for development. He included that the local governments has to aware and also encourage the community to participate in development of their school. Through the local government officials, the government influence people to see the importance of their participation to educational development (Njunwa, K. M., 2010).

Epstein, J. L. (2007) also showed that primary school students' benefit from family and community involvement and educators in primary school must take responsibility for developing goal-linked partnership programs that reach all families and that help students succeed. In general there should be appropriate relation and management in schools in order to guide, encourage and help the community to take part in school activities.

#### 4.4.2. Challenges related to Resources

In this section challenges related to the resource was presented. To get this data as discussed in the above section questionnaires were distributed for teachers and analyzed, and here their result was displayed using mean and SD deviation of the items.

**Table 9: Challenges Related to resource**

No	Items	N	M	SD
1	The community have poor economic status to provide resource to school	193	4.31	1.003
2	The community have no adequate time to spend in school	193	4.17	.910
3	The school is far away from community	193	2.57	1.02
4	There are no competent school principals who improves community involvement	193	3.78	1.16
5	The community have no well-educated member to support schools in every aspect	193	2.34	.767
6	There are no well-organized school boards	193	2.72	.90
7	There are well organized school PTA	193	2.66	1.04
8	There are no enough elite in society who have comprehensive understanding of parent participation and its effects on education	193	3.04	.92
	Aggregate mean	193	3.19	.96

Not: N=number of respondents; M= Mean; SD= standard deviation

As it was presented in the table 4.5 above the resource related challenges were listed and distributed to decide the extent of its occurrence in involving the community. Based on this the respondents confirmed that there were challenge observed as problems caused due to lack of resources in the schools. The mean of the items was found to be (M=3.19, SD = .96) which was recommended as moderate when compared with the neutral value of the mean. When specifically interpreted, item 1 has a mean value of (M=4.31, SD= 1.003), which confirms that the community has poor economic status to provide resource to schools. Lack of economic status by itself is a challenge, here it was also considered as a cause of challenge for community involvement. As the document of different years observed their yearly

contribution was very low compared to the number of the students registered in the school. Each parent pays 10-100 Birr per year in most of the schools. This means the school with maximum school contribution was 100 while the minimum is 10 Birr. Most of the schools do not have stationary, appropriate office equipment. From the interviewed parents one of them replied as:

*Our income does not allow us to support our school as intended; we have only grains and serials, which is not beyond our consumption, so we contribute only 10 Birr per year since 3 years. Before three years we pay only 5 Birr. This time education depends on economic status. So our income also influencing our children`s future. (PTA 7, 11/10/2013)*

Similar finding was observed by Kumalo, M., (2017) study that showed the hindrance of economic status in the school. As both the qualitative and quantitative data revealed, economic problem was the major challenge hindering community involvement. This led the school to do their activities without proper readiness.

The next item focused on lack of time to spend for school purpose, which was mentioned as a source of challenge for community involvement in selected schools with a mean value (M=3.17,SD=.91) which witnessed that the community representatives were not investing their time for school purpose. As the interviewed principal witnessed:

*All of the KETB as well as PTA have their own work and cannot go to school regularly as invited by the school leaders. During a meeting a very few of them attend, so most of them do not know what was taking place in the school. (Principal 6, 20/9/2013).*

The other item that discussed how the school is far away from community was not a major challenge which has a mean (M=2.57, SD=1.02). The mean calculated for this item is below the neutral value and indicates that it was not challenge when compared with other items. Item four describes lack of competent school principals who improves community involvement and has a mean of (M=3.78; SD= 1.16). This value shows that there was lack of competent principal which was found to be a challenge in involving the community in the study area. Items 4 and 5 have mean (M=2.35, SD =.76 and M=2.72, SD=.90) respectively and were not recommended as challenges for they calculated mean below the center value. These items focus on the lack of well-educated member to support schools in every aspect

and well-organized school boards. So, in the study area these points and in addition lack of organized PTA were not considered as resource related challenges. The last item has mean around the neutral value and its effect was considered as moderate. This is lack of enough elite people in society who have comprehensive understanding of parent participation and their effect on education was medium.

There was FGD and interview conducted for these items and shows that the lack of resource also caused challenge of community involvement. The group members revealed that there was lack of fund raiser and NGO around the study area, and everything regarding the school concerns the community and the government. There were KETB and PTA elected for school management, but they are busy for their own work and the chairman goes here and there due to different activities related to kebele administration purpose. The interviewed individuals also witnessed that there was challenge related to resources. The government covers some of the expenditures, the rest is the burden of the community, and this is what makes schools different.

Swift-Morgan, J., (2006) states the role of community involvement as parents often expressed that while they fully understand the importance of education, the material needs of the school, and their responsibility to contribute, they simply cannot support the school on their own. Community can solve challenges like resource if they were aware of it and handled appropriately. In the study area in general the resource mobilization was also one source of challenges in involving the community.

#### **4.4.3. Challenges related to policy**

The next table presents challenges related to policy in community involvement those analyzed with mean and SD.

**Table 10: Challenges related to policy**

No.	Items	N	M	SD
1	There is no policy in schools that links school with community	193	3.00	1.19
2	The policy is not applicable to enhance community involvement	193	3.06	1.14
3	The policy do not fully empower community	193	2.06	.47
4	Lack of education law leads to fragile school community relations	193	4.01	1.00
5	The education policy do not include necessary stake holders in PTA	193	3.17	.91
6	There is no well-defined strategy to enhance community involvement	193	3.07	1.02
	Aggregated mean	193	3.06	.76

Not: N=number of respondents; M= Mean; SD= standard deviation

As the table 4.6 above indicated the calculated mean of policy related challenges is found to be around the center (3.06) which showed that there was a moderate influence of the policy related challenges in involving the community. For this question there were 6 items developed and in this table as observed above most of them have mean around the center of the scale. Only one item which is the item regarding lack of education law leading to fragile school community relations has the highest mean which is (M=4.01, SD=1.00). Regarding the policy one of the supervisors interviewed replied as:

*The policy for community involvement is not separately established schools use the previous 1994 E.C blue print, no specific duty and responsibility, no right and obligation of the community as a policy. This why everybody involves as he/she wants. (Supervisor 3, 8/10/2013).*

In the above data they were asked how the current policy was encouraging. As pointed above there was no separate policy to comment. So it was the one with the mean below the center (M=2.06,,DS= 1.00). This item is about how the policy was not empowering the community and was found to be below the neutral. The challenge was lack of clear and separate policy which has a legal ground which was not found in the schools.

The respondents of the questionnaire also witnessed that there was no specific strategy to enhance community involvement with mean value little more than the center ( $M= 3.07$ ,  $SD=.76$ ). As the researcher's point of view no formal rule found in the school for the community involvement. Their participation based on the creativity and approach of the principals.

The FGD was conducted to get additional support for the data obtained from the questionnaires. As the participants of the FGD discussed there was no specific policy for community participation, but there is one general guide line which included the role of KETB and PTA. This guide line has the right and obligation of teachers, students and leaders, but, it does not include the right and obligation of the other school community. There is no education law which can specifically show how community involves in school activity. The interviewed individuals also added that the challenge regarding policy is lack of clear regulation on the responsibility of the community.

Every activity in the school has to have its own specific policy but in the study areas context it was not found. As Hutton, Th., and Baile, K., (2007) also indicated

*School policies are an important tool in a comprehensive approach to school safety, to solve income related challenges and students disciplinary problems. School district and school efforts to ensure a safe learning environment for all children must take into account a wide and growing variety of legal requirements regarding community involvement and other. (p1)*

In general the policy related challenges in school are not simple issue, as both data confirmed the community involvement needs clear policy in the study area. As Đurišić, M., & Bunijevac, M. (2017) discussed, today's parents are often preoccupied with the distractions and demands of daily life. Burdened by low-income, inflexible work hours and language barriers, some parents are unable to attend school activities or participate in the schooling of their children on a regular basis, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. In addition, Williams and Sanchez cited in Đurišić, M., & Bunijevac, M. (2017) identified four areas that are barriers to involvement: time poverty, lack of access, lack of financial resources, and lack of awareness. In the same way, in the study area, as witnessed from the finding there are management barrier, resource barriers and policy related barriers towards community involvement.

#### 4.4.4. The Possible Solutions to Enhance Community Involvement

This part of the analysis presents the possible solutions the schools were practicing to enhance community involvement in their schools and was presented as follows.

**Table 11. Possible Solutions to enhance Community Involvement**

No	Items	N	M	SD
1	Reorganizing education policy in order to provide mandate to community	193	2.72	.90
2	Reorganizing community to class room level	193	2.66	1.04
3	Including community involvement in strategic and operational plan	193	3.04	.92
4	Providing adequate training for school committee	193	2.49	.98
5	Establishing mandatory regular meeting with family to discuss on issues	193	3.47	1.19
6	Making political leaders to communicate education issues regularly	193	3.62	1.06
7	Making experience sharing with best performing zones of the region	193	3.36	1.14
8	Assessing community involvement progress regularly	193	1.96	.47
	Solution mean	193	2.92	.47

Not: N=number of respondents; M= Mean; SD= standard deviation

The table 4.7 presents the possible solutions implemented to enhance the involvement of the community. According When specifically described, item 1 is the solution given to identify their agreement on reorganizing education policy in order to provide mandate to community and has got mean of 2.72 with SD .90. This mean value confirm that reorganizing the policy in order to mandate to the community. The second item describes Reorganizing community to class room level and was found to be below the neutral in mean value which is 2.66 and SD .66. The third item describes the level of including community involvement in strategic and operational plan and was found to be around the neutral in mean value which is 3.04 and SD .92. The strategic plan helps to follow, encourage and evaluate the activity included in it, so that is why the community involvement activities are to be included in strategic plan to



increase its attention. The fourth item describes the level of the Provision of adequate training for school committee and was found to be below the neutral in mean value which is 2.49 and SD .98. The adequate training helps to know more about the way to involve the community in every activity needed in the school, but as observed from the finding it has got low mean value.

Having regular program with the community increases the relationship of the school and community. On the fifth item the level of establishing mandatory regular meeting with family to discuss on issues was described and found to be above the center in mean value which is (M=3.47, SD=1.19). The regular meeting with community helps to clarify more about the responsibility and way to involve in every school activity intended. As schools react with community they share their challenges and solve with the local community. Schools increase the transparency of their performance through meeting, the parents ask and know more about they were unaware. Most of the community members do not know what is taking place in schools, due to this they show reluctant in involving in school activities, if they made clear every action their involvement increase, and simultaneously the challenges also solved. The sixth item describes making political leaders to communicate education issues regularly and was found to be above the center in mean value which is 3.62 and SD 1.06. As schools react with political leaders they express their problem and solve with them. Since school leadership also covers many directions, the principals have to work with political leaders and engage them to mobilize the local community through local political leaders.

The seventh item is about experience sharing with best performing schools, woreda or others and was found to be above the center in mean value which is 3.36 and SD 1.14. Different schools act differently on community involvement. So, they have to share best experience from each other. As observed from this finding the schools in the study area most of the teachers agreed that this solution was being implemented in their schools. The eighth item was regarding assessing community involvement progress regularly and was found to be the list in implementation from all items in mean value which is 1.96 and SD.47. Most schools lack success on community involvement, so, they have to assess their procedure and come to improvement. As observed from this finding, most of the teachers in the schools of the study area agreed that this solution was no being implemented in their schools.

As the above data showed the cumulative mean of the items confirms that there was limited application of the activities listed in the items and nearer to the neutral value. To support the

observed quantitative result the FGD and interview was conducted with selected informants. Based on this the FGD participants discussed and agreed that there was limited performance on applying the appropriate solutions to enhance community involvement in their schools. The group members listed that reorganizing education policy in order to provide responsibility to the community, provision of adequate training for school committee and assessing community involvement progress regularly are the solutions not implemented properly. In addition, the interview participants agreed that there was lack of awareness creation played its own role in community involvement.

One of the interviewed supervisors discussed as:

*... The definition and understanding of the community participation is complex and tends to confuse many people. Each individual/community may have its own way of understanding the meaning of the concept. For example at my school the community do not have deep understanding about their role, so, they do not want to participate in development of their school« They rise that they do not have money and time to participate in school government. They are not aware of in what kind they can involve. So there must be training for the community to know and perform their role. Their achievement also must be assessed by schools and made clear by arranging discussion and meeting times. (Supervisor 1, 15/10/2013).*

Moreover all the data and finding obtained confirmed that there was limited effort made to implement appropriate solution necessary for maximizing community involvement in the primary schools of the study area. As the all respondents agreed on arrangement of policy regarding community involvements, awareness creation (training) for the community and evaluating the progress of the community participation level are the solutions to be worked more.

## **CHAPTER FIVE**

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

This chapter deals with the summary, conclusions and recommendations of the study in general. Therefore, major findings, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned bodies to empower community involvement as well as minimize the factors for low community involvement in primary schools of Ilu Aba Bora Zone. These all contents were presented as follows.

#### **5.1. Summary**

To achieve the goal of education countries attempt to undertake education reform and restructuring. One of such strategies has been strategies of community participation.

In order to meet this purpose, the following basic questions were designed to guide the study.

1. To what extent community involve in school governance, in instruction activities and resource mobilization in primary schools of Ilu Aba Bor Zone ?
2. What mechanisms are in place to improve community involvement in primary schools of Ilu Aba Bor Zone?
3. What are the challenges which affect the effectiveness of community involvement in primary schools of Ilu Aba Bor Zone?
4. To what extent the schools facilitate Possible Solutions to Enhance Community Involvement in the primary schools?

To answer these research questions, descriptive survey method was employed. To this effect the study was conducted in 10 randomly selected primary schools of Ilu Aba Bora Zone. A total of 198 teachers were selected through simple random sampling technique, to participate in the study. Furthermore, 50 PTA, 60 KETB, 10 principals and 5 cluster supervisors were selected by availability sampling, since the researcher believed that could get valid information especially concerning the empowerment of community involvement. To gather necessary information on the issue, 198 questionnaires were distributed to teachers, and 193 were properly filled and returned. In addition, interview was conducted with school principals and selected supervisor to extract in-depth information regarding empowerment of community involvement in primary schools.

Accordingly, the data collected from teachers through closed ended questionnaire was analyzed and interpreted by using mean and SD. The analysis of the quantitative data was

performed in the help of SPSS version 21. The data gathered through open ended questionnaire and Interview was analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Focus Group discussions (FGD) were conducted with PTA and KETB to validate the quantitative data. In addition, a document observation was carried out in the whole sampled school to observe concrete evidence such as school strategic and action SIP plan, School quarter and annual reports, minutes of PTA and KETB meetings, official letters related to community involvement, records or documents of PTA and KETB experience sharing Manual related to PTA and KETB training and other relevant documents were referred. A researcher compared the values with the center of the scale which is (3), in this paper values far below from the center were consider as “low”, nearer to the center “moderate” higher from the center. After all the research came up with the following major findings.

1. In many schools the respondents believed that community was not empowered for involvement in primary schools. In addition, the level of community participation in schools was low, (M= 2.89, SD=.49). Furthermore, it was disclosed that the community involvement was relatively more focused on resource provision for activities like additional class room construction.
2. Eventually, a close look to the low level of community participation revealed the adverse effect of different barriers. These barriers were school management related which has calculated mean of (M=3.56, SD=1.00), resource related (M=3.19, SD .96) and policy related barriers (M= 3.06, SD= .76).
3. In the study area the community participates in few instructional activities. As the respondents of the questionnaire witnessed that the parents do not have the practice of reacting with teachers on the performance of their children. The data revealed that parents provide sufficient and relevant supplementary educational materials, but have less attention for encouraging their children at home.
4. The study also evidenced the occurrence of challenges like lack of community encouragement, low economic status of the community, awareness gap among the community, work load of community representatives to guide and follow the community especially the KETB and PTA were threatening community participation to school activities.

5. In the study area the school leaders as well as the community leaders do not have the practice of assessing community involvement progress regularly which was witnessed with mean score of (M=1.96, SD= 45).

## 5.2. Conclusions

Depending on the finding of the study, it is possible to draw the following conclusions. As the current finding indicated the community involvement in primary schools was negligible. Obviously community empowerment level to primary schools is generally low. Moreover, as evidenced in this study, management related barriers, resource related barriers and policy related factors were affecting the involvement of community in primary schools of the study area. Among the management related factors, lack of responsible community representative and school leaders were the major once. In addition, lack of sufficient income from the community was mentioned as one of the major challenges that have slowed down community involvement in schools. Moreover, lack of specific strategy and policy regarding community empowerment and their right and obligation was confirmed as policy related barrier hindering community involvement in primary schools.

The finding of the study also revealed that there was a moderate participation in mobilizing and generating primary schools resource in the study area. Regarding to the challenges ,like lack of community encouragement, low economic status of the community, awareness gap among the community, work load of community representatives to guide and follow the community especially the KETB were the major problem.

In addition, as the result of the finding showed the appropriate mechanisms were not used to increase the involvement of the community. Regarding to instructional involvement the parents provide necessary materials but have insufficient practice in encouraging their children at home for learning and doing school activities.

In the study area schools, there were challenges like lack of appropriate guiding line regulation and policy community involvement, absence of regular meeting and discussions with the community, lack of awareness from school committee such as KETB and PTA.

Moreover, providing adequate training for school committee, establishing mandatory regular meeting with family to discuss on challenging issues and making political leaders to communicate education issues regularly were some of the mechanisms agreed on by the respondents in the study area.

As the all respondents agreed on arrangement of policy regarding community involvements, awareness creation (training) for the community and evaluating the progress of the community participation level are the solutions to be worked more.

### **5.3. Recommendations**

Based on the finding of the study, in order to increase the involvement of community in primary schools activities some important recommendations were forwarded as follows.

1. To increase the awareness of the community on school management the school leaders and the woreda education office should arrange short training program for the community and school committee.
2. The woreda and zone education office have to increase the awareness of school leaders regarding community involvement and mechanisms to maximize it in primary schools.
3. Principals and supervisors need to encourage community members to participate in different school activities. They also should use appropriate mechanisms to increase community involvement in their schools.
4. The woreda Education office should work jointly with administrative body to bring attitudinal changes in the communities to maximize their involvement in schools. And also they should search and work collaboratively with the other Social service sectors, NGO, individuals, institutions and other donors to solve financial and infrastructure problems in schools.
5. In addition, zone, woreda education offices and schools have to design strategies by which the community members will be trained and controlled to do their share in improving their involvement in primary schools.
6. Further researchers need to be carried out relating to factors that influence the effectiveness of community involvement in public primary schools.

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## APPENDIX

### APPENDIX A :-Questionnaire to Be Filled by Teachers

#### JIMMA UNIVERSITY

#### COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The main objective of this study is to get your responses on the practices of community involvement in education of primary schools of Ilu Aba Bor Zone. Your responses are valuable to achieve the intended objective of this study. Therefore, I kindly request you to provide your genuine responses honestly by remarking tick on the space that were designed for each item. It is confidential that your responses will be used only for the objective of this study. No need of writing your name on this paper.

**Thank You For Your Cooperation!**

#### Part I:-General Information And Characteristics Of Respondents

1. Name of Woreda \_\_\_\_\_
2. Name Of Primary School \_\_\_\_\_
3. Sex : M  F
4. Age 21-30  31-40  41-50  Above 50
5. Educational status: 1. Certificate  Diploma  A/BSC  MA/MSc  degree
6. Work Experience: 1 below 5. . 5-10  11-15  16-20  above 21

#### Part two: - The Extents of Community Involvement in School Governance and Resource Mobilization.

Please indicate your options by putting tick (✓) mark in the box under the numbers

Key: 1= Very low, 2 = low 3 = medium 4 = high and 5 = very high

## 2.1 Extent of community involvement in the governance of primary schools.

No	In the school you are teaching the community	Level				
		1	2	3	4	5
1	Have different structures in school to participate in governance					
2	Actively Participate in planning of school activities					
3	Actively Participate in decision making					
4	Continuously monitor/evaluate school performance					
5	Give suggestion on the achievement of students					
6	Give feedback about the school activities					
7	Take part in solving disciplinary problems when necessary					
8	Actively participate in meeting when necessary					
9	Are voluntary in participating in administration of school activity					
10	Encourage their children in improving their achievement					
11	Participate on evaluating the performance of school plan					

Please specify(if any) issues related to school governance-----

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## 2.2 Extent Of Community Involvement In The Resource Mobilization Of Primary Schools.

No	In the school you are teaching the community	Level				
		1	2	3	4	5
1	Are aware of their role in providing resource for school					
2	Have known plan to provide schools with resources					
3	Provide financial support for strengthening direct instruction					
4	Provide financial support additional infrastructure					
5	Support schools by providing material resource like reference books					
6	Participate by labor in school activities as required by school					
7	have regular charity program to support poor children					
8	Collect resources for school from individual owners					
9	Participate on evaluating the resource management					
10	Make school environment conducive through availing resources					

Please specify(if any) issues related to resource mobilization-----

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### 2.3. Extent of community involvement in instructional activity

No	For their children:	Level				
		1	2	3	4	5
1	Parents discuss with their teachers regarding school performance					
2	parents provide sufficient and relevant supplementary educational					
3	parents give comment after evaluating their pupils learning activities					
4	Parents help to do better the school activities at home. (study, do their					
5	Parents gave frequent feedback on their children's homework					
6	parents encourage and help at home to achieve better in learning					

Part Three: Mechanisms Used To Improve Community Involvement In Primary Schools Of Ilu Aba BorZone(Key : 1= Strongly disagree 2 = Disagree 3 = Undecided 4 = Agree and 5 = Strongly Agree

No	In the school you are teaching, the mechanism implemented to improve the community involvement include	Level				
		1	2	3	4	5
1	Working with PTA and KETB effectively					
2	Communicating with community during opening and closing day of school					
3	Communicating with community in frequent regular schedule					
4	Collecting finance from willing community member					
5	Inviting all community to attend regular school meetings.					
6	Engaging them to participate in decision making					
7	promoting accountability to exercise control over schools resource					
8	Providing necessary learning equipment as requested by schools					
9	Initiating them to take part in evaluating school activities					

Please specify other strategies in place to involve community in your primary school

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4. The challenges which affect the community involvement in primary schools of Ilu Aba BorZone(Use Strongly disagree (1), Disagree (2), undecided (3), agree (4) and Strongly agree (5))

Challenges Related To School Management

No	Items	Level				
		1	2	3	4	5
1.1	Non participatory leadership style of school principal					
1.2	Principals' undermine the role of community					
1.3	Principals lack of training how to participate the community					
1.4	Principals Lack of experience on how to participate in school affairs					
1.5	Lack of commitment and willingness of PTA and KETB					
1.6	There is lack of appreciation of the overall objectives of community involvement					
1.7	There is a belief that education is essentially the task of the government					
1.8	Principals do not only welcome and encourage parents to participate in school					
1.9	There is a feeling that community don't have control over the school					
1.10	The school leaders are not committed to form strong home school relation					
1.11	There is lack of school leadership support in promoting community engagement					

Please specify other strategies in place to involve community in your primary school-----

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#### 4.2. Challenges Related To Resources Mobilization

No	Items	Level				
		1	2	3	4	5
1	The community have poor economic status to provide resource to school					
2	The community have no adequate time to spend in school					
3	The school is far away from community					
4	There are no competent school principals who improves community involvement					
5	The community have no well-educated member to support schools in every aspect					
6	There are no well-organized school boards					
7	There are well organized school PTA					
8	There are no enough elite in society who have comprehensive understanding of parent participation and its effects child education					

#### 4.3 Challenges Related to Policy

No	Items	Level				
		1	2	3	4	5
1	There is no in school policy that links school with community					
2	There is no in school clear guide line to link school with community					
3	The policy is not applicable to enhance community involvement					
4	The policy do not fully empower community					
5	Lack of education law leads to fragile school community relations					
6	The education policy do not include necessary stake holders in PTA					
7	There is no well-defined strategy to enhance community involvement					

Please specify other challenges that are barrier to community involvement-----

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### The Possible Solutions to Enhance Community Involvement

The following table shows different alternatives to improve community involvement in school. Please rate the level of your agreement. (Use Strongly disagree (1), Disagree (2),

No	Items	Level				
		1	2	3	4	5
1	Reorganizing education policy in order to provide mandate to community					
2	Reorganizing community to class room level					
3	Including community involvement in strategic and operational plan					
4	Providing adequate training for school committee					
5	Establishing mandatory regular meeting with family to discuss on issues					
6	Making political leaders to communicate education issues with communicate regularly					
7	Making experience sharing with best performing zones of Oromia					
8	Assessing community involvement progress regularly					

undecided (3), agree (4) and Strongly agree (5)

Please specify other possible solution

(ifany)\_\_\_\_\_



**APPENDIX B :-Interview Guide For School Leaders (Principals) and Supervisor.**

**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Dear principal, I thank you for agreeing to take part in interview part of this study. The purpose of this interview is to collect relevant data regarding to community Involvement in Primary School of Ilu Aba Bor Zone. In order to take all your ideas, I will record your speech and feel free while telling your ideas for I use the information only for the purpose of academic research.

School: -----

Day of interview:-----

Time of Interview : -----to -----

1. How do community involve in the administration of primary schools, what are the activities they do to do this?
2. What types of resources does the community provide for your schools? Who communicate with community to provide this resource?
3. What are the mechanisms used in your schools to promote community involvement? Who perform these mechanisms?
4. What are the major challenges hindering the involvement of community in your schools? What are the challenges related to management, resource and policy?
5. In your opinion what are the possible solutions to enhance community involvement in your school?
6. How do you involve in instructional activities, in what types of activities do you support your children`s learning?
7. Do you have any suggestions /recommendations?

Thank You !

**APPENDIX C:-Focus Group Discussions Check list For PTA and KETB committee**

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT

**INTERVIEW ITEMS**

Dear PTA & KETB committee, firstly, I thank you for agreeing to take part in focus group discussion part of this study. The purpose of this focused group discussion is to collect relevant data regarding community involvement in Primary School of Ilu Aba Bor Zone. In order to take all your ideas, I will record your speech and feel free while telling your ideas for I use the information only for the purpose of academic research.

School: -----

Day of group Discussion-----

Time of discussion: -----to -----

1. What are the areas that you participate in school management in your school?
2. In your school how do you see the level of community involvement in school governance?
3. In your school how do you see the level of community involvement in school resource mobilization?
4. In your opinion what are the challenges that are barrier to community involvement?
5. In your opinion what are the possible solutions to enhance community involvement in your school?
6. How do you involve in instructional activities, in what types of activities do you support your children`s learning?

Thank You !

## **RARRAATUU-D**

### **Qabxii Maree gareefuulaaKoree GMB fi BBL Qophaa'e**

YUUNIVARSIITII JIMMAATTI SAGANTAADIGIRII LAMMAFFAA MUUMMEE

KAROORAA FI HOOGGANSAA BARNOOTAA

1. Adeemsa kallatti bulchiinsakeessani irratti maalmaalfa' a irratti hirmaattuu?
2. Mana barumsaakeessan keessattis adarkaahawaasni keessaanitti mana barumsa aittibulchu akkamitti ilaaltuu?
3. Mana barumsaakeessan keessattis adarkaahawaasni keessaanitti mana barumsa isaa qabeenyan biradha abbatu akkamitti ilaaltuu?
4. Akkaya adakeessanitti wantoonni hirmaannahawaas a irratti danqata' uudanda'an maalfa'i?
5. Akkaya adakeessanitti hirmaannahawaas acimsuuf maalta'uu qabu jettu?
6. Adeemsa sochii barnoota acimsuuf akkamitti dhiibbaa akkamiigootu? Sochilee akkamiifa' iin barataan keessan barnootaan akkacimu tumsituuf ?

Galatoomaa!