

THE PRACTICES OF SCHOOL COMMUNITY PARTNERSHIP IN PRIMARY SCHOOLS
OF ILU ABA BOR ZONE

BY

DINU SABIR



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

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JIMMA, ETHIOPIA



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JIMMA, ETHIOPIA

DECLARATION

I, the undersigned student declares that the thesis on the title, “**The practices of school community partnership in primary schools of Ilu Aba Bor Zone**” completed under the guidance of Dr.MebratuTafesse and Mr. AndualemMola(MA) is my original work and all sources that have been referred to and quotes have been fully indicated and acknowledged with references.

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ACRONYMS/ABREVIATIONS

ESDP - Education Sector Development Program

ETP- Education and Training Policy

GEQIP- General Education Quality Improvement Program

MoE -Ministry of Education

OECD- Organization of European Community Development

PTA- Parent Teacher Association

SCP-School Community Partnership

SPSS - Statistical Package for Social Science

UNESCO -United Nations Educational Scientific and Cultural Organization

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ABSTRACT

The purpose of this study was to assess the practices of school community partnership in primary schools of Ilu Aba Bor zone. Quantitative method with descriptive survey design was employed. About 10 primary schools, 162 teachers, 10 principals, 10 basic teacher association head, and 10 PTA head were involved. The instruments of data collection were questionnaires and semi structured interview. Quantitative data were analyzed by frequency, percentages, mean, standard deviation and t test while qualitative data were analyzed textually. It was revealed that the status of school community partnership was weak in parenting ($M = 2.72, SD = 0.93$), volunteerism ($M = 2.6, SD = 0.42$), communicating ($M = 2.84, SD = 0.76$), learning at home ($M = 2.81, SD = 0.7$) and decision making ($M = 2.88, SD = 0.75$) while moderate level of partnership in collaborating beyond the school ($M = 3.14$); school leaders are not effective in playing their role to establish strong school home partnership ($M = 2.77, SD = 0.7$); weakness in planning, low level of community income, distance of home from school, low level of literate community, and low level of school income, teachers' low level of willingness, low level of interest from community, lack of high expectation from school management were among the major factors that have affected school home partnership. It was concluded that weak level of school community partnership leads to lack of shared responsibilities which diminish students learning and academic achievement. It was recommended that school leaders are advised to prepare joint long and short term plans, establish community-teacher association committees to class room level, recognize partners with best performance. Woreda and zone education offices are recommended to provide critical professional support and training in collaboration with teachers training colleges. With Key Terms: Partnership, Parenting, Communicating, Volunteering, Learning at home, Decisionmaking, collaborating with the community.

CHAPTER ONE

INTRODUCTION

This chapter deals with the research background, the statement of the problem, the objective of the study, the significances of the study, the delimitations of the study, limitation of the study, operational definition and organization of the study.

1.1 Background of the Study

Education is universally recognized as a form of investment in human capital, which yields economic, social, political and cultural benefits (Woodhall, 1992). Moreover, it contributes to a country's future progress by increasing the productive capacity of its people. In this respect, it is believed to have the capacity to facilitate quality of life and provides more opportunities for individuals in the society and for the society as a whole (Shokla&Kaul, 1998). Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes.

In relation to this, MoE (2016) also noted that there are two main goals under ESDP IV which includes improving access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia and the other is to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resource. Thus it is possible to say that education is taken as the instrument for development both internationally and in the context of Ethiopia.

This aim of education can be attained both at individual and country level if the education system and its implementation provide pupil education of the required quality(MoE,1994) Therefore, it is possible to say that education is an instrument which can honestly be a guarantee for nations' development if the citizens are adequately educated. Schools are institutions were individuals in a community are accessed for such formal education.

A school as the center of education plays an important role in the activities for improving and developing the education system. School has a distinct role in the societies to provide access to

education. This education enables students to move beyond their experience in ways that would not be open to them in their families and communities (White, 2007). For schools to function properly alongside their objectives, leadership takes a lion's role. In line with this scholars for instance Sergiovanni (2011) and Bush(2007) suggests that the success of a school to accomplish its goals depends largely on the ability of the leaders makes a significant difference in school and student out comes.

According to Yukul (2008: 8), "leaders change the minds of others and move organizations forward to accomplish identified goals". Leadership involves follower interactions; follower's interactions take place in various different forms which over all can lead to its success (Stewart, 2006). As to scholars (eg. Lunerburg&Ornestien, 2008; Hallinger, 2005), school leadership matters in creating and sustaining a school success. Hallinger and Heck(2010) also noted that leaders can facilitate school to succeed their objective through creating vision, governance, and mobilizing resource. Hence, for education to provide the desired objective, it requires effective leadership. Effective leadership is a key factor in success of an organization. This is possible when leaders transforms potential into reality and facilitate organizational learning at the individual, group and organizational level (Leithwood, 2005).

Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization. Studies (for instance, Huber (2010) on school development and improvement have emphasized the importance of school leaders, especially from the perspective of the continuous improvement process targeted at an individual school. Therefore, effectiveness of school leaders is central to school improvement which cannot be realized without community involvement. As to MoE (2010) in ESDP IV, one of main challenges focused to improve is leadership and management capacities school level remained weak. Additionally, MoE (2006) stated that due to shortage of qualified school leader's appointment of secondary school leaders in Ethiopia is very much based on experience. So it was found that, there are challenges in performing technical management, building school culture and attractive school compound, participatory in keeping building and keeping partnership with community.

With no exception to Illu Aba Bor zone, it is a reality that schools are at different level in terms of their performance. In Ethiopia, particularly in the study area, schools that are found in similar physical and man power show significant difference in performance. This means, under nearly

similar environment including school buildings, teaching materials and human resource, schools function differently and come up with different result. Even, there are schools which possess better experienced teachers and material resources but own lower level of students' academic achievement. These differences may arise from various factors among which school-home relation is the most cited cause (Desalegn, 2005; Gashawbeza, 2014; Neigisiki & Gursel, 2013, Habtesillase, 2014).

Scholars in the field(for instance, Fullan, 1992) stated that , the closer the parent to the education of the child, the greater the impact it has on child's development and educational achievement. Community can participate in the school program through curriculum planning, financial support, voluntary labor and as tutors. In order to participate the community, the school has to build two way flows of communications in which community initiate and receive significant messages concernin school policies and practices. Therefore, the target of community partnership in a school system is to foster students' achievement. In addition, Negash(2007) stated that the concept of partnership as an active participation comprises of the idea of strengthening the power of the local people to take the initiative in the decision of formulating and implementing activities.

Partnership in this connection recognizes the people at the grassroots level can be fruitful partners in development. Encouraging active participation means instituting a partnership and relationship among various agents who can contribute for better achievements. Partnership of school and home is a crucial element to bring about a holisticschool development. According to Epstein (2002), partnership assumes mutual responsibility and respect. All partners in school, home and community partnership share the responsibilities and receive rewards based on the work they do together to enhance the academic and social growth of children. The resources of the various stakeholders are aligned, so everyone is making a contribution to the common goal of learning.

According to Mutch and Collins(2012), school partnership encourages alliances to implement effective family involvement practices in education. The goals of this partnership are to increase opportunities for families to be more involved in their children's education both at home and at school to promote children's learning and achievement. To accomplish these goals,

the partnership encourages mutual responsibility at home and at school and throughout the community to give students a better education and a good start in life (Riley, Peterson, Moreno, Goode, & Herman, 2000).

Research evidence from a wide range of studies (e.g., Alton, 2003; Biddulph, Biddulph, & Biddulph, 2003; Caspe, 2003; Cooper, 2006; Epstein et al., 2002; Gorinski & Fraser, 2006; Henderson & Mapp, 2002; Ministry of Education, 2006) shows that effective partnerships between parents, families, and schools can result in better outcomes for students. The better the engagement between school and community, the greater the positive impact on student learning. There are different forms of forming partnership with community. Epstein (2002) six dimensional schools-home partnership includes parenting, communicating, volunteering, learning at home, decision making and collaborating.

In relation to this, parenting refers to helping families establish home environments to support children learning, communicating refers to the ability to design effective forms of school-to-home and home-to-school communications about school activities and improvement. Volunteering is the process of offering assistance and supporting the goals of the school and the school improvement process. Learning at home refers to the ways families assist their children in learning activities at home including homework and other curriculum related activities. Decision making refers to including families in school decision making and developing parent leaders and representatives within the school and collaborating with the community is coordinating resources and services from the community for school to support school improvement (Epstein, 2002).

Generally, it is the school leader who can play a pivotal role in maintaining healthy relationship among the schools, the family and the community, (MOE, 2002). The school, family and community should develop partnership for the betterment of children's learning in education. Firstly, partnership can improve school climate. It also provides family service and support. It is through partnership that provision of family service and support and increasing skills in leadership is possible. Moreover, partnership helps to connect families with other families in the school and the community and help teachers in their work. When parents, teachers, students and others work with one another as partner, a caring community will be created which can favor students learning (Epstein, 2002).

Therefore, the intention to conduct this research is different documents (including inspection report) and annual report of Ilu Aba Bor Zone education office (2012) indicating that, there is low effectiveness of school leaders in creating school and community partnership. This is the very reason that motivated the researcher to conduct the study in primary schools of Ilu Aba Bor Zone based on assessing the effectiveness of school leaders in creating school and community partnership in primary schools.

1.2 Statement of the Problem

It is deeply emphasized in literature for instance Gelsthorp (2003) that school-home relationship lies at the heart of the processes of educational leadership. It is the key to success of schools where shared vision is created and objectives are achieved. This requires effective school leader. Effective leadership is an approach to improve the competitiveness, effectiveness and flexibility of the whole organization (Tschannen & Garries, 2004). Effective school leaders create and maintain school and community collaboration where individuals and group contribute to the academic, social and personal success of the school and community. Besides, MOE (2002) also put a direction that school leaders are responsible for creating partnership between the school and the community. Therefore, effective leadership is at the core of every successful school community partnership.

In EPRDF (1994) education policy and new education road map (2018) there is a direction that demands community to be highly collaborating with schools. Also, it is noted in MoE (2006) that school cannot succeed with separate effort that disregards partnership with community. In addition, some international studies (example, Bryk & Schneider, 2002, Achinstein, 2002, Newmann, 2000) show that there are very rare school leaders who form strong and sustainable community partnership. Local empirical studies such as (Mengistu, 2019; Seyoum, 2014; Mulatu, 2011; Tadewos, 2014) also revealed that schools are not functioning to the level that can be pronounced as school community partnership but rather there is weak relationship. For instance, Mengistu reported that school leaders of secondary schools are not effective in enhancing parent-school relationship. The study focused more on community involvement in school improvement. Mulatu (2011) also noted that the current level partnership of school and community was low and largely confined to contribution of resources in kind, cash and labor. However, the study focused on community involvement in school management. Besides,

Tadewos (2014) noted that the level of communication between teachers and parents is very low and not focused on improving teaching learning. Despite all these studies were conducted so far, these studies didn't address the school home partnership practices, challenges that hinder the community involvement and mechanisms that can be employed to improve level school home partnership in primary schools of Ilu Aba Bor Zone.

Moreover, as to the observation of the researcher, the school community relation in Ilu Aba Borzone primary school context is weak. There are problems with creating sustainable school and community partnership which improves students' learning. The relationship of school and community on enhancing teaching learning and improving students' academic achievement is weak. In most of the trend, parents carelessly register their children to school and do not support and control daily activities of students (Siyoum, 2014). According to Siyoum, secondary school leaders are not effective in promoting community partnership. As can be evidenced from annual educational conference report (2012) of Ilu Aba Bor zone education office, it was possible to see that there is a belief that school belongs to government and it is a government that decides exclusively the fate of students' learning. Such report may be hint to show that there is a custom of thinking that schools are autonomous in all matters and for this, they do not give much focus to contribute their share as a partner.

From community, there is a norm of not questioning schools for less achievement of students and even what happens in school. Parents may contribute financial support if positive thinking families decide to do so. For some parents educating children and making them achieve higher position is unreachable dream. There is a norm of thinking that children will run some other business after school and for this they are careless of school. Though many factors can be attributed to weak school home relation, school leadership has the major role. School leaders are not effective enough to lead beyond the circumstance and establish smooth but strong home school relations (Siyoum, 2014; Angassa, 2013; Gezahegn & Abebe, 2017). In line with this, MoE (2010) also noted that there is limited capacity of school leadership at both Woreda and school levels, in establishing and maintaining sustainable partnership of school with community.

It was also evidenced from Ilu Aba Bor Zone education office report (2020) that school and community partnership is loose. As a result of low partnership between schools and the community, most students are not getting enough support from their parents and this may also contribute to the low performance of students. The researcher has also observed the problem with reluctance in community partnership in his seven years' service of teaching and six years' service of leading schools as a principal. As can be evidenced from the report of Ilu Aba Bor Zone education office (2019) shows that the school community relation was unsatisfactory in the zonal primary schools. According to the report of ZEO(2019) community show reluctance in collaborating with school starting from registering students to critically supporting in learning at home.

However, previous studies didn't address the level of effectiveness of school leaders in creating school-home partnership, status of school home partnership, mechanisms which have been used to improve level of such practices and challenges that have limited school home partnership in primary schools. The researcher has identified that though there are studies in relation to community participation, the issue of school-home partnership has not been studied yet primary school and the current study is aimed to fill such gap. This study therefore was conducted to examine the existing effectiveness of school leaders in creating school and community partnership in selected primary schools of Ilu Aba Bor Zone to respond to the following basic research questions.

1.3 Basic Research Questions

1. What is the extent of school and community partnership in primary school of Ilu Aba Bor Zone?
2. To what extent school leaders effectively discharge their role and function to form strong school community partnership in primary school of Ilu Aba Bora Zone?
3. What mechanisms are in place to maintain effective school and community partnership in primary school of Ilu Aba Bora Zone?
4. What are the challenges that affect the effectiveness of school leaders in creating school and community partnership in Ilu Aba Bor primary schools?

5. To what extent is community ready and willing to take part in forming strong school community partnership in Ilu Aba Bor primary schools?

1.4 Objective of the Study

1.4.1 General Objective

The major objective of this study was to investigate the extent of school - community partnership in primary school of Ilu Ababor Zone.

1.4.2 Specific Objectives

The specific objectives of the study were the following.

- ❖ To identify the extent of school and community partnership in primary school of Ilu Aba Bor Zone.
- ❖ To list out the extent to which school leaders discharge their role and function to form strong school community partnership in primary school of Ilu Aba Bora Zone.
- ❖ To explore the mechanisms in place to maintain effective school and community partnership in primary school of Ilu Aba Bora Zone.
- ❖ To specify the challenges that affect the effectiveness of school leaders in creating school and community partnership in Ilu Aba Bor primary schools.
- ❖ To find out the extent to which community are ready and willing to take part in forming strong school community partnership in primary school of Ilu Aba Bor Zone.

1.5 Significance of the Study

The researcher believes that the study help to understand the school leaders' effectiveness in establishing and maintaining strong school- home partnership in secondary schools of Ilu Aba Bor Zone. The following are the major significances that the study is assumed to provide.

1. May help school leaders to identify the weakness and strength of their leadership in creating school and community partnership.
2. May give relevant information to Zonal Education office regarding how effective schools work with communities and vice versa which in turn will help them provide critical professional support to come out of the weak school –home partnership.

3. The study examines the strategy school leaders are adopting in school and community relationship. This may help school leaders in re planning on leadership strategies in creating school and community partnership so that action can be taken.
4. The study may initiate students, teachers, parents and community members involve in the process of maintaining partnership among school and community in order to increase students' achievement.
5. The study may contribute to the future quality education improvement by initiating school leaders' and other responsible parties in the zone to plan and implement strategic targets in the area of school and home partnership.
6. The findings may be used by zone education offices on designing strategies to improve quality of education
7. The findings may be used by zone education office on designing short and long term training for school leaders and sustainable community mobilization programs.
8. The finding can be used as reference by researchers with similar titles.

1.6 Delimitation of the Study

In order to make the study more manageable, the study was delimited in concepts or issues, geography and time. School leaders can include principals and vice principals, parent teachers association committee, boards and school level staff involved in leadership tasks (Pont, Nusche & Moorman (2008)). But in this study school leader refers to only principals and vice principal as they are the most responsible and accountable bodies for every management and administrative activities in the school. Concerning time the study was conducted in the years between 2020 GC to 2021 GC. In addition, though school community partnerships can be approached in different dimensions, the elements to be considered in this study are Epstein's (2002) six model of partnership including parenting, communicating, volunteering, learning at home, decision making and collaborating with school. Besides, the study was delimited to 10 primary school of Ilu Aba Bor Zone which are selected by multistage sampling method.

1.7 Limitation of The study

It is obvious that research work could not be free from limitation. One of the limitations was that most of the teachers and principals were busy by routine office and teaching activities during collecting data since it was academic year interrupted with post COVID disordered school

calendar..Some of teachers were also unwilling to fill in and return the questionnaire as per the required time. To manage the problem, the researcher had self-distributed the questionnaires and collected through help of vice principals and department heads. In addition, there were very limited local studies on school community partnership which serve as a reference for the current study. To overcome these challenges, regional and country level studies were used as a reference.

1.8 Operational Definition of Key Terms

There are key terms used at aviaries steps of this study. The operational definitions of those terms are as follows.

Leadership effectiveness: According to this study, it refers to the norm of properly accomplishing school leadership roles regarding school community partnerships.It is measured through empowering, being change agent, creating an orderly conducive environment, being a visionary school leader, human resource development.

Community:According to this study it refers to people including those who have children in school and those who do not have but indirectly getting service from school.

Partnership: In this regard partnership refers to cooperativerelation between parents, schools and communities. The areas of partnership are measured using the following key terms.

Parenting: It refers to the act of schools in helping all families to establish home environments that support children’s learning at schools

Communicating: refers to the act of designing and implementing effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children’s progress in schools as well as teachers to learn about how children do at home.

Volunteering: is the process of offering assistance and supporting the goals of the school and the school improvement process.

Learning at home: It refers to the ways families assist their children in learning activities at home including homework and other curriculum related activities.

Decision making: Refers to including families in school decision making and developing parent leaders and representatives within the school.

Collaborating with the community: According to this study, It refers to coordinating resources and services from the community for school to support school improvement.

1.9 Organization of the Study

This report of the study is organized into five chapters; the first chapter is an introduction for the study. This part consists of background, statement of the problem, objectives, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. The second chapter focuses on review of literatures in which results of the previous studies are reviewed. In this chapter general concepts and definitions, dimensions of leadership styles and related elements are discussed in detail. The third chapter focused on the design of the study and the methodologies used. In these chapters sources of data, sample size and sampling techniques, data gathering tools, data collection, data analysis and ethical issues are considered. In the fourth chapter the data collected from different sources are presented, analyzed and interpreted. The last chapter presented summary, conclusions and recommendation of the study. Reference and appendixes are added under last portion of the report.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 The Concepts of School Community Partnerships

Globally, partnership is often used to refer to the significant cooperative relation between parents, schools and communities. Hence, it is constructed as a process in which those involved aim to provide mutual support and attitude their contribution to each other so as to promote the learning, motivation and development of children in schools as it is through partnership, families and schools can achieve the goals of helping all children success (Deslands, 2009 ;Hughes and ELLIS, 2002). school and the community has positive impact for the betterment of education and student's achievement and success in school. Epstein (2002) point out that the theory of overlapping share of influence shows that the three major contexts in which students learn and grow the family, the school and community may be drawn together and becomes partners in work of education.

Epstein (2002) states that frequent interaction of schools, families and communities help students to receive common message from various people about the importance of school, of working hard in the field of education, of thinking creativity, of helping one another, and of staying in school. In the overlapping sphere of influence, the family, the school and the community may be drawn together in order to make students learn and grow locating the students at the center since the school, home and community partnership may be designed to engage, energize and motivate them to be successful.

School and community partnerships are built on relationships of trust and effective interpersonal communication. A review of the research revealed that successful school and community partnerships were created through leadership, trust, stability, readiness and sustained outreach (Auerbach, 2011; Epstein, Sanders, Sheldon & Simon 2005). Schools provide learning opportunities for the whole community. Therefore, community leadership is an essential element of educational progress (Gelssthorpe and West- Burnham. 2003). In a school where partnership are maintained, the communities including groups of parents working together create school like opportunities, events and program that enforce and reward students for good progress, creativity, contribution and excellence. on the side of the community, they also create family lie settings, services, and events to enable families to better support their children. Community minded

families and students help their neighborhoods and other families (Epstein, 2002; Hughes and Ellis, 2002 and Deslands, 2009).

The school community (teaching and non-teaching staff, the students and their parents) need to participate in the improvement process. Together they have to make decisions that affect the school. If this takes place in the schools, it means that everybody is sharing the responsibility equally and all are accountable for whatever happens. Collaboration results in greater success than individual attempts do. The leadership therefore needs to involve the whole school community in decisions that affect both the community and the functioning of the school. School community partnerships are among the currently popular reform initiatives. In these initiatives, schools expand the traditional educational mission of the school to include health and social services for children and families and to involve the broader community. Such partnerships have been found to support student learning, strengthen schools and families, and help neighborhoods flourish.

The main goal of school-family-community connections in creating partnerships for children's learning is to create a culture of success- one that enhances learning experiences and competencies across home and school as partnerships means shared goals, contributions and accountability in among partners. The idea can be further elaborated in that the benefits of school, family and community partnerships for students involve them in academic achievement, social and emotional learning (Patrikakouietal, 2005). The school, home and the community should work together putting the students at the center (Epstein, 2002). The school is designed to support and build the community around. It should also ensure that it always has close relation with the community. Community schools maintain that in order to provide better learning experiences and outcomes, resources from both the school and the community must be leveraged and coordinated to address barriers to learning, meaningfully engage families and the community.

2.2 Role of Partners InSchool Community Partnership

2.2.1 School Leaders Roles In School Community partnerships

To maintain effective partnership of school and the community, the school leaders who are the highest ranking administrators of the schools play significant roles since they are responsible for overall operation of their schools. They also need to understand that schools are public

institutions, which belongs to the people of the community by providing leadership to all key stakeholders through maintaining open, two-way communications between school and community. Generally, it is the principals who can play a pivotal role in maintaining healthy relationship among the schools, the family and the community, (MOE, 2002; Epstein, 2002 and ANRSEB, 2006).

A leader of the school with appropriate management responsibilities for activities performed in the school. As a result; they should play a vital and multifaceted role in setting the direction for schools to create school-home and community partnerships (Bass, 1990 and Fullan, 2006). Ministry of Education (2006) states that principals, the higher ranking administrators, in the school, play a leading role in maintaining health relationships between the school and the community. They are generally responsible for creating trust between the school and the community in partnerships. Hence, to develop effective school, and community partnerships programs, the school leaders along with students, teachers, parents and community members must identify goals for their collaboration. School principals are supposed to take responsibility for increasing trust in the school community by working in collaboration with the communities and becoming pedagogical leaders (Arlestig & Tornsen, 2014, p. 857).

School leaders play an important role in strengthening the ties between school personnel and the communities that surround them (Fullan, 2001). Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the schools' parents and wider community (Hargreaves et al., 2008). They also try to improve achievement and well-being for children by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organizations and by integrating the work of the school with welfare.

2.2.2 Communities and Parent Teachers Association (PTAs) roles in partnerships

According to MoE (2006) school cannot succeed without the support of the parents and community. It is therefore essential for the school principal to develop good relations with parents especially. The simplest level is to ensure that parents and communities are always informed about what is happening in the school. Parents and communities cannot provide the necessary support for learning without a good understanding of what the school actually does. Thus, the school should communicate regularly with the community, and should receive both

positive and negative feedback at regular intervals. Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools.

Parents and family members play many roles in leadership for their children education and in making partnerships in home and in school as well. Parents and other family members are essential members of the partnership team; as a result, they may serve as co-chairs of the team. A PTA or KETB representative may be one of the parents on the partnership team contribute ideas on topics that will be important for families, friendly schedule, recruit families to lead and implement activities and encourage families to participate in activities (Epstein, 2002). PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout.

Moreover, (Hughes and Ellis, 2002) point out that parents have many roles in which they can play. Firstly, parents can play as learners. Parents obtain new skills and knowledge that will help directly and indirectly with the child's educational and social development. Second, parents play as supporters. Parents enroll their children in school and ensure they are properly dressed, get to school on time, and attend each day. In short, the family and school partners foster students' academic, social, and emotional learning outcomes.

To promote shared responsibilities between families and school, and to make school- family partnership front, real partnership should be set (Patrikakouetal., 2005). In maintaining partnerships, teachers can foster parent engagement to school mainly applying three distinct type of behaviors appear in the research as Deselandes (2009) states. Regarding the teachers' roles and responsibilities, Hughes and Ellis, (2002), and Epstein (2002) point out the lists of responsibilities that are critical in increasing student achievement and developing effective school-home community partnerships. Based on their roles, teachers in the partnership team contribute ideas for family and community involvement activities linked to academic goals for students.

2.2.3 Teachers Role in School Community Partnerships

In maintaining partnerships, teachers can foster parent engagement to school mainly applying three distinct type of behaviors appear in the research(Deselandes, 2009). These identified behaviors include:Regarding the teachers' roles and responsibilities, Hughes and Ellis, (2002),

and Epstein (2002) point out the lists of responsibilities that are critical in increasing student achievement and developing effective school-community partnerships. Based on their roles, teachers in the partnership team contribute ideas for family and community involvement activities linked to academic goals for students. They also work with other teachers in the school, to reinforce the importance of connections with students' families, help teachers share their own best practices to involve families. It is also the responsibilities of teachers, to maintain high expectations for every child, treating all children and their families with respect, and to say welcome every family members feel comfortable. Moreover, teachers also provide a variety of opportunities for parents to collaborate in the teaching of children including homework activities, class projects, classroom volunteer work, field trips, etc.

2.2.4. Student Roles in School Community Partnerships

The main goal of school-community connections in creating partnerships for children's learning is to create a culture of success- one that enhances learning experiences and competencies across home and school as partnerships means shared goals, contributions and accountability in among partners. The idea can be further elaborated in that the benefits of school, family and community partnerships for students involve them in academic achievement, social and emotional learning (Patrikakouietal, 2005).

Consequently, students should have their own roles in the school leadership (Ruge, 2003). Thus, they must join and serve the school partnership in primary schools. Other members on the school partnership team value the students' ideas for and reactions to plan for partnerships. Students deliver message from school to home and home to school. Students often interpret and explain notes and memos to parents. They are also leaders in discussions with parents about home work, report cards, schools events and problems, they may have at schools. Therefore, students at all grade levels should be well informed about the goals of the partnership teams and have input to each other activities to involve their families. Only with student involvement and support will programs of school, family and community partnership succeed (Epstein, 2002).school leaders in their leadership, therefore, should have skills, attitudes, beliefs and behaviors, and should play their own roles towards students' involvement in the process of creating school-community partnerships.

2.3.Types of School- community partnerships.

Parents' participation has typically been defined as parents' engagement in activities such as volunteering at school, communicating with teachers participating in academic activities at home, and attending school events, meetings, and conferences Hill & Taylor (2000). Epstein (1995) has refined six types of parental involvement into a categorical model of parental involvement that has been acclaimed as well-defined and comprehensive Georgiou (1997) and Kohl et al (2000). Epstein's six types of parental involvement that incorporate school-based involvement, home-based involvement and home-school communication are the following.

2.3.1 Parenting

The first type of parental involvement is parenting. Parents can support their children's school success by providing a home environment that fosters readiness to learn by rearing their children in positive ways, providing healthcare and nutritious meals, and ensuring regular school attendance (Becker & Epstein, 1982; Eccles& Harold, 1996; Epstein, 1984, 1987a; Moles, 1993). This type is analogous to Grolnick and Slowiaczek's (1994) personal resources. Parents' resources not only include the behavioral resources described by Epstein's first type but also personal resources, such as parents' positive attitude, caring, and expectations toward school and learning.

Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. This involves assisting schools in understanding families' backgrounds, cultures, and goals for children

2.3.2 Parent Teacher Conference

Parent-teacher conferences are the most typical form of communication between home and school (Becker & Epstein, 1982; Shores, 1998). These conferences provide an opportunity for parents and teachers to discuss students' progress and problems and allow parents to inform teachers of family experiences that may support learning. Home-school notes are another Parents role in education of their pre-school children and its relationship with children's performance effective way for teachers to communicate with parents (Becker & Epstein). Teachers may also send home student folders that contain work for parents to review or information about school activities (Becker & Epstein1982; Eccles& Harold, 1996).

2.3.3 Volunteering

The third type of parental involvement is volunteering. Parents help and support schools by volunteering in classrooms, attending sporting events and concerts, and helping with fundraising activities (Becker & Epstein, 1982; Eccles& Harold, 1996; Moles, 1993). Moreover, while parents are at the school attending performances or sporting events, teachers can talk with them about other volunteering opportunities, their child's progress, or important school information (Epstein, 1987b). Parents' presence at school strengthens school programs and communicates to the children that school plays an important role in their lives Epstein, et.al (1997). This improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school.

2.3.4. Learning at Home

In the fourth type of parental involvement, teaching at home Epstein (1995), the teacher suggests ways that parents can help their children with homework or other school -related activities. For example, teachers frequently ask parents to read with their children, take their children to the library, and borrow books. Teachers may also ask that parent's talk with their children about their school day. Some teachers may ask that parents' provide rewards or punishments based on school performance or behavior. Parents may also review report cards, schoolwork, and tests; play games or use everyday activities to enhance academic learning; and tutor children to supplement the teacher's instruction at school (Becker & Epstein, 1982; Epstein; Moles, 1993; Shores, 1998). It involves families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.

2.3.5. Decision Making

The fifth type of parental involvement, decision making (Epstein, 1995), includes parents in decisions about school programs via the parent teachers association: PTA/PTO, advisory councils, and school improvement committees (Becker & Epstein, 1982; Eccles& Harold, 1996; Moles, 1993). Being involved in these organizations allows parents to learn about school programs, policies; curriculum, and budgets (Epstein, 1987b; Epstein et al., 1997). Consequently, parents can suggest ideas for school improvement and voice opinions about the quality of the school and school programs. Parents are also encouraged to be involved in advocacy groups independent of the school (Epstein, 1987b, 1995). These Groups review federal, state, and district budgets; report on school goals and processes, problems, and resources; and work to increase

school funding. This includes families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.

2.3.6. Community Collaboration

The sixth and final type of parental involvement is collaborating with the community (Epstein, 1995). The school collaborates with the community to identify resources and services for the school and families, and to identify ways that the school and families can help the community. Examples of collaboration are providing information to families about health, cultural, recreational, and social support resources available in the community; recruiting applications for summer programs that promote learning and talents; and showing how families and schools can serve the community by recycling or helping seniors. Epstein (2005a) continues to maintain these six types of parental involvement as a comprehensive model for examining the shared responsibility between school, family, and community in the success of children.

2.4. The Concept of Leadership

Leadership has diversified definitions and different authors also define leadership in different ways. For example Hemphill & Coons (cited in Yukl, 2008) define leadership as it is the behavior of an individual directing the activities of a group toward a shared vision. Beare, Caldwell and Millikan (1989) also defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization.

Additionally, leadership can be defined as “a complex social process, rooted in aspects of values, skills, knowledge as well as ways of thinking of both leaders and followers” (Northouse, 2013:5). Thus, it is all about the continuous process of establishing and maintaining a connection between who aspire to lead and those who are willing to follow (Hersey & Blanchard, 1984). To this end, leadership is an influence process in supporting others to work enthusiastically at the aim of shared goals or objectives.

Leadership is a broader concept where authority to lead does not reside only in one person, but can be distributed among different people within and beyond the school. Therefore, school leadership can encompass people occupying various roles and functions such as principals,

deputy and assistant principals, leadership teams, school governing boards and school level staff involved in leadership tasks (Pont et al., 2008).

However, Kotterin, Glover & Law (2000) argues that leadership and management functions can be separated out fairly clearly according to context: for him strategic development is a key function of leadership for change, while day-to-day problem solving is clearly a management function. He sees institutionalizing a leadership-centered culture as essential because it motivates and empowers people. In relation to this, Glover & Law identified that a range of talents is central to highly successful school leadership, and this includes fostering a culture of trust, developing an openness to learning, encouraging and stimulating staff learning and communicating organizational aims/vision with community in order to form partnership.

2.5. The Leadership Functions

Leadership functions are basic elements that could create development and change within a given institution. To keep in a better way, a leader maintains high morale among the members of the group being led by him. As Moshal (1998) stated the common function of leaders includes motivating members moral, supporting, satisfying the needs of members, accomplishing common goals, representing members, creating confidence and implementing change and resolving conflicts. Moreover, Moshal suggested that influence based on personal power is associated with greater effectiveness.

Furthermore, the authors identified the following six important leadership functions such as developing goals, policies, and direction; organizing the school and design programs to accomplish the goals, monitoring progress, solving problems, and maintaining order; managing and allocating resources; creating a climate for the personal and professional growth and development; representing the school to the district community. Therefore, school leaders should develop internal policies and strategies, monitor level of partnerships and solve identified problems, allocate necessary resources for school- community partnership.

2.6. The Leadership Skills

There are three kinds of skills as technical, human and conceptual. Actually, an effective leader appears to rest on three personal and basic skills such as technical skills, human skills and conceptual skills (Katz & Kahn, 1978). Technical skill refers to the proficiency and understanding of a specific kind of activity involving process, procedure or technique and this

skill is primarily concerned with working with things. Human skills are the manager's ability to work with others and build a cooperative effort with the group he/she manages and this skill is primarily concerned with working with people. Conceptual skill simply the ability to visualize the organization as a whole and this skill enables the leader to perceive and recognize the inter relationships of various factors operating within the total organization. The importance of the above mentioned skills may be appropriate at two levels of organizations. At the higher levels, the manager's effectiveness depends more upon conceptual and human skills. Technical and human skills are fit for the lower levels.

2.7. Leadership Styles

The development of schools depends on the relationship between leaders and followers in our case teachers, students, parents and community. According to Tannenbaum and Schmidt (2008), there are four major types of leadership styles that apply to all types of leaders and managers regardless of their fields of profession. These are transactional leadership style, transformational leadership styles, democratic leadership style, autocratic leadership, laissez faire leadership style.

Transactional leadership style describes working relationship of leader to follower in exchange of what each other expects and needs, such as reward system for meeting particular objectives. Transactional leaders identify primarily tasks of the followers; establish the structure, emphasis on schedule and planned work. To achieve organizational goals, followers are rewarded or punished. Therefore, transactional leadership is based on leader-follower exchange where the follower acts according to the instructions of leader and leader rewards the followers. The central thing of exchange is positive or negative compensation. The leaders praise as positive compensation if follower obeys the directions of leader. If follower neglects to follow leader's instructions disciplinary measures as negative compensation (Belias & Koustelios, 2009).

The transaction between the principal and the teacher in doing work is totally based on promise of what the teachers needs in exchange for the principals' needs. The principal may use rewards system which can be negative like punishment whenever teachers disagree with or it can be positive like praise and recognition, if teachers agree with the goal and direction set by principals (Lai,2011). School leaders with such leadership style can establish partnership with community for the benefit of students learning. This is possible by praising and encouraging community member who show commitment in school affairs as planned by school

Rue and Byras,(1990) state that democratic leaderships helpful to their followers, delegate freely and allows appropriate leadership acts to develop within group. Therefore, the involvement and participation of subordinate in different issues and activities like, decision making is increased.

Bolden, Gosling, Marturano, and Dennison(2003) also state that effective democratic and participatory school administration, leadership and management influence the trust levels of community. School principals who favor the use of the democratic style of leadership attach the same level of trust to community in the management of schools The democratic leaders in schools can use their tendency to cooperate with community to form partnerships.

The laissez-faire leadership style is sometimes called the free rein or individual-centered leadership style. This style makes the presence of the leader felt but gives workers freedom to make individual or group decisions. There is no person of authority in the organization. The manager leads the organization indirectly, he or she does not make decisions; rather he or she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he or she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. Liaises-faire leadership style is the least effective style of leadership when comparing it with transformational and transactional leadership styles.

Laissez fair leadership gives complete freedom to the group and left it up to subordinate to make individual decision on their own. Eventually, leaders provided no leadership. Under laissez fair leadership style, there is no strict follow up on the group members, therefore the members are allowed to do whatever they were to do (Hersay,1998).Principals with such style may not be effective to form strong community partnership.

2.8. The Concept of Leadership Effectiveness

Effectiveness is defined in different ways. However, as to Drucker, effectiveness perspective is concerned with whether the things we continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. The importance of leadership to schools and instructional improvement has been well documented. Leaders influence class room out comes through two primary pathways. The first path way involves leadership practices that directly influence teaching and learning, for example, through the selection, support, and development of teachers. The second includes activities that indirectly influence practice by creating organizational conditions in the school that are conducive to positive change. Each of these pathways has been linked to important student outcomes (Leithwood, etal, Silins, Mulford, & Zarins, cited in Hammond et al, 2010).

2.9 Elements of Effective Leadership

Effective leaders should acquire and maintain valuable and essential ingredients to score high level of effectiveness in the process of leadership. Scholars have different views on the kinds of these elements. Although different scholars proposed various kinds of elements of leadership, the most common elements are treated as follows.

2.9.1 Empowerment

Different views were delivered by various writers that empowerment is an act which is performed by school leaders to share authority and responsibility with teachers on matters related to classroom instructions. Ubben and Hughes (1997) stated that empowerment is giving teachers and even students a share in important organizational decisions giving them opportunities to shape organizational goals. They also added that too much control over teachers or centralization of authority over the class rooms might produce some uniformity, but negatively affecting teachers' motivation and reducing the quality of instruction. Every school leadership activity ultimately directed towards improving the quality of instruction taking place between teacher and students. The appropriate empowerment of teachers must lie in the amount of authority granted and the organizational leadership should create a conducive working environment to maintain the proper communication flow necessary to keep up the desired tasks.

2.9.2. Schools Leaders as Change Agents

The teaching and learning processes and the conditions at the school and classroom level that support and sustain school improvement. Some literatures give a great deal of attention on the

issue that school improvement has to be one of the primary tasks of school leaders. The aim of school community partners to initiate highly suggests that school leaders are key persons to introduce changes in schools. Hence, it can be viewed that school leaders should be indicators and agents of change. Accordingly, school leaders are able to introduce new culture and climate so as to be agents of change processes in schools. Gamage (2006) pointed that if the educational administrator functions as a change agent is taking the stuff with him/her. Therefore, school community partners are a systematic and sustained effort aimed at change in the effect of students' broad outcomes.

2.9.3. Creating an Orderly Conducive Environment

School leaders can play a key role in efforts of creation of sustainable and conducive school environment that ultimately promotes effective teacher professional development and student learning. Tigistu(2012) made remarks that the leader of the school has a particular responsibility to lead the staff in developing school policies to control student behavior. In this regard, school leaders are in charge of preparing and changing into action the school community partner, therefore, need to sense themselves that they are working on a condition of relatively stable job environment. Ubben and Hughes (1997) enumerate about two of the most vital premises: -

2.9.4. Being a Visionary Leader

An effective leader is highly expected to have ability to create and communicate his/ her organizational vision. Because of the success of any organization depends on having a clear vision which is accepted by the staff and other stakeholders. The definitions given to the term vision are similar in the way that writers explained. However, Cheng (2005) defined vision as an image of a future that the school staff wants to achieve or care about. This tells us that an agreed vision is a stimulant to work hard towards the desired common goals. Cheng(2005) also stated that anyone who is aspiring to be a good school leader need to have some sense of what she or he values; something to be committed and in relation to this, school leaders are responsible to create vision to which reflect their own school situations.

2.9.5. Human Resource Development

Human resource development is a process that uses developmental practices to bring about more quality, higher productivity and greater satisfaction among employees. It is a complex process and sometimes not a very well accomplished one often because of lack of focus on the part of heads. School leaders are personnel's in charge of supporting teachers in their profession.

Supporting this idea, Harris (2005) confirms that school leadership must build the capacity by developing the school as a learning community. Moreover, the HRD program must be a continuous process and should not be an overnight task.

2.10. Challenges to Effective school community partnership

Establishing and maintaining school community partnership is not an easy task. In attempts to understand factors that prevent communities from being involved in formal education, Shaeffer (1992) found that the degree of school -community partnership is particularly low in socially and economically marginal regions. According to Shaeffer, this is because such regions tend to have a lack of appreciation of the overall objectives of education, a mismatch between what parents expect of education and what the school is seen as providing, the belief that education is essentially the task of the State, the length of time required to realize the benefits of better schooling and ignorance of the structure, functions, and constraints of the school.

As to Shaeffer (1992), challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. In addition, Aggrawal (1996) also briefed that school community partnership can be weak or absent for the reasons including lack of interest, lack of training, lack of time and the like. This can be classified as teacher related, community related and principal related factors.

2.10.1. Lack of Interest

Lack of interest arises from different perspectives. According to Aggrawal (1996), teachers prevent partnership due to their unwillingness to face hostile parent, fear of failure and fear of criticism. There is also unwillingness from the side of parents due to their feeling powerless when they communicate with teachers. Emphasizing this Molnar (1996) described that education organizations, for a multitude of reasons, are reluctant to share their power with parents. He further generalizes that absence of clear roles for teachers, principals and parents makes them disinterested in school activities. Regarding this, Shea and Bauer (1997) also concluded that, the most frequent barrier to collaboration is the parents' attitude toward the school. Therefore, teachers must take the initiatives in working cooperatively and teachers must develop friendly feelings toward parents who are often critical, because of the previous school experiences of their own.

2.10.2 Lack of Training

According to Bagin (2001), inadequate training of principals and teachers can be one of the barriers of partnership in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities. Training parents in this regard requires a great deal of commitment of the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parents is the unrealistic expectation of the school and the lack of experiences and skill of parents to carry out the expected responsibilities of the schools.

2.10.3 Lack of Time

Lack of allocating appropriate time may also be another obstacle to the school- community collaboration. The teachers may not be able or willing to spare time to meet the parents. On the other hand the parents may also not be able to visit the school due to busy life styles, in addition to the lack of interest or awareness. In Butler's study (1992), it was found that teachers have little time available for meetings due to the rigid structure of the school days and parents may be too busy with their jobs and other commitments to schedule around. In addition to the rigid structure of school days, teachers may have to allocate time for their families and may not have the flexibility to meet at the parents' convenience. Thus lack of time and conflict in work schedule are obstacles to parent involvement in children's education. Therefore, busy life from the side of parents to contact teachers and the rigid structure of the school day from the side of teachers can be obstacles for parent involvement in school activities.

2.10.4 Leadership of the Principal

In the school system, the principal is a key person to organize and mobilize the schools' human and materials resources for the successful realization of the educational objectives, so as to bring about quality education. Regarding this Schiefelbein (1990) stated that a good principal has multiplier effects on his/her teaching staff. Alison (1997) noted that the more democratic the principal is, the better the community partnership will be. Also, Kandasamy and Lio (2004) also claim that the principals effectiveness as a democratic leader depends much more on his/her attitude towards participating the community and community representatives in the decision making of the school affairs.

The internal management of school is often taken care of by teams or councils with various members of the school structure. This includes the school principal, deputies, unit leaders, department heads and school board members. Regarding this Burrup (1972) stated that partnership between teacher and parent forms the basis and the only real hope for a superior school program at all levels. Principals have to sensitize, motivate and welcome the community education committee and the whole public to the school. Much of the schools' success depends on the quality and effectiveness of the schools' leadership. The role played by the school principals either hinder or facilitate community's participation in the school management. The approach and leadership style of the principal can make or break the effectiveness of the collaboration between the school and the community. The level of community partnership is predominantly influenced by the principal's leadership style. In relation to this, Koontz et.al in USAID/CSPP (2008, p.4) asserts that the school principal plays an important role in integrating and coordinating the efforts of teachers, staff member, students and parents to achieve the desired objectives of education and facilitate the overall aspects of the teaching learning process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This study was aimed to assess the effectiveness of school leaders in creating school and community partnership in primary schools of Ilu Aba Bor Zone. To this effect, the design of the research, the sources of data, the study site and population, the sample size and sampling technique, data gathering tools, the procedures of data collection, methods of data analysis and ethical consideration are presented as follows.

3.1 The Research Design

The main purpose of this study was to assess the effectiveness of school leaders in creating school and community partnership in primary schools of Ilu Aba Bor Zone. To attain this, descriptive survey design was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents within short period of time. This design helps to gather a large variety of data related to a problem under the study and it is also effective for providing a snapshot of the current behaviors, attitudes, and beliefs in a population. In relation to this, Zenebe (2002) noted that the descriptive survey method of research is more appropriate to gather several kinds of data in such a broad size rather than case study which is in depth study.

Moreover, the method also helps to provide adequate information that enables the researcher to suggest some valuable alternatives. Supporting this, Keeves (1990) has pointed out that descriptive survey design is a fact finding study with an adequate and accurate interpretation of the findings. Therefore, to have a clear picture on the existing problems and to accomplish the objectives stated earlier a descriptive survey became appropriate.

3.2. The Research Method

In order to get relevant and sufficient information on research problem, a quantitative method was used. The purposes of using quantitative method were to investigate perceptions of large number of respondents who were randomly selected (Rossman & Wilson, 1985). The quantitative approach was emphasized because assessing the practices school community partnership in the given period of time can be better understood by collecting large quantitative data. Furthermore, the qualitative method was employed as a supplementary to confirm findings from different data sources through triangulated data instruments and consequently to validate the study.

3.3 Sources of Data

3.3.1 Primary Sources of Data

The data for this research was collected from primary sources. These sources of data were primary school principals, teachers and parent teachers association (PTA). The selection of these people as a source of data is based on the expectation that they have better information and experiences with respect to the study topic.

3.3.1 Secondary Sources of Data

In addition, other primary sources of data like policy documents on community involvement, feedbacks of supervision, researches findings, and minutes in the school and the wider related literatures were seen and compared with data collected from respondents.

3.4. The Population, Sample Size and Sampling Techniques

A sample in a research refers to a subset of the population that is selected for a particular study (Cohen, Manion and Morrison 2006). Thus, the target populations of this study are primary school teachers, principals, and PTA found in the primary schools of Ilu Aba Bor Zone. From the 14 woredas of the zone 10 Woredas are selected by simple random sampling. From 10 woredas 10 cluster resource centers are selected by simple random sampling. This was because these amounts were assumed to represent schools in different circumstances in the zone. Then from those clusters, 10 primary schools are selected in the same sampling method. Thus, Tullube primary school, Bubbu primary school, Hawi Gudina Primary school, Yayo primary school, Supe primary school, Darimu primary school, Karo primary school, Bure primary school, Uka primary school, and Bacho primary schools were selected through simple random sampling techniques.

There are about 308 teachers out of which 174 (56.4%) of teachers were selected for the study using simple random sampling technique (through lottery method). The logic behind using simple random sampling technique is to give equal chance for teachers to be included in sample study and thereby to ensure the general ability of the findings. In addition to this, all sample primary school principals, basic teacher association head, PTA head were selected through purposive sampling since they are assumed to have necessary information and are limited in number. To determine the sample size of teachers, the researcher used the Taro Yamane (2016), formula. This formula has been used because it is one of the formulas in determining the sample size in probability sampling technique. Thus

Where: n is the sample size,

N is population size, e is acceptable sampling error, * is 95% confidence level

P is 0.5 assumed

$$n = \frac{308}{1 + 308 * (e)^2}$$

$$n = \frac{308}{1 + 308 * 0.0025}$$

$$n = \frac{308}{1 + 308(0.0025)}$$

$$n = 174$$

After this, proportional allocation formula are used to determine sample from each school.

Table 3.1, Sample size and Sampling techniques

| No | Name of primary Schools | Teachers | | | Principals | | | Basic teacher association head | | | PTA | | |
|--------------------|-------------------------|------------------------|-------------|-------------|--------------------|-------------|-------------|--------------------------------|--------|-------------|-------------|-------------|-------------|
| | | Populati on | Sample size | % of Sample | populatio n | Sample size | % of Sample | populatio n | Sample | % of Sample | Populati on | Sample size | % of Sample |
| 1 | Tullube | 31 | 18 | 58 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 2 | Bubu | 27 | 15 | 56 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 3 | HawiGudina | 35 | 20 | 57 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 4 | Yayo | 37 | 21 | 57 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 5 | Supé | 34 | 19 | 56 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 6 | Darimu | 25 | 14 | 56 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 7 | Karo | 27 | 15 | 56 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 8 | Bure | 26 | 15 | 58 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 9 | Uka | 37 | 21 | 57 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| 10 | Bacho | 29 | 16 | 55 | 1 | 1 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| Total | | 308 | 174 | 56 | 10 | 10 | 100 | 8 | 8 | 100 | 8 | 8 | 100 |
| Sampling Technique | | Simple random sampling | | | Purposive sampling | | | | | | | | |

3.5 Procedure of Data Collection

In conducting this study, the researcher follows a series of data collection procedures to gather data. Accordingly, the expected relevant data were gathered by using questionnaires and interview guides lines. To make the process efficient and effective in achieving the intended objectives of the study, letter of support were taken from Jimma University department of educational planning and management via Illu aba Bor zone education. Zone education office wrote letter of support via 10 woreda education offices from which sample schools are selected. In the same way, corresponding sample woredas provided letter of support to work at the sample school. After delivery of the permission letter, the researcher made clarifications on the title of the research, its objectives, and duration of stay in the site on the meeting organized by the principal.

To make the data more valid and reliable, the draft instruments were commented by advisor and pilot tested in AlmazBohmprimary which is not included in sample school before the actual study was carried out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected school. The questionnaires were collected by data collectors from each school. Likewise, interview was conducted from PTA ahead by arranging convenient time with them.

3.6 Data Gathering Tools

Questionnaire and interview were used as data gathering instruments. Each of these are discussed as follows.

3.6.1 Questionnaires

Since the study is quantitative in approach, the researcher employed closed ended (broadly) and few open ended (few, at the end of variable wise organized items) questionnaires to collect data from basic teacher association head; school principals, and teacher respondents. Questionnaires were preferred to get large amount of data from large number of respondents in a relatively shorter time with minimum cost.

Cohen et al. (2005: p.248) stated that “structured closed ended questionnaire is used to collect data from a vast number of sample”. Hence, in the current study, research questionnaire of both closed ended and open ended were used. Thus questionnaire items are self-developed by referring deeply on variables which are given focus in delimitations of the study. The items were provided

for teachers to pilot test to test for reliability and validity as well as provided for the thesis advisor of the University. The items were prepared in English but translated to Afan Oromo since instructional media at primary school use this language mainly. The open ended items rating scale from 1(strongly disagree) to 5(strongly agree) which will be filled as perceived by sample participants.

3.6.2 Interview

Besides the questionnaire, interview questions were prepared in English depending on each basic research questions. The semi-structured interview questions weredesignedtogether data from PTA representatives. The interview is conducted in Afan Oromo to make communication easier. PTA heads are selected based on the assumption that they can effectively describe the reality in the study area and they can have detailed information about the issues under investigation. The interview guide question set for respondents. Finally, interview notes weretaken; summarized and translated into English. After translation in to English, the data wereused in away that supports the quantitative findings.

3.7. Validity and Reliability of the Study

Prior to the pilot test, the questionnaire was sent to my thesis advisor and using the comments many modifications were made. The modified items were pilot tested. According to Yalew(2004), in order to check the purpose of pilot test is to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promote an appropriate relationship with respondents; and to check whether or not the respondents understand the instruments of data collection.

A pilot study was conducted prior to the final administration of the questionnaires. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of the pilot testing was to make the necessary improvements so as correct confusion and ambiguous questions. In order to check the validity and reliability the researcher selected some respondents and school in order to implement pilot test. Then the prepared questionnaires were distributed and the result of the pilot testing is systematically computed by SPSS version 22 computer program using Cornbach's coefficients alpha method.

The pilot test was conducted in AlmazBohm primary school with 22 teachers. Major modifications were made during this phase.

As to Cohen et al (2007), the Cronbach's Alpha result $\alpha > 0.9$ is taken as excellent, $\alpha > 0.8$ is taken as very good, $\alpha > 0.7$ is taken as good, $\alpha > 0.6$ acceptable, and $\alpha < 0.5$ poor. The result of the analysis is attached in appendix in table 3.2 at the back.

3.8 Method of Data Analysis

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires are checked for completion, classified and then tailed by the researcher himself. The characteristics of respondents are analyzed by using frequency and percentage.

Since the study method is quantitative and the preferred design is descriptive survey, the scores of each item (1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree) were entered in to SPSS version 22 for each respondents. Mean and standard deviation (descriptive) were used to analyze all basic questions. In addition one sample t- test and p – value (for inference) were computed. In interpreting the result of analysis, 0.05 is used as critical point. For the sake of simplicity, the mean scores are analyzed as below three, three and above three.

3.9. Ethical Considerations

In all research we have a responsibility to those being studied and research should not interfere with their physical, social or mental welfare. Therefore, there are a number of ethical considerations that took place during the study. Voluntary participation of respondents are encouraged. Letter of permission were taken from Jimma University to Ilu Aba Bor zone education office. Then from Zone, letter of support was written via each woreda and Woreda education office provided me with letter of cooperation to the sample primary schools. Then, the letter of permission was given to principals of sample school and explanations of the objectives and significance of the study were presented to respondents.

Respondents were treated fairly and equally before, during and after their participation in the study; in addition, the researcher conveys his acknowledgement to the respondents and thanks them for their cooperation. The information collected during the process of a study were kept in strict confidentiality. The finding of the study were submitted to Jimma University College of Education and Behavioral Science Department of Educational Planning and Management and Illu Aba Bor Zone Education office to be utilized for reference and planning respectively.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter of the thesis deals with presentation, analysis and interpretation of the data collected from different sources. The groups that are included in the study were primary school teachers; basic teacher association head well as PTA. Analysis and interpretation of the data gathered by different instruments, mainly questionnaire and unstructured interview and the summary of the quantitative data has been presented by the use of tables and various statistical tools. Similarly, the qualitative data were organized according to the themes, analyzed and used to strengthen or to elaborate quantitative one.

In this study, the main sources of data were 10 selected primary schools of the Ilu Aba Bor Zone. The data was collected from a total of 192 participants which consists of 162 teachers, 10 principals, 10 basic teacher association head, and 10 PTA head from the selected primary schools. Questionnaires were used to obtain data from school teachers, teacher association and principals. Questionnaires containing 67 items were distributed to 174 teachers, 10 principals and 10 basic teach association head. From this 162(93.1%) teachers and all principals and basic teacher association head returned the questionnaire. Interview was held with 10 primary school parent teacher association head.

4.1 Background Information of Respondents

Before discussing the data related to the major questions, a summary of characteristics of the respondents are presented below. Description of the characteristics of the target population gives some basic information about sex, education qualification and job experience of sample respondents involved in the study.

Table 4.1 Respondents Background Information

| Category | | Work Position | | | | | | | | | |
|------------------|-------------|---------------|------|-----------|-----|---------------------|-----|-----|-----|-------|-------|
| | | Teacher | | Principal | | Teacher Association | | PTA | | Total | |
| | | N | % | N | % | N | % | N | % | | |
| Sex | Male | 94 | 58 | 6 | 60 | 6 | 60 | 10 | 100 | 114 | 59.37 |
| | Female | 68 | 42 | 4 | 40 | 4 | 40 | 0 | 0 | 78 | 40.62 |
| | Total | 162 | 100 | 10 | 100 | 10 | 100 | 10 | 100 | 192 | 100 |
| Education status | Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 50 | 5 | 2.60 |
| | Diploma | 43 | 26.5 | 2 | 20 | 4 | 40 | 3 | 30 | 52 | 27.08 |
| | BA/BSC | 118 | 72.8 | 8 | 80 | 6 | 60 | 2 | 20 | 134 | 69.79 |
| | MA/MSc | 1 | 0.6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0.52 |
| | Total | 162 | 100 | 10 | 100 | 10 | 100 | 10 | 100 | 192 | 100 |
| Experience | Under 6 | 7 | 4.3 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3.64 |
| | 6-10 | 38 | 23.5 | 3 | 30 | 2 | 20 | 0 | 0 | 43 | 22.39 |
| | 11-15 | 55 | 34 | 3 | 30 | 4 | 40 | 3 | 30 | 65 | 33.85 |
| | 16-20 | 25 | 15.4 | 2 | 20 | 2 | 20 | 2 | 20 | 31 | 16.14 |
| | 21-25 | 18 | 11.1 | 2 | 20 | 1 | 10 | 5 | 50 | 26 | 13.54 |
| | 26 and | 19 | 11.7 | 0 | 0 | 1 | 10 | 0 | 0 | 20 | 10.41 |
| | Total | 162 | 100 | 10 | 100 | 10 | 100 | 10 | 100 | 192 | 100 |

In exploring the practices of school community partnership in primary schools of Ilu Aba Bor zone, teachers, principals, basic teacher association and parent teacher association were involved as data source as presented above. The characteristics of the respondents in terms of sex in Table 4.1 above revealed that 94 and 68 teachers were males and females respectively. From this, one can understand that, the number of females in the teaching profession is still lower compared to males in the sample schools. However, it is possible to see that female teachers are adequately represented to forward their view regarding the study. Among principals,

(60%) were males which shows that their ratio of male and female is also not proportional. Besides, all the basic teachers association and parent teacher association were male. This implies that female teachers were not proportionally represented in different leadership positions like that of their male counterpart.

The second demographic variable included in the study was educational status. Table 4.1 above shows that majority (72.8%) of teachers have first degree education level while about 43(26.5%) of them have diploma education level. This shows that all the teachers teaching at sample primary schools fit the education level requirement. It is known that teachers at grades 1-4 are required to have diploma education level while those above grades 5-8 are expected to have first degree educational status. On the other hand, this also means that they have the capacity to work effectively with parents to strengthen school community relations.

In the same way, majority (80%) of the principals have first degree education level while the rest were diploma holders. This implies that there are principals in primary schools who work below the regional standard since the guide line demands a primary school principal/vice principal to have first degree education level. In addition, 5(50%) of PTA heads have certificate level of education level while 3(30%) are diploma holders. This means the parent teacher association is not to the potential of establishing and maintaining strong parent school partnership in primary schools of Ilu Aba Bor Zone. To the researchers' point of view, parent teachers association are very important organs which can determine the bond between community and school and which can be realized if the members in PTA have knowledge and skill in theories and practices on education.

In relation with experience of teachers, the table 4.1 above indicates that 7(4.3%) have less than 6 years of experience while 19(11.7%) have experience of more than twenty six. The former may show that those teachers are less experienced and no wisdom to form strong partnership while the latter may show over experienced and fatigue in working with school community which results in weak relationship with community. However, majority (84%) of the teachers are within the good working experience to work actively with community.

Concerning the principals 3(30%) lie in the experience range of 6-10 while 3(3%) lie in the range of 11-15 years. This witness that majority of them have proper experience which provide them basic skill in working with community. Besides basic teacher association and parent teacher association also are well experienced. This is good opportunity for the primary schools since they have well experienced team which can establish strong school community partnership in primary schools of Ilu Aba Bor Zone.

4.2.The Level of School Community Partnership

The general objective of this study was to investigate the practices of school - community partnership in primary school of Ilu Aba bor Zone. Within this umbrella, the first objective of the study was to identify the extent of school and community partnership in primary school.

4.2.1 The Level of community partnership in Parenting

Table 4.2: One-Sample t-test for the mean ratings of respondents regarding level of Parenting

| No | Item | Test value =3 | | | | |
|----|---|---------------|------|-------|-----|-------|
| | | Mean | SD | T | df | Sig. |
| 1 | Parents express their feelings, desires, and opinions to school without fear | 2.40 | 1.24 | -4.29 | 181 | .080 |
| 2 | There is a trust between teachers and parents | 2.47 | 0.9 | -5.4 | 181 | .000 |
| 3 | Students are treated fairly no matter what their cultural background | 3.07 | 0.77 | .764 | 181 | .446 |
| 4 | Teachers feel respected and supported in and by the school | 2.35 | 0.90 | -9.6 | 181 | .008 |
| 5 | The school conducts a formal conference with every parent at least once a year | 3.40 | 1.18 | 4.5 | 181 | .000 |
| 6 | School help families with parenting skills to establish home environments to support children as learners | 2.68 | .60 | -6.70 | 181 | .000 |
| 7 | Total | 2.72 | 0.93 | -3.45 | 181 | 0.089 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

One of the elements to be considered in exploring practices of school community partnership was parenting. As depicted in table 4.2 above, a one sample t test was carried out to examine the extent to which parents express their feelings, desires, and opinions to school without fear.

Regarding this respondents disagree with mean ratings ($M = 2.4$, $SD = 1.24$) that parents did not express their feeling, desires and feelings to school in order to work in collaboration. Further investigation to identify difference among respondents regarding the expression of parents feelings, desires and opinions to school without fear ($t(181) = -4.29$, $p = 0.000$) reveals that there is statistically significant difference in perception of respondents. This implies that there are no trends of communication between school and parents in expressing their issues.

According to item 2 of table 4.2 above, respondents were also requested to forward their view regarding trust between parents and school. The mean value ($M = 2.47$, $SD = 0.9$) reveals that respondents disagree that there is low level of trust between community and school. This means that schools have no confidence on community to support and work with them and the community in turn may have the same feeling which has serious impact on establishing school community partnership. This was also supported by the statistically significant difference ($t(181) = -5.4$, $p = 0.000$). This implies that there has not been means to identify problems between school and parents in a way that make them work to minimize the barrier and increase the relationship between them.

Respondents were also asked to rate the level to which they agree on fair treatment of students regardless of their cultural background. As can be seen from item 3 table 4.2 above, respondents agree to medium level ($M = 3.07$, $SD = 0.77$) that in the study site there is no partiality on serving students in relation to their cultural background. Further analysis to identify perception difference using one sample t test ($t(181) = 0.764$, $p = 0.44$) shows that there is no statistically significant difference in in serving students in primary schools of Ilu Aba Bor Zone.

In dealing with the practices of community partnership with school the other element considered was level of respect of community for teachers. As can be depicted from item 4 of table 4.2 above respondents disagree that the level to which teachers are treated respectfully is below average ($M = 2.35$, $SD = 0.9$). This shows that in the existing norm, teachers are not respected to their level of effort and commitment they have for community.

Among the element that was considered in the study in the way of identifying level of parenting was the trend schools form contact with community. Respondents were requested to rate the extent to which schools makes formal conference with every parent at least once a year. It was

found out that respondents agree moderately ($M = 3.40$, $SD = 1.18$) that there is a trial to form partnership with community by keeping in contact community. Additional analysis was made ($t(181) = 4.5$, $p = 0.000$) indicating that there is statistically significant difference between the expected mean and computed mean of respondents view. According to item 5 of the table 4.2 above, the level to which school help communities with parenting skills to establish home environments to support children as learners was also assessed. The results of analysis ($M = 2.68$, $SD = 0.60$) indicates that respondents moderately agree but with highly less than average on school effort to establish positive home environment that support students learning at home. One of the PTA responded to this as follows:

“... there is relatively better relationship between school and family in the last two years. However, this doesn't include all family as well as community member with no kid from school”(PTA 007,28/5/2021).

From this interview, it is possible to see that there is partnership between school and parents but it doesn't extend its root to community level. It is known that community are composed of numerous member who are full of potential in finance, material, idea and can contribute in every aspect. This implies that there is low level of community and school partnership in the study site.

The variable level of analysis was also carried out to examine community partnership in the dimension of parenting as perceived by respondents. In relation with this the analysis ($M = 2.72$, $SD = 0.93$) implies that there is moderate but lower than average level of agreement in forming partnership. This shows that there is low level of parental support to their children's school success by providing a home environment that fosters learning as well as assisting schools in understanding families' backgrounds, cultures, and goals for children.

This shows that better beginning in parenting is limited to few parents and even community is not properly involved. Other related studies show contrary findings. For instance Kebede (2018) on the study entitled “school-community relationship in Ethiopian community school in Jeddah: status, perception and challenges” reported that the level of parenting with men rating ($M = 3.26$) were found to be medium parenting and welcoming.

4.2.2 The Level of Community Partnership in Volunteering

The second element considered in the study was volunteering between school and community. The following table presents the extent to which school home partnership is established in volunteering as perceived by respondents.

Table 4.3: One-Sample t-test for The Mean Ratings of Respondents view in Volunteering

| No | Item | Test value =3 | | | | |
|----|--|---------------|------|-------|-----|-------|
| | | M | SD | T | df | Sig. |
| 1 | Schools offers youth service learning opportunities for students who want to volunteer in the community | 2.20 | .491 | -21.7 | 180 | .000 |
| 2 | Schools helps staff in how to work with parent and community volunteers | 3.29 | 0.27 | 3.029 | 181 | .003 |
| 3 | Schools ask family how they would like to participate as volunteers | 2.70 | 0.07 | -3.78 | 181 | .000 |
| 4 | Schools encourage community members to become involved as Instructional assistants in classrooms, libraries, and computer labs | 1.90 | 0.8 | -1.23 | 181 | .023 |
| 5 | Schools encourages family and community members in covering the school fee and transportation for students in need | 3.07 | 0.04 | .926 | 181 | .356 |
| 6 | Schools have a program to recognize school volunteers for their time and efforts | 2.80 | .87 | 3.04 | 181 | .003 |
| | Total | 2.6 | 0.42 | -3.28 | 181 | 0.063 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

According to table 4.3, item 1 intends to identify if schools offers youth service learning opportunities for students who want to volunteer in the community. As shown in this table respondents disagree with mean ratings ($M = 2.20, SD = 0.49$) that there is no trends of sending students to community to serve volunteer service. Additional analysis using one sample t test ($t(181) = -21.7, p = 0.000$) implies that there is statistically significant difference among respondents in helping staff in how to work with parent and community volunteers. This reveals that schools are poorly working with community development through volunteerism.

Respondents were also requested to rate their view on trends of schools leaders in helping school staff on how to work with parent and community volunteers. Item 2 of the table 4. 3 shows that respondents agree moderately ($M = 3.29$, $SD = 0.27$) that school leaders are trying to assist school staff in working with community. Additional analysis to test the level of perception difference using one sample t test shows that there is statistically significant difference in making effort to plan and communicate with school staff to make them work with parents and community. Despite this the analysis shows slightly above average value which indicates that the norms of achieving such task is not deep rooted in way that brings long lasting change.

Among the important contribution that community can do for school is providing their support through volunteering on what they can. This requires schools to push community to identify different group of volunteers. As can be seen from table item 3 of table 4.3 above, respondents agree moderately in lower than average ($M = 2.70$, $SD = 0.07$). This implies that there is no strong commitment from school to inform and identify volunteers in the area they can contribute best for school.

It is known that the potential resource that schools have is community at large. Therefore schools are expected to identify and encourage volunteers that can work positions like instruction and administrative affairs. The item 4 of table 4.3 above shows respondents disagree ($M = 1.9$, $SD = 0.8$) that community is not working with school by volunteerism on areas like instruction. Further analysis using one sample t test ($t(181) = -1.23$, $p = 0.029$) witness that with statistically significant difference among respondents community and school have no in encouraging community members to become involved as instructional assistants in classrooms, libraries, and computer labs.

Data were also collected from respondents concerning the partnership of community and school in supporting needy children as indicated in item five. In relation with this it was found out that schools encourage community to help economically students who cannot cover their educational expense ($M = 3.07$, $SD = 0.04$). It is known that there are students who are at a struggle in following schools because of difficulties to cover education expense. Though respondents agree to the level of average it shows that the level of performance is not to satisfactory level. This shows that schools need to plan further to increase number of volunteers who support students in need.

The last item incorporated as item of analysis was the level to which schools have program to recognize school volunteers for their efforts. As to the opinion of respondents there is below average level of trends in recognizing volunteers ($M = 2.80$, $SD = 0.876$). From this it is possible to see that schools are not aware of initiating other volunteer by recognizing partners that work with schools.

The factor level analysis was also computed to find out the status of school community partnership in the dimension of volunteerism was also computed. It was depicted in the analysis that ($M = 2.6$, $SD = 0.42$) that the level of volunteerism is low as perceived by respondents. This indicates that as atypical school in developing country, the primary schools have a lot of gaps that can be filled from community through voluntary act. However the analysis shows that there is weak level of partnership in this dimension. Findings from other areas contradict this.

4.2.3 Community Partnership in the Dimension of Communicating

One of the components investigated in the school community partnership was communication. The table 4.4 below presents analysis of level of community partnership according to data obtained from respondent's opinion.

Table 4.4: One-Sample T-Test for the Mean Ratings of Respondents Regarding Communicating

| No | Item | Test value =3 | | | | |
|----|--|---------------|-------|-------|-----|-------|
| | | M | SD | T | df | Sig. |
| 1 | Use students as communication agent between the school and partnership | 2.68 | .637 | -6.74 | 181 | .045 |
| 2 | Involve parents and the community in school opening and closing ceremonies | 2.76 | .637 | -5.12 | 181 | .01 |
| 3 | Inform parents about academic performance of children | 2.80 | .711 | -3.85 | 181 | .035 |
| 4 | Use direct contact with families having academic or behavioral problems | 3.26 | .790 | 4.41 | 181 | .028 |
| 5 | Teachers and parents communicate frequently about students' performance | 2.71 | 1.054 | -3.65 | 181 | .07 |
| | Total | 2.84 | 0.76 | -2.99 | 181 | 0.037 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As stated above, item 1 of table 4.3 notifies that respondents agree moderately but with lower than average value ($M = 2.68$, $SD = 0.63$). This shows that though students are agents between school and home they are not serving in communicating what school expects from home and what schools need from schools. This means that schools are not aware of using this potential and thus are not effectively communicating with students as well as parents. Further analysis using one sample t test to investigate perception difference indicates that there is statistically significant difference ($t(181) = -6.74$, $p = 0.045$) between perception of respondents in using students as communication agent between school and community. Therefore, schools need to use students as means of communication regularly since it is impossible to have regular meeting with community to form smooth communication between schools.

It is known that among the common means of communication, one is conference with community on opening and closing day of school. Regarding this item 2 of table 4.4 above shows that respondents agree with less than average ($M = 2.76$, $SD = 0.637$) and the further analysis to check level of significance shows that there is statistically significant difference between the perception of respondents computed mean of respondents ($t(181) = -5.12$, $p = 0.01$) in involving parents and the community in school opening and closing ceremonies. This indicates that there is communication with parents but not community as a whole and even this strong culture of communication in schools of the zone before earlier time is getting loose.

It is known that one of the ultimate goal every activity in school is students' academic performance. Therefore schools are expected to communicate regularly with families and communities on academic performance of students. Despite this the item 3 of table 4.4 above revealed that respondents disagree ($M = 2.8$, $SD = 0.711$) that schools do not inform parents about academic performance of children. This means primary schools in the study site is not effectively reporting students' academic performance on regular basis which may serve for intervention in improving students' academic performance.

In dealing with school community partnership in the dimension of communicating, respondents were also asked to rate the extent to which they agree on communicating personally with students with academic and behavioral problem. In relation with this, respondents agree with

more than average mean ratings ($M = 3.26$, $SD = 0.79$) that there is a trend of communicating with parents with students having discipline and academic problem. It can be respondents reacted as such on the practices of schools in communicating with misbehaving students to reduce commonly disrupting students.

The last item considered was the extent to which school establish frequent communication of teachers and parents. It found to be below average ($M = 2.8$, $SD = 1$) that teachers rarely join parents to discuss on academic issues. This means schools are not making partnership with families to make them involved in improving learning and academic achievement and parents themselves are hence not concerned about their children's learning.

In relation with this one of primary school PTA reacted according to the following.

"...school community communicates some times. For instance, there is education conference at the beginning of school year and we meet, also at the closing date of school. During these days we communicate through students. However, many students do not honestly send the message to family and for this many parents do not attend such meetings..."(PTA010,8/6/21)

The above interview shows that community has no regular and consistent communication with school to contribute for realization of school vision. Therefore, it supports the quantitative findings that the level of communication is not strong enough to support students learning. Generally, the factor level analysis was also carried out to the extent to which school communicate with community.

Other related studies(for instance Azeref, 2014) on the study entitled "leadership role of principals in creating effective school-home-community partnership: the case of North Shoa zone secondary schools" noted that The effectiveness of principals in communicating and specifying the roles of key players in maintaining effective school-home and community partnership is taking place at an average level. Azeref further reported that in communicating students' academic performance and achievements the school principals have been found to use a multiple of communication mean. This report goes against the present findings which cab because of differences in geographic settings. As shown above, the quantitative data supported by qualitative findings reveals that schools didn't design effective forms of school-to-

home-to-school communication that enables parents to learn about school programmer and their children progress in schools as well as teachers to learn about how children do at home.

Thus the aggregate level of analysis indicate that community and school communicate weakly (M = 2.84, SD = 0.76) as perceived by respondents. Therefore it is possible to say that schools perform weak in designing and implementing effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children’s progress in schools.

4.2.4 Community Partnership in the Dimension of Decision Making

Under the school community partnership, the partnership of school and community in decentralized autonomy to make decision in school issue was also considered. The following table 4.5 presents the level to which school and community share the decision making autonomy as rated by respondents.

Table 4.5: One-Sample t-Test for the Mean Ratings of Respondents in Decision Making

| No | Item | Test value =3 | | | | |
|----|---|---------------|------|-------|-----|------|
| | | M | SD | T | df | Sig. |
| 1 | Community is consulted before important decisions | 3.05 | 0.7 | .54 | 181 | .587 |
| 2 | Community take on leadership roles and become involved in decision making | 2.99 | .595 | -.25 | 181 | .803 |
| 3 | Community Participate in teacher carrier structure growth | 2.49 | .756 | -9.2 | 181 | .000 |
| 4 | Community participate in taking corrective actions on teachers | 2.63 | .745 | -6.67 | 181 | .000 |
| 5 | Participate in decision concerning school budget | 3.65 | .973 | 9.07 | 181 | .000 |
| 6 | Participate in decisions concerning instructional issues | 2.51 | .819 | -8.14 | 181 | .000 |
| | Total | 2.88 | 0.76 | -2.44 | 181 | 0.23 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As can be seen from table 4.5 above, the trend of consulting families before making important decision was assessed and the results of analysis(M = 3.05, SD = 1.27) shows that there is

average level of communicating on school important decision. This means at least schools consult community representative when decisions are made on serious issues. The second item of table 4.5 above supports this since respondents rated to the average ($M = 2.99$, $SD = 0.59$). This reveals that there is a trend of taking role as leadership role in school and involved in decision making. It is known that community is represented by parent teacher association as well as education and training board. So as to the opinion of respondents on item 1 and 2 it is possible to state that there is partnership of school and community in sharing issues for decision making.

According to item 3 of table 4.5 above, participants of the study were also asked to rate their view on community participation in teacher carrier structure. It is stated in school administration blue print that community needs to be involved teachers carrier structure growth (MoE, 1994). Despite this the respondents disagree ($M = 2.49$, $SD = 0.756$) that community representatives are not invited to decide on the fate of carrier structure growth of teachers. If community is involved in such very sensitive issue they could decide properly to make provide for properly working staff and prevent those who are reluctant in accomplishing their task. Further analysis also shows that there is statistically significant difference between expected mean and calculated mean of respondent's opinion.

As can be seen from item 4 of table 4.5 above, in the study the extent to which community is involved in taking corrective action on short comings in school were also assessed. In relation with this it was found out that respondents agree moderately but with highly lower than average ($M = 2.63$, $SD = 0.745$) implying that there extent to which school invite community monitor and take corrective action on teacher is lower than average. Therefore it is possible to see that community is not well involved for both the benefit of community as well as benefit of teachers.

According to item 5 of table 4.5 above, the other issue investigated in the study was about participation of community in decision making process on budget issues. This was one the element which can serve as indicator of partnership between school and community. Regarding this respondents agree more than average ($M = 3.65$, $SD = 0.973$) witnessing that one of the most areas of community involvement in decision making is on their participation in budget administration. This indicates that community is involved in fund raising as well as budget allocation. It is known that schools usually report their revenue and expenditure during closing day of schools.

The analysis also considered the extent to which there is a partnership between schools and community in the area of instructional issues. Instruction the core issues in school which requires true community partnership. As to the analysis from item 6 of table 4.5 it was found out that respondents agree lower than average ($M = 2.51$, $SD = 0.819$, $t(181) = -8.14$, $p = 0.000$). Therefore, it is possible to say that there is under involvement of community in involving community in decision making on teaching learning process which can be also witnessed from statistically significant difference between respondents average opinion and expected mean. From interview note, the following were taken as supporting evidence to this:

“...I have been PTA head for this school for the last four years. I have been participating in major decisions. For instance we decide on discipline issues, on school budget, on purchasing as well as income generating activities....however, this decisions are core decision and we do not involve in areas like academic matters. The other shortcoming is that the decision is not communicated with family.....”(PTA 08,1/6/21)

This interview shows that schools involve school committee in decisions mainly in areas of administration than academics. Moreover, it shows that schools do not sell the decisions made with school committee to wider community which may affect their involvement for implementation of the decisions. This was also supported by previous studies (Koang, 2017). In the study entitled performance assessment of community school partnership program in Itangwereda of Gambella region reported that there is very loose relationship between community and school in decision making. Moreover, Seifu(2018) in the study entitled “decision making practices in the case of secondary and preparatory schools of Addis Ababa City Administration” noted that the status of school based decision in secondary school of some selected sub cities indicated that the practices of school stakeholders in decision making was insufficient and lack of proper coordination and involvement.

The factor level of analysis from data obtained was also computed. As to this, respondents moderately agree with less than average ($M = 2.88$, $SD = 0.76$) that there is underrepresentation of community in school decision making issues which shows that there is no trusting school community partnership. Participation of community is therefore not meaningful in school management, which may decrease a sense of responsibility for the improvement of the

school. Therefore, it is possible to sum up that community and schools are far apart in working with one another in decision making.

4.2.5 Community Partnership in the Dimension of learning at Home

Under this element, the extent to which schools provide information to families about how to help students at home with learning related activities was explored. Therefore the extents to which teachers guide parents to assist children’s learning at home was assessed as responded by participants of the study. .

Table 4.6: One-Sample t-Test for the Mean Ratings of Respondents on Learning at Home

| No | Item | Test value =3 | | | | |
|----|---|---------------|------|--------|-----|-------|
| | | M | SD | T | df | Sig. |
| 1 | Teachers have specific goals and activities that keep parents informed about students learning | 2.35 | .618 | -14.26 | 181 | .030 |
| 2 | The school link parents with resources and activities that promote learning | 3.87 | .817 | 14.33 | 181 | .0300 |
| 3 | Teachers help parents understand student assessments, and results | 2.68 | .630 | -6.94 | 181 | .060 |
| 4 | Teachers help parents link home learning activities to learning in the classroom | 2.37 | .737 | 6.73 | 181 | .000 |
| 5 | The school includes parents and other community members in developing children’s learning outside of school activities. | 2.81 | .698 | -3.71 | 181 | .000 |
| | Total | 2.816 | 0.7 | -0.77 | 181 | 0.024 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As can be observed from item 1 of table 4.6 above the extent to which teachers own specific goal and activities that keep parents informed about students learning was explored. Accordingly, respondents disagree with mean ratings (M = 2.35, SD = 0.618) that there is weak level of teachers performance in setting goal and identifying activities that orient parents on the area they could help parents. It is also observed from the analysis that there is statistically significant difference ($t(181) = -14.6, p = 0.030$) between the perception of respondents in specifying goals and activities that keep parents informed about students learning. This shows teachers are not aware of and not working in communicating learning goals with parents.

According to item 2 of table 4.6 above the extent to which school link with parents to make parents utilize materials that facilitate learning at home was also assessed. Regarding this item 2($M = 3.87$, $SD = 0.817$) shows that schools are initiating parents to use materials that facilitate learning at home. This may show that schools principals communicate with parents at least to provide their children materials that support teaching learning.

The third item of table 4.6 above intends to identify the extent to which teachers help parents understand student's results of assessment. As to respondents opinion, it was found out that teachers practice less than average ($M = 2.68$, $SD = 0.630$) in communicating with parents on areas of learning and assessment. This is among the crucial task that schools need to work on. This means parents are not well informed about the status of their children academic achievement which may make students not to focus on students' academic achievement since they are not in control both from school and home.

According to item 4 of the same table above, respondents were also requested to rate the extent to which they agree on the practices of teachers to help parents in linking learning at school with home learning activities. Respondents disagree ($M= 2.37$, $SD= 0.737$) that teachers are not effectively communicating with parents as partnership to support students at home in relation to what they learn at school. Further analysis on these shows that there is statistically significant difference ($t(181) = 6.73$, $p = 0.000$) that teachers do not help parents in linking home learning activities to learning in the classroom. This implies that parents are not aware of how and what the students are doing in school as a result of which students are not accessed to home support in learning.

“... parents send their children to school and think that it is teachers' mandate to teach. Therefore it is possible to say that family has problem. Schools also do not provide homework and make parents follow up students' activity” (PTA 08,1/6/21).

Other related studies support these findings. For instance (Tadele, 2018) in the study entitled “assessment of community participation in education: the case of lideta sub city” reported that parents involvement in their children's education at schools' levels, lacks strength. As to Tadele, community leave burden of teaching students on school than individually supporting their students at home.

The overall analysis in relation to the level of partnership concerning learning at home was identified in the study. As to the view point of respondents the primary schools of Ilu Aba Bor zone have no necessary partnership ($M = 2.81$, $SD = 0.7$). This implies that schools do not design and organize a regular schedule of interactive homework that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.

Thus the level of interactive activities shared with at home or in the community, linking schoolwork to real life by encouraging, listening, reacting, praising, guiding, monitoring, and discussing on academic issues is weak. Weak performance of schools in this regard implies that schools are not exerting their possible effort to strengthen students in academic area by working with parents. Despite this, by any means only school effort cannot change the education problem the country is experiencing except parents are well involved.

4.2.6 Community Partnership in Collaborating

The last category of elements in school community partnership investigated in the study was learning at home. Under this the level to which school identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development were investigated as presented in table 4.7 below

Table 4.7 One-Sample t-test for the mean ratings of Respondents in Collaborating

| No | Item | Test value =3 | | | | |
|----|---|---------------|-------|--------|-----|--------|
| | | M | Std | T | df | Sig. |
| 1 | The school develops formal social networks to link teachers with their parent | 2.69 | .591 | -7.153 | 181 | .000 |
| 2 | The school encourages local civic and service groups to become involved in schools | 2.85 | .717 | -2.792 | 181 | .006 |
| 3 | The school offers afterschool programs for students from Community | 3.66 | .989 | 8.998 | 181 | .000 |
| 4 | The school provides service to community in the different area | 3.58 | 1.025 | 7.664 | 181 | .000 |
| 5 | The school make community use of school facilities, e.g. class rooms, library and halls | 2.86 | .649 | -2.969 | 181 | .003 |
| 6 | The school encourages staff to participate in community service learning opportunities | 3.24 | .926 | 3.520 | 181 | .001 |
| | Average | 3.14 | 0.81 | 1.21 | 181 | 0.0016 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As can be observed from item 1 of table 4.7 above, the extent to which respondents agree on the practices of school in establishing social network with parents was identified. As to this table respondents agree moderately but with less than average ($M = 2.69, SD = 0.59$) that there is low level of community partnership in the areas of helping with fundraising events, offering after school programs for students with support from community businesses, agencies, and volunteers, providing service to community in the different area by working with students, parents, and other community members. Thus it is possible to say that schools rarely form community partnership by connecting teachers with individuals and members in community. This is supported by item 2 of the table 4.7 above that the school is not active in encouraging local civic and service group to become involved in schools ($M = 2.85, SD = 0.717$). In addition, the analysis to investigate perception difference between the average ($t(181) = -2.79, p = 0.006$) shows that there is statistically significant difference between them. Thus it is possible to say that there is weak network of community and school.

Respondents also rated on the extent of their agreement if school offers after school program for students from community. As can be seen from this, it is possible to say that there is above average ($M = 3.66, SD = 0.989$) level of their collaboration. This may concern involving students in sports and different team work in village to strengthen partnership of school and community.

According to item 4 of table 4.7 respondents forwarded their view how school provides service to community in different areas. Respondents agree ($M = 3.58$, $SD = 1$) that in addition to providing education to their children, the data shows that schools are collaborating with parents by providing additional support. This support may include providing adult education, providing in kind gifts to family of students with very poor economic background.

In dealing with partnership of school and community, concerning using facilities like classroom and libraries, respondents agree moderately ($M = 2.86$, $SD = 0.64$) and further analysis to identify its level of significance shows that there is statistically significant difference between assumed mean and computed one. It is known that in some areas schools are resource centers than any other community area and community expect using some resources like school field, libraries, class rooms for different purpose and the like. However, respondents report that there is lower than average use of such resources by community as a result of which there is loose relationship in this dimension

As can be seen from item 6 of table 4.7 above, the level to which school encourage staff to participate in community service learning opportunities were also assessed. In relation with this it was found out that there is higher than average level of staff participation in community service learning opportunities ($M = 3.24$, $SD = 0.926$). This implies that teachers are involved in providing services like teaching opportunities to society in the form of adult education and the like. However, the computed value is slightly more than average that schools are not accomplishing their duty in such a way that their relationship between school and community is not strongly founded.

The overall investigation to identify the extent to which school and community collaborate was investigated in table 4.7 above. To this it was found out that the analysis ($M = 3.14$, $SD = 0.81$) shows that there is slightly above average level of practices of collaboration between school and community. This analysis indicate that there is better level of collaboration meaning that community services, resources, and partners are slightly integrated into the educational process to strengthen school programs, family practices, and student learning and development.

4.3 The Extents of School Leaders in Discharging Their Role and Function

In this section of the analysis, the level to which school leaders accomplish their task in relation to maintaining healthy school community relationship was explored.

Table 4.8 Level of School Leaders in Discharging Their Role and Function

| No | Item | Test value =3 | | | | |
|----|--|---------------|------|-----|-------|------|
| | | M | SD | T | df | Sig. |
| 1 | School leaders formulate strategic and action plan of the school on community partnership | 2.42 | .89 | 181 | -8.74 | .000 |
| 2 | School leaders involve parents in decision making | 2.23 | .89 | 181 | -11.2 | .000 |
| 3 | School leaders mobilize the community to contribute resource | 3.28 | .66 | 181 | -14.5 | .000 |
| 4 | School leaders allow community to follow up teaching learning process | 2.09 | .607 | 181 | -20.2 | .000 |
| 5 | School leaders prepare evaluate the school plan implementation in the area of community partnership | 3.35 | 1.24 | 181 | 3.81 | .012 |
| 6 | School leaders prepare evaluating criteria to evaluate the school plan implementation in the area of community partnership | 2.97 | 1.28 | 181 | -.347 | .729 |
| 7 | School leaders identify strengths weaknesses, and challenges encountered | 3.08 | 1.23 | 181 | .898 | .371 |
| | Average | 2.77 | 0.97 | 181 | -7.18 | 0.15 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

According to the table 4.8 above, the extent to which school leaders discharge their role to establish and sustain school community partnership was investigated. To this effect, the item 1 of table above tried to assess the extent to which school leaders formulate strategic and action plan of the school on community partnership (M = 2.42, SD = 0.89). In line with this, it was found out respondents disagree that school leaders perform highly lower than average on designing long and operational plan to connect home with school.

As can be seen from item 2 respondents also reacted on the item "School leaders involve parents in decision making". Regarding this they disagree (M = 2.23, SD = 0.89) that school leaders practice weakly in co working with parents in making decision. As a result of this the school may lack a sense of ownership, morale and commitment among the stakeholders. More over community are not empowered to mobilize resources and motivates parents to show less interest in their children's education.

Thirdly, the study also investigated the extent to which school leaders mobilize the community to contribute resources to school. Respondents agree moderately ($M = 3.28$, $SD = 0.66$) that school leaders mobilize resources from community to run school activities. In one hand this is one of the mandatory activity that principals are highly expected to do since schools are rarely provided with finance. For this they cannot run daily routine without mobilizing resources from community. In spite of this fact, the data indicate that the average is slightly above average that school leaders are not fully exercising their role perfectly.

As to item 4 of table above, the extent to which school leaders allow community to follow teaching learning process was also seen. To this effect, respondents it was found out that respondents disagree moderately ($M = 2.09$, $SD = 0.607$) which shows that school leaders are poorly exercising their role and responsibility. It is known that teaching learning is the core activity in school which requires close follow both from government and community also. Community can follow teaching learning through supporting and controlling their kid, participating in family meeting and providing sharp comments and individually communicating with teachers and school leaders. However the statistically significant difference value entails that school leaders are poorly performing in working with community in instructional dimension.

The other important contribution that school leaders can do for school is making community to develop sense of ownership. Data collected from the respondents reveal that the school leaders are making effort to make community to develop sense of control over school resource ($M = 3.35$, $SD = 1.24$). This implies that community has good relationship with school in the area of following up of school physical resources. However, the data show that there is statistically significant difference between expected men and computed mean ($t(181) = 3.81$, $p = 0.012$).

As can be seen from item 5 of table 4.8, the other element seen in identifying the extent to which school leaders evaluate performance of community activity was explored. Regarding this, respondents agree moderately ($M = 2.97$, $SD = 1.28$) school leaders are accomplishing their task in relation to monitoring and evaluating school community relations moderately but lower than average. This shows school leaders in primary schools of Ilu Aba Bor Zone are not exhaustively performing to their expected level in evaluating school community partnership to take corrective measures.

Parent teacher association were requested during interview to tell their view regarding the extent the performance of school leaders in creating school community partnership with respect to each dimension. One of the PTA stated the following.

“...principals are working their best possible. They are arranging meetings, collecting materials from community, work with PTA, and are contributing to their best potential. Despite this there are short comings because of lack of time and getting fatigue with routine activities...”.(PTA, 001 22/05/2021).

This implies that there is effort from school leaders but are not as such successful in creating school community partnership because of lack of providing focus. In general, the aggregate level of respondents view regarding school leaders’ performance to establish healthy school home relationship was investigated. This is also supported by previous studies. For instance, Alemu(2015) reported that school leaders school leaders hardly focus on establishing strong school home partnership. According to Alemu, school leaders focus on collecting finance from parents and involving labor work than creating synergy to make them involve in every aspect.

Therefore, the overall analysis shows that respondents disagree ($M = 2.77$, $SD = 0.97$) that school leaders are not properly attempting to exercise their role and responsibility to create school community partnership. The effectiveness of principals in communicating and specifying the roles of key players in maintaining effective school-home and community partnership is taking place lower than average level. The interview also revealed that there were problem in distributing leadership to other key players giving their own share.

4.4.The Mechanisms to Maintain Effective School and Community Partnership

It is known that improving the school-community relationship is the key for the school improvement. Schools that engage families in their children’s learning are tapping in to a rich source of information and expertise and can help build communities. Therefore, in these study possible strategies that should be put in place to improve school community partnership was presented below.

Table 4.9 Mechanisms to Maintain Effective School and Community Partnership

| No | Item | Test value = 3 | | | | |
|----|---|----------------|-------|--------|-----|------|
| | | M | SD | T | df | Sig. |
| 1 | Setting clear school policy to guide school- community partnership | 3.34 | 1.109 | 4.078 | 181 | .000 |
| 2 | Restructuring school board at kebele level | 3.04 | .991 | .59 | 181 | .550 |
| 3 | Organizing school community meeting to attend meeting at least once a month | 3.10 | .307 | -39.4 | 181 | .000 |
| 4 | Ensure that all partners share a common vision | 3.41 | 1.024 | -7.81 | 181 | .000 |
| 5 | Provide on-going professional support and training for teachers in working with parents | 3.81 | 0.93 | -2.37 | 181 | .019 |
| 6 | Assign PTA at class level | 3.27 | .680 | -14.48 | 181 | .000 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

In an attempt to create effective school, improving the school-community relationship is crucial. This is because they are interdependent and failure on one part harms teaching learning and the whole school activity. The strategy for improving school community relationships to create effective school involves the collective responsibilities of the school staff, parents and community. In relation with this, the above table presents some of the strategy that can be implemented to create healthy school home relationship as perceived by respondents. As can be seen from item 1 of table 4.8 respondents agree that among the strategy that can be used includes designing clear school policy to guide school-community partnership (M = 3.34, SD = 1.09). Besides the analysis (t (181) = 4.078), p = 0.000). This means there is no school policy that pushes school leaders to establish working effectively and creating partnership with community. Because of this some schools having creative leaders work best with communities while those who are not aware run school to accomplish school mission which cannot be achieved in separate school effort.

As can be seen from item 2 of table 4.8, the extent to which restructuring school board can be used as second strategy was also investigated. The analysis (M = 3.04, SD = 0.991) which shows that respondents agree on reorganizing school board in a way that can involve active member which can work with school. This may mean that in the previous cases, the structure includes some government structure which does not actively work with school. Therefore, in this

understanding, restructuring, organizing and training concerned bodies in school board could help establishment of strong school board.

In the study, the extent to which respondents agree if reorganizing school community meeting to be conducted one a month was also a strategy to improve school community partnership was also requested. To this as can be seen from item 3 of table 4.8 they agree moderately with more than average value ($M = 3.10$, $SD = 0.307$) that it is possible to relationship between school and community if community member is able to discuss with school regularly. This means as community discuss with school they could be able to understand what school expect from students as well as community. To do so there must be school policy that governs both school and community without which this cannot be in effect.

It is known that having shared vision matters in achieving school goal which cannot be true without proper community school communication. The data collected from respondents ($M = 3.41$, $SD = 1.02$) shows that respondents agree on the importance having shared vision. The statistically significant difference between the expected and computed means assure that shared having common vision works in establishing strong school community partnership. The other element incorporated as a strategy is “Providing an on-going professional support and training for teachers in working with parents”. This element is rated as the highest strategy among the supposed solutions to be put in place to strengthen school community partnership. In relation with this, respondents agree with more than average rate ($M = 3.81$, $SD = 0.93$) that it is possible to upgrade the low level of school community partnership through scaling up the awareness of school community through frequent training and monitoring and evaluation in the form of training.

Moreover, as to item 6 of table 4.8 above, respondents also rated their opinion if “assigning PTA at class room level” can be solution. In relation with this, it was found out that respondents agree ($M = 3.27$, $SD = 0.68$) with slightly more than average that this element can be a strategy to set against weak relationship between school and community. Regarding this it is known that according to school administration blue print schools parent teacher association is structured to school level. This structure is relatively active among different community organization despite its failure to establish and sustain strong school and home relationship. Therefore, respondents

believe that establishing PTA at grade level using parent of students in the grade level besides PTA at school level can be sound solution to loose school home relationship.

Respondents to interview also list out few of the strategy to overcome weak school community relationship. For instance one parent teacher association noted the following

“...it is possible to improve school community partnership by providing training to stake holders, making plan with stake holders and improving rules and regulations that force community to work with school”(007/28/6/2021).

The above interview transcript shows that there is a possibility to improve school community partnership by improving awareness of stake holders, having shared vision and designing school policy that govern school community partnership. Therefore, it is possible to sum up that setting clear school policy to guide school- community partnership, restructuring school board at kebele level, organizing school community meeting to attend meeting at least once a month, ensuring that all partners share a common vision, providing on-going professional support and training for teachers in working with parents and assigning PTA at class level were the major specified mechanisms to establish strong school community partnership.

4.5 The Challenges Hindering Positive School - Community Relationships

The fourth basic objective of this study was to identify barriers that hinder school community strong relationships. Under these challenges in relation to leadership, resource and attitude were investigated as presented in table 4.10 below.

Table 4.10 Challenges Hindering Positive School - Community Relationships

| No | Item3 | Test value =3 | | | | |
|----------|--|---------------|-------|--------|-----|--------|
| | | M | SD | T | df | P |
| 1 | Challenges In Relation To Leadership | | | | | |
| 1.1 | Weakness in defining the work to be done in creating community partnership | 4.10 | 0.61 | -13.26 | 181 | .000 |
| 1.2 | Weakness in planning on school community partnership | 3.74 | 0.63 | -9.66 | 181 | .000 |
| 1.3 | Weakness in briefing what is planned to stake holders | 3.98 | .88 | -.252 | 181 | .801 |
| 1.5 | Weakness in evaluating performance | 2.86 | 1.09 | -1.75 | 181 | .081 |
| | Average | 3.67 | 0.80 | -5.23 | 181 | 0.22 |
| 2 | Challenges in Relation To Resource | | | | | |
| 2.1 | Low level of community income to work with school | 3.25 | 0.64 | -3.20 | 181 | .002 |
| 2.2 | Distance of home from school | 3.70 | .91 | -10.35 | 181 | .000 |
| 2.3 | Low level of literate community to support students at home | 3.31 | 0.82 | -3.69 | 181 | .020 |
| 2.4 | Low level of school finance to form communication channels with community | 3.21 | 0.56 | -2.44 | 181 | .015 |
| | Average | 3.367 | 0.732 | -4.92 | 181 | 0.0092 |
| 3 | Challenges In Relation To Attitude | | | | | |
| 3.1 | Teachers low level of concern/ willingness | 2.85 | 0.29 | 1.602 | 181 | .111 |
| 3.2 | Low level of interest from community | 4.2 | 0.98 | -5.939 | 181 | .000 |
| 3.3 | Lack of commitment of PTA | 2.47 | .70 | -6.299 | 181 | .000 |
| 3.4 | Low level of expectation from school management | 3.88 | .74 | -2.201 | 181 | .029 |
| | Total | 3.35 | 0.677 | -3.20 | 181 | 0.035 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As to Jain and Saakshi (2005) leadership is a process of influencing others to make them cooperate enthusiastically in the achievement of group goals. In this sense, the extent to which failure to create strong school community partnership was explored and presented in table 4.10 above. As indicated in item 1.1 of this table the extent to which “weakness in defining the work to be done in creating community partnership” was investigated and the result was found to be rated as agree (M = 4.10, SD = 0.61). This means respondents agree that there is a weakness in

identifying and defining things to be done in order to create community partnership. This is because community cannot have strong bond with school except clear task is performed to reshape weak relationship. This is among the highest rated challenge hindering creation of school community partnership as perceived by respondents. One sample t test ($t(181) = -13.6, p = 0.000$) shows that there is statistically significant difference in perception of respondents in agreement on weakness in defining the work to be done in creating community partnership.

Under leadership, the other specific challenge investigated was planning. As perceived by respondents, weakness of school leaders in planning on school community partnership was found to be above average ($M = 3.74, SD = 0.63, t(181) = 9.6, p = 0.000$). Here, it was indicated above that schools leaders are weak in their ambition in planning detail task to be done to strengthen school community partnership. In addition, according to item 1.3 of table 4.9, weakness in briefing what is planned was also rated to be among the barrier ($M = 3.98, SD = 0.88$). This may indicate that school leaders are also not properly communicating things which are planned for school and broader community.

The other challenge investigated was weakness in evaluating performance. As can be seen here it was found out that respondents agree with lower than average ($M = 2.86, SD = 0.9$) perception that school leaders' failure to evaluate their performance can be a barrier despite this barrier is not as bigger as other elements discussed above. This is probably due to the fact that government body (education office as well as supervisors) repeatedly push schools to evaluate tasks they did with community.

Resource related challenge was the second category of barrier that was assumed to hinder school community relation. According to item 2.1 of table 4.10 above, communities level of income as a barrier was investigated and found to be one the factor ($M = 3.25, SD = 0.64$). As to this analysis, community's level of economy may have impact on their relationship with school. In this perspective it is clear that in communities with very low level of income, the parents of students may not want to pass their time in school instead use the time for income generating purpose for their daily life. This mean they don't want to take the opportunity cost of sending their children

to school as well as spending their time and resource in support of schools. Hence, this analysis show that the level of communities level of income is one of the barrier.

As can be seen from item 2.2 of table the extent to which distances of home from to school and vice versa affects school community partnership was also investigated. Respondents agree that problems related to distance of school from home is among the main challenge ($M = 3.7$, $SD = 0.91$). This reveals that though there is rapid schooling in Oromia, there are still parents in village who are obligated to send their children to school far away specially to upper grade primary school level. This means parents cannot attend regular school meetings to discuss teaching learning issues; they cannot monitor students school attendance properly, they cannot fully collaborate with school and school themselves cannot be confident to make frequent discussion with parents. Therefore it is possible to say that distance of school from home is among the challenge that minimizes school community partnership as can be evidenced from the statistically significant difference between computed and expected mean.

The other important element added to factors that affect formation of effective school community partnership was the level of literate parents to support students and school. Regarding this respondents agree ($M = 3.31$, $SD = 0.82$) that in the community there are high level of community who are not well informed on education and can support both their kid and school. This means they cannot design long and short term objective their children and provide due support to strengthen in achieving this goal. This may result in idle students who attend schools on for means of spending time than being visionary kid. The statistically significant mean difference ($P = 0.02$) shows that low level of literate community member and parent is among the barrier that is hindering formation of strong school community partnership. In addition to this, low level of school finance ($M = 3.21$, $SD = 0.56$) was also seen as a barrier as perceived by respondents. This means there are schools who fail to communicate with parents and community even by printed letter to communicate with parents. The overall analysis shows that resource is among the barrier that hinders formation of effective school home relationship.

The third challenge explored in the study was attitude. Under this the behavior in relation to level of teacher's willingness, level of community interest, commitment and expectation from school

management were seen. In relation with this, it was found out that teachers concern/interest ($M = 2.85$, $SD = 0.29$) is among the problems. This means that teachers' low level of concern in importance of creating strong school community partnership is a barrier to this extent. It is clear that teachers matter to achievement of any school objective.

In item 2.3 of table 4.9 above, the level of community's interest in working with school was investigated. Regarding this, it was found out that there is low level of community willingness ($M = 4.2$, $SD = 0.980$, $t(181) = -5.93$, $p = 0.000$). This reveals that community is not committed to involve in parenting, volunteering, communicating, learning at home, and collaborating with school. Willingness of community is among the serious challenge any school get difficult to overcome. This is because students pass large proportion of their time at home and achieving mission of school without significant community contribution is impossible.

The other element investigated in the study as to factors affecting school community partnership was commitment of parent teacher association. As can be seen from item 2.4 of the above table, it is possible to see that respondents disagree with less than average ($M = 2.47$, $SD = 0.70$) that the level of practices of community representative (PTA) cannot be nice factor for reducing weak school community partnership. As can be observed from this analysis it is possible to state that respondents believe that PTA are one of the school structure which is functioning to the possible effort despite their function depends on influence. Therefore, PTA's commitment is among the least rated factor on barriers that hinder creating strong school community partnership.

The last one that was assumed to contribute badly to make schools own weak relationship with community was low level of expectation from school management. As can be seen from item 2.5 of table 4.9 above respondents agree ($M = 3.88$, $SD = 0.740$) that school management have low level of expectation from community. This means if the school has prior history of failure both in internal efficiency and in working with community, they fail to build hope and confidence on community which lead them to have low expectation. As already known a management with low expectation from community may not plan and accomplish.

In relation with this, from interview with parent teachers association, the following interview transcript was identified.

“...as I said the level of community relationship is getting improved. However, there are still problems including attitude of parents. Many parents send only their children to school but do not follow up even they do not come to school meetings. They think that teachers and school leaders should take all responsibility for children learning. The other problem is that some community members are poorer in economic level and do not support schools even by attending meetings to provide their idea. Principals are doing their best but sometimes they arrange meeting on days on which community cannot come to school”(PTA001,10/13).

The overall level of analysis concerning the factors affecting community partnership in relation with attitude was also computed. Regarding this it was found out that respondents that community participation is affected by individual attitude towards participation. As observed from above table, it is possible to see that teachers’ low level of concern/ willingness, low level of interest from community, lack of commitment of PTA and low expectation from school management are attitude related barriers to loose school community relationship.

In general the following the following graph shows aggregate level of challenges that affect school community partnership in primary schools of Ilu Aba Bor Zone.

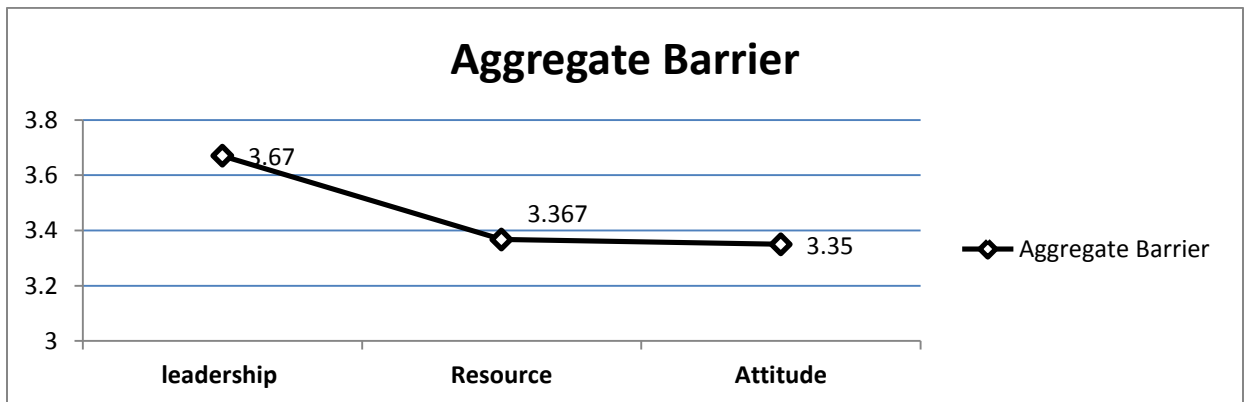


Fig3.1 Comparative level of Challenges that Affect School Community Partnership

This was also supported by related findings (Tadele,2014;Habtesilasse,2014). Habtesilasse (2014) for instance reported that lack of skill, lack of knowledge and poor understanding about their roles and responsibilities due to lack of training or insufficient training; lack of appreciation objectives of education; lack of time and poor economic status; reluctance, lack of

commitment and willingness, the belief that KETB and PTA were the major barriers. From this, it is possible to state that among the major challenges that affect community school relationships include: communities lowering their potential contribution and over expectation on school, level of economy of parents, school leaders' failure to properly plan and implement. Therefore, it is possible to say that school leadership, physical and financial resource as well as attitude towards partnership are major barriers

4.6: Community Readiness and Willing in Forming Strong School Community Partnership

The last basic research question of the study was intended with identifying the extent to which communities are ready to form and maintain effective school home relationship. Recognizing that communities differ greatly in their willingness, in this study the following elements were analyzed from data collected from respondents.

Table 4.11 Community Readiness and Willing in Forming Strong School Community Partnership

| No | Item | Test value =3 | | | | |
|----|---|---------------|------|--------|-----|-------|
| | | M | SD | T | df | Sig. |
| 1 | Community have willing to send their children to school | 3.14 | 0.42 | 1.35 | 181 | .177 |
| 2 | Community are willing to participate regularly in school meeting | 2.82 | 0.71 | -2.35 | 180 | .020 |
| 3 | Community believe that they have more responsibility to make schools successful | 2.69 | 1.03 | -4.09 | 180 | .000 |
| 4 | Community are willing to contribute any resource to school | 2.84 | .656 | -13.2 | 181 | .031 |
| 5 | Community are ready and willing to support their children at home | 2.41 | .835 | -22.8 | 181 | .020 |
| 7 | Average | 2.78 | 0.73 | -6.182 | 181 | 0.049 |

Key: Mean value above 3 shows agreement and mean value below 3 shows disagreement

As stated above, the final objective of the study was to identify the extent to which community are ready and willing to take part in forming strong school community partnership. To this end the extent to which community has willing to send their children to school was investigated. Respondents agree (M = 3.14, SD = 0.42) that the surrounding community have confidence on school to some extent and send children to school willingly. It is known that in some areas

community have no willingness to send their children to school but they do so because of lack of choice. However, this witness that the community have positive attitude for schools.

The second element investigated in the study was community's willingness to participate regularly in school meeting. Regarding this it was found out that respondents agree lower than average ($M = 2.82$, $SD = 0.71$) that community is not willing to attend school meeting regularly which can be helpful to create strong school community relationship. It is known that as the level of partnership between school and community become loose, the reverse is true that community do not have willing to pass their time in school. Since school is common property for school and community, their commitment to discuss with each other regularly matters in improving school performance. According to item 3 of table 4.10 above, the extent to which community feels sense of responsibility was computed as perceived by respondents. In relation with this it was found that the level of community in feeling responsible for school success is lower than average ($M = 2.69$, $SD = 0.52$).

Respondents were requested to rate the extent to which the community is willing to contribute resources to school. As to respondents opinion, the level of communities willingness to provide resource to school is lower than average ($M = 2.84$, $SD = 0.65$) which entails that the norms of feeling sense of ownership and supporting school is not strong. It is known that in decentralized education system schools get financial, material and administration support not only from government but from community. Despite this, it is possible to say that there low level of willingness from community as can be perceived from the statistically significant mean difference between the expected population mean and computed one ($t(181) = 13.2$, $p = 0.031$).

To this end, in analyzing the readiness and willingness of community to take part in school, from item 5 of table 4.11 it was found out that community show low level of willingness ($M = 2.41$, $SD = 0.835$). According to respondents view, community has no good experience of working on supporting students at home. Therefore, they are not interested to help students at home with home-work and other curriculum-related activities. Further analysis was carried out if there is statistically significant difference between computed mean and supposed population mean. As can be seen from item 5 of table 4.11 above there is statistically significant difference ($t(181) = 2.8$, $p = 0.020$) in perception of respondents from expected population mean that community are not ready and willing to support their children at home. One of the interviews noted as follows:

“...there is weakness in school community relations. This weakness is attributed to different bodies among which communities’ part is the important one. As I said before, there are community members who want only to send their children to school without providing necessary support for students and schools. There are many parents who do not attend community meetings, there are also parents who believe that school only belongs to teachers and school leaders...”(PTA 003, 22/05/2021).

From this interview, it is possible to see that community is not active enough to support schools in every aspect. This shows that there is reluctance from community to work with school as partnership is weak. The variable level of analysis was also computed to identify the level to which community are ready and willing to form strong partnership with school. In relation with this, the respondents disagree with mean ratings ($M = 2.78$, $SD = 0.73$) that there is weak level of communities readiness in establishing consistent strong collaboration with school. Further analysis to check the difference in perception of respondents from population mean ($t(181) = -6.18$, $p = 0.04$) shows that there is statistically significant difference that community are not ready and willing enough in working with school. The above interview as well as quantitative data reveals that communities are not adequately ready to do their best to work with school. Therefore it is possible to sum up that though the educational decentralization policy empowers community to decide in matters pertaining to their concerns the local community is not well motivated to participate in development activities in their schools willingly without obligatory rules and enforcement mechanisms based on one’s own interest, understanding and belief. This implies that there must be strong and consistent community mobilization from school leaders and Woreda administration.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

In the previous sections of the study, introduction, review of related literature, research design and methodology, data presentation, analysis and interpretation were made in chapters one to four. In this fifth part of the study, summary of the major findings, conclusion made on the bases of the findings and suggested recommendations to be useful to enhance the practices of community involvement in Ilu Aba Bor Zone primary schools were presented.

It was mentioned in introduction part that, the school, family and community need to have partnership for the betterment of children's learning in education. Any school effort to achieve desired goal cannot succeed without true and consistent partnership between school and community.

About 10 selected primary schools of the Ilu Aba Bor Zone, 162 teachers, 10 principals, 10 basic teacher association head, and 10 PTA head from the selected primary schools took part in the study. In the study, descriptive survey design of quantitative method was employed. Questionnaires containing 67 items were distributed to about 174 teachers, 10 principals and 10 basic teacher association head. From this 162(93.1%) teachers and all principals and basic teacher association head returned the questionnaire. Interview was held with 10 primary school parent teacher association head.

Therefore, the core purpose of this study was to assess the practices of school community partnership in primary schools of Ilu Aba Bor Zone. In relation with this the study had the following basic research question:

1. What is the extent of school and community partnership in primary school of Ilu Aba Bor Zone?
2. To what extent school leaders discharge their role and function to form strong school community partnership in primary school of Ilu Aba Bora Zone?

3. What mechanisms are in place to maintain effective school and community partnership in primary school of Ilu Aba Bora Zone?
4. What are the challenges that affect the effectiveness of school leaders in creating school and community partnership in Ilu Aba Bor primary schools?
5. To what extent are community ready and willing to take part in forming strong school community partnership in primary schools of Ilu Aba BorZone ?

Summary of Major Findings

- The first objective of the study was to determine the extent of school and community partnership primary school of Ilu Aba Bor Zone.
- ❖ In relation with this it was revealed that the aggregate level of community partnership in the dimension of parenting lower than average ($M = 2.72$, $SD = 0.93$) showing that there is low level of parental support to their children's school success by providing a home environment that fosters learning.
- ❖ As to the analysis in chapter four, it was revealed that level of school community partnership in the dimension of volunteerism is low ($M = 2.6$, $SD = 0.42$) indicating that there was weak culture of serving school in the community.
- ❖ Besides, the extents of communication between school and community were assessed. The findings show that community and school communicate weakly ($M = 2.84$, $SD = 0.76$) implying that there is no effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools.
- ❖ It was also found out that there was also relatively lower than average ($M = 2.88$, $SD = 0.76$) status of community involvement in decision making. The study show that there is underrepresentation of community in school decision making issues which shows that there is no meaningful community involvement in school management in primary schools of Ilu Aba Bor Zone.
- ❖ The extents of community partnership on learning at home was found to be low ($M = 2.81$, $SD = 0.7$). This implies that there is no custom of helping students at home in learning by

parents and schools themselves have no trends of supporting students and parents to communicate in academic issues at school.

- ❖ The overall extent to which school and community collaborate was also investigated in study. It was found out that the analysis there is moderate ($M = 3.14$, $SD = 0.81$) level of collaboration beyond the school meaning that community services, resources, and partners are slightly integrated into the educational process to strengthen school programs, family practices, and student learning and development. The qualitative findings support the quantitative data.
 - The second basic research question was aimed to determine the extent to which school leaders discharge their role and function to form strong school community partnership in primary school of Ilu Aba Bora Zone. According to the analysis from data collected both quantitatively and qualitatively, it was found out that respondents disagree moderately ($M = 2.77$, $SD = 0.97$) implying that effectiveness of principals in communicating and specifying the roles of key players in maintaining effective school-home partnership is taking place at lower than average level.
 - It was also the issue of the study to identify the mechanisms is in place to maintain effective school and community partnership in primary school of Ilu Aba Bora Zone. In general the study found out that to establish and maintain school community partnership, primary schools in the study site should set school policy to guide school community partnership; restructure school board to include all important stake holders; organize school community regular meetings once in a month, set shared vision with community and provide ongoing professional support and training for teachers and community representatives.
 - Finally, in the study investigations were made to identify the challenges that affect the effectiveness of school leaders in creating school and community partnership in Ilu Aba Bor primary schools.
- ❖ Regarding this it was found out that weakness in defining the work to be done in creating community partnership, weakness in planning on school community partnership and Weakness in briefing what is planned to stake holderswereschool leader related challenge that inhibit school community partnership.

- ❖ Low level of community income, distance of home from school, low level of literate community, and low level of school finance to form communication channels with community were among major resource related challenges.
- ❖ Teachers' low level of willingness, low level of interest from community, lack of PTA commitment and lack of high expectation from school management were among the attitude(situation) related factor that has been affecting school home partnership in primary schools of Ilu Aba Bor zone.
- ❖ In relation with the community readiness and willingness to form strong partnership respondents disagree with mean ratings ($M = 2.78$, $SD = 0.73$) that there is weak level of communities readiness in establishing consistent strong collaboration with school. This was also confirmed from interview with primary school parent teacher association.

5.2 Conclusions

Depending on the findings the following recommendations were made.

- ❖ In the study the extents of school community partnership was explored. It was confirmed in the study that there is shallow and loose level of community partnership in the elements including parenting, communicating, and decision making and learning at home. Despite this, it was found out that there was moderate level of collaboration beyond the school. From this it is possible to conclude that community school relationship is weak and shallow. The partnership has not reach the level to which there is home-based activities and school-based activities where the community acts as determinant partner in school issues. Unless there is partnership shared responsibilities within school- families-communities, students learning and academic achievement cannot be improved. This implies that students learning and academic achievement remain low community as a whole will not be competent. For this reason, to improve existing problem in school it is better to begin reform on creating school community partnership.
- ❖ The other important findings of the study werethatschool leaders poorly perform in creating and maintaining effective school-home partnership. From this it is concluded that school leaders are not broadly engaged in activities beyond their schools, reaching out to their immediate environment and articulating connections between the school and the outside world. This implies that there is no appropriate leadership in school indicating that assurance

of quality education will be only day dream. This further means that community is not provided with strong leadership which mobilizes community to be agent of change. As community are not given proper leadership community cannot be transformed to collaborate with schools. Over all, there is a low commitment of accountable bodies that could coordinate and bring community together to run the school development activities.

- ❖ It was also the issue of the study to identify the mechanisms is in place to maintain effective school and community partnership in primary school of Ilu Aba Bora Zone. It is common to hear failure in education quality and students' academic achievement in the zone that school leaders have been desperately receiving blames and negative comments from community and government. Despite to which level the education quality and academic achievement fail and to which high level government blame school leaders, no significant progress could occur without community partnership. Therefore school leaders can improve level of community partnership by setting school policy to guide school community partnership; restructuring school board to include all important stake holders; organizing school community regular meetings once in a month, setting shared vision with community and providing ongoing professional support and training for teachers and community representatives.
- ❖ The other major findings of the study were that there are leadership, resource and situational (attitude) related factors for low level of school community partnership. Hence it was concluded that school leaders should prepare long and short term plan and communicate the plan with community; schools should organize school community meetings on week endings were majority of community member could be involved in; and finally awareness creation regular training need to be given to stake holders to form strong school home partnership in primary schools of Ilu Aba Bor zone.
- ❖ It was revealed in the study that communities are reluctant in working with schools as a result of which there is weak level of communities' readiness in establishing consistent strong collaboration with school. Majority of communities are mainly non elite and dependent on farming and expect their child to work in the farm and others which gives results in a short time like merchant and farming rather than giving attention for their child education. The trends of parents in supporting their children at home, follow-up in doing home-work, and full filing of instructional materials is not enough which will lead to decrease in overall school success and students' academic achievement.

5.3 Recommendation

Using the findings and conclusions made so far, the following recommendations were made:

School principal/vice principal are advised to

1. **Creating community awareness:** It was confirmed in the study that there was weak school community partnership. This problem can be improved if community awareness is improved. Therefore the WEO and the school should work to promote community awareness and strengthen community-school relationship.
2. **Assessing the practices of school community partnership existing policy and existing school community relation guide using school improvement committee and preparing joint school community partnership long and short term plan with Kebele education and training board and Parent teacher association.**
3. **Establish parent teacher association committee to class room level:** It was identified in the study that there is weak attachment of school with home. To this end it is recommended that school leaders need to establish parent teachers association in class room level which can increase monitoring to each student level.
4. **Building local capacity:** it is strongly advised that members of school leaders should get adequate training that enables them to shoulder their duties and responsibilities effectively in working with communities. Thus, the WEO should continuously assess training needs, develop capacity building schemes and train school leaders including PTA and KETB to refresh and strengthen previous knowledge and add fresh insights that would contribute to filling the gaps which are observed in the course of their endeavors to discharge their duties.
5. **Designing strategies:** It was found out that there is no clear direction in establishing strong school community partnership. For this it is strongly recommended that school leaders need to design strategies that can reform existing trends in school community partnership by working with stake holders.
6. **Strengthening means of Communication:** School leaders are recommended to use varied methods such as media, meetings, formal and informal discussions, panels using newsletters, parent teacher's conferences, phone calls and other convenient communication means to regularly provide parents information on their rights and responsibilities.

7. Providing incentives schools: - Zone Education Office are advised to assess the overall level of school community relationship and practices and provide rewards to those schools which performed well in their respective conditions. This kind of reward can motivate the schools and community as a whole and make them work for more achievement.

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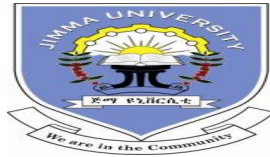
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Appendix A: Questionnaire

JIMMA UNIVERSITY

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

Questionnaire to be filled by the secondary schools Teachers, Teacher Association Head, and principals

Dear respondent, the purpose of this questionnaire is to collect data for the study entitled “THE PRACTICES OF SCHOOL COMMUNITY PARTNERSHIP IN PRIMARY SCHOOLS OF ILU ABA BOR ZONE. The study depends on the data obtained from you which requires your genuine and timely response to each question. The information you provide remains confidential and use only for academic purpose.

Note:

1. You do not need write your name on the questionnaires.
2. Read all instructions before attempting to answer the questionnaires.
3. lease provide appropriate response by using tick mark ‘√’ to choose one of the suggested liker scales

Section I: Background Information

1. Name of your school: -----
2. Sex 1. Male 2. Female
3. Educational Background: 1. Certificate 2. Diploma BA/BSc MA/MSc
4. Total experience in years: 1. Under 6 2. 6-10 3. 11-15
4. 16-20 5. 21-25 6. 26 and above years
5. Current Work position: 1. Teacher 2. Principal /Vice principal 3. Teacher
Association

Part II: Level of School and Community Partnership In Primary School Of Ilu Aba Bor Zone

2.1 Level of Parenting

Key: The numbers shows: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UD), 2 = Disagree (DA), 1 = Strongly Disagree (SD)

| | Items | Level | | | | |
|---|---|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Parents express their feelings, desires, and opinions to school without fear | | | | | |
| 2 | There is a trust between teachers and parents | | | | | |
| 3 | Students are treated fairly no matter what their cultural background | | | | | |
| 4 | Teachers feel respected and supported in and by the school | | | | | |
| 5 | The school conducts a formal conference with every parent at least once a year | | | | | |
| 6 | School help families with parenting skills to establish home environments to support children as learners | | | | | |
| 7 | Parents express their feelings, desires, and opinions to school without fear | | | | | |

Please could you add some additional points if you have in relation to parenting-----

2.2 Level of Communicating

| | Items: The school | Level | | | | |
|---|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Schools offers youth service learning opportunities for students who want to volunteer in the community | | | | | |
| 2 | Schools helps school staff to learn how to work with parent and community | | | | | |
| 3 | Schools ask family members how they would like to participate as volunteers | | | | | |
| 4 | Schools encourage community members to become involved as Instructional | | | | | |
| 5 | Schools encourages family and community members in covering the school fee and transportation for students in need | | | | | |
| 6 | Schools have a program to recognize school volunteers for their time and efforts | | | | | |

Please could you add some additional points if you have in relation to communicating-----

2.3: The Level of Volunteering

| | Items: The school | Level | | | | |
|---|---|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Use students as communication agent between the school and partnership | | | | | |
| 2 | Involve parents and the community in school opening and closing ceremonies | | | | | |
| 3 | Inform parents about academic performance of children | | | | | |
| 4 | Use direct contact with families of students having academic or behavioral problems | | | | | |
| 5 | Teachers and parents communicate frequently about students' performance | | | | | |

Please could you add some additional points if you have in relation to volunteering-----

2.4 The Level of Decision making

| | Items: The community | Level | | | | |
|---|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Community is consulted before important decisions | | | | | |
| 2 | Community take on leadership roles and become involved in decision making activities | | | | | |
| 3 | Community Participate in teacher carrier structure growth | | | | | |
| 4 | Community participate in taking corrective actions on teachers | | | | | |
| 5 | Participate in decision concerning school budget | | | | | |
| 6 | Participate in decisions concerning instructional issues | | | | | |

Please could you add some additional points if you have in relation to decision making-----

2.5 The Level of Learning at Home

| | Items | Level | | | | |
|---|---|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Teachers have specific goals and activities that keep parents informed about students learning | | | | | |
| 2 | The school link parents with resources and activities that promote learning | | | | | |
| 3 | Teachers help parents understand student assessments, and results | | | | | |
| 4 | Teachers help parents link home learning activities to learning in the classroom | | | | | |
| 5 | The school includes parents and other community members in developing children's learning outside of school activities. | | | | | |

Please could you add some additional points if you have in relation to learning at home-----

2.6 The Level of Collaborating with community

| | Items | Level | | | | |
|---|---|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | The school develops formal social networks to link teachers with their parent | | | | | |
| 2 | The school encourages local civic and service groups to become involved in | | | | | |
| 3 | The school offers afterschool programs for students from Community | | | | | |
| 4 | The school provides service to community in the different area | | | | | |
| 5 | The school make community use of school facilities, e.g. class rooms, library and halls | | | | | |
| 6 | The school encourages staff to participate in community service learning opportunities | | | | | |

Please could you add some additional points if you have in relation to collaborating-----

Section Three: The Extents of School Leaders In discharging their role and Function

| | School leaders: | Level | | | | |
|---|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | School leaders formulate strategic and action plan of the school on community partnership | | | | | |
| 2 | School leaders involve parents in decision making | | | | | |
| 3 | School leaders mobilize the community to contribute resource | | | | | |
| 4 | School leaders allow community to follow up teaching learning process | | | | | |
| 5 | School leaders prepare evaluate the school plan implementation in the area of community partnership | | | | | |
| 6 | School leaders prepare evaluating criteria to evaluate the school plan implementation in the area of community partnership | | | | | |
| 7 | School leaders identify strengths and weaknesses, and challenges encountered | | | | | |

Please could you add some additional points if you have in relation to school leaders effectiveness-----

Section IV: The Mechanisms In Place To Maintain Effective School And Community Partnership

| | Items | level | | | | |
|---|---|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Setting clear school policy to guide school- community partnership | | | | | |
| 2 | Restructuring school board at kebele level | | | | | |
| 3 | Organizing school community meeting to attend meeting at least once a month | | | | | |
| 4 | Ensure that all partners share a common vision | | | | | |
| 5 | Provide on-going professional support and training for teachers in working with | | | | | |
| 6 | Assign PTA at class level | | | | | |

What other mechanisms are there-----

Section V: Challenges That Affect The Effectiveness Of School Leaders In Creating School And Community Partnership

| | Items: | Level | | | | |
|-----|--|-------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Problems related to school management | | | | | |
| 1.1 | Weakness in defining the work to be done in community partnership | | | | | |
| 1.2 | Weakness in planning on school community partnership | | | | | |
| 1.3 | Weakness in briefing what is planned to stake holders | | | | | |
| 1.4 | Weakness to control the activities planned in school community partnership | | | | | |
| 1.5 | Weakness in evaluating performance | | | | | |
| 2 | Problems related to resource | | | | | |
| 2.1 | Low level of community income to work with school | | | | | |
| 2.2 | Lack of means of transport to work in partnership | | | | | |
| 2.3 | Lack of community member who become role model in working with school | | | | | |
| 2.3 | Low level of community to support students at home | | | | | |
| 2.4 | Low level of school finance to form communication channels with community | | | | | |
| 3 | Problems related to Attitude | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 3.1 | Teachers low level of concern/ willingness | | | | | |
| 3.2 | Low level of interest from community | | | | | |
| 3.3 | Lack of commitment and willingness of the KETB and PTA | | | | | |
| 3.4 | Low level of expectation from school management | | | | | |

Is there any other problem-----

Section 6: The extent to which community is ready and willing to take part in forming strong school community partnership

| | Items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Community are willing to send their children to school | | | | | |
| 2 | Community are willing to participate regularly in school meeting | | | | | |
| 3 | Community believe that they have more responsibility to make schools successful | | | | | |
| 4 | Community are willing to contribute any resource to school | | | | | |
| 5 | Community are ready and willing to support their children at home | | | | | |

Do you have any other thing to add on the extent to which community are ready to create strong community partnership?-----



Appendix B: Interview Items

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questions For PTA

Dear PTA head of -----school, firstly, 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 school community partnership. I will be asking you questions of your school. 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.

1. How long have you been the PTA of at this school?
2. How do you see the existing relationship between your school and the community?

Is there strong partnership?

4. How do you see the performance of school leaders in creating school community partnership with respect to each dimension?
4. What do you think are the problems that become barrier to form strong school community partnership?
5. What mechanisms have been there to form community partnership?
6. How do you see the readiness of community to work with school?
7. Is there any other issue you would like to share with me?

Thank You!



Appendix C: Af-Gaaffii

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

Afgaaffiikoree GMB tiif

KabajamooKoree GMB, M/B -----,
jalqabaqorannooafgaaffiiqorannookanaakeessattihirmaachuukeessaniifsinangalateeffadha.
Kaayyoonafgaaffiikanaaodeeffannoowaa'eegamtoominahawaasaa fi
manabarumsaawalittiqabuufi.
Kanaafisgaaffiinwaa'eemanabarumsaakeessaniisingaafadhuyerooisindeebiinaalaattanunanwaraa
ba.
Yaadakeessanqorannoobarnootadeggaruqofaafwaananfayyadamuufyaaddoomaleeakkadeebistanu
jechaayeroowaliinturruufdurseesinangalateeffadha.

1. WaggaameeqaafKoree GMB manabarumsaakanaataataniihojjettaniittu?
2. Hariiroomannibarumsaakeessanhawaasawaliinqabuakkamiinilaaltu?Gamtaacimaaqabaa?
3. Dura bu'oonnimanabarumsaahawaasawaliingamtaacimaaumuufcimaniihojjetuu?
4. Wantootimannibarumsaahawaasawaliingamtaacimaaakkahinumnegodhumaalfa'i?
5.
Mannibarumsaahawaasawaliingamtaauumuufmaalmaalgochaature/tooftaakkamiifayyadamaatur
e?
6. Hawaasinaannoogamtaacimaamanabarumsaawaliinummuufammamqophaa'aadha?

7. Haalahawaasimanabarumsaawaliinhojjechuuirrajiruwaandabalataajettanqabduu?

FayyaaTa'aa!

Appendix D :Cronbach's Alpha Result of The Questionnaire

| Basic question | Variable | No of Items | Cronbach's α result | Comments |
|----------------|----------------------------------|-------------|----------------------------|------------|
| 1 | Parenting | 7 | 0.68 | Acceptable |
| | Communicating | 6 | 0.72 | Good |
| | Volunteering | 5 | 0.81 | Very good |
| | Decision making | 6 | 0.78 | Good |
| | Learning at Home | 5 | 0.74 | Good |
| | Collaborating | 6 | 0.85 | Very good |
| 2 | School Leaders role and Function | 7 | 0.66 | Acceptable |
| 3 | Mechanisms | 6 | 0.85 | Very good |
| 4 | Challenges | 13 | 0.86 | Very good |
| 5 | readiness and willingness | 5 | 0.75 | Good |