

THE PRACTICES AND CHALLENGES OF COMMUNITY PARTICIPATION  
IN SCHOOLS MANAGEMENT IN THE CASE OF JIMMA ZONE  
SECONDARY SCHOOLS.



JIMMA UNIVERSITY

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

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JIMMA ETHIOPIA

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JIMMA ETHIOPIA

**Declaration**

I, the undersigned, declare that this thesis proposal is my original work, prepared under the guidance of my advisor, Tedesse Regassa (Ph.D) and my Co-advisor Fedilu A/Gumbul .All sources used for this proposal are duly acknowledged.

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**Confirmation and Approval**

This thesis proposal has been submitted for examination with my approval as a thesis advisor.

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## **Abbreviations and Acronyms**

CSPP: Community School Partnership Program

PTA: Parent teachers' association

MOE: Ministry of Education

UNICEF: United Nations International Children's Emergency Fund

NGO: Non-Governmental Organization

CRC: Cluster Resource Center

WEO: Woreda Education Office

KETB: Kebele Education and Training Board

## ***Abstract***

*This study is primarily focused on the Practice and Challenges of Community Participation in Schools Management, The Case of Jimma Zone Secondary Schools. The purpose of this study was to investigate the Practice and Challenges of Community Participation in Schools Management. Data were collected from teachers and schools' principals, Parent Teachers Association (PTA), woreda Education officials and Cluster Supervisors. Closed ended questionnaire and open ended questionnaire was used as the instruments of data collection. In this study, descriptive research design, which includes quantitative and qualitative methods, was used. The participants were teachers and schools' principals, Parent Teachers Association (PTA), woreda Education officials and Cluster Supervisors. Simple random sampling was used for Teachers and schools' principals, Purposive sampling technique was used to determine the sample of Parent Teachers Association(PTA), woreda Education officials and Cluster Supervisors. The quantitative findings showed that the practice of community participation in schools' management is high the mean value of more than 4 and the extent to which the community participated in schools' management is low with the mean value of more than 2 when compared to the practice of community participation. Furthermore, the qualitative findings showed that there are different Challenges of Community Participation in Schools Management such as reluctance of the school management to participate in the identification of the need assessment, planning, implementation and evaluation process; poor community participation in decision making process of the school management and poor governance and leadership skills of the principal, lack of well-developed school policies, rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school improvement program, Low teacher commitment, Negative Attitudes. The researcher tried to recommend that in order to make balance the practice of community participation in schools management and the extent to which the community participated in schools management the concerned stake holders should work cooperatively*

# CHAPTER ONE

## INTRODUCTION

This chapter dealt with the background of the study, statement of the problem, objective of the study, research questions, and significance of the study, delimitation, limitation of the study, the operational definitions of key terms and organization of the study.

### 1.1. Background to the Study

Article 7 of the World Declaration on Education for All (WEFA) adopted in the World Conference on Education for All (WCA), held in Jomtien Thailand in 1990 called for strengthening partnerships between government and communities in the provision of education for all. 'The purpose of the school is to educate, train, create good citizen and equip the rising generation with skills. 'Knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large. The success of schooling, therefore, depends to a large measure up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community''(Abdirahman, Will and Mohamed, 2018, P.87).

Education is a corner stone of economic and social development (Abdirahman, Will and Mohamed, 2018). It is significant in improving the production capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by mitigating its effects on population, health and nutrition and by increasing the value and efficiency of the labor offered by the poor. As economies worldwide are transformed by technological advances and new methods of production that depend on a well-trained and intellectually flexible labor force. Education becomes even more significant (Abdirahman, Will and Mohamed, 2018, P.87).

. In this regard, secondary education plays a basic role in increasing the productivity of citizens in all sectors of the economy.

For schools to be successful in achieving their objectives, the professional workers of the schools and the community must work in collaboration. Therefore, to get the benefit of community participation there must be parents' conferences, meetings with community representatives and

local administration bodies. By so doing schools can benefit from community participation to achieve material and financial support such as constructing or renovating school building, help in school garden in income generating activities (Rugh and Bossert, 1998, P.21).

In Ethiopia Community participation in a recent time formulated from decentralization policy. Decentralization involves devolution and transfer of planning, financial management, implementation and political Responsibilities from the central government to the local government (Gelaye, 2017). One of the aims of process decentralization is to take service closer to the people. Though, decentralization improving community participation in different developmental programs to become relevancy, quality and access to increase resources, improve accountability of the projects to the community. This could develop the awareness of community responsiveness to the local needs. As a result, it intends to improve equitable access, retention, quality and performance of developmental programs for the society. However, when we see the practical level of community involvement Educational Practice of secondary school in Ethiopia, there is a challenge of involvement of community based.

Different studies were conducted on benefits of the community participation in different service sectors. Gelaye (2017) made her study on the Assessment of Practices and Challenges of Community Participation in Local Developmental Programs and its Implication on Poverty Reduction. Habteslassie (2014) made his study about the Practices and Problems of Community Participation in Secondary Schools Management in Central Zone of Tigray Region, (Koang ,2017) conducted his research on Performance Assessment of Community School Partnership Program (Cspp) in ItangWereda of GambellaRegior (Jennifer ,2006) made his study an What Community Participation in Schooling Means: Insights from Southern Ethiopia. From the above mentioned studies the researchers conclude that insufficient studies were made on the Influence of Community involvement in Educational Practice of secondary school.

Therefore, the researchers paid little attention to the practice and challenges of community participation (Woredas education officials, (teachers, the School Principals), Cluster Supervisors and the Schools' parent teachers association(PTA) in schools' management of secondary schools in Oromia region, Jimma zone. With this rationale, the researcher investigated the community participation (Woredas education officials, teachers, and School Principals, Cluster Supervisors

and the Schools' parent teachers' association(PTA) in schools' management of secondary schools in Jimma Zone.

## **1.2 Statement of the Problem**

Community activities in education and schools specifically, have a long history worldwide. Indeed, a perspective of centuries rather than decades would generally show role of governments until the twentieth century, as schooling before that time was being mainly provided by churches and other voluntary agencies (Cummings and Riddell ,1994). Many colonial education systems in Africa were at least partly based on community inputs (Okoye, 1986). Communities have significant responsibilities in “creating, construction, financing, and managing the school, recruiting and paying teachers’ salaries and procuring school materials”. However, community schools differ from government schools in their funding sources, governance, management structure, organization, and often in curricular aspects (Rugh and Bossert, 1998).

Community involved in different aspects schools such as; in planning, organizing and development of school systems, controlling school activities, planning school development activities, Managerial Functions. The aim of the school is to educate, train, create good citizen and equip the rising generation with skills. Knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large.

The success of schooling, therefore, depends to a large measure, up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Therefore, schools shall take the lead to participate the community in its role a function (MOE,2002, P.46). Educational programs that take place at school level are more likely to be more relevant, more supported, more successful and more sustainable to the extents that they participate their communities to the extents that they participate their communities in their planning, implementation, and evaluation (Shaeffer, 1994).

Different abroad and local researches have been conducted by different researchers on the different aspects of community involvement. (Desi, Maisyaroh, Nurul, Teguhand Imam (2017) have made their study on Community Participation In improving educational quality.The result

of their findings shows that the school committee participation in giving advice (advisory agency) has a significant relation with educational quality improvement in schools. The community participation through the school committee in order to realize the educational purposes can be performed in many ways and forms. However, their study paid little attention to the Practice and challenges of Community Participation in schools' management of Jimma zone secondary schools. (Frederik and Geert ,2005) have conducted their research on Parent and community involvement in education from an international comparative perspective. Challenges in changing societies; Arthur and Michelle (2018) made their study on community involvement: Theoretical Approaches and Educational Initiatives; The above mentioned researches paid little attention to the community involvement in educational practice of secondary school.

In addition, local researches have also been conducted on the different aspects of community involvement or participation in different service sectors .For example(Obsa,2010) has conducted his study on Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in Horro GudduruWollaga Zone of Oromia National Regional State; Gelaye , (2017) made her study on the Assessment of Practices and Challenges of Community Participation in Local Developmental Programs and its Implication on Poverty Reduction. Habteslassie, (2014) made his study about the Practices and Problems of Community Participation in Secondary Schools

Management in Central Zone of Tigray Region, Koang (2017) conducted his research on Performance Assessment of Community School Partnership Program (Cspp) in ItangWereda of Gambella Region,( Jennifer ,2006) made his study on what community participation in Schooling Means: Insights from Southern Ethiopia.Temesgen(2018) conducted his research on Decentralization and community participation in Education in Some Selected Government Secondary Schools in East Wollega Zone. Still, there have not been sufficient studies conducted to examine the practice and challenges of community participation(Woredas education officials, (teachers, the School Principals), Cluster Supervisors and the Schools' parent teachers association(PTA) in secondary schools management. Therefore, in-depth study of the community participation(Woredas education officials, teachers, and the School Principals, Cluster Supervisors and the Schools' parent teachers association(PTA) in educational practice and

challenges of secondary school in oromia region, Jimma zone needs considerable attention on behalf of researcher.

With this rationale, the researcher has tried to identify the research gaps from the previous researches that the previous researchers paid little attention to Practice and challenges of Community Participation in schools' management of Jimma zone secondary schools. Therefore, the researcher made his study on the Practice and challenges of Community Participation in schools' management of Jimma zone secondary schools to fill the gap.

### **1.3 Research Questions**

1. What kinds of things does the community practice in school management of Jimma zone secondary schools
2. To what extent the community participated in schools' management of Jimma zone secondary schools?
3. What are the challenges of community participation in schools' management of Jimma zone secondary schools?

### **1.4. Objectives of the Study**

#### **1.4.1 The General Objective**

The general Objective of the study was to investigate the community participation in educational practice of secondary schools in Jimma Zone, Oromia region.

#### **1.4.2 The Specific Objectives of the Study**

1. To describe the things that community practices in schools' management of secondary schools in Jimma zone.
2. To determine the extent to which the community participated in schools' management of Jimma zone secondary schools
3. To identify the challenges of community participation in schools' management of Jimma zone Secondary schools

### **1.5. Significance of the Study**

This study will serve as source of information for further studies. Policy makers may see the identified problems in this study and solve factors that have affected community involvement. The school Principals and the community will know what goes wrong in schools' system so that they will design ways to improve factors that contribute to the low involvement of the community in school management. The finding of the study may be potentially significant to help education officers at all level to assess their performance in relation community in participation secondary schools.

### **1.6 Delimitation of the Study**

This study examined Practice and challenges of Community Participation in school management of Jimma zone secondary schools. The research was conducted in Oromia region, Jimma Zone secondary schools. Descriptive survey design was used.

Simple random sampling was used to get the sample of target population. In this study the researcher focused only on four major Stakeholders such as the Woredas education officials, teachers and the School Principals, Parents and the Schools' Parent Teachers Association (PTA) as the target population.

### **1.7 Limitation of the study**

The major limitation of the study was that first the study was conducted in Oromia region Jimma Zone secondary schools, and therefore the findings won't be generalized for all high schools in the Zone. In this study the researcher focused only on four major stakeholders such as the Woredas education officials, (teachers, the school principals), parents and the schools' PTA as the target population. The study was limited to descriptive survey. In this study the researcher used closed ended questionnaire. In addition, there was unwillingness of the respondent to answer questions due to the sensitivity of the topic which is more investigative. Even though this is the case, there was the need for clarification from the researcher.



## **1.8. Operational definition of key terms**

Community participation: The word community participation is a concept with two components, Community and participation. The word community could have different meanings in different contexts. For the purpose of this study Community is defined as a concept comprising of group of people living in the same area and sharing the same values and organizations; a group of people sharing the same basic interests at any given time; and a group of people targeted for interventions (Gebre , 2001).

## **1.9. Organization of the study**

**Chapter One - Introduction:** Begins with Research Background and Discusses statement of the problem, basic research questions, objectives and significance of the study. Finally, scope of the study and organization of the research report was presented.

**Chapter Two - Literature Review:** In this section the theoretical review was discussed

**Chapter Three - Research Methodology:** This section discusses the research design and approach of the study, data source and method of data Collection. Sampling method and sample size also presented in this section. Finally, methods for data analysis was discussed, reliability of the variables was measured, and then ethical considerations was explained in the section.

**Chapter Four - Data Analysis and Interpretation:** The section discussed the respondents' profile, and then tested the reliability of individual constructs with Cronbach's Alpha. Data analysis was conducted through descriptive.

**Chapter Five - Results and Discussions:** In this section the main findings of the research were summarized and conclusions on major findings was presented. Recommendations were given based on the research findings.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 What is Community Participation?

The word community participation is a concept with two components, Community and participation. The word community could have different meanings in different contexts. For the purpose of this study Community is defined as a concept comprising of group of people living in the same area and sharing the same values and organizations; a group of people sharing the same basic interests at any given time; and a group of people targeted for interventions (Gebre, 2001).

According to (Bray, 1987) a community can be defined as a group of people who share social, economic and cultural interests. Its members recognize social obligations to each other holds at least some common values, and share an identity. He also defined community as a geographic community refers to all individuals living in a village. rural district or urban suburb; ethnic, racial and religious groups within a wider society; source communities sub-divide themselves by sex and age for particular purpose (males and females. children. youths, middle aged and elderly); and also community can be defined according to their occupations (commercial companies, universities and mission run schools etc.).

Generally, when it is said community in education particularly, it is referring to students, teachers, parents, and residents of the local community. If a community is to participate effectively, its members have to understand that it is their own issue to work with schools and they must develop their own ways of dealing with them. However, for this to happen there is often a need first to strengthen people's analytical and planning skills (Hagman, 1998). Thus, as schools are the concerns of the community, it should be known that community has the role to play in planning what to do and how to do in schools.

As UNICEF (1986) states that, for greater clarification several different degrees (levels) of participation in development can be described as: involvement through the more use of a service, money, materials and labor, parents' meetings at school, involvement through

consultation on a particular issue. Participation in the delivery of a service. Participation in real decision making at every stage such as identification of problems; the study of feasibility. Planning; implementation and evaluation.

In the case of Ethiopia taking community participation as one of its strategies that should be used in achieving the envisaged education goals, the country puts the following possible organizational structures in its ESDI' implementation manual (ESOP). One is the existing village level organizations such as village development committee, a church group, a functional literacy class and NGO's already involved in community organizations which could be used to promote school learning activities. Another useful structure is the school committee involving members of the school administration, representatives of Kebeles or Woreda Education and Training Boards, teachers and community members who have contributed significantly to the development or education in general and to the schools in particular. The Woreda education Board is responsible for the overall guidance and supervision of education in the Woreda. Other local organizations such as women's associations, youth associations and others established at Woreda levels could be involved in affairs like increasing girls' enrollment. Improving quality of education and promoting sharing of experience with Woredas and zones.

Since, education being a matter of human right, a key to human, social and national development cannot be left to the will and capacity of the government. It is also for communities to take active part in influencing policies, taking local decisions and also contributing resources to the development of education. The need for expanding education, increasing investment, enhancing quality, ensuring increased access with equity, reducing wastage and creating a broad-based and active support for education in Ethiopia calls for sustainable community participation (Paulos, 2004)

## **2.2. Forms of Community Participation in Education**

It is possible to find different forms of community support for schools in the literature. Swift (Morgan ,2006) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student recruitment. Williams (1997, as cited in Watt, 2001, p. 27) presented three broad areas of

activities where communities support education - support for the instructional program, school management and for School Infrastructure and Operational Costs.

### **2.2.1. Community Support for School Infrastructure and Operational Costs**

When we think about community support for education, monetary and non-monetary forms“of contribution for schools come to our mind (Watt, 2001). Monetary support includes levies, fees and fundraising made for schools to supplement teacher salaries, for rehabilitation of classrooms and construction of schools. Non-monetary forms of participation include varied activities that range from attending a school meeting and assembly to active participation in every step of school decisions. Studies conducted in Ethiopia inform that parents are often required to make in cash and in-kind contribution for school operation, infrastructure and maintenance as well as to supplement salary of teachers and other school personnel (Beyeneetal., n.d.; Dom, 2004; Nasise, 2010; Swift-Morgan, 2006). Community financing for schools is a subject of controversy, particularly when it come to the poor capacity to contribute for schools. In one aspect community financing is considered as a mean of increasing resource for supporting government effort in educational provision, promoting accountability and community legitimacy to exercise control over schools and promoting sense of ownership (Watt, 2001). It is asserted that the poor are not able to finance education (Chapman et al., 2002) and in places where communities support is contingent to child education; it expels the poor from educating their children (Bray, 1996, 2001).

In principle community participation is voluntary; however, it should be distinguished from Compulsory forms of support for education that is decided outside the community (Watt,2001, p. 27).

This could be when a government is unable to meet full cost of education from its own resources and identifies community as an additional source of financing (Watt, 2001). In Ethiopia, primary and lower secondary education (grade 1 - 10) are to be free (FDRE, 1994). But house holds are mandated to support all government efforts in educational expansion and development (REBO, 2006; MOE, 1998).

### **2.2.2. Community Support in Instructional Program**

Parents and other community support are not limited to management and financing of schools and teachers. They also contribute to the improvement of educational delivery and serve as an agent of educational delivery where there is shortage of teachers (Uemura, 1999). In many countries PTAs monitor, supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time and effectively teach in the classroom. Community can serve as guest teachers in the classroom; help introduce teacher to the local environment, language and culture; help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance (Uemura, 1999). Respected community members, knowledgeable village elders, community members with special positions and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students. In rural areas where there is acute teacher housing problem, the community could provide or construct houses, and supply certain household goods for new teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In some countries community could help in design of curriculum and learning materials that reflect children 's everyday life in society

### **2.2.3 Community Participation in Schools**

According to Watt (2001, p. 1) argues that accommodating “the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement”

(Bray ,2000) and Rugh&Bossert (1998) report increased community interest in education, and increased equity in access to education for marginalized groups as benefits of community

participation in schools. In Ethiopia, Edo, Ali & Perez (2002) report improved relevance of learning material, improved capacity of local NGOs, and improved access for women and persons with disabilities. However, probably of greatest interest to resource constrained developing countries is the potential of community participation to lower costs to the state of providing education by diversifying the funding base and shifting some costs to the communities.

Based on who is qualified or right person to control education, Welsh and McGinn (1999) have categorized proposals for educational decentralization into one or more of three major ideological positions - political legitimacy, professional experience and market efficiency. Political legitimacy favors democracy and focus on political values than expertise in educational control. The extent of power transfer may go down to school and a joint member selected out of parents/community, teachers, students, and school principal control a school. Community or politically selected community representatives directly govern education. Decision-making power is, nevertheless, not uniform; it can extend from participation in routine school or educational issues to controlling and managing the school and its financing, and to hiring and firing teachers. In Oromia region, Ethiopia, PTAs are to be organized politically elected at parent-teacher assembly while KETB are organized based on a legal nomination according to regional guideline.

Unlike political legitimacy system, in professional expertise system education is largely controlled by education expertise. Professional expertise focuses on the means (what and how to do) rather than on the ends. It is driven by professional rather than by politicians and can presume that certain small sets of best practices yield good results if those at the school level have expertise on how to translate such practices into action. Authority is transferred from professionals at the central level to authorities at the provisional level and goes down to school and called school-based management. In school based management system —responsibility for and decision-making authority over school operations are transferred to principals, teachers, and parents, and sometimes to students and other school community members (World Bank, 2007, p. 2). The position can accept the importance of community participation; however, when participation does not mean a share in decision-making.

Communities can be involved in labor and material contribution and maintenance of schools, ensuring student work, participating in school activities in which students perform and also in financing. The final position, set out by Welsh and McGinn is market efficiency, which separates the governance of production and consumption of education. This position adheres to the principle of individual freedom in production and choice of education and asserts market efficiency is the best in responding to consumer (parents and children) needs and wants. School

based management (professional expertise) is control by local experts while market controlled education is self-managing (Caldwell & Spinks, 1992; as cited in Welsh & McGinn, 1999, p. 47). While in the former the emphasis is on application of expertise knowledge at the local level, the latter emphasizes on the demand side with least cost operation based on professional judgment. Advocators of market efficiency claim professional expertise lacks knowledge of customers 'needs and choice mechanisms and cannot satisfy its educational clientele. It attacks political legitimacy as corrupt and inefficient and argues that the majority rule principle in democracy neglects the minority freedom. Professional decentralization and market decentralization are similar in keeping the community away from decision-making. Three of the positions involve some degree of devolution of power to schools, principals and/or community

#### **2.2.4 The Rationale for Community Participation in Education**

In most third world countries, according to Friedman (1984), Bray (1986), and Bray (1987) community participation is imperative when the governments. or the community alone. possess inefficient resources to provide primary education. When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus, they make efforts which are the means for sharing the burden of the government. If the schools and the community work together they develop mutual understanding which brings about the benefit to the two parties. As community comes to school and take the role in school programmes. In addition, as the schools and communities get close together, teachers are accorded more respect (Cummings and Dall, 1995.).

This implies that the more attachment of schools to the communities, the more confidence one party develops on the other. According to Shaeffer (1991) in McDonough and Wheeler. (1998: 10) stated as increased community participation in schools has remarkable results. It makes schools more relevance to local needs and conditions, community monitoring makes schools more efficient. Students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities may see schools more valuable. This parental involvement is likely to be achieved if it is in the ways that are recognized by the school as the engagement in the teaching process. For this to happen, however, Parents and community members must feel comfortable with the staff and the school. And also schools working with the

community members are that create an opportunity or schools to gain access to the people in different government authorities.

### **2.2.5. Areas of community participation in education in Oromia region**

In Ethiopia, the role of community in educational provision has been placed at the center of the design (FDRE, 1994) and implementation of the country 's education and training policy (FDRE, 2002). The policy mandates the whole society to support the course of educational provision in various ways (FDRE, 2002). The local communities are encouraged to support the government with existing local resources in order to meet the resources needed to finance and to manage the growing demand for educational opportunities. In the ESDP community participation in support of the implementation of the program is defines as a development strategy in which the beneficiaries are active participants at all stages of the development and execution of a project from identification of a project, selection of a site, supervision of work and provision of labor to appropriate utilization, management, and maintenance of the final productl (MoE, 1998, p. 14). This was intended to increase wider sensitization, awareness and inclusiveness in development efforts, efficiency in implementation, local capacity building, and assurance of sustainability (MoE, 1998). To these ends strategies are designed at regional levels regarding how communities are supposed to participate in management and finance of education. The government provides teachers, salary and other operational costs, curriculum, textbook, management and supervision.

Communities are encouraged to participate in management and share in the cost of school operation and development. In Oromia Region communities are supposed to participate in eight aspects of education:

1. School finance: refers to participation in construction of new schools, maintenance and expansion of existing ones, and filling internal inputs like chairs, tables and others.
2. School based research activities: involves participation in studies that are intended to find solutions for retention, drop out, absenteeism, investigation of student discipline. etc
3. Educational quality improvement: this involves making and supporting schools and teachers to improve their performance, direct or indirect follow up and attendance of teachers and control



of performance of headmasters, encouraging and making student to concentrate on their academics ...etc.

4. Promoting girls' education: this involves participation in tackling and solving parental and social factors that hinder girls from education and promoting their enrollment.
5. Preparation of learning materials: this involves participation in preparation of learning materials for basic education according to the local socio-economic and cultural context so that the materials can be easily understandable by children.
6. Support and help to solve problems of teachers, socializing teachers with the community such as through making local social self-help association and providing security and safety especially for female teachers.
7. Strengthening community-school relationships through sharing constructive ideas for schools on the part of community and participating on community life on the part of the school.
8. Identifying and providing apprenticeship areas in order to practically train TVET trainees and others.

#### **2.2.6 The Community Participation in Ethiopian Education and Its Stakeholders**

According to Tekeste (1996) in his writing sub-titled "the foundation of modern education. ca. 1900 to 1935" states that the Ethiopian church had a virtual monopoly on education with strong opposition to the establishment of secular school. By many concessions with the church, however, Emperor Minelik II opened the first modern school by name Minelik School in 1908. By the 1920's church opposition to establishment of secular schools and continued operation of mission schools' had greatly diminished. The second government school was established by Regent Teferra Mekonnen in 1925. Both Minelik and Teferra Mekonnen Schools were funded by their founders and not by the government. It was in 1926 the national education system started having its own budget for education with the imposition of special education tax the same year.

Besides this as Teshome (1979) wrote, during the time of traditional education the people directly or indirectly participated in the education endeavor in different ways such as by involving themselves in learning. Supporting financial expenses and by constructing churches or buildings etc. Gradually, from the traditional church teachings, the process of establishing a modern education began and the state was forced to take the responsibility and educational funds

were covered by the state. Hence forth, the education system of the country has been organized. Enrollment increased in greater numbers; there came a greater demand for educational resources and a need in curriculum change, though gradual. The system became more and more complex than it was in the past adding more responsibility to the state. The expenditure for education could not keep pace with the ever increasing student enrollment that the government had to make different calls at different times for wider community participation.

For encouraging efficient local community participation, the Ministry of Education (MOE. 1984) Stated that, it has adopted a new law authorizing locally selected school management committee for operating and maintenance of schools in collaboration with the government. Under proclamations No.103 of 1976 and No.260 of 1984, the school committees were legally charged with the responsibility for overseeing and operating each school system by means of generating resources from their own localities.

The latter proclamation was meant to strengthen the management and administration of schools by establishing government and public school committees. Each committee has members selected by urban dwellers or peasant associations. Among the powers and duties of the government school committee were to supervise the proper management, utilization of subsidies and over all administration of the school property to ensure that is used for what it is designed.

The current government of Ethiopia, the MOE guide line (MOE, 2002) supports this idea that under the principle of decentralized school management, the schools, Kebele Education and Training boards (KETBs), Woreda Education and Training Boards (WETBs) have to work to strengthen the community efforts of the local community and the concerned authority to Promote community participation schools should be organized in such a way that the local community and parents can participate in improving access in schools. Some of the observable contributions being made by parents and the local community are financial and material support; provision of free labor in school construction and transporting instructional materials; participation in school parent-days; encourage and give material and moral incentives, specially or female students; participate in selecting community representatives as members of school committee or Kebele Education and Training Board(KETB) who would participate in school promoting activities.

In addition to the above mentioned stakeholders, the government alone cannot carry out any school related programs without the active involvement of the major stakeholders such as teachers, head teachers and local or Woreda education officials, parents, cluster supervisors, Leaders of the local community, community associations, and non-governmental organizations (NGOs), private enterprises and universities (Shaeffer, 1994 p.32). From these, the researcher will focus on four major Stakeholders such as the Woredas education officials, (teachers, the School Principals), cluster supervisors and the Schools' PTA.

#### **2.2.6.1. Woreda Education Leaders**

The Woreda office is the most local full time government office. A woreda education office leads and administers all educational affairs of the woreda.

While the PTA and KETB seem to be selected on the basis of political consideration; the WEOs are appointed on the basis of their professional experience. With regard to community participation in education, the office is responsible for coordinating, and providing technical assistance and capacity building arrangements for headmasters, PTA, KETB and community (Obsa, 2010). The office also approves community proposal for school construction, provides financial and expertise assistance, finds non-government sources of fund for community works in education, promotes competition among schools and provides incentives for those who perform best. The woreda education office also hires teachers for secondary schools, appoints school principals and Cluster Resource Center (CRC) and removes them from their post if they are found to be under performing.

The Cluster Resource Center (CRC) is established to overcome challenges of transportation and communication among rural schools. Schools close to each other are grouped together and form one cluster. The most accessible school (closer to transportation facilities) serves as a CRC and the member schools are to get their resources (for example, textbooks) from this center called CRC. The CRC serves as a center where the government or other bodies supply educational resources and where the member schools get these resources (e.g. educational materials and school supplies). The CRC also serves as a meeting place for member schools.

### **2.2.6.2 Parent Teacher Associations (PTA)**

The PTA is a joint body of parents and teachers to be composed of seven executive members elected at the parent-teacher assembly. These are an elected community member as a chairman, male and female teacher representing teachers and other four members representing the community. The association is accountable to the parent teacher assembly and serves for a three years term unless removed from the position because of their low performance. The parent teacher assembly has the power to appoint as well as to remove the PTA members from their positions. PTAs are intended to strengthen school-community relationships; make the school a good teaching and learning environment; foster a good academic relationship between teachers and student; and lead and administer schools on behalf of the community in collaboration with local government bodies.

A PTA is responsible for leading and administering the affairs of a single school depending on regional guidelines. In all schools in Oromia Regions, PTAs are expected to function according to duties and responsibilities assigned to them by the regional government. According to the guideline, PTA is to have more than 25 stated functions (for detail see BBO, 2006, p. 30-33). The duties and responsibilities of PTA would not seem to be less than the duties and responsibilities of a regular office worker. In Mortena Jirru and Bereh Aleltuworeda of Northern Shoa, Ethiopia, a study by Tadesse (2007) observed that the PTA members were not able to identify these functions and perform them effectively because of lack of competence and training.

### **2.2.6.3 The School Principals and Teachers**

Schools are a part of the greater social system of the community. "People in the community have the right not only to be informed about school happenings but also to be engaged in these happenings. If school personnel do not use available means to interact with members of the community, the school will become static and unresponsive to changing community and social needs (Obsa, 2010). Principals need to analyze their existing public relations activities in light of the community being served, but in some, principals are seen as the lowest end of the government bureaucracy trusted to carry out its administrative tasks and deliver its educational instructions to teachers; they may therefore, share many of the characteristics of the government

administrators. On other contexts, principals are primarily responsible for pedagogical issues with administrative tasks.

#### **2.2.6.4 The Cluster supervisors**

Cluster supervisors are not part of the line managers but they play a role in monitoring, supporting, evaluating and linking schools vertically and horizontal. The cluster supervisor is responsible for many activities (MoE, 2012). ‘In Ethiopia, CRC supervisors are supposed to carry out the following activities’ (Afework, Frew, & Abeya, 2017 ).

1. Check, follow up, monitor and evaluate school teaching learning activities in order to maintain expected quality and standard.
2. Ensure that educational programs inclined to local conditions and community needs.
3. Organize and demonstrate appropriate teaching methods to teachers.
4. Organize in-service training programs through seminars, workshops, conference... to school based supervisors and teachers.
5. Conduct periodic planned visits to schools to render support at the spot.
6. Prepare reports to Woreda education office on issues and problems for school which are beyond capacity of the schools.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Design**

The researcher used descriptive research design which includes quantitative and qualitative methods to collect data from respondents. Descriptive survey helps the researcher collect detail information regarding the population under the study. This design is the most preferable due to its complete description of the situation, ensuring the minimum occurrences of bias in the research process (Kothari, 2008). Descriptive survey research studies concerned with the description of particular variables.

#### **3.2 Methodology**

Quantitative research approach was used in this study since it is an appropriate method to examine Practice and challenges of Community Participation in schools managements. This study was conducted by using quantitative and qualitative research approach. The objective of the study was to investigate Practice and challenges of Community Participation in schools management.

#### **3.3. Population of the Study**

According to yesu (2018), The Population of the study is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information. The subjects of the study was Woredas education officials, (teachers, the School Principals), Parents and the Schools' PTA of 38 woredas of Jimma zone secondary schools.

##### **3.3.1 Sampling Design and Sample Size**

Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represents the large group from which they were selected (Mugenda & Mugenda, 2003). Sampling ensured that conclusions from the study were generalized to the entire population. In this study the researcher employed simple random sampling method. because, every element in the population has equal chance of being selected. Mugenda and Mugenda (2003), states where time and resources allow a big sample should be taken. This enables findings to be a true representative of the whole population. The author further said that the sample size should not be less than 30% of target population. Simple random sampling was

used for 400 Teachers and schools principals. Purposive sampling technique was used to determine the sample of 50 Parent Teachers Association(PTA), 80 word Education officials and 10 Cluster Supervisors because the population is too small and manageable. The sample size for teachers and schools principals was determined based on Yamane’s formula. The sample size determination was based on Yamane’s formula with confidence level 95% and confidence interval (error margin) 5%. The derivations above show that Yamane’s formula is applicable only when estimating a population proportion using a confidence coefficient of 95% (Yamane, 1967)

Thus, 
$$n = \frac{N}{1+N(e)^2}$$

Where, n = is the sample size

N = is the population size (400)

e = error tolerance (0.05)

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

$$n = \frac{400}{1 + 400(0.0025)} \quad n = \frac{400}{2} \quad n = 200$$

Out of 38secondary schools in Jimma Zone, 10 (26.3%) was taken as sample with due consideration of north-south, east-west and central locations of the schools and simple random sampling was employed to determine particular school.

**Table 3. 1 Sample Size for Teachers and schools principals**

| S.N | Respondents                     | Target population | Sample size | Returned |
|-----|---------------------------------|-------------------|-------------|----------|
| 1   | Teachers and schools principals | 400               | 200         | 191      |

NB. The Target population of teachers was 400 and the sample size was determined using yemane’s formula and becomes 200. Then, 191 shows that out of the distributed 200 questionnaire to 200 teachers 191 were returned for data analysis.

### 3.4 Data Collection Methods

Primary data collection method (questionnaire) was used in this study. The researcher used closed ended and open ended questionnaires as primary data collection tool which was

administered to 317 respondents (Woredas education officials, (teachers, the School Principals), Parents and the Schools' PTA of 38 woredas of Jimma zone secondary schools). Close ended questions help the respondents to make quick decisions to choose among the several alternatives before them. They also help the researcher to code the information easily for subsequent analysis (Uma, 2003). A questionnaire is a research tool that gathers data over a large sample.

### **3.5. Data Collection Procedures**

The researcher will get permission to collect the research data from the concerned body. On appropriate date, the researcher administered the questionnaire to the respondents on agreement with the respondents. Questions that are not clear to the respondent were clarified. The researcher ensured that the questionnaires were at the right time and that everything was clarified clearly to the respondents before they respond to the items in the questionnaire. Prior to this, the researcher made a contact with the relevant authorities to allow the study to be carried out and conducted a pilot study to familiarize with the respondents. Then the questionnaire was administered to the respondents and data received from questionnaires was easily be arranged and analyzed.

### **3.6 Method of Data Analysis**

Collected data was chronologically arranged with respect to the questionnaire outline to ensure that the correct code is entered for the correct variable cleaned and tabulated. The tabulated data was analyzed using descriptive statistics showing, frequency distributions, mean and standard deviation using Statistical Package for Social Sciences (SPSS 20.0).

### **3.7 Pilot Study**

In order to obtain the required information from a cross-section of informants, the identification of the informants was done. A pilot study was conducted prior to the actual study. A questionnaire was administered to 20 selected respondents who responded positively. The aim of pilot study was to point out weakness in the questionnaire which was then reviewed and corrected.



## 3.7 Validity and Reliability of Research Instruments

### 3.7.1 Validity

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

**Internal Validity:** is how the findings of the research match reality and as the researcher measure the things that are aimed to measure. As this specific study is cross-sectional field survey this validity is addressed. Because cause and effect are measured at the time (Leary 2004).

The other measure of internal validity is whether the finding shows strong foundation or not. Therefore, the finding in this specific study is strongly supported by the reality in the context and the general theory in the field.

**External Validity:** It refers to whether the observed associations can be generalized from the sample to the population, or to other people, organizations, contexts, or time (Leary, 2004). The more representative, the more confident we can be in generalizing from the sample to the population. Hence, the researcher addressed this validity by taking adequate sample that can represent the population.

**Construct Validity:** It examines how well a given measurement scale is measuring the theoretical construct that it is expected to measure. We compare the test task with the content of the behavior. This is a logical, not an empirical one. Many constructs in social science research such as empathy, resistance to change, and organizational learning are difficult to define, much less measure. We can also assess the degree to which individual items represent the construct being measured, and cover the full range of the construct (content validity). In this study, the researcher tried to address the construct validity through the review of literature and adapting

instruments used in previous research and also collect data to demonstrate that the empirical representation of the independent variable produces the expected outcome.

**Statistical Conclusion Validity:** It examines the extent to which conclusions derived using a statistical procedure is valid. Because qualitative research designs do not employ statistical test, statistical conclusion validity is not applicable. This type of validity was addressed through selection of the right statistical method used for measuring the variables. Since this specific study is quantitative it is worthy full to consider the issue of statistical conclusion validity.

### 3.7.2 Reliability

Reliability refers to is whether an instrument can be interpreted consistently across different situations. Reliability differs from validity in that it relates not to what should be measured, but instead to how it is measured. Hair et al. (2007) defines reliability as the extents to which a variable or a set of variables is consistent in what it is intended to measure.

Duffy, Duffy, and Kilbourne (2001) asserted, Cronbach’s  $\alpha$  measure the consistency with which participants answers items within a scale. Duffy et al. (2001) further stated, a high  $\alpha$  (greater than .60) indicates that the items within a scale are measuring the same Construct.

Table 3. 2 Reliability measure of the Variable

| Scale                              | No. of items | Alpha |
|------------------------------------|--------------|-------|
| Community participation            | 18           | 0.867 |
| The extent Community participation | 13           | 0.877 |

Source: Researcher, 2021

### 3.9 Ethical considerations

The report was edited and kept for data analysis. The respondent’s consent and confidentiality was observed. Everything said and talked about was kept confidentially and the respondents was be made to understand that the study was meant for academic purposes only.

## **CHAPTER FOUR**

### **Presentation, Analysis and Interpretation of Data**

In this chapter the results and findings was discussed including the demographic background of the respondents. This study attempted to answer the research questions. The findings of the study were presented and analyzed in this chapter. The collected data were presented and analyzed using SPSS 20 software version. The researcher administered the 340 questionnaires for 200 Teachers and school's principals, 50 Parent Teachers Association (PTA), 80 woreda Education officials and 10 Cluster Supervisors. Among these 317 questionnaires were returned. Accordingly, the findings of this study were analyzed.

#### **4.1. Demographic Background of the Respondents**

The demographic information of the respondents was presented in this section. The personal profile of the respondents is analyzed as per their sex, age, education background, and years of service in the organization. Descriptive statistics was performed on the demographic variables as a means of describing the respondents.

*Table 4.1 Demographic Background of the Respondents*

| <b>Sex</b>         | <b>Frequency</b> | <b>Percent</b> |
|--------------------|------------------|----------------|
| Male               | 261              | 91.1           |
| Female             | 56               | 8.9            |
| Total              | 317              | 100.0          |
| <b>Age</b>         |                  |                |
| 20-30 years        | 96               | 30.9           |
| 31-40              | 121              | 42.9           |
| 41-50              | 41               | 11.0           |
| Above 50           | 59               | 15.2           |
| Total              | 317              | 100.0          |
| <b>Education</b>   |                  |                |
| Degree             | 227              | 87.4           |
| MA/Msc             | 90               | 12.6           |
| Total              | 317              | 100.0          |
| <b>Experience</b>  |                  |                |
| 0- 10 years        | 109              | 32.5           |
| 11-20years         | 113              | 34.0           |
| 21-30 years        | 67               | 24.6           |
| more than 30 years | 28               | 8.9            |
| Total              | 317              | 100.0          |

Regarding the sex of the respondents, the males contribute 91.1% of the total participants and the remaining 8.9% is consists by female respondents. This implies that majority of the respondents are male. This show that the female participation in school management is low when compared with male.

As table 4.1 shows above, those respondents whose age is between 20-30 years consists 30.9% of the total sample size and the respondents whose age is between 31-40 is about 42 .9% which is high where as 11% of respondent is consisted by those whose age is 41-50 and whose above 50 is 15.2% which low. Hence, it indicates that the age composition of the respondent is dominated by relatively 31-40 aged population. This indicate that the respondents whose age is 31-40 is high in school management participation when compared with others age composition.

According to the information provided in table 4.1 out of the total respondents the First degree holders have a lion share which is 227 or 87.4% of the respondent and MA/MSC holders contribute 90 or 12.6% of respondents. According to table 4.1 above, those respondents whose experience is between 0-10 years consists 109 or 32.5% of the total sample size, and 34% of respondents' experience is between 11- 20 years, out of the total respondents 67 or 24.6% of respondents' experience is between 21-30, and the respondents whose experience is above 30 years is 28 (8.9%). Therefore, based on the information given in table 4.5 above the respondents whose work experience is between 11-20 is greater than the others.

## 4.2 Descriptive Statistics on Practice and Challenges of Community Participation in Schools Management

### 4.2.1 The things that community practices in schools' management.

Table 4.2. *The things that community practices*

| Things that community practices in schools management.   | N   | Mean | Std. Deviation |
|--|-----|------|----------------|
| <b>Woreda education officials</b>  |     |      |                |
| raise resources to improve schools.  | 317 | 4.81 | .542           |
| Strengthen parents school relationships; make the school a good teaching and learning environment  | 317 | 4.69 | .735           |
| provide technical assistance and capacity building arrangements for the school   | 317 | 4.73 | .759           |
| <b>School principals and The teachers</b>  |     |      |                |
| responsible in schools decision making activities  | 317 | 4.69 | .735           |
| Provide labor and finance for school construction  | 317 | 4.64 | .717           |
| Solve problems related to student's discipline   | 317 | 4.73 | .759           |
| involved in identifying the school problems and needs and mobilize the parents to solve the problems   | 317 | 4.77 | .672           |
| foster a good academic relationship between teachers and student;  | 317 | 4.77 | .670           |
| create opportunities and methods for meaningful face to face-discussion  | 317 | 4.80 | .591           |
| use effective communication between teachers, parents and students   | 317 | 4.77 | .672           |
| <b>PTA</b>   |     |      |                |
| involved in planning, Organizing School, Budgeting   | 317 | 4.81 | .542           |
| The school community lead and administer schools   | 317 | 4.64 | .717           |
| finds non-governmental sources of fund for schools improvement   | 317 | 4.66 | .707           |
| Builds on existing good practice – It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions | 317 | 4.80 | .591           |
| <b>Cluster supervisors</b>   |     |      |                |
| Supports innovation and efforts to improve schools   | 317 | 4.59 | .733           |
| Encourages all potential learners to participate in learning activities  | 317 | 4.59 | .733           |
| Campaigning against dropout students   | 317 | 4.66 | .707           |

The table 4.2 above indicates the practice of community participation in schools management. Accordingly the result shows that the Woredas education officials raise resources to improve schools with the mean value of 4.81 and std deviation of 0.542 , Strengthen parents school relationships; make the school a good teaching and learning environment with the mean value of 4.69 and std deviation of 0.542.735, provide technical assistance and capacity building arrangements for the school with the mean value of 4.73

and.759 and std deviation. This implies that Woredas education officials' participation in school management is high.

The School principals and the teachers responsible in schools decision making activities with the mean value of 4.69 and std deviation of 0.735, The school community Provide labor and finance for school construction with the mean value of 4.64 and std deviation of 0.717, The school community Solve problems related to student's discipline with the mean value of 4.73 and std deviation of 0.759, school community is involved in identifying the school problems and needs and mobilize the parents to solve the problems with the mean value of 4.77 and std deviation of 0.672. The school community foster a good academic relationship between teachers and student with the mean value of 4.77 and std deviation of 0.670, The school community create opportunities and methods for meaningful face to face- discussion with the mean value of 4.80 and std deviation of 0.591, The school community use effective communication between teachers, parents and students with the mean value of 4.77 and std deviation of 0.672. This indicates that the School principals and the teachers' participation in school management is high.

Moreover, the PTA should be involved in planning, Organizing School, Budgeting with the mean value of 4.81 and std deviation of 0.542, The school community lead and administer schools the mean value of 4.64 and std deviation of 0.717, The school community finds non-governmental sources of fund for schools improvement, with the mean value of 4.66 and std deviation of 0.707, , Builds on existing good practice – It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions with the mean value of 4.80 and std deviation of 0.591. The PTA participation in school management is high.

Cluster supervisors also, supports innovation and efforts to improve schools with the mean value of 4.59 and std deviation of 0.733, Encourages all potential learners to participate in learning activities with the mean value of 4.59 and std deviation of 0.733, Campaigning against dropout students with the mean value of 4.66 and std deviation of 0.707, discuss with the school management about school related problems with the mean value of 4.77 and std deviation of 0.670,

The school community Strengthen parents school relationships; make the school a good teaching and learning environment with the mean value of 4.69 and std deviation of 0.735,

The school community providing technical assistance and capacity building arrangements for the school, with the mean value of 4.73 and std deviation of 0.759. The results indicated that the practice of community participation in schools' management is high with the mean value of greater than 4.



#### 4.2.2 The extent to which the community participated in schools' management

Table 4.3 The extent to which the community participated in schools management

| The extent to which the community participated in schools' management  | N   | Mean | Std. Deviation |
|--|-----|------|----------------|
| <b>School principals and The teachers</b>  |     |      |                |
| Develops clear goal and vision of the school   | 317 | 2.71 | .909           |
| Frequently monitor student performance and report regularly and publicly in order to review progress and decide on necessary course corrections  | 317 | 2.81 | .730           |
| Engaged in reciprocal learning (experience sharing between schools)  | 317 | 2.90 | .932           |
| Shared responsibility and accountability a system of planning, managing, monitoring and supporting the success of every student  | 317 | 2.01 | 1.174          |
| Use effective communication between teachers, parents and students   | 317 | 2.75 | .887           |
| <b>Woredas education officials</b>   |     |      |                |
| Builds local consensus   | 317 | 2.87 | .648           |
|  |     |      |                |
| Builds on existing good practice. It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of the schools | 317 | 3.02 | .692           |
| <b>Woredas education officials</b>   |     |      |                |
| Supports innovation and efforts to improve schools   | 317 | 2.72 | .859           |
| Engage in issues facing their schools deliberating and make a dialogue about to make collective decisions  | 317 | 2.81 | .744           |
| Collaboratively plan and design mutually beneficial programs and outcomes.   | 317 | 2.94 | .825           |
| <b>Cluster Supervisor</b>  |     |      |                |
| Establish common ground and broad consensus around complex and controversial issues.   | 317 | 3.16 | .781           |
| Encourages all potential learners to participate in learning activities  | 317 | 3.14 | .985           |
| Campaigning against dropout students   | 317 | 3.00 | .000           |

The table 4.3 above indicates the extent to which the community participated in schools' management. Accordingly, School principals and The teachers develops clear goal and vision of the school with a mean value of 0.279 and standard deviation of 0.909, Frequently monitor student performance and report regularly and publicly in order to review progress and decide on necessary course corrections with a mean value of 2.81 and standard deviation of 0.730, Engaged in reciprocal learning (experience sharing between schools) with a mean value of 2.90 and standard deviation of 0.932, Shared responsibility and accountability a system of planning, managing, monitoring and supporting the success of every student with a mean value of 2.01 and standard deviation of 1.174, Use effective communication between teachers, parents and students with a mean value of 2.75 and standard deviation of 0.887.

In addition, Woredas education officials builds local consensus with a mean value of 2.87 and standard deviation of 0.648, Builds on existing good practice; It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions with a mean value of 3.01 and standard deviation of 0.692, Collaboratively plan and design mutually beneficial programs and outcomes with a mean value of 2.94 and standard deviation of 0.825. Cluster Supervisors also, Establish common ground and broad consensus around complex and controversial issues with a mean value of 3.16 and standard deviation of 0.781, Encourages all potential learners to participate in learning activities with a mean value of 3.14 and standard deviation of 0.985, The school community Campaigning against dropout students with a mean value of 3.00 and standard deviation of 0.000. Furthermore, PTA Supports innovation and efforts to improve schools with a mean value of 2.72 and standard deviation of 0.859, Engage in issues facing their schools deliberating and make a dialogue about to make collective decisions with a mean value of 2.81 and standard deviation of 0.744. The results indicated that the extent to which the community participated in schools management is low the mean value of more than 2. This implies that although the community participation in school management is high with the mean value of more than 4, extent to which the community participated in schools management is low the mean value of more than 2

### **4.2.3. Challenges of Community Participation in Schools Management**

1. Have you ever participated in school management activities? If yes, what activities did you do? If no why?

Yes. Out of 317 respondents, 161(50%) Teachers and schools' principals, 34(11%) Parent Teachers Association (PTA), 59(19%) woreda Education officials and 7(2%) Cluster Supervisors totally 261(82%) respondents said that they participated in school management

activities such as discussing with the school management about school related problems, solve problems related to student's discipline, involved in planning, Organizing School, Budgeting,

2. Did you face challenges when you participated in the school management activities? If yes, what are those challenges you faced?

Out of 317 respondents, 296(93%) of respondents replied that Poor school management, lack of transparency among school management and the school community, lack of awareness or information about roles and responsibilities of the community in School management and poor follow up of the community to their children in close relation to the school are the challenges they face when they participated in the school management activities.

3. How did you overcome the challenges you faced in school management. Majority of the respondents (is which Out of 317 respondents, 311 (98%) of respondents replied) said that they tried to overcome the challenges they face by discussing with the stakeholder, the remaining respondents 6(2%) said that they prefer to cease participating in school activities as being committee.

4. What do you think are the major challenges which affect the school community not to participate in the school management activities? Out of 317 respondents (94 Teachers and schools principals, 14 Parent Teachers Association (PTA), 43 woreda Education officials and 4 Cluster Supervisors) replied that the major challenges which affect the school community not to participate in the school management activities are reluctance of the school management to participate in the identification of the need assessment, planning, implementation and evaluation process; poor community participation in decision making process of the school management and poor governance and leadership skills of the principal, lack of well-developed school

policies, rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school improvement program. In addition, 97 Teachers and schools' principals, 31 Parent Teachers Association (PTA), 29 woreda Education officials and 5 Cluster Supervisors replied that Low teacher commitment, Negative Attitudes (This study found out that community members' attitude towards education had some influence on their participation in school activities.

It emerged that, while some of the community members had a positive attitude, others had a negative attitude towards education. Those who had a negative attitude towards education seemed to show less expectations and thus were inconsistent in contributing towards school needs for their children.

5. What do you think the school management should do to let the community participate in school management activities? Out of 317 respondents 166 (53%) respondents which include (101 Teachers and schools' principals, 30 Parent Teachers Association (PTA), 31 woreda Education officials and 4 Cluster Supervisors) replied that the school management should be transparent to the community, The school management should let the community participate in decision making process of the school management, well-developed school policies, rules, regulation, norms. In addition, Out of 317 respondents, 151 (47%) respondents which include (90 Teachers and schools principals, 15 Parent Teachers Association (PTA), 41 woreda Education officials and 5 Cluster Supervisors) said that the school management should appropriate strategy for the school to encourage and provide community services, information about school improvement program should be designed, Use effective communication between teachers, parents and students, shared responsibility and accountability a system of planning, managing, monitoring and supporting the success of every student, develops clear goal and vision of the school...

6. Does the school management motivate the major stake holders to participate in the school related problems? 1. Yes 2. No

Majority of the respondents said yes that the school management motivates the major stake holders to participate in the school related problems, but some of them replied no.

7. Does the school community Solve problems related to students' discipline? If yes, how? If no why? Majority of the respondents 301(95%) said yes that the school community Solve problems related to students' discipline whereas 16 (5%) respondents replied no.

8. Does the school management motivate the school community identifying the school problems and needs and mobilize the parents to solve the problems? If yes, how if no, why? Majority of the respondents 297 (94%) replied yes that the school management motivate the school community identifying the school problems and needs and mobilize the parents to solve the problems whereas few respondents replied no.

#### **4.2 Interpretation**

This study includes the quantitative and qualitative findings based on the research questions. The quantitative findings showed that the practice of community participation in schools management is high the mean value of more than 4. Accordingly, the school community (the Woredas education officials, the teachers and the School Principals, cluster supervisors and the Schools' PTA) raise resources to improve schools, the school community is responsible in schools decision making activities, the school community discuss with the school management about school related problems, the school community Provide labor and finance for school construction, the school community Solve problems related to student's discipline, The school community Campaigning against dropout students, The school community is involved in identifying the school problems and needs and mobilize the parents to solve the problems,

The school community create opportunities and methods for meaningful face to face-discussion, The school community should be involved in planning, Organizing School, Budgeting, The school community Strengthen parents school relationships; make the school a good teaching and learning environment, The school community foster a good academic relationship between teachers and student, The school community lead and administer schools, the school community providing technical assistance and capacity building arrangements for the school,

The school community finds non-governmental sources of fund for schools improvement, The school community use effective communication between teachers, parents and students , Builds

on existing good practice – It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions, Supports innovation and efforts to improve schools, Encourages all potential learners to participate in learning activities.

In addition, the quantitative findings showed that the extent to which the community participated in schools' managements low the mean value of more than 2 when compared to the practice of community participation. Accordingly, the school community's responsibility in schools' decision making activities, discussion with the school management about school related problems, Provision of labor and finance for school construction, Solving problems related to student's discipline, Campaigning against dropout students, involvement in identifying the school problems and needs and mobilize the parents to solve the problems is low.

Furthermore, the qualitative findings showed that there are different Challenges of Community Participation in Schools Management such as reluctance of the school management to participate in the identification of the need assessment, planning, implementation and evaluation process; poor community participation in decision making process of the school management and poor governance and leadership skills of the principal, lack of well-developed school policies, rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school improvement program, Low teacher commitment, Negative Attitudes( This study found out that community members' attitude towards education had some influence on their participation in school activities. It emerged that, while some of the community members had a positive attitude, others had a negative attitude towards education. Those who had a negative attitude towards education seemed to show less expectations and thus were inconsistent in contributing towards school needs for their children.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### 5.1. Summary

Education is a corner stone of economic and social development. It is significant in improving the production capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by mitigating its effects on population, health and nutrition and by increasing the value and efficiency of the labor offered by the poor. Different studies were conducted on benefits of the community participation in different service sectors. Gelaye(2017) made her study on the Assessment of Practices and Challenges of Community Participation in Local Developmental Programs and its Implication on Poverty Reduction. Habteslassie(2014) made his study about the Practices and Problems of Community Participation in Secondary Schools Management in Central Zone of Tigray Region, Koang (2017) conducted his research on Performance Assessment of Community School Partnership Program (Cspp) in ItangWereda of Gambella Region.

There have not been sufficient studies conducted to examine the practice and challenges of community participation (Woredas education officials, (teachers, the School Principals), Cluster Supervisors and the Schools' parent teachers' association(PTA) in secondary schools' management. Therefore, in-depth study of the community participation (Woredas education officials, teachers, and the School Principals, Cluster Supervisors and the Schools' parent teachers' association(PTA) in educational practice and challenges of secondary school in oromia region, Jimma zone needs considerable attention on behalf of researcher.

The general Objective of the study was to investigate the community participation in educational practice of secondary schools in Jimma Zone, Oromia region. The researcher used descriptive research design which includes quantitative and qualitative methods to collect data from respondents. Descriptive survey helps the researcher collect detail information regarding the population under the study.

This study was conducted by using quantitative and qualitative research approach. The target population of this study was Woredas education officials, (teachers, the School Principals), Parents and the Schools' PTA of eight woredas of Jimma zone secondary schools.

In this study the researcher employed simple random sampling method. Because, every element in the population has equal chance of being selected. Mugenda and Mugenda (2003), states where time and resources allow a big sample should be taken. This enables findings to be a true representative of the whole population. The author further said that the sample size should not be less than 30% of target population. Simple random sampling was used for 400 Teachers and schools' principals. Purposive sampling technique was used to determine the sample of 50 Parent Teachers Association(PTA), 80 woreda Education officials and 10 Cluster Supervisors because the population is too small and manageable. Primary data collection method (questionnaire) will be used in this study. The researcher used closed ended and open ended questionnaires as primary data collection tool which was administered to the respondents.

This study includes the quantitative and qualitative findings based on the research questions. The quantitative findings showed that the practice of community participation in schools' management is high the mean value of more than 4. In addition, the quantitative findings showed that the extent to which the community participated in schools' management is low the mean value of more than 2 when compared to the practice of community participation. Moreover, the qualitative findings showed that there are different Challenges of Community Participation in Schools Management such as reluctance of the school management to participate in the identification of the need assessment, planning, implementation and evaluation process; poor community participation in decision making process of the school management and poor governance and leadership skills of the principal.



## 5.2 Conclusions

The demographic information of the respondents was presented in this section. The personal profile of the respondents is analyzed as per their sex, age, education background, and years of service in the organization. Descriptive statistics was performed on the demographic variables as a means of describing the respondents. Regarding the sex of the respondents, the males contribute 91.1% of the total participants and the remaining 8.9% is consists by female respondents. This implies that majority of the respondents are male. those respondents whose age is between 20-30 years consists 30.9% of the total sample size and the respondents whose age is between 31-40 is about 42.9% where as 11% of respondent is consisted by those whose age is 41-50 and whose above 50 is 15.2%. Hence, it indicates that the age composition of the respondent is dominated by relatively 31-40 aged population. Out of the total respondents the First degree holders have a lion share which is 227 or 87.4% of the respondent and MA/MSC holders contribute 90 or 12.6% of respondents. those respondents whose experience is between 0-10 years consists 109 or 32.5% of the total sample size, and 34% of respondents' experience is between 11- 20 years, out of the total respondents 67 or 24.6% of respondents' experience is between 21-30, and the respondents whose experience is above 30 years is 28 (8.9%). Therefore, based on the information given in table 4.5 above the respondents whose work experience is between 11-20 is greater than the others.

This study includes the quantitative and qualitative findings based on the research questions. The quantitative findings showed that the practice of community participation in schools' management is high the mean value of more than 4. In addition, the quantitative findings showed that the extent to which the community participated in schools' management is low the mean value of more than 2 when compared to the practice of community participation. Accordingly, the school community's responsibility in schools' decision making activities, discussion with the school management about school related problems, Provision of labor and finance for school construction, solving problems related to student's discipline, campaigning against dropout students, involvement in identifying the school problems and needs and mobilize the parents to solve the problems is low.

Furthermore, the qualitative findings showed that there are different Challenges of Community Participation in Schools Management such as reluctance of the school management to

participate in the identification of the need assessment, planning, implementation and evaluation process; poor community participation in decision making process of the school management and poor governance and leadership skills of the principal, lack of well-developed school policies, rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school improvement program, Low teacher commitment, Negative Attitudes.

### **5.3. Recommendations**

The following recommendations are forwarded depending on the findings of the study: The extent to which the community participated in schools' management activities should increase. The ministry of education should give management training to School management, there should be transparent among school management and the school community, Awareness or information about roles and responsibilities of the community in School management and follow up of the community to their children in relation to the school should be given. The Woreda education office KETB, PTA and the school directors should develop ways of encouraging community members in their great participation, so that those who exhibited greater contribution would be awarded at the end of the academic year during parent's day at school level and during annual educational conference at Woreda levels as educational heroes. Creating smooth communication among units in the WEOs and between WEOs and schools and PTAs: - Woreda Education Office (WEO) heads, experts, principals and PTA members should be properly oriented about their organization's structure, policies and practices; and about their job's relationship with others'. Proper co-ordinations among units in the WEOs should be created; and principals and PTA members should receive proper support and guidance from their superiors. Therefore, WEOs should evaluate and monitor the performances of schools regularly and PTA members of schools should have regular meetings rather than meeting only when needs arise. Generally, it is necessary to create a better communication system among units in the WEOs and between WEOs and schools and PTAs.

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## APPENDIX ONE

**Dear respondent,**

This questionnaire is designed to find out the Practice and Challenges of Community Participation in Schools Management. The Case of Jimma Zone Secondary Schools. Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose.

Thank you in advance for your co-operation.

### **PART 1: Respondent Personal Information**

**Direction 1:** Please give information about yourself for each of the categories below. Put a circle on the appropriate choice where necessary.

1. Sex: 1) Male 2) Female

2. Age 1) 21 – 29 2) 30 – 39 3) 40 – 49 4) 50 or more

3. Education background: 1. Diploma 2. Degree 3. MA/MSc 4. PhD

4. Work experience: 1. 0-10 years 2. 11-20 years 3. 21-30 years 4. Above 30

### **PART I: Practice and Challenges of Community Participation in Schools Management**

**Section-One:** Items 1-17 in the table below are accompanied with five options: Strongly Agree, Agree, and Neutral, Disagree and Strongly Disagree. Respond to these items by putting a circle in the appropriate box.

**Keys:** 5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strongly Disagree

**A. The things that community practices in schools management**

| No | Items  | Strongly disagree | Disagree | Neutral | agree | Strongly agree |
|----|--|-------------------|----------|---------|-------|----------------|
| 1  | The school community (the Woredas education officials, the teachers and the School Principals, cluster supervisors and the Schools' PTA) raise resources to improve schools. |                   |          |         |       |                |
| 2  | The school community is responsible in schools decision making activities.   |                   |          |         |       |                |
| 3  | The school community discuss with the school management about school related problems  |                   |          |         |       |                |
| 4  | The school community Provide labor and finance for school construction   |                   |          |         |       |                |
| 5  | The school community Solve problems related to student's discipline.   |                   |          |         |       |                |
| 6  | The school community Campaigning against dropout students  |                   |          |         |       |                |
| 7  | The school community is involved in identifying the school   |                   |          |         |       |                |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | problems and needs and mobilize the parents to solve the problems  |  |  |  |  |  |
| 8  | The school community create opportunities and methods for meaningful face to face-discussion with students and parents |  |  |  |  |  |
| 9  | The school community should be involved in planning, Organizing School, Budgeting...                                   |  |  |  |  |  |
| 10 | The school community Strengthen parents school relationships; make the school a good teaching and learning environment |  |  |  |  |  |
| 11 | The school community foster a good academic relationship between teachers and student;                                 |  |  |  |  |  |
| 12 | The school community lead and administer schools   |  |  |  |  |  |
| 13 | The school community providing technical assistance and capacity building arrangements for the school,                 |  |  |  |  |  |
| 14 | The school community finds non-governmental sources of fund for  |  |  |  |  |  |



|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | schools improvement  |  |  |  |  |  |
| 15 | The school community use effective communication between teachers, parents and students  |  |  |  |  |  |
| 16 | Builds on existing good practice – It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions |  |  |  |  |  |
| 17 | Supports innovation and efforts to improve schools   |  |  |  |  |  |
| 18 | Encourages all potential learners to participate in learning activities  |  |  |  |  |  |

**Key:** 1= Never 2= Rarely 3= Some times 4= Usually 5= Always

**B. The extent to which the community participated in school's management**

| No |  | Never | Rarely | Some times | Usually | Always |
|----|--|-------|--------|------------|---------|--------|
| 19 | Develops clear goal and vision of the school   |       |        |            |         |        |
| 20 | Frequently monitor student performance and report regularly and publicly in order to review progress and decide on necessary course corrections.   |       |        |            |         |        |
| 21 | Engaged in reciprocal learning (experience sharing between schools)  |       |        |            |         |        |
| 22 | Builds local consensus   |       |        |            |         |        |
| 23 | Shared responsibility and accountability a system of planning, managing, monitoring and supporting the success of every student  |       |        |            |         |        |
| 24 | Builds on existing good practice – It is important to identify the strengths and weaknesses of educational institutions and practices, build on the strengths and finding ways to address the weaknesses of these institutions |       |        |            |         |        |
| 25 | Use effective communication between teachers, parents and students   |       |        |            |         |        |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 26 | Supports innovation and efforts to improve schools  |  |  |  |  |  |
| 27 | Engage in issues facing their schools deliberating and make a dialogue about to make collective decisions |  |  |  |  |  |
| 28 | Collaboratively plan and design mutually beneficial programs and outcomes.                                |  |  |  |  |  |
| 29 | Establish common ground and broad consensus around complex and controversial issues.                      |  |  |  |  |  |
| 30 | Encourages all potential learners to participate in learning activities.                                  |  |  |  |  |  |
| 31 | The school community Campaigning against dropout students   |  |  |  |  |  |

**c. Challenges of Community Participation in Schools Management**

1. Have you ever participated in school management activities ? If yes, what activities did you do? If no why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Did you face challenges when you participated in the school management activities? If yes what are those challenges you faced?

3. How did you over come the challenges you faced in school management

4. What do you think are the major challenges which affect the school community not to participate in the school management activities?

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5. What do you think the school community should do to participate in school management?

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6. What do you think the school management should do to let the community participate in school management activities?

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7. Does the school management motivate the major stake holders to participate in the school related problems?

8. Does the school community Solve problems related to students' discipline? If yes, how? If no, why?

9. Does the school management motivate the school community identifying the school problems and needs and mobilize the parents to solve the problems?