



**WOLLEGA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT EDUCATIONAL LEADERSHIP**

**COMMUNITY PARTICIPATION AND SCHOOL PERFORMANCE IN  
SECONDARY SCHOOLS OF WEST WOLLEGA ZONE**

**MA THESIS**

**By: HABTAMU BELINA FARADA**

**September, 2019**

**NEKEMTE, ETHIOPIA**



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**September, 2019  
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## **STATEMENT OF THE AUTHOR**

I Mr. Habtamu Belina hereby declares and affirms that the thesis entitled “Community Participation and School Performance In Secondary Schools Of West Wollega Zone” is my own work conducted under the supervision of Ketema Geleta (PhD) and Bayisa Teshome (MA). I have followed all the ethical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I have adequately cited and referenced all the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and I have not misrepresented, fabricated, or falsified any idea /data/ fact/source in my submission. This thesis is submitted in partial fulfillment of the requirement for a degree from the Post Graduate Studies at Wollega University. I further declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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## **Acronyms and Abbreviations**

<b>BOM</b>	Board of Management
<b>CP</b>	Community Participation
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for All
<b>FSE</b>	Free Secondary Education
<b>KETB</b>	Kebele Educational Training Board
<b>MDGs</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>NER</b>	Net Enrolment Rate
<b>PTA</b>	Parent Teacher Association
<b>USE</b>	Universal Secondary Education

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## ***Abstract***

*The purpose of this study was to assess community participation and school performance in secondary schools of West Wollega zone. The target group of the study was Communities surrounding secondary schools in west wollega zonal administration sample of the study included secondary school teachers, principals from ten schools and parent- teacher association members. Teachers and PTA members were selected randomly whereas school principals selection was based on purposive sampling. Descriptive survey design was followed to collect data with self-prepared questionnaire and interview. Data was analyzed using descriptive statistics which is complemented with qualitative analysis. It was found that parents and community involvement in some area of school education such as planning, monitoring and evaluation annual school function, and school program initiative for improving participation were weak or insignificant. Community involvement in repairing school facilities, contributing monetary resources and in academic were more than average and strong. Lack of program strategies to improve community and school partnership, school principals incompetency and lack of commitment on the part of parent-teacher association PTA were major challenges to community involvement in their children education. Community participation in the study area has moderate effect in increasing student enrollment, reducing rate of reputation and reducing rate of drop out, lack of commitment of the principal to work with community representative members regarding to school performance, failure of the principal in verifying the meeting program and its agenda a head of time reluctance. Finally workable recommendations were forwarded for school and key stakeholders to implement in the future.*

## CHAPTER ONE

### 1.1. Background of the Study

Background of the Study In the educational arena today, community participation in school affairs is an issue that has been receiving significant attention from policy makers and key stakeholders. This is because the participation of communities in education can enhance education and children's learning. Research has shown that the participation of families and communities in education has positive impacts on children's learning and can also increase children's learning potential which results in long-term impacts on children's lifelong learning (Epstein, 1992).

According to the World Bank (2007), quality and timeliness in the delivery of services will be enhanced where clients can hold providers accountable. This principle undergirds a lot of the thinking around the benefits of community involvement in schools. This general principle stated by the world bank seems workable for every enterprise including schools whose clients are students, families and communities. The notion of world bank with respect to clients role has been affirmed by Watt (2001) who, made extensive review of literature on community participation and then argues that accommodating the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement.

The positive correlation between community participation in schools and school outcomes has been confirmed by research from diverse settings including Latin America (DeSteffanno, 2006) and Sub-saharan Africa (Watt, 2001). So it is beyond doubt and debate that the essentiality of community participation in education has got common understanding across the globe regardless of cultural and contextual differences

The importance of school and community relationships as part of community and parental involvement also go a long way in determining the culture, pedagogy and overall perception of students (Epstein, 1997; Noguera, 2001). In their extensive research work, Henderson and Mapp (2002), have reported a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement which hold regardless of student age or family background. Other researchers like Bray (2000) and Rugh & Bossert (1998) have also reported that increased community interest in education, and increased equity in access to education for marginalized groups as benefits of community

participation in schools. Another benefit which Colley (2005) observed in rural area was that where community participation was modest there was few disciplinary problems.

Edo, Ali & Perez (2002) have reported similar research findings that in Ethiopia schools where community and parental participations were observed to be high. there were improved relevance of learning material, improved capacity of local NGOs, and improved access for women and persons with disabilities

In order to schools be able to derive the benefits of community engagement in education , a number of countries have enacted policies that foster community involvement. Community participation (CP) is taken as an end itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation (Stiglitz, 1997). in Ethiopia, increasing interest in community participation in the formal education has strong connection to the policy of educational decentralization which involves devolution and transfer of planning, financial, implementation and political responsibilities from the central government to the local government. One of the aim of the decentralization educational policy is to take service and responsibility closer to the local people. From decentralization perspective, Community participation in education is an important means of improving educational relevancy, quality and access by increase resources, improve accountability of schools to the community they serve. This could develop schools, responsiveness to the local needs. As a result, it intends to improve equitable access, retention, quality and school performance. So stressing the crucial role family and community can play in education, the ministry Education (MOE, 1998) states:

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

By this statement the ministry underscores the paramount importance of community participation for long and short term educational goals attainment. The ministry clearly recognized that better participation of the community in school management would result in a better contribution to the endeavor to increase enrollment reduce dropout and improve equality in learning etc.

The role of parental involvement in improving educational outcomes has been recognized across the globe. So it is clear that community involvement has been found to be of considerable importance to children's achievement in schools. So, the most effective schools are now widely considered to be ones that encourage and support the involvement of parents and other family members in the education of their children

However, success in parental participation depends on the strength of managerial and institutional capacity throughout the education system. Effective school requires effective school management. Effective school management, in turn require well- developed intermediary organizations that provide leadership and resources schools need to translate policies into action (World Bank, 1997) A key indicator of an effectively managed school is the management of the school being seen as shared responsibility of the community with the life of the school. Schools therefore need to create management systems that empower the community with the life of the school to achieve the school's goal.

These systems should include: planning, decision making, financial, implementation, monitoring the work of the staff, and evaluating the work of school (MOE, 2004)

So, efficient management of schools cannot be realized by the effort to the school principals alone. That is why the MOE clearly established the guide line for the District education and training board, kebele training and management board, and parent teacher student association with clarity specified duties and responsibilities to be actively involved in school management as representatives of the community. These show that the proper functioning of the school and realize its goal, the participation of the community in school management is crucial.

Despite widespread acknowledgement of the potential benefits of community involvement in education there are gaps between the rhetoric on parental involvement found in the literature and typical parental involvement practices found in schools. As stated by Christenson and Sheridan (2001 there is still more rhetoric than reality about family and school working together as genuine partners.

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

The purpose of 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 and function. (MOE 2002). 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).

Similarly (UNESCO 1985) States: Genuine community participation in educational management requires that there be a possibility for community to intervene at each and every step in the process study, design decision making, implementation monitoring evaluation as well as in the main areas of concern(resource management, personnel policy managing the educational process etc). Participation is therefore, meaningful when it deals with decision making at all points in the educational process from its initial orientation to its programming and execution. The participation of parent to and community in school management, therefore, enhance the chances that a positive interest in the school, a sense of friendliness and good will towards staff, provide adequate finance support and develop a sense of responsibility for the improvement of the school (Bagin and Donald, 2001).

In addition to this, the participation of community in management of the school will create smooth relationships that promote the community to make their own contribution to the school. This could take in a form of constructing new buildings, supervise construction works in simple matters, make direct labour construction, maintenance and upkeep school facilities, enhance enrollment of boys and girls and to reduce drop outs. Generally it will make its own contribution for the improvement of the quality of education (MOE, 1998). For the effective performance of the school and achievement of education goals, appropriate participation of the community in the management is therefore, crucial (Townsend 1994). The participative the management is, the easier for the school to adopt changes that comes within and outside the school. In relation to this, (Bangin and Donald, 2001) States:

The school in a dynamic, changing social order cannot adopt itself to change or make the necessary improvements in its programme without participating the community in its affairs. There must be a structured. Systematic and active participation of the community in the educational planning, Policy making, problems solving and evaluation of the school.

In order to realize these, school principals need to establish, maintain and regularly consult and participates the community or its representatives in management of the school (Townsend, 1994).

Taking the significance and contribution of community participation is school management, MOE has developed a guide line with specific roles and responsibilities for the community. At school level, the two school governing bodies are Kebele Education Training Board and Parent Teacher Association (MOE, 1994). These school governing bodies are, established in each school however, their progress and performance in carrying out their roles and responsibilities remains inadequate.(MOE, 2002 ) there are in number of reasons for the inadequate performance that requires extensive study.

The study, therefore attempts to answer the following basic question:

1. What are the areas in which community participate in some school activities in some selected secondary schools of West Wollega zone?
2. To what extent do communities participate to support students' academic achievement?
3. What are the effects of community participation on schools performance in secondary schools of West Wollega zone?
4. What are the challenges that interfere community participation in school?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to assess community participation in school performance in secondary schools of west wollega zone. The study is also aimed at identifying causes that account for the problem to occur and suggesting possible solutions that could mitigate the major setbacks pertaining to community involvement in secondary schools in west wollega zone. More specially, this study has the following specific objectives.

### **1.3.2. Specific Objectives**

1. To identify the areas in which community participate in school activities in secondary schools of West Wollega zone
2. To investigate the extent of community participation to support students' academic achievement
3. To explore the effects of community participation on schools performance in secondary schools of West Wollega zone
4. To find out the challenges that interfere community participation in school

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

If the school allows the community to participate in planning, implementation, monitoring and evaluation of the school program, positive contribution of the community return will be high so as to achieve school goal. It is on this base that MOE, (1994), clearly defined the role and responsibilities of KETB and PTA to be involved in school management as representative of the community. Therefore, the study will have the following significance

- The study may bring the prevailing problems of CP in school management on the surface that help principals, KETB and PTA members, District education officials and other concerned take the necessary measures to work for improvement
- This work could serve as source of information for further studies.
- Policy makers may see the policies and practices so that they may reconsider the directives in the way that it can address factors that have deter CP.
- Principals and the community may know what goes wrong in CP in schools' system so that they could 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 to the topic under discussion and to fill gaps in CP in secondary school management.

### **1.5. Delimitation of the Study**

There are 20 districts and 3 administrative towns in West Wollega Zone. The study was delimited to a manageable size to involve ten secondary schools of the zone. So the sample schools were chosen from the ten secondary randomly. A part from this, the study included secondary school in rural and urban area.

## **1.6. Limitation of the Study**

It is clear that research work could not be totally free from limitations. Due to this fact, the researcher faced lack of cooperation of some Districts education officials, reluctance of some principals and teachers to fill in and return the questionnaire as a result it was difficult to collect all the questionnaire by the time table set at the beginning. In addition to this, most sample schools were in accessible for transportation. So it was difficult to reach them and collect the data. so the present study may have limitation in using large sample size and inferential statistics due to several consternates

## **1.7. Definition of Terms**

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

### **Community Participation**

Community participation is a process of engaging and involving communities in the school management system through democratically elected community education committees mainly PTA. Hence, participation is revealed in the delivery of services, often as a partner with other actors, as implementers of delegated powers, and involving in real decision making at every stage including problem identification, planning, implementation and evaluation that affects the community (e.g. in education).

### **School performance**

School performance is the process of identifying the student academic achievement, rate of drop out, rate reputation, rate of enrollment and generally measured by internal deficiency of the school.

## **1.8. Organization of the study**

This study organized into five chapters. The first chapter provides the problem and its approach. The second chapter deals with the review of related literature. The third chapter contains research design and methodology. The fourth chapter deals with the presentation and analysis for the data. The fifth chapter includes the summary, conclusion and recommendation of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **2.1 Review of Literature on community participation**

This chapter examines concepts, principles, forms of community participation, levels of community participation and effects of community participation it also highlights meaning of community participation in school management, school board/ committee, parent teacher association, strategies that foster CP and finally deals the role of principals that enhancing CP in school management.

#### **2.2. The Definition and Concept of Community Participation.**

Participation in relation to community is defined as the creation of opportunities to enable all member of a community to engage in various developmental activities Medgley (1986), as cited by United Nations (1981). Other scholars like Naryaran, and katrinka, E. (1997) describes community participation as the meaningful and active involvement of the community from planning to the implementation of a program. The term participation is an experience felt differently by different people in different situations. Even in similar situations the form and degree of participation is not the same for all. Diverse activities and practices can be labeled as community participation though each involvement pervades a variety of degree of participation and provoke different outcomes.

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

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

The term community has been defined differently depending on the context it is used. Most commonly, it is defined in terms of people, place, and interest. Lewy (1977) defines community as a group of people who are living in an area served by a particular school or by a network of schools. UNISCO (2003) conceived community as a stratified group of people residing in a delimited area bounded together with similar norms, cultures, interests and often share resources, as well as challenges. Thus, a community is an aggregate of population who are living fairly close together in some geographical area having a set of common characteristics. The community comprises all categories of people. Children, adolescents, adults, elders, leaders, resource persons, groups etc. Various researches works in community under scores to look into the population, number, the age and the sex composition among others these are the foundation of studies conducted in relation to community in a specified geographical area. Geographical area is the base of the community on the land. Community members are living together in a more or less compact territory as in urban areas or in a defined area a part from others as in rural areas. This could affect the provision of services in face to face relationship and cohesion of the community. Other geographical settings including mainly the topography may have influence on community life such as education accessibility. Topography could make easy or hard to reach the community. Accessibility in turn affects the mores and customs of the community. It is evident that people who are living in isolate area (e.g. in rural) may have some unique ways of behavior or customs in comparison to members of a community who are living in towns. Thus, in defining a community the physical setting needs to be considered. Furthermore, a community may be conceived in terms of the common characteristics its members share in their walks of life. These may include culture, language, religion, race, mode of life, tradition, goals and so forth. The community members could possess a set of basic institutions like health,

education, religious, agricultural etc that bring them together in a sense of unity or a feeling of belongingness so that members able to act in corporate way .According to Shaeffer (1992) some communities are homogeneous while others are heterogeneous. Some are cooperative whereas others are conflictive. Some communities are governed and managed by leaders chosen democratically and some are governed by leaders imposed from above and represent central authorities. Zenter (1964) identifies three aspects of communities. First, community is a structure organized either formally or informally. In this aspect, every member in a community plays roles for common goals interactively. Secondly, member of the community have some degree of collective identification within limited occupied space.

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

The geographic community is a community whose members settle in a restricted area like in a village or district. The second aspect of a community is described in terms of membership to the community including such characteristics as ethnic, language, culture and etc. The last one is stated based on shared common concerns of the community including parents associations and institutions. For instance, parents as a community member could have shared concerns for the welfare and learning of their children. MOE (1998) describes community as a group of people living together in a particular area and sharing similar economic, political, cultural and social experiences. For the practical purpose of this study community is considered as people within the service area or within the vicinity of the school having common social interest and experiences/practices.

## **2.3. Forms of Community Participation.**

Various forms of community participation in education have been identified by many researchers in their studies. Community support for education takes a large number of monetary and non-monetary forms. Monetary support includes fees, levies, and fundraising activities. These can be intended to meet a shortfall in recurrent public financing, for example, by purchasing textbooks or supplementing teachers' salaries or it can be used for classroom construction. Non-monetary support covers a wide range of activities, from attending school committee and parent association meetings, to providing labor for school construction and maintenance. Non-monetary support is an especially important component of community-based education in rural Africa, where the cash economy is typically small, income irregular and unpredictable, and the isolation of communities' means that many management decisions must be taken at the school level. Watt (2001) notes further "community participation in school management in Africa has taken many forms. At its most limited, it involves an advisory or consultative role on the school committee."

### **2.3.1. Support for the Instructional Program**

This is often overlooked as a form of community participation in education, but it can be crucial to improving participation and learning outcomes where communities are able to provide formal support by volunteering as teachers' assistants or after-school tutors. Support for the instructional program can be formally mobilized through school committees and parents associations, which organize extracurricular activities, provide links between schooling and work, assist teachers—for example to prepare teaching aids—and encourage parents to help children with homework. It must be pointed out that the capacity of communities to provide this sort of support varies widely. One major challenge is that poor communities with low levels of education attainment often lack the time, confidence, and skills to provide formal support to the instructional program. Also efforts to involve communities in the learning process was depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an "intrusion." Teachers must, therefore be assured that community involvement is designed to assist and complement rather than substitute for the teacher. Where the capacity of the community to participate in the instructional program is limited, it can still play a crucial role in improving learning outcomes through more informal channels. Perhaps the single most important contribution communities can make to improve

school performance is providing and creating a home and community environment conducive enough to reinforce the work of the school. Practically, parents can ensure that their children attend school regularly, arrive at school on time, eat in the morning before lessons begin, and provide time and space for children to study in the home. Communities can also help to ensure that teachers attend school every day on time, teach when they are at school, and inform the school community of planned absences. Taken together, these relatively simple forms of community participation can have a critical bearing on learning outcomes, by increasing the amount of time children spend being taught, by improving their mental alertness, and by making children and teachers feel that what happens in the school is valued and actively followed by the community. (Lockheed & Verspoor, 1991, Watt, 2001)

### **2.3.2. School Management**

Williams 1997 and cited in Watt (2001) also identified school management as a form of community participation in education. Until recently most African countries reserved education management responsibilities for the government. Community management can be an important building block in creating a sense of ownership of schools, and has practical benefits for poor communities, who may be unable to make additional financial contributions to education, but who are often enthusiastic about being given greater decision making power over the school. In Africa, this has taken a number of forms. At its most limited, community participation in school management involves an advisory or consultative role on the school committee. Community participation in school management has become necessary because of lack of government administrative and managerial capacity. Community-based school management is often less skill intensive and more cost-effective than existing centralized approaches. The effort to improve teacher accountability to the communities they serve has resulted in some countries given communities direct control over the recruitment of teachers; while in other countries this remained the responsibility of local or central government as is the case in Ethiopia, but the community is given an enlarged oversight role.

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

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

In Ethiopia, a clear example is the organization of workshops by the Ethiopia Education Service and other NGOs like the Catholic Relief Services (CRS), United States Agency for International Development (USAID) for communities on school management. Topics like composition of the School Management Committees (SMCs) and PTAs; roles of the PTAs and SMCs; mobilizing community resources for school development; taking good care of school property etc(*field data*) are usually discussed. Other ways of assisting include training in basic accounting and administrative skills and regular site visits by local education officers to respond to community concerns and provide practical support.

### **2.3.3. Contributions to School Resources**

Contributing to school resources has been identified as the most common form of community participation in education. The principal rationale for community contribution towards the cost of schooling is financially underscored by the fact that government is unable to single-handedly fund education. A further rationale for community contribution to school resources is that it promotes accountability and increases community legitimacy to exercise control over their own school. Additional financing of education are typically contributed only by households with children enrolled in school coming in the form of user fees or charges. Community financing is an alternative to user fees, and draws on the support of the wider community, not just the parents who have a direct stake in the school. It also implies more active support than user fees and tends to involve contributions of time and effort in addition to money (Cornia, Jolly, and Stewart 1987 cited in Watt, 2001)

Community financing of education takes two main forms: (a) financial contributions in the form of official and unofficial fees and levies decided by the government, community leaders, and teachers and usually directed to meeting the same needs as income from user fees; and (b) money raised from fundraising activities. Community financing is a preferred option in the rural areas, where communities are more cohesive and identifiable, and easier to

mobilize. In contrast, user fees may be more appropriate in urban communities, where the opportunity costs of in-kind contributions are higher, support from the wider community is more difficult to mobilize, and incomes are larger and more predictable.

Bray (1999b) cited in Watt (2001) notes that contributions to school resources can take two main forms: in-kind as well as financial support. In-kind supports includes labor for activities such as school construction and work by students on the school plot, and can cover contributions of goods, such as building materials for school construction, or food. For example, in Madagascar schools have attempted to broaden access by accepting in-kind payments of rice, while in Botswana cattle have been contributed in some cases. In-kind contributions have clear advantages for cash-poor communities, as well as capturing resources that would not otherwise be used to meet educational goals.

Ota (1986) and cited in Baku & Agyman (1994) identified three main forms of community financing of education found even in poor settings: (i) parental contributions in various forms such as school fees and PTA levies; (ii) contributions by the whole community, most commonly in the form of labor toward construction work in the school; and (iii) contributions by voluntary organizations including religious bodies. The study notes further that other innovative approaches increasing community participation (UNESCO, 1991) include orientation ceremonies, family visits, hobby courses for parents, pupils performance pamphlets, parents meetings, and classes.

This relates to the various ways in which communities take part in school activities. Participation in education could take both monetary and non-monetary forms. Baku & Agyman (1994) have noted that the involvement of the community in the development activities of the school could take the following forms: (i) providing land, money materials, communal labour, and free accommodation for teachers; (ii) building school facilities; (iii) acting as resource persons teaching traditional and cultural practices; and (iv) organizing forums to discuss the problems of the schools.

Also Baku & Agyman (1994) have noted that four modes of participation. These include: (i) participation in the decision-making process, through School Management Committees (SMCs) and PTAs; (ii) participation in the school endowment where the community limits its role to donating educational infrastructures and leaves their use to the discretion of school authorities; (iii) participation in the teaching and learning process where community members act as resource persons to assist in those areas where the staff alone cannot cope; and (iv)

participation focused on access to education where chiefs and development committees undertake to promote access through registration of births, determination of the school-age population, use of moral persuasion, or compulsion to get children enrolled and imposing fines on defaulters.

#### **2.4. Levels of Community Participation in Education**

The degree of participation also requires attention. The ladder of participation, by Arnstein (1969), is well known to indicate the levels of participation. According to Arnstein, there are eight ladders categorized as client power (i.e., citizen control, delegated power, and partnership), tokenism (i.e., placation, consultation, and informing), and nonparticipation (i.e., therapy and manipulation). Even if the decision-making power is devolved to the community level, how power is distributed among multiple groups of community members and to what extent participation takes place need careful speculation, as we see a variety of impediments in the process later, in the section on empirical literatures.

Community participation is based on the reasoning that the provision of basic education should be a joint venture between the government and the community. Baku et al, (1994) notes that communities are characterized by three levels of participation as seen below:

1. **High Level:** (i) community is ever ready and anxious to get to know the needs and problems of the school; (ii) devotes a lot of its communal development efforts to school needs; (iii) constantly levies its members to raise funds to address school needs; (iv) has an effective leadership that champions the cause of the school; and (v) parents patronize PTA meetings well.
2. **Average level:** (i) community tries sometimes to address the needs and problems of the school; (ii) could have done better if there were good leadership; (iii) participates because it seems to have no choice; (iv) some parents participate effectively but most are unconcerned; and (v) parents patronize PTA meetings only during their free or non-farming season times.
3. **Low Level:** (i) community hardly knows whether the school has any needs or problems; (ii) believes that the government has the sole responsibility for the school; (iii) is poor and does not believe in its capacity to do anything for the School; (iv) has a very lukewarm attitude towards the school; and (v) most parents cannot sacrifice even one day in months to attend PTA meetings. (Baku *et al*, 1994)

## **2.5. Effects of Community Participation**

As regards why communities or parents participate in education, in the considered opinion of Bray (2000), parents are a good place to begin the process of community building, because they may be assumed to have a natural interest in the education of their children.

Baku (1994) has also provided explanation on why communities or parents participate in education. Community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long- term impact of education.

Furthermore, Bray, Watt and other researchers have generated empirical evidence from their studies to throw more light on the effects of community participation in education. As a matter of fact, participation builds ownership and a better understanding of the true nature of the educational problems facing the country (Bray, 2001).

Watt (2001) on his part has also noted that community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Enhancing the community's sense of ownership of a school makes it more likely that parents will support the aims of the school, and ensures that their children attend regularly and learn. Greater ownership can also build consensus for change, and increase accountability: teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in educational access and quality.

Uemura (1999) also submits that community participation in education ensures maximization of limited resources; developing relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education; realizing democracy; increasing accountability.

Thus, the situation in Ethiopia in terms of community participation in education development might not be very different from the observations made by the various writers and scholars mentioned above. However, in the various submissions indicated, they have generally dealt more on specific countries and subjects relating to community participation in education in broader terms without any particular mention or reference to the study community or area.

A review of the available literature reveals that nothing specific about the phenomenon under investigation has been carried out in the West Wollega Zone or they are rather sketchy.

It is in the light of this that this present study is undertaken to offer a pioneering role to explore the impact of community participation on school performance, which would serve as foundation for further research in the area.

The impact of community participation in school management is mixed at best in the past literatures. Empirical evidence has highlighted some impacts of community participation on the increased attendance of pupils and teachers and of pupils' learning achievements (Bruns et al., 2011). Reviewing a wide range of the past empirical literatures, Bruns et al. (2011) note that a combination of school autonomy, students' learning assessment, and accountability to parents and other stakeholders brought better learning performance by students.

## **2.6. Principles of Community Participation**

Community Participation is likely unreachable in the short term by many societies of the world. Their willingness and ability to participate evolve over time, faster or slow depending on a number of complex, factors and conditions. In order to facilitate it planners, managers as well as the political leaders of a government must undertake a number of measures. Among which restructuring of educational system that calls for significant change in the pattern of school governance is the main one (Shaeffer, 1994).

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter provides a comprehensive research design and methodology of this research. It comprises research design, sources of data, population, sample size and sampling techniques, instrument of data collection, procedure of data collection and methods of data analysis.

#### **3.1. Research Design**

Descriptive survey method was employed to carry out the study. This is because the researcher believed that this method would help him to find or gather relevant data in detail and to make detailed analysis. It is also a mixed-methods study as one containing both a quantitative and a qualitative portion. In addition, this approach is useful in the development of data gathering instruments and tools like questionnaire and interview.

In this regard, data for this study was collected on the independent variable, which was community participation, and that of the dependent variable, which was school performance. The relationship between the two variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between them. For data triangulation and improvement of reliability qualitative data was use to support quantitative analysis.

#### **3.2. Source of Data**

In order to get relevant data for the study both primary and secondary sources of data were employed. In this study, both sources of data were used to obtain reliable information about community participation and school performance in secondary schools of West Wollega zone. The source of primary data was secondary school teachers, principals, community representatives (PTA). Secondary data was national exam results from 2008 – 2010 E.C., roosters and school annual reports.

#### **3.3 Population, Sample Size and Sampling Techniques**

There are 20 districts and 3 administrative towns in West Wollega Zone. There are a total of 89 secondary schools in the zone. In which there are 1733 male and 338 female teachers which give a total of 2071. Out of 89 secondary schools, ten of them were randomly selected by lottery method being included in the sample.

Following the sample selection, the next step was to select the subjects of the study. The subject of the study comprised three groups' participants from principals, teachers, and community representatives group (Parent Teacher Associations (PTA) and Kebele Education Training Board (KETB)) from each school. In the sample schools, there are 375 teachers, among the total populations 375 teachers 96(25Percent) of them selected using lottery method. All 10 (100Percent) principals was taken using purposely and 80 (53Percent) community representatives group(PTA and KETB) in the sample schools was taken using lottery method sampling techniques to make their number is manageable for the researcher. Therefore, the total sample of populations going to participate in the study was 186 (10 principals, 96 teachers, and 80 PTA and KETB).

**Table 3.1. Summary of Population and sample**

No	Sample school	Samples	sample size		Sampling techniques
			n	Percent	
1	Mane Sibru Secondary school	Principals	1	100	purposive
		Teachers	15	25	Simple random
		PTA	8	53.3	Simple random
2	Begi secondary school	Principals	1	100	purposive
		Teachers	9	25	Simple random
		PTA	8	53.3	Simple random
3	Kiltu Kara secondary school	Principals	1	100	purposive
		Teachers	12	25	Simple random
		PTA	8	53.3	Purposive
4	Genji secondary school	Principals	1	100	purposive
		Teachers	8	25	Simple random
		PTA	10	53.3	Simple Random
5	Nejo secondary school	Principals	1	100	purposive
		Teachers	15	25	Simple random
		PTA	8	53.3	Simple Random
6	Mendi secondary school	Principals	1	100	purposive
		Teachers	12	25	Simple random
		PTA	8	53.3	Simple Random
7	Gori secondary school	Principals	1	100	purposive
		Teachers	8	25	Simple random
		PTA	8	53.3	Simple Random
8	Wara Jiru secondary school	Principals	1	100	purposive
		Teachers	11	25	Simple random
		PTA	8	53.3	Simple Random
9	Aba Eba secondary school	Principals	1	100	purposive
		Teachers	3	25	Simple random
		PTA	8	53.3	Simple Random
10	Sombo Sadan secondary school	Principals	1	100	purposive
		Teachers	3	25	Simple random
		PTA	8	53.3	Simple Random
Tot.		Principals	10	100	purposive
		Teachers	96	25	Simple Random
		PTA	80	53.3	Simple Random

### 3.4. Data collection Instruments

Both closed and open-ended questionnaires, and semi structured interview was employed to gather data from primary sources of data.

### **3.4.1. Questionnaire**

The questionnaire was used as a data gathering tool because it enables researchers to collect information from the respondents with in manageable and provides a wide range of coverage of data with minimum cost. On the other hand, although the questionnaires rely on the perception of staff rather than concrete observed behavior, numerous studies have found that they can provide reliable, valid data on community participation of principals (Hollinger and Murph, 1987). Therefore, in order to identify community participation and school performance questionnaires were set for teachers and PTA . A questionnaire was prepared in English language and Afan Oromo because the researcher believes that teachers could understand the language and Afan Oromo was administrating for PTA . The questionnaires consisted of four parts. Part one described general information about respondents' general background, such as sex, age, occupation and educational status.

Part two focuses on level of community participation in school, areas of participation, the extent in which schools have strategic programs in improving community participation and the challenges of community participation in school activities of West Wollega zone. Likert scale with close ended questions and also an open ended questions was prepared to collect data because it provides freedom to fill in whatever respondents think is right without external pressure and it was also help to collect information from large sample size with in limited time.

### **3.4.2. Interview**

A semi-structure interview was prepared for the interviewees. Because semi-structured allows interviews to brought new ideas during the interview for clarification of what the interview said. To this end, interview was conducted with principals to supplement the data collected through questionnaires. This was because their number is manageable for interview. Therefore, the interview sessions was conducted in English. This was also because the researcher believes that the interviews could understand the language easily.

### **3.5. Pilot Study**

Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments in tapping information from more than one respondent. The items were tested during a pilot study, which administered how consistent they are responding to questions using the pilot study schools. In order to make the necessary

corrections and improvements on the questions of questionnaires and interviews pilot testing was conducted in Biftu Gimbi secondary schools from un-sampled secondary schools with 10 teachers, and 1 principal for reliability of questionnaires.

### **3.6. Procedure of Data Collection**

Before distributing the study the researcher contacted West Wollega Education office, to get information regarding their population and ethical confirmations. Secondly, the principals in respective sample school was communicating in order to facilitate study with the concerned body. Prior to distributing the questionnaire and enter directly to the process of data collection, necessary information about the objective of the study the participant was informed that the provision of the responses for each question would not be considered as an ability test and would not have any harm to them. Moreover, they were assured that their responses were kept confidential to the researcher full capacity. The questionnaires were distributed with the facilitator and collected by drop off and pick up methods using those questionnaires. Sufficient time was given to the respondents to contemplate on the implication and meanings of the item so that they can provide accurate information. With regard to interview, the researcher was contact the participants to obtain permission to participate in the interview and discussion; the researcher was collect data by taking note during the interview and discussion.

### **3.7. Method of Data Analysis**

Relevant data analysis methods and relevant statistical methods were used in order to analyze the data. Descriptive statistics and inferential Statistics were employed for data analysis using SPSS 20. Under descriptive statistics, data to be collected was described in terms of frequencies, percentages, tables, graphs, charts, averages, and etc. For instance respondents' characteristics of respondents' age, sex, educational status and occupation was described. Moreover, community participation was collected from respondents and described by frequency, percentage and ground mean.

## **CHAPTER FOUR**

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

The purpose of the present study was to investigate the extent to which a community involves themselves in educational activities in support of a school where community's children learn. To this end, the following four basic research questions were raised to guide the investigation process.

1. What are the areas in which community participate in some school activities in some selected secondary schools of West Wollega zone?
2. To what extent do communities participate to support students' academic achievement?
3. What are the effects of community participation on schools performance in secondary schools of West Wollega zone?
4. What are the challenges that interfere community participation in school?

This chapter deals with the presentation and analysis of the data obtained from Community representatives (PTA members), school principals and teachers through questionnaires and interview. The information collected through interview were qualitatively described in words to substantiate quantitatively tabulated data

From the 186 respondents (96 teachers, 80 Community group representatives (KETB and PTA), 10 principals) 176 (100Percent) of the respondents have answered and returned the questionnaire. In addition, interview was carried with 10 school principals and they provided information.

Respondents characteristics were presented in the first section of this chapter. The second section deals with main research issues related to community participation in secondary school at different stage in planning, monitoring and evaluation, financing and school plant. This section also details with factors that affect community participation in the school. Moreover, the data analysis and interpretation were supported by the literature. This helps the researcher to show the weakness or strength of the respondents response in accordance with the leading questions

#### 4.1 Demographic characteristics of Respondents

**Table 4.1: Demographic characteristics of Respondents**

<b>Ender</b>	<b>Teachers</b>		<b>PTA</b>	
	Frequency	Percent	Frequency	Percent
Gender				
Male	64	66.7	48	60.0
Female	32	33.3	32	40.0
<b>Age</b>				
20-29	16	16.7	---	---
30-39	56	58.3	32	40.0
40-49	16	16.7	16	20.0
50 and above	8	8.3	32	40.0
<b>Occupation</b>				
Merchant	---	---	17	21.3
Farmer	---	---	25	31.3
Teacher	96	100.0	16	20.0
Other	---	---	22	27.5
<b>Educational status</b>				
Unable to read & write	---	---	---	---
Grade 1-8	---	---	---	---
Grade 9-12 & Certificate	---	---	24	30.0
Diploma	---	---	24	30.0
Degree & above	96	100.0	32	40.0
Total	96	100.0	80	100.0

Table 4.1 presents respondents demographic characteristics

As shown in the table 4.1 above, 64 (66.7 Percent), and 48 (60.0 Percent) of teachers and PTA were male respectively, while 33.3 Percent and 40.0 Percent of teachers and PTA were females respectively. The great majority of the secondary school communities were male and it could be possible to say the male dominated. Female participation is minimal, this indicate their participation was limited in the area of school management.

Regarding age of respondents, 16 (16.7Percent) of teachers' age lies between 20-29 years whereas about 56 (58.3Percent), and 32 (40.0Percent) of teachers and PTA age is between 30-39 years old respectively. Teachers and PTA whose age is between 40-49 years accounts for 16 (16.7Percent), and 16 (20.0Percent) respectively whereas the remaining 8 (8.3Percent), and 32 (40.0Percent) of teachers and PTA age lies 50 and above. Thus, it is possible to see from the data that, most of the school communities were matured enough and expected to be contribute to school performances

In terms of qualification, while all teachers 96 (100Percent) are bachelor degree holders and above . As may be expected, PTA members may not hold university degrees. However, about 24 (30.0 Percent) have a diploma and a certificate, 32 (40.0 Percent) of them have bachelor degree.

Concerning occupation of the respondents, PTA members 17 (21.3) are merchant and 25 (31.3) are farmer. All of 100Percent teachers group and 16 (20.0Percent) of KETB were teachers.

#### 4.2 Community participates in school activities

**Fig. 4.1. Respondents perceptions of Community participation in planning stage**

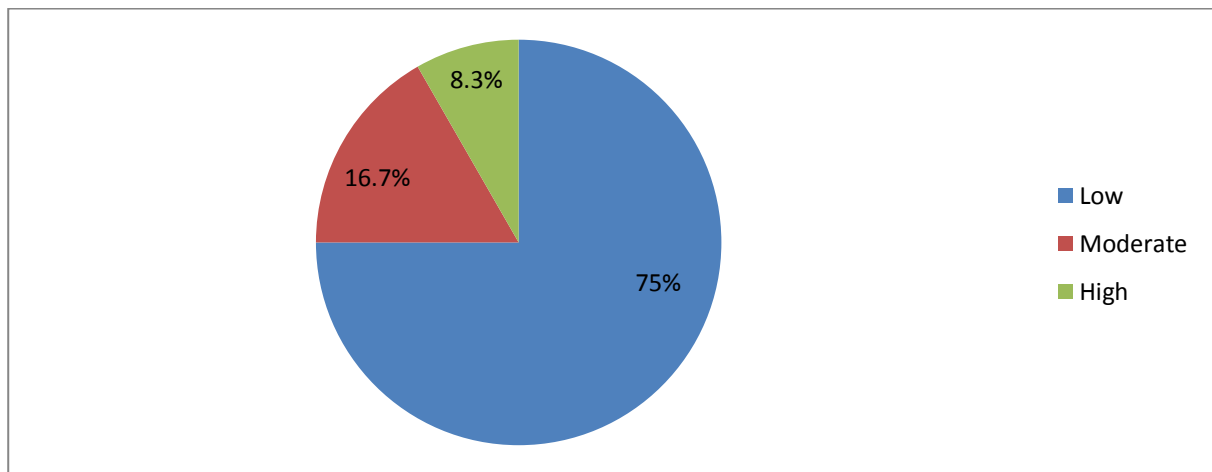


Fig: 4.1 presents respondents' perception of the extent of PTA member's participate in planning of school's annual activities

As it is revealed in fig. 4.1 above, about 75 percent of the respondents have perceived community's participation in planning school annual activities were low whereas about 16.7 percent respondents rated community's participation in planning school annual activities as medium or average. Only 8 percent of the respondents rated community involvement in planning school annual activities as high. This result can be interpreted that community involvement in school annual planning was not satisfactory.

**Fig.4.2. Respondents perception of community participation in mobilizing school budget**

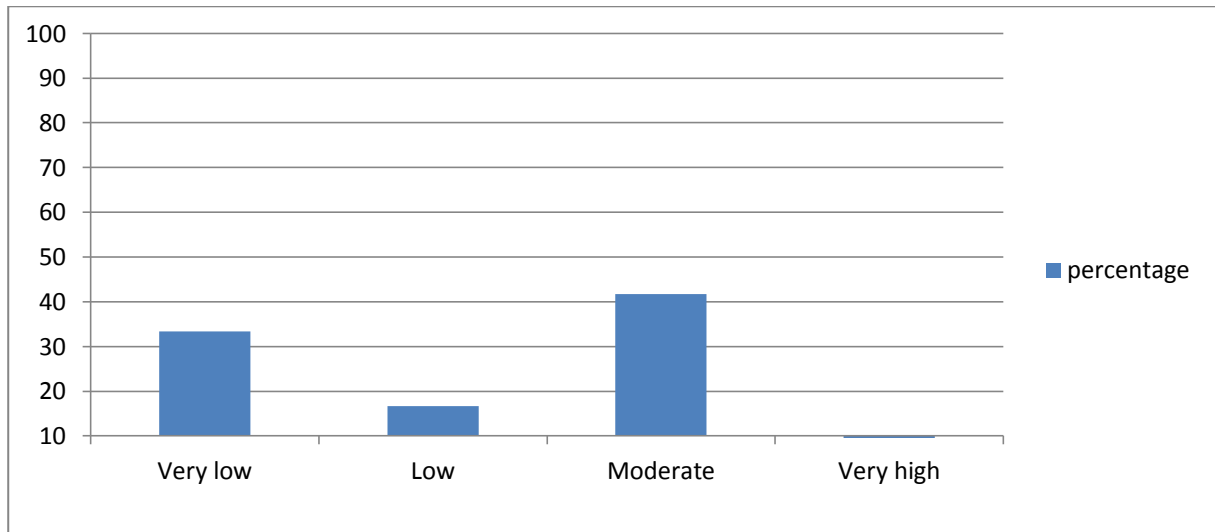


Fig.4.2 present respondents' perceptions of the extent to which the community participate in mobilizing resource for school budget.

As it is seen in fig. 4.2 above, 45 percent of respondents rated community's participation as medium in term of mobilizing resources for school annual budget whereas about 30Percent of the respondents rated community participation in mobilizing annual school budget as very low and low. This result can be interpreted that community's involvement in mobilizing resources for school funding is positively perceived by school teachers and community representatives. So the community surrounding school contribution is regarded as average

**Fig. 4.3. Respondents perceptions of community's participation in future growth of school planning**

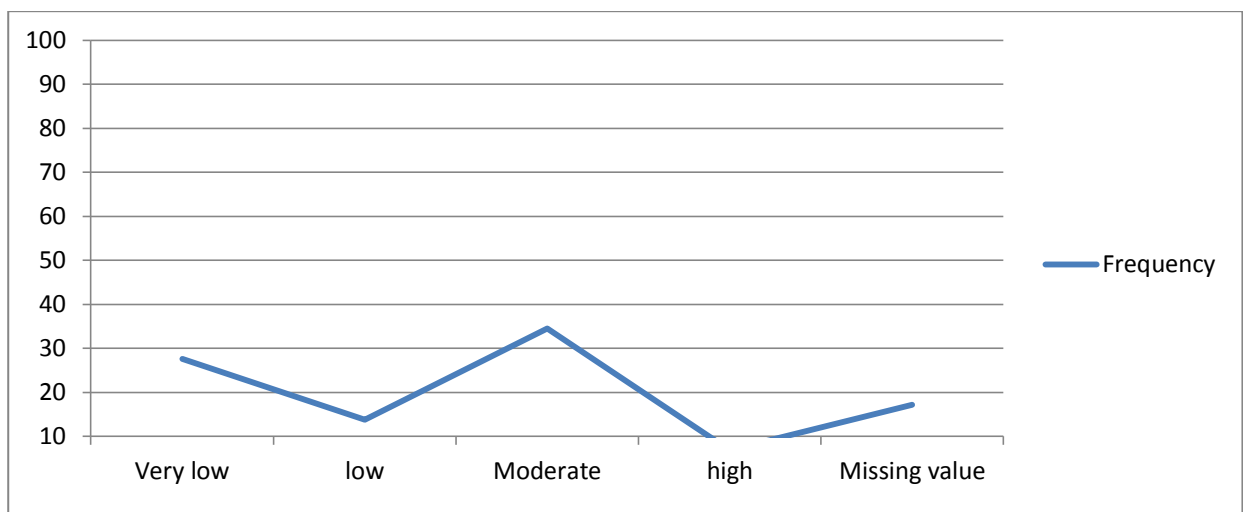
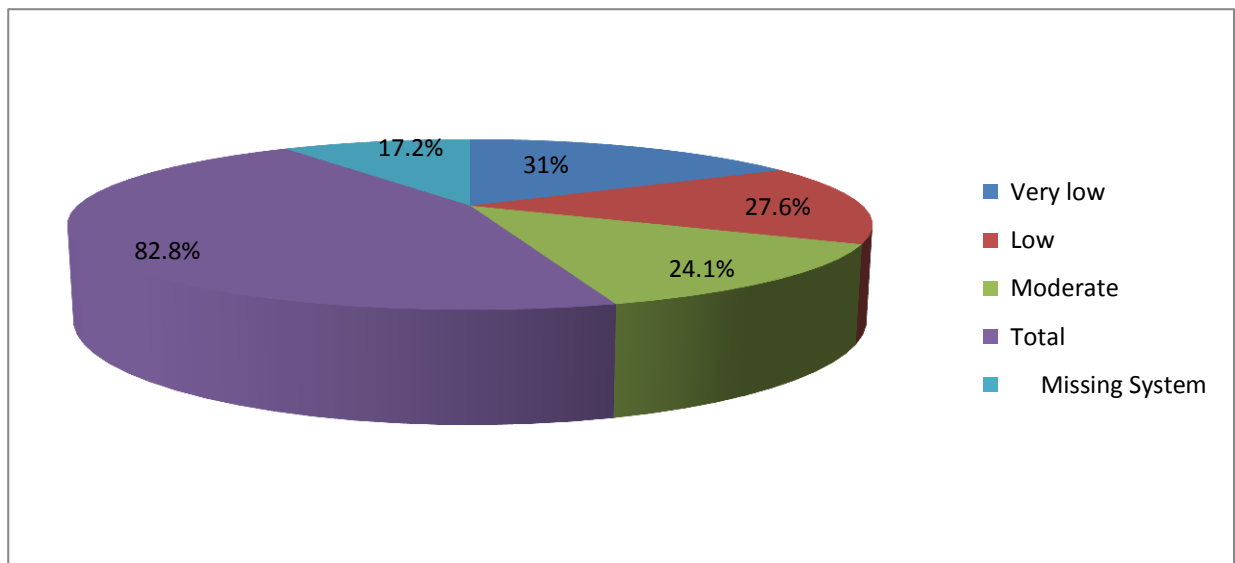


Fig. 4.3 presents respondents' perceptions of community's participation in planning school future growth.

Fig.4.3 above, indicated respondents' rating of the extent of community members participation is promising in planning of school's future growth. Accordingly about 34.5 percent of respondents rated as moderate whereas about 27.6 percent of the respondents rated as very low and only 6.9 percent rated it as high. This result can be interpreted that the community's participates moderately in the endeavor that gear to future growth of school. The figure indicated below presents the extent to which community take part in designing strategies to generate school internal revenue.



**Fig. 4.4. presents respondents' perceptions of community participation in designing strategies by which schools generate their internal revenue.**

In the fig.4.4 above it is indicated that 58 percent of respondents have the opinion that the level of community participation in designing strategies to generate school internal income is low or unsatisfactory whereas, small percent of respondents feel that community's participation in their respective school with respect to designing strategies to improve school internal income is moderate. This result can be interpreted that schools need to improve communities participation in their attempt to internal income.

#### 4.2.2 Community Participation in Monitoring and Evaluation

**Table 4.2 Respondents perception of Community Participation in Monitoring and Evaluation of school performance**

Community participation monitoring and evaluation.	Teachers (N=96)		PTA (N=80)	
	M	SD	M	S.D
1. PTA participation in controlling the utilization of school financial.	2.48	1.066	2.28	.981
2. PTA participation is effective in monitoring the proper implementation of school program	2.44	0.765	2.26	.910
3. PTA participation in appraising teachers performance for their carrier development significant	2.17	1.220	1.90	1.186
4. PTA member's participation in monitoring school disciplinary issue is adequate	3.98	0.929	3.88	1.107
<b>Grand mean</b>	<b>2.8</b>	<b>–</b>	<b>2.6</b>	<b>–</b>

Source: Researcher survey result (2019)

Table 4.2 presents respondents' perceptions of Community's Participation in monitoring and evaluation of how school is functioning.

In item 1 above, participants were asked to rate their level of agreement on PTA's participation in controlling the appropriate utilization of school financial budget. Community needs to be informed through appropriate channel how school use money. The community expects their school to use scarce money in a wise manner.

However, teachers' mean response come out to be 2.48 on the scale of one to five. Whereas community representatives mean response was 2.38 on the same scale as that of teachers. The result can be interpreted that teachers as well as community representatives have the opinion that community representative know little how their school spend the scare money allocated to run the school

In table 4.2 ( item 2) above, teachers and community representatives were asked to rate their perception of the extent to which community's participation is effective in monitoring the proper implementation of school program. Table 4.2 (in item 2) depicted that on the scale

ranges one to five, teachers mean response was 2.44 and that of community representative were 2.26. so teachers as well as community representatives' average responses were fall below average which show that involvement of community in school program implementation is not as such effective and needs improvement.

In table 4.2 ( item 3) above, teachers and community representatives were asked to rate their opinion on the scale of one to five regarding community's participation in appraising teachers' performance which is significant for teachers carrier development.

Table 4.2 showed that teachers mean response was calculated to be 2.17 whereas community representatives mean response come out to be 1.9. weighted mean value for teachers and community representative's response were found to be 2.03 which indicated that community's involvement in teachers' performance appraisal is low. .

Table 4.2 ( item 4) above, presents the extent to which community members participate in monitoring school disciplinary issue. Teachers' response mean value come to be 1.98 on the scale ranging from one to five points whereas community representatives' response mean on the same scale point come out to be 1.88 and the weighted mean for the both groups of respondents was 1. 93 and this indicates that the community's participation in school disciplinary issues was at low level of involvement. In fact school disciplinary issues are areas where parents and community can contribute a lot more than other aspects of school affairs. However, the evidence presented in table 4.2 ( item4) depicted that community's involvement in intervening school disciplinary problems is limited or unsatisfactory. In this regard, teachers perception is not different from the perception of that of community representatives.

### 4.2.3 Community participation in the provision of financial support

**Table. 4.3 Respondents perception of Community participation in the provision of financial support**

Community participation in the provision of financial support.	Teachers (N=96)		PTA (N=80)	
	M	SD	M	S.D
1. communities fund the construction such as classrooms, toilet , fences	3.71	1.29	3.85	.981
2. communities fund the renovation of dilapidated buildings and maintenance of functional equipment	3.94	.765	3.56	.910
3. Community support in sponsoring school activities like prize giving day, sport festival, and parent’s day	3.72	1.220	4.5	1.186
4. Community support in sponsoring school academic competition and other co- curricular activities	3.98	.929	3.88	1.107
5. Sourcing for funds for the schools from different associations like eddir, private institutions, business and organization	1.65	.96	1.07	1.58
<b>Grand mean</b>	<b>3.4</b>	<b>–</b>	<b>3.4</b>	<b>–</b>

Source: Researcher survey result (2019)

Table 4.3 presents respondents perception of community participation in the provision of financial support.

Research subjects were asked to rate their level of agreement on communities participation in the provision of financial support to school. One of research item(item1) asked teachers to rate their perception of communities participation in funding school construction such as classrooms, toilets and fences. Teachers’ mean response was come out to be 3.71 on the scale of one to five points. Whereas community representative mean response were calculated to be 3.8 on the same scale as that of teachers. Teachers and community representatives response were more than average. This indicates that communities’ participation in support of school construction is satisfactory and even high in the view of respondents

In table 4.3, item 2 was about communities funding the renovation of dilapidated buildings and maintenance of functional equipment. Teachers mean response was 3.94 and that of

community representatives were 3.56 which is more than average rating and this shows that communities have showed some contribution in renovating old classrooms and buildings.

Table 4.3, item 3 presents Community support in sponsoring school activities like prize giving day, sport festival, and parent's day. Teachers mean response was 3.72 and that of the community representatives were 4.5. Teachers and community representative weighted mean response come out to be 4.12 on one to five point scale. This shows that communities participation with respect to sport festivals and parent day are high. This result indicates that parents and communities are responsive to school call and needs.

Table 4.3 item 4 presents Communities support in sponsoring school academic competition and other co- curricular activities. Teachers and community representative who filled the questionnaire are with positive judgment about communities support of academic competitions and co-curricular activities. Teachers mean response rate was come to be 3.98 and that of community representatives were 3.88. The weighted mean for both group was 3.96 which is above average rating. This indicates that respondents are satisfied with community participation in this regard.

In table 4.3 item 5 was about communities attempt in looking for sources funds for the school from different associations like "edir", private institutions, business and other organizations. Teachers and community representative mean response were below average on the scale ranging from one to five points. This indicates that communities' participation with respect search sources for fund by which school can solve some of its material scares such as student textbooks , references and teacher guidebooks.

#### 4.4 Community participation in provision of school plant

**Table 4.4 respondents rating of community participation in provision of school plant**

Community participation in the provision of financial support.	Teachers (N=96)		PTA (N=80)	
	M	SD	M	S.D
1. community members are volunteer to repair facilities that are available in the school	3.71	3.29	3.85	.981
2. the school maintain existing school plant, facilities with the help of the community	3.94	.765	3.56	.910
3. The Community provides facilities like furniture to the school	3.72	1.220	4.5	1.186
4. The Community denotes lands freely for school use	3.78	.929	3.65	1.107
5. The community participates in the security of the school properties	3.65	.96	3.07	1.58
<b>Grand mean</b>	<b>3.8</b>	–	<b>3.7</b>	–

Source: Researcher survey result (2019)

Table 4.4 presents respondents perception of community participation in provision of school plant

In table 4.4 ( item 1) teachers and community representatives were asked to indicate their level of agreement about community members volunteerism to repair school facilities such as bench, table, window and others. Teachers and community representative have positive attitude about community members volunteerism to repair school facilities. This shows that community members are volunteer to involve in school affairs if school design means by which community can show their wiliness to support their children school.

Teachers and community representative grand mean responses over the five items in table 4.4 come out to be 3.72 which is more than average on the scale with five points. This indicates that community participation to maintain existing school plant facilities and willingness to provide facilities like furniture to the school is high. Similarly, according to participants response community’s participation with respect to land donation for school use and keeping the school to be secured from any danger is high. Therefore, the result can be interpreted that community’s participation and involvement in provision of school plant is significantly high.

Interview with school principals confirmed that it is the community who look after school security. One school principal said that “ with respect to school security our trust is not only school guard but also the community that surround the school we totally rely on the community for our school security. The interview continue saying that if the community is not showing concern for the security of our school, we would loss many school properties”

#### 4.5. The Effects of Community Participation on Schools Performance

**Table 4.5 The Effects of Community Participation on Schools Performance**

Due to community participation in your school	M	SD	M	S.D	M	S.D	X2	P
1. Enrollment has been increased	2.35	1.036	2.13	1.151	2.24	1.0935	62.958	.000
2. Educational wastage has been declined	2.78	1.163	2.50	1.212	2.64	1.1875	46.188	.000
3. Student and teacher performances have been improved	2.14	1.157	1.96	1.216	2.05	1.1865	37.021	.000
4. The school income has been increased	1.79	.807	1.72	.941	1.755	0.874	54.417	.000
5. Construction of additional class rooms was made	1.87	1.117	1.64	1.009	1.755	1.063	74.417	.000
6. The quality of education has relatively been improved	2.50	1.056	2.28	1.055	2.39	1.0555	75.146	.000
7. The school disciplinary problems have been reduced	1.70	1.017	1.51	1.031	1.605	1.024	100.979	.000

For the purpose of interpretation, the mean score were treated as 0.05-1.49 (very low), 1.5-2.49 (Low), 2.5-3.49 (Moderate), 3.5-4.49 (high) and 4.5 and above (very high) (Andargie, 2013)

Items no 1, above indicates enrollment has been increased due to community participation in your school, the mean of teachers is 2.35 and mean of community members is 2.13with a weighted mean of 2.24. This means it is rated as low if enrollment has been increased. Thus, from the data; we can infer that community participation in your school has lower effect on increments in enrollment. Since, chi-square-test result (.000) was less (0.05) at (P>0.05) level

of significance. This implies that there is no statistically significant difference between the two groups of respondents' response.

The above items no 2, illustrates educational wastage has been declined the mean value 2.78 and 2.50 was obtained from both teachers and community members responses with 2.64 weighted mean value. The mean score of 2.64 shows moderate agreement as educational wastage has been declined. This statistical data reveals that the community participation has moderate effect on schools performance effects in reducing educational wastage. The chi-square-test result (.000) is less than (0.05) at ( $P > 0.05$ ) level of significance. This implies that there is no statistically significant difference between the two groups of respondents.

Items no 3, above discloses student and teacher performances have been improved rated as low as indicated in the weighted mean value of 2.05 found from the average means of 2.14 and 1.96 from teachers and community members responses respectively. As compared to criteria set shows effects of community participation on schools performance were low in improving student and teacher performances. The chi-square-test result (.000) is less than (0.05) at ( $P > 0.05$ ) level of significance. This implies that there is no statistically significant difference between the two groups of respondents.

As in the Items no 4, presents the school income has been increased the response from teachers and community members show the mean values of 1.79 and 1.72 with the weighted mean value of 1.755. This indicates that effects of community participation on schools performance in increasing school income low. Thus, there is an agreement that community participation has low effect on to support school financial performance. Accordingly, the chi-square-test result (.000) was below (0.05) at ( $P > 0.05$ ) significance level. Hence, it can be concluded that there is no statistically significant difference among the two groups of respondents' response.

With respect to item 5, construction of additional class rooms was made the mean teachers 1.87 and community members 1.64 with a calculated mean value of 1.755 weighted mean values is low for community involvement in your school construction of additional class rooms. This result shows that lower effects of community participation on schools performance in construction of additional class rooms. However, the chi-square-test (.000) result was less than (0.05) at ( $p > 0.05$ ) significant level. So, it is concluded that, there is no statistically significant difference observed between the two groups.

With respect to item 6, the quality of education has relatively been improved the mean value 2.50 and 2.28 from teachers and community members with a 2.39 weighted mean value. This is rated lower. Thus from finding that the effects of community participation on schools performance in improving quality of education is relatively low. Accordingly, chi-square-test result (.000) was below (0.05) at ( $P > 0.05$ ) significance level. Hence, it can be concluded that there is no statistically significant difference among the two groups of respondents' response.

Items 7 above, shows the school disciplinary problems have been reduced is rated moderate with mean values 1.70 and 1.51 by teachers and community members with weighted mean values off 1.605. From the finding effects of community participation on schools performance in reducing disciplinary issues were found low. Accordingly, the chi-square-test result (.000) was below the (0.05) at ( $P > 0.05$ ) significance level. Hence, it can be concluded that there is no statistically significant difference among the two groups of respondents' response.

The data obtained from the interviewed principals on the extent of the school assess problems and take timely measures to improve their performance, confirmed community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long- term impact of education. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in educational access and quality.

#### 4.6. Community participation in supporting students’ academic achievement

**Table 4.6 respondents perception of community participation to support students’ academic achievement**

<b>Community involvement in increasing enrollment and reducing the rate of dropouts.</b>	Teacher		PTA	
	M	SD	M	S.D
1. How often do PTA members encourage parents to bring children to school?	3.04	1.169	3.09	1.009
2. How often do PTA members create awareness to reduce dropout?	3.54	.893	3.70	1.130
3. How often do PTA members strive to get support from the community in enrolling students to school?	3.24	.981	3.39	.974
<b>Grand mean</b>	<b>3.3</b>	–	<b>3.4</b>	–

Table 4.6.presents data on Community participation in supporting students’ academic achievement

In table 4.6 respondents were asked to rate their level of agreement on the extent to which Communities involve itself in the endeavor to increase enrollment rate on one hand and to reduce the rate of dropouts on the other hand. Teachers and community representatives grand mean response was calculated and it come out to be 3.43 on the scale of one to five points. The mean response is more than average and this indicates that communities involvement in encouraging parents to bring their children to school is at the level it is required of communities. The result in table 4.5 also show that community representatives such as parent –teacher association members work to create parental awareness to reduce dropout. According to respondents perception, PTA members attempts to get support from the community in enrolling students to school is more than average and is satisfactory.

From the interview questions one school principal acknowledge community representative efforts to make parents to monitor their children’s learning condition in school and to follow how children behave out of school. The principal said. “Community’s representative contribution in working to reduce dropout is admirable” so As confirmed with interview held with principals the extent do PTA members contribute for reducing dropout of students and

increasing enrollment of students, it was confirmed that community knows the school has needs or problems with respect to dropout but the community helped the school a lot

This result can be interpreted that the community is part of school endeavor to continuously improve the level at which student academically achieve in classroom as well as national examinations.

#### 4.7. Challenges of Community Participation in Secondary Schools

**Table 4.7 Challenges of Community Participation in Secondary Schools**

Challenges of community participation in school	teacher		PTA	
	M	SD	M	S.D
1) Lack of competence of the principals on how to participate the community in the school management	2.70	1.393	1.91	.957
2) Lack of commitment of the principal to work with community representative member regarding to school management	3.32	1.357	2.62	1.205
3) Negative attitude of the principals and teachers towards participation of community representative member	2.84	1.284	2.23	1.031
4) Non participatory community members style of the principal	2.97	1.410	2.24	1.150
5) Failure of the principal in verifying the meeting program and its agenda ahead of time	3.22	1.408	2.51	1.222
6) Reluctance and lack of commitment on the part of PAT members due to lack of incentive and orientation /education	2.90	1.410	2.25	1.085
7) Community representative member inconvenient with the meeting time and space	3.20	1.455	2.37	1.286
8) Lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training	2.83	1.327	2.17	1.145
9) Lack of confidence on the parts of community's representative member to participate on the management of secondary school	2.70	1.495	1.97	1.222
10) Poor community leadership in some villages that does not give feedback to community members	2.78	1.347	2.06	1.129
<b>grand mean</b>	<b>2.9</b>	–	<b>2.2</b>	–

Table 4.7 presents challenges to community participation in secondary school Table 4.7 (items 1) above, lack of competence of the principals on how to participate the community in the school management less challenges the school community member's effectiveness when computed from the mean of teachers and community members 2.70 and 1.91 with a weighted mean of 2.305. Thus, from the data; we can infer that lack of competence of the principals on

how to participate the community in the school management was lowest in challenging community participation in secondary schools.

Items no 2 above illustrates lack of commitment of the principal to work with community representative member regarding to school management moderately challenge affect the school community member's effectiveness when computed from the mean of teachers and community members 3.32 and 2.62 with a weighted mean of 2.97. This statistical data reveals that we can infer that lack of commitment of the principal to work with community representative member regarding to school management was moderately in challenging community participation in secondary schools..

As disclosed in the items no 3, negative attitude of the principals and teachers towards participation of community representative member the response from the teacher with mean value of 2.84 leader community members 2.23 respectively with 2.535 weighted mean is rated as it is moderately challenge community participation. Negative attitude of the principals and teachers toward participation of community representative member were moderately challenging the community participation in secondary schools..

As can be deduced from the items no 4, non-participatory community members style of the principal the weighted mean value 2.605 of the two groups mean value 2.97 and 2.24 is rated as it moderately challenge community participation. Thus, there is an agreement that on-participatory community members style of the principal modernly challenge of community participation in secondary schools..

Here, the items no 5, shows failure of the principal in verifying the meeting program and its agenda ahead of time the response from teachers and community members with mean of 3.22 and 2.51 with the weighted mean of 2.865 is rated as a high factor for community members effectiveness. This shows that failure of the principal in verifying the meeting program and its agenda ahead of time had a moderate challenge of community participation in secondary schools.

It is clearly illustrated in the items no 6, reluctance and lack of commitment on the part of PTA members due to lack of incentive and orientation /education is rated as a highly challenging factor of community participation in secondary school. The response from teachers and community members with mean values of 2.90 and 2.25 and weighted mean value 2.575 shows as an evidence. This result shows that reluctance and lack of commitment

on the part of PAT members due to lack of incentive and orientation /education moderately challenge community participation in secondary schools.

Relating to item 7, Community representative member inconvenient with the meeting time and space moderately affect the school community members participation when computed from the mean of teachers and community members 3.20 and 2.37 with a weighted mean of 2.785 Thus, there is an agreement that community representative member inconvenient with the meeting time and space moderately challenges of community participation in secondary schools.

Similarly, in the item 8, lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training the response from the teacher with mean value of 2.83 leader community members 2.17 respectively with 2.5 weighted mean is rated as it highly challenging the effectiveness of community participation in secondary school. So, it is concluded that, lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training moderate challenge community participation in secondary schools

Furthermore, in the item 9, lack of confidence on the parts of community's representative member to participate on the management of secondary school the weighted mean value 2.335 of the two groups mean value 2.70 and 1.97 is rated as it low challenge community members participation in secondary school. Thus, from the data; we can infer that lack of confidence on the parts of community's representative member to participate on the management of secondary school has low challenge community participation in secondary schools.

As in the items 10, above, shows poor community headship in some villages that does not give feedback to community members the response from teachers and community members with mean of 2.78 and 2.06 with the weighted mean of 2.42 is rated as a low challenge for community members participation. This statistical data reveals that poor community headship in some villages that does not give feedback to community members less challenging community participation in secondary schools. As confirmed by the interview held with principals on what are the factors that believed to affect PTA members to participate in the secondary schools, one major challenge of poor participation in education attainment lack the time, confidence, and skills to provide formal support to the instructional program. Where the capacity of the community to participate in the instructional program is limited,

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary of Measure Findings

The major purpose of this study was to examine the community participation in school performance in secondary schools of West wollega zonal administration. The general objectives of the study is to assess community participation via roles to be played by community representative in support of school, major achievements, challenges encountered and suggest for improvement of community's involvement in secondary schools in west wollega zonal administration.

In order to achieve the research objectives stated above, the following major research questions were raised to guide the whole research process

1. What are the areas in which community participate in some school activities in some selected secondary schools of West Wollega zone?
2. To what extent do communities participate to support students' academic achievement?
3. What are the effects of community participation on schools performance in secondary schools of West Wollega zone?
4. What are the challenges that interfere community participation in school?

Both quantitative and qualitative data were gathered on the following areas of concern in which a community is expected to have concern and participations

1. Parents and Community representative participation in annual planning of school activities.
2. Parents and communities representative participation in monitoring and evaluation school performance such as school utilization of finance and program implementation
3. Parents and community representative participation in provision of financial support such as communities involvement in construction of school classrooms, toilets and others.
4. Parents and communities participation in providing school plan such as repairing benches, tables , windows, doors and roofs
5. Parents and communities participation in improving students' academic achievements such as working to improve enrollment and to minimize dropouts

6. School principals effort in establishing program initiative that allow parenta and the community to form partnership with the school
7. Challenges to parents and community in their effort to participate in their children's education such as principals incompetency and communities lack of commitments.

The study was descriptive survey research designs. In this regard, data for this study was collected on the independent variable, which was community participation, and that of the dependent variable, which was school performance. For this study, quantitative and qualitative method was used. Quantitative approaches were employed in order to gather data using the close and open questionnaires. The subject of the study comprised three groups' participants from principals, teachers, and community group (Parent Teacher Associations (PTA)) from each school.

Relevant statistical methods descriptive statistics and inferential statistics were employed for data analysis was used in order to analyze the quantitative data while qualitative data were analyzed thematically.). The great majority of the secondary school communities were males. Female participation is minimal, this indicate their participation was limited in the area of school participation.

In terms of qualification, while the all of teachers 96 (100Percent) were bachelor degree holders and above holders. As may be expected, PTA members were not that well educated: whereas some 24 (30.0 Percent) have a diploma and a certificate, 32 (40.0 Percent) of them were bachelor degree holders. Teachers thought better educational profile when compared with PTA members.

Concerning to occupation of respondents; as may be expected, PTA members are farmers 17 (21.3) were merchant and 25 (31.3) of PTA were farmer on the other hand. All of 100Percent teachers group and 16 (20.0Percent) of PTA were teachers.

From the areas community participates in some school activities response from teachers and community representatives presented on item 1, to what extent PTA member's engagement in planning annual school budget also rated as a low participation.

Thus, from the data; we can infer that community participation planning found lower participation as in planning annual school budget; in searching school budget sources; in designing strategies to generate internal income; in planning the future growth of the school is promising.

From the finding community participation monitoring and evaluation less participated in monitoring, proper implementation of school program; in appraising teacher's performance for their career development; in controlling the utilization of school financial; in monitoring school disciplinary issue; in fund the construction such as; classrooms, toilet, and fences found moderate level of involvement of communities

Community participation in providing financial support were less practiced in fund the renovation of dilapidated buildings and maintenance of functional equipment like generator; in sponsoring school activities like prize giving day; sponsoring school academic competitions and other co-curricular activities rated lower community participation participating; and in business organizations such as Iddir, and private institutions.

Thus, there is an agreement community participation in provision of school plant found low in voluntarily participation to repair; in maintains existing school plant and facilities; providing facilities like furniture to the school; in donating lands freely for school; in the security of the school properties.

From interviews with principals it was confirmed that various forms of community participation in education have been identified. Four modes of participation these include: (i) participation in the decision-making process, through School Management Committees (SMCs) and PTAs; (ii) participation in the school endowment where the community limits its role to donating educational infrastructures and leaves their use to the discretion of school authorities; Community support for education takes a large number of monetary and non-monetary forms. Monetary support includes fundraising activities. These can be intended to meet a shortfall in recurrent public financing, for example, by purchasing textbooks or it can be used for classroom construction. Non-monetary support covers a wide range of activities, from attending school committee and parent association meetings, to providing labor for school construction and maintenance. Community were creating a sense of ownership of schools, and who may be unable to make additional financial contributions to education, are often enthusiastic about being given greater decision making power over the school.

This result shows that PTA members encourage parents to bring children to school moderately to support students' academic achievement; in creating awareness to reduce dropout; in enrolling students to school found lower to support students' academic achievement in secondary schools.

As confirmed by the interview held with principals the extent do PTA members contribute for reducing dropout of students and increasing enrollment of students, it was confirmed that community hardly knows whether the school has any needs or problems; community believes that the government has the sole responsibility for the school; community is poor and does not believe in its capacity to do anything for the School; and most parents cannot sacrifice even one day in months to attend PTA meetings. Enhancing the community's sense of ownership of a school makes it more likely that parents was support the aims of the school, and ensures that their children attend regularly and learn.

Community participation in the study area has lower effect on increments in enrollment; in reducing educational wastage; in improving student and teacher performances; to support school financial performance; construction of additional class rooms; in improving quality of education; and in reducing disciplinary issues were found low.

The data obtained from the interviewed principals on the extent of the school assess problems and take timely measures to improve their performance, confirmed community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long- term impact of education. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in educational access and quality.

School's principal effort and programs of improving community participation in school were low in involving parents in selecting school staff (community member's team); in invites parents to be on the school's advisory council, improvement team, or other committees; in involving parents to make contact with parents who are less involved and represent their ideas; in providing information on school or local elections for school representatives; in encouraging and supporting PTA in doing school activities; and in school in creating smooth communication between the school and the community teachers.

The interviewed principals on extent do principals supports PTA members to discharge their responsibilities recognize that efforts to involve communities in the learning process was depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an "intrusion.

Principals lack of competence of the on how to participate the community in the school management and poor community leadership that does not give feedback to community members less challenging community participation in secondary schools lowest in challenging community participation in secondary schools. Lack of commitment of the principal to work with community representative member regarding to school management; failure of the principal in verifying the meeting program and its agenda ahead of time; Reluctance and lack of commitment on the part of PAT members due to lack of incentive and orientation /education; non-participatory leadership style of the principal; negative attitude of the principals and teachers towards participation of community representative member; lack of confidence on the parts of community's representative member to participate on the management of secondary school; lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training inconvenient with the meeting time and space was moderate in challenging community participation; in secondary schools.

As confirmed by the interview held with principals on what are the factors that believed to affect PTA members to participate in the secondary schools, one major challenge of poor participation in education attainment lack the time, confidence, and skills to provide formal support to the instructional program. The capacity of the community to participate in the instructional program is limited.

## **5.2 Conclusions**

Based on the finding researcher drawn the following Conclusions

The extent PTA member's engagement in planning annual school budget also rated low participation in planning annual school budget; in searching school budget sources; in designing strategies to generate internal income; in planning the future growth of the school is promising.

From the finding community participation monitoring and evaluation less participated in monitoring, proper implementation of school program; in appraising teacher's performance for their carrier development; in controlling the utilization of school financial; in monitoring school disciplinary issue; in fund the construction such as; classrooms, toilet, and fences found moderate level of involvement of communities

Community participation in providing financial support were less practiced in fund the renovation of dilapidated buildings and maintenance of functional equipment like generator; in sponsoring school activities like prize giving day; sponsoring school academic competitions and other co-curricular activities rated lower community participation participating; and in business organizations such as Iddir, and private institutions.

Thus, there is an agreement community participation in provision of school plant found low in voluntarily participation to repair; in maintains existing school plant and facilities; providing facilities like furniture to the school; in donating lands freely for school; in the security of the school properties.

This result shows that PTA members encourage parents to bring children to school moderately to support students' academic achievement; in creating awareness to reduce dropout; in enrolling students to school found lower to support students' academic achievement in secondary schools.

Community participation in the study area has lower effect on increments in enrollment; in reducing educational wastage; in improving student and teacher performances; to support school financial performance; construction of additional class rooms; in improving quality of education; and in reducing disciplinary issues were found low.

School's principal effort and programs of improving community participation in school were low in involving parents in selecting school staff (community member's team); in invites parents to be on the school's advisory council, improvement team, or other committees; in involving parents to make contact with parents who are less involved and represent their ideas; in providing information on school or local elections for school representatives; in encouraging and supporting PTA in doing school activities; and in school in creating smooth communication between the school and the community teachers.

Principals lack of competence of the on how to participate the community in the school management and poor community leadership that does not give feedback to community members less challenging community participation in secondary schools lowest in challenging community participation in secondary schools. Lack of commitment of the principal to work with community representative member regarding to school management; failure of the principal in verifying the meeting program and its agenda ahead of time; Reluctance and lack of commitment on the part of PAT members due to lack of incentive

and orientation /education; non-participatory leadership style of the principal; negative attitude of the principals and teachers towards participation of community representative member; lack of confidence on the parts of community's representative member to participate on the management of secondary school; lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training inconvenient with the meeting time and space was moderate in challenging community participation; in secondary schools.

The following findings were extracted from analysis of data presented in chapter four of the thesis

1. It was found that parents and communities involvement in planning school annual program were unsatisfactory or low level of participation.
2. From data analysis presented in chapter four of the thesis it was found that there is no means by which the community monitoring school program implementation and financial utilization
3. It was found that the community 's willingness to support their children education by contributing money to school is high
4. Data presented in chapter four indicated that communities takes art in repairing school facilities such as chair, table , bench and other facilities
5. It was found that parents and communities show high concern about school security and students achievement
6. Although community is willing enough to contribute to school education, it was found that there is no program initiative that is in place to encourage parents and communities involvement in education
7. It was found that factors such as school principals incompetency in designing program initiative that improve communities educational involvement and lack of commitment on the part of members are challenges to community participation.

In summer the area in which parents and community members show limited participation includes school annual planning and monitoring program implementation. Whereas areas in which parents show desirable involvement includes financial contribution, repairing school plant and improving student enrollments.

### **5.3 Recommendations**

Based on the finding researcher drawn the following recommendations

The extent PTA member's engagement in planning rated low participation in planning annual school budget; in searching school budget sources; in designing strategies to generate internal income; in planning the future growth of the school is promising. The school principals better to encourage communities in planning areas.

From the finding community participation monitoring and evaluation less participated in monitoring. The community's members were better to participate in helping school in monitoring and evaluations to improve school performance.

Community participation in providing financial support were moderately practiced in fund the renovation of dilapidated buildings and maintenance of functional equipment like generator and in sponsoring school activities. The school principals had recommended creating awareness for community groups to fund school to meet financial needs.

This result shows that PTA members moderately support students' academic achievement; in creating awareness to reduce dropout; and in enrolling students to school found lower to support students' academic achievement in secondary schools. The school principal's need to create awareness for communities support students' academic achievement.

Community participation in the school has lower effect on increments in enrollment and in reducing educational wastage. Community members better to involve in school activities to improve school performance.

Furthermore, the finding of the study revealed that selected secondary school leaders of west wollega zone did not sufficiently involve stakeholders at panning stage But, school annual plan which is developed without participation of stakeholders may face a great challenge during implementation. Therefore, it is recommended that secondary school Principals should have training in developing school plan in collaboration with key stakeholders. Moreover, District and Zonal Education Offices should visit schools in a sustainable manner and discuss with school principals and give technical support including training.

It is also recommended that school principals should use the scarce resources of the school wisely, and economically by prioritizing activities of the school. Moreover, District Education Offices need to discuss on the budget allocation of secondary schools and should

allocate the school grant budgets properly as it is clearly addressed in the blue print. It is also recommendable that school leaders in collaboration with District Education Office should promote communities support through awareness creation and using different mechanisms such as, preparing panel discussions, preparing exhibition and sport festival in the school, conducting education conferences that enable parents and community to develop willingness toward supporting schools

As the result of the finding revealed selected secondary schools of West Wollega zone were fairly and economically using the available resources. But, the result from interview revealed that still many schools had a scarcity of financial resources. The result from informal observation also revealed that some sampled schools had a scarcity of school facilities. Therefore, school principals in collaboration with community representatives should identify problems in the school and allocate available budgets for the school so that the schools can achieve its goals

With regarding to community participation in school we have seen that teaching and learning processes in classrooms do not take place in isolation from social context in which the school is resided as social organization. In order to improve community participation secondary school in West Wollega zone should have training on awareness rising with respect to school-community partnership.

To alleviate challenges that encounter in allowing the community to form partnership with school, it is recommended that external supervisor, District and zonal Education Offices in collaboration with the Regional Education Bureau need to give sustainable training to fill the skill gaps of school principals. They also need to avail secondary schools with important financial, material and human resources. Beside, District and Zonal Education Offices in collaboration with Regional Education Bureau should timely supervise and support the school principals.

Finally, the researcher recommended future study in community and school partnership using large sample size and advanced statistics which were beyond the scope of the present study

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**Appendix A**  
**WOLLEGA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT EDUCATIONAL LEADERSHIP**

**Questionnaire for Teachers and PTA**

**Dear respondents,**

The purpose of this questionnaire is to collect primary data for the work of Master's thesis. Please cooperate in filling this questionnaire. The data was used in the study that aims at to assess community engagement in school performance in secondary schools of West Wollega zone and proposing some feasible solutions accordingly. In filling this questionnaire, therefore, your objective and honest information would be at a high value for the study.

This questionnaire is designed to survey the status of community participation in the management of secondary schools. It is a very confidential document and your kindness will improve the quality of the results.

**General direction**

1. Don't write your name.
2. Please follow the instruction when filling the questionnaire.
3. Please make a tick mark (√) on all the items which apply to you.
4. Please write short answers in the space provided for questions items that require your opinion or completion.

**Part I: General information: about Respondents Background/Characteristics**

**1.1. School Name** \_\_\_\_\_

**1.2 What membership do you belong to?**

A) KETB (board)  B) PTA (association)  C) teacher

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

**1.4 Sex** A) male  B) female

**1.5 Marital status** A) married  B) single  C) other

**1.6 Your Occupation** A) Merchant  B) Farmer  C) Teacher

D) Principal  E) other

**1.7 Educational status**

A) Illiterate  B) Grade 1-8  C) Grade 9-12 & Certificate

D) Diploma  E) Degree & above

## Part II. The areas of community participation in school activities

The following are major areas that Parent Teacher Association members expected to participate regarding to the management of secondary school. Please indicate your views on the degree of their involvement in school matters by putting “X” mark on one of the box provided to each possible expectation. **Use the following five likert-scales to answer the following question**

(5) Very high      (4) High    (3) Moderate    (2) Low      (1) Very low

No	planning	Rating Scale				
		1	2	3	4	5
1	To what extent PTA member’s participation in searching school budget sources					
2	To what extent PTA member’s engagement in planning Annual school budget					
3	To what extent PTA member’s participation in planning the future growth of the school is promising?					
4	To what extent PTA member’s participation in designing strategies to generate internal income					
	<b>Monitoring and Evaluation.</b>					
5	PTA participation in controlling the utilization of school financial.					
6	PTA participation is effective in monitoring the proper implementation of school program					
7	PTA participation in appraising teachers performance for their carrier development significant					
8	PTA member’s participation in monitoring school disciplinary issue is adequate					
	The extent communities participate in providing financial support secondary Schools					
9	Communities fund the construction such as; classrooms, toilet, fences					
10.	Communities fund the renovation of dilapidated buildings and maintenance of functional equipment like generator					
11.	Community support in sponsoring school activities like prize					

	giving day, sport festivals and parent's day					
12.	Community support sponsoring school academic competitions and other co-curricular activities.					
13.	Sourcing for funds for the schools from Different associations like Eddir, Private institutions, business organizations					
	The extent communities participate in provision of school plant.					
14.	Community members are voluntary to repair facilities that are available in the school					
15.	The school maintains existing school plant, facilities with the help of the community.					
16.	The community provides facilities like furniture to the school					
17.	The community donates lands freely for school use.					
18.	The community participates in the security of the school properties.					

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

\_\_\_\_\_

### **PART III. COMMUNITY PARTICIPATION TO SUPPORT STUDENTS' ACADEMIC ACHIEVEMENT**

Please indicate your views on the degree of their involvement in school matters by putting "X" mark on one of the box provided to each possible expectation. Use the following five likert-scales to answer the following question (5) Always (4) Most of the time (3) S/times (2) rarely (1) never

	<b>Community involvement in increasing enrollment and reducing the rate of dropouts.</b>	Rating scale				
		1	2	3	4	5
19	How often do KETB and PTA members encourage parents to bring children to school?					
20	How often do KETB and PTA members create awareness to reduce dropout?					
21	How often do KETB and PTA members strive to get support from the community in enrolling students to school?					

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

\_\_\_\_\_

\_\_\_\_\_

**PART IV. THE EFFECTS OF COMMUNITY PARTICIPATION ON SCHOOLS PERFORMANCE**

The following items believed to be major achievements schools performance that have made on because of the participation of PTA and KETB members in the school. Please show your level of agreement on the following areas of achievement by putting “X” Mark in one of the boxes provided for each possible achievement. (5) Strongly agree (4) Agree (3) moderately agree (2) Disagree (1) strongly disagree

No	Achievement made.	Rating scale				
		1	2	3	4	5
22	Enrollment has been increased					
23	Educational wastage has been declined					
24	Student and teacher performances have been improved					
25	The school income has been increased					
26	Construction of additional class rooms was made					
27	The quality of education has relatively been improved					
28	The school disciplinary problems have been reduced					

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PART V: CHALLENGES OF COMMUNITY PARTICIPATION IN SCHOOL**

The following are some of the major factors that believed to affect PTA members’ participation in the management of secondary school. Please, indicate your level of agreement by putting “X” mark in one of the boxes provided for each possible factors.

(5)Strongly agree (4) Agree (3) Undecided (2) Disagree (1) strongly disagree

No	CHALLENGES OF COMMUNITY PARTICIPATION IN SCHOOL PERFORMANCE	Rating scale				
		5	4	3	2	1
29	Lack of competence of the principals on how to participate the community in the school management					
30	Lack of commitment of the principal to work with community representative member regarding to school management					
31	Negative attitude of the principals and teachers towards participation of community representative member					
32	Non participatory leadership style of the principal					
33	Failure of the principal in verifying the meeting program and its agenda ahead of time					
34	Reluctance and lack of commitment on the part of PAT members due to lack of incentive and orientation /education					
35	Community representative member inconvenient with the meeting time and space					
36	Lack of skill, knowledge and poor understanding of their roles and responsibilities due to lack of training					
37	Lack of confidence on the parts of community’s representative member to participate on the management of secondary school					
38	Poor community headship in some villages that does not give feedback to community members					

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

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**Appendix B**  
**WOLLEGA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT EDUCATIONAL LEADERSHIP**

**Interviews guided questions for school principals**

1. What are the areas that PTA members participate in secondary school?

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2. To what extent do PTA members contribute for reducing dropout of students and increasing enrollment of students.

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3. How often does the school assess problems and take timely measures to improve their performance?

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4. To what extent do principals supports PTA members to discharge their responsibilities?

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5. What are the factors that believed to affect PTA members to participate in the secondary schools?

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**Appendix C**  
**YUUNVARSIIHII WALLAGGAA**  
**MANA BARUMSAA EEB-BOODA**

**KOLLEEJII BARNTOOTA SAAYINSII AMALAATII**  
**MUUMMEE HOGGANSAA BARNOOTAA**  
**Gaafannoo:-Koree GMBtiif Afaan Oromootti Hiikame**

-Kabajamoo hirmaattotaa,

Kaayyoon Gaafannoo kanaa –Odeeffannoo adda addaa madda ragaa jalqabaa irraa ragaa sassaabuun waraqaa qorannoo barnoota Eeb-boodaa qopheessuu dha. Ragaan kunis manneetii barnootaa sadarkaa 2ffaa godina W/lixaa keessatti argaman keessatti hariiroo hirmaannaa uummataa fi fooyya’iinsa manneen barnootaa adda baasuun qorachuu fi yaada furmaataa kennuu dha. kanaaf yeroo yaadakennituu fi gaafannoo siif dhiyaate deebistu amanamummaan, yaada dhugooma qabu kennuun kee qorannicha Milkoomsuu fi furmaata kennamu keessatti gatii guddaa qaba.

kallattii walii galaa (dimshaashaa)

- 1, Maqaa kee hin barreessiin!
- 2, yeroo deebii kennitu ajaja jiru eegi!
- 3, Adaraa yaada itti walii galteef mallattoo sororoo( ) kenni ykn kaa’i !
- 4, Adaraa bakka gaafatamtetti yaada qabdu bal’inaan barreessi!

**• Kutaa 1ffaa Odeeffannoo walii galaa**

- 1.1, Maqaa Mana barumsaa \_\_\_\_\_
- 1.2, Miseensa koree kamiiti? A, BBLG  B, GMB  C, B/saa
- 1.3, Umuriin kee waggaan ? A, 20-29  B, 30-39  C, 40-49  D, 50 fi isaa ol
- 1.4, Saalli kee ? A, Dhiira  B, Dubara
- 1.5, Haala gaa’elaa ? A, Fuudhaa/Heerumtuu  B, Qofaa (kan hin fuudhiin /hin heerumiin)
- 1.6, Oogummaan kee ? A, Daldalaa  B, Qote bulaa  C, B/saa  D, kan biro
- 1.7, Haalli sadarkaa barnoota kee ? A, kan hin baratiin  B, Kutaa 1-8   
C, kutaa 9-12fi sartifiketaa  D, Dippilomaa  E, digirii fi isaa ol

• **Kutaa 2ffaa gaaffiilee safartuu (madaallii)**

1, Iddoowwan ykn bifootea hirmaannaa uummataa hojii mana barumsaa sadarkaa 2ffaa G/W/lixaa keessatti

-kanneen armaan gadii gahee hojii hoggansa mana barumsaa keessatti koree GMB irraa eegamaniidha. kanaaf Adaraa deebii sirrii jalatti mallattoo  kennuun deebis!

1, baay'ee gad bu'aa 2, gad bu'aa 3,g /gala 4,ol'aanaa 5'baay'ee ol'aanaa

T/L	Karoorsuu Ilaalchisee	1	2	3	4	5
1	koreen m/b hagam madda galii barbaduu					
2	Sadarkaa qophiii karoora M /b irratti koreen GMB hagam hirmaatu					
3	Haagam gudina gara fuula duuratiif waadaa galaan rawwatuu					
4	GMB FI BBLG hagaam galii kessoo madissisuuf karoorsuu					
	Hordofuu fi maadaaluu ilaalchisee					
5	GMB fi BBLGn baajata tu'achuu kessattii haagam gahee isaanii ba'uu					
6	ciminni koree m/ barumsaa karoora m/ barumsichaa lafa qabsiisuu irratti					
7	koreen m/b hirmanna barsiisotaa ol kasuuf maal fakkatuu					
8	hirmaannaa koreen naamusa tasgabessuu kessattii qaban					
	Hawwasa dadamsuu ilaalchisee					
9	Hawwasni ijaarsa adda addaaf mallaqa kennuun.					
10	hawwasni suphissa adda addaa kessattii hirmachuu ilalchisee					
11	Hawwasni ayyaanota m/b adda addaa irratti resposeraa ta'uun hirmaachuu ilalchisee					
12	dorgoommii adda addaa manni barumsaa gegesuu kessattii hawwasni mallaqa ni kennaa					
13	koreen m/b dhabbataa adda addaa irraa galii argaachuu ilaalchisee					
	Milkaa 'insa m/btiif hawwasni hagaam hirmataa					
14	Lecaalloo m/b guutuuf hawwasni ni hirmaataa					
15	deggersa hawwasatiin m/b fooyya'eraa					
16	hawwasni hagaam dhiyessii irratti hojjeta					
17	hawwasni tolaan lafa m/b kennuu ilaalchisee					
18	Hawwasni hagam qabeenyaa m/b kunuunsaa?					

Yadaa dabalataa yoo qabate taressi \_\_\_\_\_

### Kutaa 3<sup>ffaa</sup>

Hirmaannaan hawwaasaa fooyya'iinsa qabxii barattootaa keessatti (irratti) deggersa hagamii akka qabu adda baasuuf gahee hirmaannaan hawwaasaa, hirmaannaa barattootaa dabaluu fi harcaatii hir'isuu keessatti qabu. ilaalchistee yadaa kee unkaa armaan gadii kessatti guuti! Gulanta Liikert 1, takkuma iyyuu 2, baay'ee xiqqaa 3, yeroo tokko tokkoo 4, yeroo hedduu 5, yeroo hunda

T/L	Hirmaannaa hawwaasaa	1	2	3	4	5
19	Yeroo akkamii koreen akka hawwaasni ijoollee isaa gara m/barumsaatti erguuf jajjabeessan					
20	Harcaatii hir'isuu fi yeroo hagamii hawwaasaaf hubannoo uumu?					
21	Koreen GMB harcaatii hir'isuuf yeroo ammamii itti dadhabuu?					

Yaada biroo Yoo qabaatte ibsi \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Kutaa 4<sup>ffaa</sup>

Bu'aa hirmaannaan hawwaasaa fooyya'iinsa manneetii barnoota sad.2ffaa G/W/lixaa keessatti qabu maal?

Manni barumsichaa hirmaannaa hawwaassaa fooyyessuuf sagamtaa tarsiiimawaa qabaachuu fi dhabuu isaa adda baasuuf (mirkaneessuu ) Dura bu'aan mana barumsichaa haala qabatamaa naannoo mana barumsaa fi sochii jiru hunda ilaacha keessa galchuun hawwaasa hojiiwwan mana barumsaa keessatti hirmaachiisuuf dhamaatii fi deggersi inni taasisu akka ofii keetiitti waan sitti dhaga'amu yoo ibsite ( √ ) kenni

	Bu'a argame	Cimseen itti	Ittaan	Hin	Itti walii	Cimsee ittiwalii
		walii gala	walii gala	murteessuu	hin galu	hin galu
		5	4	3	2	1
22	Hirmaannaan barattoota dabalee jira					
23	Qisaasamni gabatee barnootaa hafeera					
24	Raawwiin hojii barsiisotaafi barattoota fooyya'eera					
25	Galiin mana barumsaa fooyya'eera					
26	Ijaarsi daree dabalataa geggeeffameera					
27	Qulqullinni barnootaa fooyya'ee jira					
28	Naamusnii barattoota mana barumsaa fooyya'ee jira					

Yaada hafee yoo qabaatte bakka duwwaa jirutti barreessi \_\_\_\_\_

\_\_\_\_\_

## Kutaa 5<sup>ffaa</sup>

Hudhaawwan mana barumsaa keessatti hirmaannaa hawwaasaatti gufuu (danqaa) ta’an sakatta’uun adda baasuu. Sababoota dhokatoo akka koreewwan hojii mana barumsaa irratti hin hirmaanne taasisan

kanneen armaan gadii sababoota dhokatoo akka koreen GMB hojii mana barumsaa keessatti fedhii fi hamileen hin hirmaanne taasisanii dha. kanaaf sochii jiru ilaacha keessa galchuun waan sitti dhaga’amu chaartii armaan gadii keessatti argisiisi!

	Hudhawwan koree M/B hojii irraa danqanqaan	Cimseen itti walii gala	Ittan walii gala	Hin murteessu	Itti walii hin galu	Cimsee itti walii hin galu
		5	4	3	2	1
29	Dura bu’aan hiormachisaa ta’u dhabuu					
30	Dura bu’aan koree waliin hojjechuuf murannoo dhabuu					
31	Dura bu’aan koreefi ilaalcha gad’aanaa qabaachuu					
32	Hogganaan murtoo kennu keessatti koree hirmaachisuu dhabuu					
33	Hoogganaan karooraafi ajandaa yeroon dhiyyeessu dadhabuu					
34	Murannoo fi bu’aa battalaa dhabuu koree					
35	Koreewwan yeroofi iddoo walga’ii wallaalu					
36	Koreewwan leenjii waan hin qabneef beekumsaaf dandeetti dhabuu					
37	GMBn hojichaaf ejjennoo dhabuu					
38	GMBn hanqina hubannoo qabaachu					