



PRACTICES AND CHALLENGES OF COMMUNITY PARTICIPATION
IN PROMOTING QUALITY OF EDUCATION IN SOME SELECTED
SECONDARY SCHOOLS OF AGARFA WOREDA, BALE ZONE OF
OROMIA

DEPARTMENT OF CURRICULUM AND TEACHERS' PROFESSIONAL
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MADDA WALABU UNIVERSITY

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BALE-ROBE, ETHIOPIA

JULY, 2019

Declaration

I declare that this thesis entitled by practices and challenges of community participation in promoting quality of education in secondary schools of Agarfa Woreda, Bale zone is my own work and that all sources I have used and quoted have seen in dedicated with complete references.

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As thesis advisor, I hereby certify that I have read and evaluated this research prepared under my guidance by *Tesfaye Abebe* entitled by Practices and Challenges of Community Participation in Promoting Quality of Education in Secondary Schools of Agarfa Woreda, Southeastern Ethiopia. Therefore, I recommend that it can be submitted as fulfilling the requirement.

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As members of the board of examiners of the open defense examination, we certify that we have read and evaluated the thesis prepared by *Tesfaye Abebe*. We recommend that the thesis be accepted as fulfilling the requirements for the degree of Master of Science in Arts in Curriculum and Teachers' Professional Development Studies.

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Acronyms and Abbreviations

AED	Academy for Education Development
BESO	Basic Education System Overhaul
CP	Community Participation
CSA	Central Statistical Agency
ESDP	Educational Sector Development Program
ETP	Education and Training Policy
KETB	Kebele Education and Training Board
MoE	Ministry of Education
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
SIC	School Improvement Committee
SIP	School Improvement Program
SNNR	Southern Nation Nationality and Representatives
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
WEO	Woreda Education Office

Abstract

The less participation of community in school activities in one or other can affect the teaching-learning and the education system in general, and the effective community participation creates social ownership and promotes quality educational activities. Thus, the study aimed at assessing the practices and challenges of community participation in promoting quality of education in secondary schools of Agarfa Woreda, Bale zone, Oromia regional state. The study employed both qualitative and quantitative research design approaches (mixed research method). Data were gathered through questionnaire, interviews and documentary reviews. In Agarfa Woreda, there were 5 government secondary schools in which there were 155 teachers, 5 school principals, 35 PTA members, 1 Woreda education head and 1 supervisor. From this, 50 teachers, 15 PTA members was selected by using simple random sampling techniques and 1 Woreda education head and 1 supervisor was selected purposively. As a general, the groups involved in this study included representatives of some of community secondary Schools, and School Board Chairpersons, some of the teachers, community members, Woreda Educational Officers, and supervisors. As a research paradigm, the researcher views that it would be plausible to adopt the emancipatory philosophy or assumption point of views of research. The study revealed that the level of CP in the management of school (formulating strategy & action plan, implementation of strategy & action planned, decision making, resource management, budget preparation, etc.), increasing enrollment & reducing rate of dropout of students (encouraging parents to bring children to school, create awareness to reduce dropout, strive to get support from community, etc.), and enhancing quality of education as a general in different aspects was limited to low percent. Furthermore, the study identified as efforts and supports of school principals to participate the community in school management (in planning, decision making, resource management, monitoring & evaluation, etc.) was low. As a recommendation, the community involvement in managing secondary schools in their respective areas needed not only the efforts of school management team but also of the leaders at community levels and their respective community members. Thus, the education planners and policy makers should modify approaches used in the management of community secondary schools to foster community involvement and participation in every aspect of the schools in order to enhance quality of education.

Key Words: *Secondary school, Challenges, Community, Community Participation, Quality of Education*

1 INTRODUCTION

1.1 Orientation of the Study

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, definition of key terms, and organization of the study.

1.2 Background of the Study

Community participation in the schools indicates activities of the community other than the fulltime staff in the school management, planning and evaluation process. It refers to the determination of school policies and programs of non-school people in collaboration with the school administrators (Benjamin, 2009). Community participation in education system is the partnership of the home, school and community members to support a child's education process (UNICEF, 2000). Since primitive cultures, the family was the most important social setting for educating the Children in the skills of survival rules and regulations of the society in which they live and value by which their society functions (Frost, 2005). Furthermore, Aggrawal (2007) stated that the role of the home in the past was a center of moral and religious education, provision of vocation guidance and provision of social training.

In the modern time the role of the family and community in educating the child is accepted as vital. It is stated that family is the child's entire environment. It is the family which is of the fundamental agencies of education. Furthermore, in 1948 universal Declaration of Rights, article 26, sub article 3 also noted that parents are responsible for what type of education should their children learn, (MoE, 2005). Therefore, it is global issue that the community in general and the parents in particular should play their roles in education of the child.

Community participation in the schools indicates activities which are concerned with the determination of school policies and programs (Bloomberg, 2002). It requires equality between the full- time school staff and local residents (both parents and non-parents) and development of more central roles, functions and effective communication between school and community. The early history of public schools reveal the existence of a number of conditions which promoted limited rather than wide spread community participation as distinguished from public interest in

the operation of the schools (Bloomberg, 2008). In the early 19th century, more control was invested in district school communities. In the 1940's through 1960's, the tax payers were organized to have power and organizations such as parent-teacher associations (PTA), religious organizations and some professionals have been able to assert to influence for community participation in schools affairs (Bloomberg, 2005). Therefore, community participation is accompanied with the decentralization of responsibilities and executive powers. Thus, decentralization and community participation are complementary and inseparable.

During the imperial period, the level of participation of the local community was in meeting education expenditure, for buildings and equipment of the primary schools. During the Derge period, it was declared that the power of controlling School to be under the school parents' committee. Proclamations issued and directives were given to form school parents committee to involve the community in school program. The responsibilities and power of the school parents' committee and that of director of the school was specified by order (No. 260/1984). After the downfall of the Derge regime, the Transitional Government of Ethiopia (TGE) issued a new Education and Training Policy (ETP) and education sector development strategy in 1994.

The attainment of educational goal is impossible without the active participation of the community in school management. The better the participation of the community in school management, the better it will contribute to increase enrollment, reduce dropout, improve equality of education, etc. The success of these efforts, therefore, 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. 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 (Habteslassie A., 2014). Now a day, community participation is in every aspect of the school activities. But due to many constraints, the participation of community is not much as expected from them in Agarfa Woreda secondary schools. Thus, in this study, the researcher is interested to assess the community participation in school activities.

1.3 Statement of the Problem

Looking from different angles, community participation is found very crucial. From the researchers' point of view, community participation in education may solve educational problems and brings development to the whole system of education. In the policy documents (MoE, 1994), it is noted that the provision of access and quality of education is not achievable by government without the participation of community. Therefore, community participation is the desired issue to minimize educational wastages, maximizes the quality of education which further helps for the growth the economy.

It is also stated that community participation helps school principals and teachers to improve their career, to get promotion from one educational level to the next in the system and to develop their knowledge, skills, attitudes and understandings. To all these practicing community participation was found very important in answering the issues mentioned above and to bring changes to the whole system. The less participation of community in school activities in one or other can affect the teaching learning and the education system in general. Moreover, literature indicates that effective community participation creates social ownership and promotes educational activities (Williams, 1997).

(TGE, 1994), based on the policy and strategy the Ministry of Education (MoE) also developed a guideline for organization of education management, community participation, educational finance. (MoE, 2002) concerning community participation, different research works focus attention towards curriculum implementation, expansion and construction of schools in the locality, raising resources to managing schools expanding education access in their areas. Similar research works were conducted in Oromia, SNNR, Addis Ababa and Tigray regions.

Accordingly, Getachew (2001), Negash (2007), Teferi (2007) and Amare (2008) have carried out research on community participation in curriculum implementation, on some of constructions that affect participation on school affairs. Except Teferi, whose study is mainly on the finding of the earlier studies and policy documents, the other researchers indicated that the quality education in those mentioned regions of the country was affected by the in adequate training of teachers, shortages of budget, ineffective management, and absence of guide materials. All these research works are done by considering the above listed common issues that is; similar issues are

repeatedly raised and studied in each research work. Many of them have conducted on secondary schools of different regions. In Agarfa Woreda, the community participation in every aspects in secondary schools were insignificant and to the best knowledge of the researcher no study has been conducted on practice and challenges of community participations in promoting quality education in secondary schools of Agarfa Woreda, Bale zone, Oromia region.

1.4 Objective of the Study

1.4.1 General Objective

The main objective of this study was to assess the practice and challenges of community participation in promoting quality of education in secondary schools of Agarfa Woreda, Bale zone, Oromia regional state.

1.4.2 Specific Objectives

Accordingly, the specific objectives of the study were to:

1. Examine the practice of community participation in realizing quality of education.
2. Identify the challenges of the community participation to realizing quality of education.
3. Suggest possible solution for the problems behind the community participation.

1.5 Research Questions

In order to assess the practice & challenges of community participation in promoting quality of education in secondary schools of Agarfa Woreda, the following basic research questions were raised & need to be answered:

1. What are the practices of community participation in realizing quality of education?
2. What are the challenges encountered by the community for their participation to promote quality education?
3. What are possible solutions for the problems behind the community participation?

1.6 Significance of the Study

As the aim of this study was to assess the practice and challenges of community participation in promoting quality of education in secondary schools of Agarfa Woreda, the output of the study

may provide relevant information to the schools, Woreda and Zone education offices about the extent of community participation in education to enhance quality of education. The findings of this study may create awareness for the education practitioners about the involvement problems of Parent Teachers Association (PTA) around school and guide them how to manage the problems accordingly and provide schools with the necessary supports and feedbacks, the community to maximize their participation in school affairs. It may also help who is motivator to conduct research in this area in depth and width; motivate other researchers interested in the area.

1.7 Delimitation of the Study

This study is delimited to assess the practice and challenges of community participation in promoting quality of education in secondary school of Agarfa Woreda, Bale zone, Oromia. Content wise, the study is delimited to practice and roles of the community and their attitudes toward school management in reaching quality of education having about 196 populations, among which 155 are teachers, 5 principals, 35 PTA, and 1 supervisor. In addition, investigation of challenges of CP was also the focus of this study. But the study excluded non-governmental secondary schools.

1.9 Operational Definitions of Key Terms

Community: a group of people living together in specific area served by a particular school.

Community participation: Active involvement of community in school activities.

Involvement: level of participation of the community.

Partnership: Relationship in which two or more people or organizations work together.

Management: the integration and coordination of resources and activities in a way to achieve organizational objectives.

Quality Education: enables people to develop all of their attributes and skill to achieve their potential as human being and members of society.

1.10 Organization of the Study

This study comprises five chapters. The first chapter deals with the problem and the background of the study, statement of the problem, objectives of the study (general and specific objectives),

research questions, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. The second chapter focuses on review of related literatures such as the concept, the rationale & the areas of community participation, community participation in rising quality of education, types & levels of community participation, community participation in the education system in the Ethiopian context, factors affecting community participation and theoretical & conceptual framework of the study. The third chapter presents design and methodology of the study. Under this chapter, description of the study area, research paradigm, research methods, research design, source of the data, population of sample & sampling techniques, data collection tools, validity & reliability of the instrument, methods of data analysis, and ethical considerations were included. Chapter four deals with presentation & analysis of data, and interpretation of the results obtained under data analysis. Specifically, it includes demographic characteristic of the respondents, level of community participation in the management of the schools, community involvement in increasing enrollment & reducing the rate of dropouts, efforts & support made by school principals to participate the community in school management and major factors that hinder KETB & PTA members from participating in the management of schools. And the fifth chapter contains summary, conclusion and recommendation of the study.

2 REVIEW OF RELATED LITERATURE

2.1 The Concept of Community Participation

Emphasizing the importance of community participation in education (UNICEF, 2009) stated that the involvement of parents and community is a crucial. It is crucial not only in terms of necessary ownership of the program, but also for its indispensable accountability at the local level. The true participation is to create and grant authority to local planning and management structure that leads to community ownership of the program. In supporting this point, (Ayalew Sh., 2001) has described that schools have much closer and intimate relation and more frequent interactions with community. The parents have greater concern with the way the schools are treating their children. The issue of school and community relation thus enforces the whole society work together. When there is mutual understanding and concern about each other between school and communities, the education of children improves.

As Fullan (2003) wrote, the closer the parent to the education of the child, the greater the impact it has on child's development and educational achievement. Community can participate in the school program through curriculum planning, financial support, voluntary labor and as tutors. In order to participate the community, the school has to build two way flows of communications in which residents both initiate and receive significant messages concerning school policies and practices. The community may participate in education program through its representative committee, such as PTA, School Improvement Committee (SIC). The committees may play role in leadership and management and as a mediator of the school and community. The community members can also participate directly in the school program, decision and evaluation during the parent-teacher conferences. So, they can solve the problem of the school easily by helping with each other.

The community members may also participate through voluntary labor, supervision while teaching-learning takes place and as tutors. Halyday (2001) defines school-community relationship as a systematic function on all levels of a school system, established as a program to improve and maintain optimal level of students' achievement too. Therefore, the target of community participation in a school system is to foster students' achievement.

In addition, Shaeffer (2007) stated that the concept of participation as an active participation comprises of the idea of strengthening the power of the local people to take the initiative in the decision of formulating and implementing activities and programmes pertaining to their own affairs. Participation in this connection recognizes the people at the grassroots level can be creators, fruitful partners in development. Encouraging active participation in this case means instituting a partnership and relationship among various agents who can contribute for better achievements. To meet the common interest and objectives of the community and the schools, the faith in education as an instrument for human development is essential.

2.2 The Importance of Community Participation

In most of third world countries, according to (Bray, 2001), community participation is imperative when governments or the community also possess inefficient resources to provide education to all and maintain quality of education. When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus they make efforts which are the means for sharing the burden of the government. If the schools and communities work together, they develop mutual understanding which brings about the benefits to the two parties. According to (Shaeffer, 2007) in (Mc Donough and Wheeler, 1998) stated that community participation in schools has remarkable result. It makes schools more relevant to local needs and conditions, community monitoring makes schools more efficient, students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities may see schools more valuable.

This parental involvement is likely to be achieved if it is in the ways that are recognized process. For this to happen, however parents and community members must feel comfortable with the staff and with the school. In addition to, the most important and exclusive rationales for parents and community participation educational activities, according to (UNICEF, 2000) and that all parents are about their children's Welfare and wellbeing, want to do what they believe to be in their Children's best interest, want to cooperate, respond to the invitation to participate in education system if they can see the benefit to their children.

2.3 Areas for Community Participation

According to Negash (2007) stated the concept of community participation in educational management, planning decision making monitoring and evaluation of educational facilities has gained wide popularity during the last decades. Because of this, educational planners and policy makers are convinced on that fact the intended beneficiaries must be involved in efforts to change and improve their life through education, which is the best instrument. Such an approach, in fact would require decentralization of education system and transfer of significant powers and authorities directly to the local community members.

2.3.1 Managerial Activities

Teaching-learning process beyond the interaction between the students and the teachers, depends on the support, follow up and relations among educational professionals, parents, the community and the government. In most education systems, the head teachers are responsible for the day to day activities of running their schools. But as indicated in (MoE, 2002) the Kebeles education Training Board members are responsible to approve the annual plan and budget of schools, follow up the implementation, devise and effect mechanisms where by schools could boost their internal incomes, conduct awareness raising to sensitive the community about the need to send their school age children to schools and not to drop out, supervise and control that the directors, teachers and the support staff of the school work together for the prevalence of a smooth teaching-learning process; plan, coordinate and effect mechanisms where by the local community could extend financial and material contribution for construction and expansion of school and other relevant activities includes school construction, maintenance, procurements of educational equipment, employment of teachers has resulted in sustainable contribution and the results are highly encouraging.

2.3.2 Planning

Educational planning gives definite direction and purpose to the accomplishment of activities. The significance of planning in any activities, (Croply, p.205, 2012) state Planning tries to achieve a rational matching of proposed goals with available knowledge of reality and probable causal relationship, planning process usually attempts to transform needs and aspiration into

goals adjusting them available resources and technology. Therefore, in planning for educational services, initially, what the system would like to be supported from the local community and what local community actually can able to give the system should be clearly described. To fulfill this obligation both the educational leaders and the local community representatives should plan cooperatively. This is because the local community knows the needs and problems more than others.

Supporting the above ideas, Zewudneh (2008, p.11) clearly described the importance of local community in educational planning involving as the most effective way of keeping parent and Community participation is to involve them in the planning activities and problems of the School. Lack of understanding on the part of beneficiaries between what and how the schools ‘teaching, what the schools actually accomplishing is usually due to school failure to include the local Communities in the planning periods. Supporting importance of community involvement in planning, (Awash Gebru, 2001) describes that community- people should involve in each phase of planning, implementing expanding and maintaining their program.

2.3.3 Decision Making

In the education sector, efforts have been made to deepen decentralization to school level. Decision making is being shifted from Regions and Zones to Woreda further to school to improve direct responses and service delivery (MoE, 2005). With this in mind the education system should not be regarded as a branch of bureaucracy. Instead, it should be a sub-system highly interactive with all other parts of the social whole. The point is to give pupils, parents and teachers responsibility over their own affairs, to the point of enabling them to administer the education system on their own, with in the context of natural or contractual communities. This assumption of responsibility must necessarily embrace three indispensable areas: Participation in design and decision making process, regular structured involvement in the process of management and evaluation, and financial accountability with regard to both income and contribution. This involves mechanism where each person is represented equitably and is able to influence the decision of the group by voting or through a system that facilitates a Conesus.

2.3.4 Monitoring and Evaluation

The community can give to school important information that might not get from any other sources from their daily observation. Awash G. (2001, p.36) participation in monitoring and evaluation can be effective only when the members of the community are provided with information they are entitled to. Participation in monitoring and evaluation provided a counter-balance to the dominance of the leadership who are held accountable for their actions through such process.

2.4 Community Participation in Rising Quality of Education

Community participation can contribute to education improvement through different programs. Some of the ways through which communities can contribute are Advocating enrollment & education benefits, Boosting moral of schools staff, Raising money for schools, Ensuring students' regular attendance & completion, Constructing, repairing and improving school facilities, Recruiting and supporting teachers, Making decisions about school location and schedules, Forming village education committees to manage schools, Actively attending school meetings to learn about children's learning progress and classroom behavior, Providing skill instruction and local culture information and Helping children with studying (UNICEF, 2007).

2.4.1 House Environment Improvement

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children's schooling. A World Bank study (2007) which analyzed primary education in India discovered that families aware of importance of education can contribute much to their children's learning achievement, even in disadvantaged districts. It also shows that students from families that encourage children's schooling, by allocating time at home for study, encouraging reading, and supporting their children's educational aspiration, scored significantly higher on tests of learning achievement.

2.4.2 Creating and Nourishing Community School Partnership

There are ways to bring parents and community members closer to schools which they serve, includes (Crino & Valisn, 2001):

- Minimizing discontinuities between schools and communities, and between schools and families
- Minimizing conflicts between schools and communities ,teachers and parents
- Making easy transition of pupils going from home to schools
- Preparing pupils to engage in learning experiences.

Community can contribute to schools by sending respected community members, such as religious leaders, tribe heads, to the classroom and talk about community history, tradition, customs and culture, which have been historically celebrated in the community. Schools themselves can contribute to community efforts by developing sustainable solutions to local problems, (M.C. Donough & Wheeler, 2001).

2.4.3 Promoting Girls' Education

Community participation can contribute to promote girls' education (UNICEF, 2007). Through participating in school activities and frequently communicating with teachers parents and communities can learn that girls education contributes to the improvement of various aspects of their lives, such as increasing economic productivity, improve family health and nutrition, reduce fertility rates reduce child mortality rates.

2.4.4 Advantages of Community Participation Rising Quality of Education

Participatory approach to education can lead to change both in the nature of education and among the actors themselves, (Shaeffer, 1994) indicates the followings:

- It will facilitate the gathering or more resources for education
- It will lead to an increase in the supply of education more teachers trained, more materials produced, more clients served
- It will result in an improvement in the quality and relevance of education
- It will help develop greater school efficiency and high pupil achievement
- It will achieve new knowledge, skills, attitudes, and behaviors within community, more learning by the community, greater awareness of the potential of education, the greater involvement of women in the education in community affairs.

2.5 Types and Levels of Community Participation

2.5.1 Types of Community Participation

Like expanding and promoting of education, the task of improving quality of education should not be left to the government alone. It is necessary to devise a viable mechanism whereby the community participates in the teaching-learning process. The community should participate in the various stages starting from its planning to information gathering and addressing the prevailing problems. Concerning to types of participation of community in educations (BESO II, 2003) stated as development of schooling, supervision, and beautification of the school compound. Increasing enrollment of students, improving access and quality of education, resource management, ensuring attendance of students, supporting school staffs, improving academic status of teachers & students, reducing dropout rate of students, and actively attending school meetings are some of the types of community participation.

2.5.2 Levels of Community Participation

Community participation in education lies on a continuum ranging from high level of participation to nominal participation. This variation depends on many factors, including the type of sociocultural context of the community Johnston (2009; p.203) identified six levels of community participation namely:-

- Participation in response to an order or to force,
- Voluntary participation stimulated by reward,
- Voluntary participation promoted by awareness,
- Participation by giving suggestions & making criticisms aimed at improvement of an activity
- Participation by taking initiatives, and
- Participating through creativity.

Among the above mentioned levels of community participations the last two levels reflect participation of a more fundamental and significant nature, because the participants have chance to propose their own set of priorities which may even be different, not only in terms of priorities but also in values that of imposed proposal.

2.5.3 Strategies for Enhancing Community Participation in Education

As suggested by (Temesgen A., 2002) that stimulating and encouraging parents to develop sense of ownership, so that they play roles in the education of their children, teaching them new skills and concepts in education and to enable both, parents and educational officials work together in identifying educational problems to come up with solutions that are likely to be beneficial to all concerned are some of ways to secure high level of community participation to improve both access and quality of education to their children. Thus, each level and step should be clearly understood to maintain real community participation. This is because the success and quality of educational activity would certainly depend on the genuine and unflinching participation of the beneficiaries.

2.6 Community Participation in the Education System in the Ethiopian Context

2.6.1 During the Imperial Period

Up to 1974, the educational administration was over centralized to the ministerial level. Regarding this (Lulseged, 2001) stated that the MoE had followed a stratified line relationship with highly centralized administration. Because of this, schools far from Addis Ababa were not supported by the ministry, (MoE, pp:130-135). Reports of the Education Sector Review (1972), also stated that responsibilities and functional aspects of education were heavily centralized at the ministerial level. Supporting to this (Wondafrash, 2001) stated that the MoE was responsible for every education program and there was no room to consider local condition of different parts of the country. Therefore, in the imperial period there was no education policy which directs the community participation.

2.6.2 The Dergue Period

After the downfall of the Imperial regime, the provisional military administration Council (Dergue), issued (proclamation No.103, 1976) .It was entitled as “proclamation to provide forth administration and control of schools by the people”. It was issued to make the schools under the direct administration and control of the people and states that the school should have

its own internal administration in accordance with the detailed directives issued by the ministry. And the school committee supervises and controls the school management.

2.6.3 The Current Period

In 1994, New Education and Training Policy was developed and made public. The policy incorporated the educational organization and management which states that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training .It also states that educational administration would be democratic leadership by boards/committees, consisting of members from the community, teachers and students (TGE, 1994). Based on the policy, implementation strategy was issued in Sep. 1994, which states educational organization and administration should be restructured in accordance with the devolution of power from central government that has been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would-be democratized and run with the participation of community.

The Ministry of Education has also published a guideline of educational management organization ,community participation and finance in 2002 to implement the policy .In the guideline the responsibilities and duties of the boards, associations, education officials, teachers and the community is specified. Furthermore, the MoE developed a manual for the school improvement program in which the role of principals, supervision, students, parents and community is detailed. In addition to this, the school, parent and community partnership is described (MoE, 2006).

2.7 Factors Affecting Community Participation

2.7.1 Factors Enhancing Community Participation

One way of enhancing community participation is to involve parents in establishing a good relationship between the school and the home for the benefit of the child. Educating the children is the responsibility of both parents and the school. Hence there is the need for frequent contact between teachers and parents as regard to the educational advancement of the

child. Therefore, the establishment of parent-teacher association (PTA) is an important component of community participation, (Watson, 2001).

As pointed out by (Lovelady, (2000), there is no parent who does not care for his child and schools matter should not be seen detached from the well-being of the child. Thus, unless they do not know as to how to get involved, parents want to participate in their children's education. To Dzvimbo (2009, p.1315) factors that enhance community participation are the initiator, adaptability of the local community flexibility of government and NGOs, availability of resources, nature of administrative structure and the communication channels.

According to (UNESCO, 2007) summarize the consensus of educational program to the needs of the community, national commitment through concrete policies, effective planning and management, and cultural homogeneity are among the major factors that enhance community participation in order to realize sustainable and potential expansion and improvement of quality of education. Generally, how to enhance community participation, (BESO II, 2003) indicates as living with community, understanding the community, share their problems, involve the community in all aspects in projects, creating openness or transparency and develop the communities sense of ownership are the major factors,

2.7.2 Factors Inhibiting Community Participation

Different research findings: (World Bank, 2001, Temesgen A. (2002) the in adequate education system administration and supervision, lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of obstacles with limited community participation, moreover lack of resources, lack of managerial experience and skill in encouraging local community, lack of community exposure to recent information and technology, social heterogeneity and conflict, the passivity and harsh environment are among the major constraints and problems which limit greater community participation in improving quality of education. According to some of the factors that inhibit community participation in education are preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program implementers,

and cultural and religious barriers, language barriers, lack of awareness creation of community of concerned bodies, are the major factors which inhibit community participation in education.

2.8 Theoretical and conceptual framework of the study

2.8.1 Theoretical framework of the study

There are different theoretical frameworks in community involvement for promoting quality of education. The common ones are:

- i. **Behaviorism Constructivism:** is based on the proposition that all things which organisms do -including acting, thinking and feeling can and should be regarded as behaviors. Behaviorism comprises the position that all theories should have observational correlates but that there are no philosophical differences between publicly observable processes (Skinner, 1940-1990).
- ii. **Cognitive Constructivism-**Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information. The most influential exponent of cognitivism was Swiss child psychologist Jean Piaget. Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, he proposed that learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (Jean Piaget, 1968, p. 8)
- iii. **Radical Constructivism** -refers to both a type of learning theory and a pedagogical model and second principle to trivial constructivism (Glaserfeld, 2001): Coming to know is a process of dynamic adaptation towards viable interpretations of experience. The knower does not necessarily construct knowledge of a 'real world'. Knowledge is therefore is result of a self-organized cognitive process. We do all create our own realities. Radical constructivism does not deny an objective reality, but simply states that we have no way of knowing what that reality might be. Mental constructs, constructed from past experience, help to impose order on one's flow of continuing experience. However, when they fail to work, because of external or internal constraints, thus causing a problem, the constructs change to try and accommodate the new experience.

- iv. **Social Constructivism**-In the constructivist model, the students are urged to be actively involved in their own process of learning. In the constructivist classroom, both teacher and students think of knowledge as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view - not as inert factoids to be memorized. There is a great deal of overlap between a constructivist and social constructivist classroom, with the exception of the greater emphasis placed on learning through social interaction, and the value placed on cultural background. For Vygotsky, culture gives the child the cognitive tools needed for development. Adults in the learner's environment are conduits for the tools of the culture, which include language, cultural history, social context, and more recently, electronic forms of information.

From the above four learning theory, social constructivism is theoretical framework of this study. Because in the constructivist classroom, both teacher and students think of knowledge as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view - not as inert factoids to be memorized.

2.8.2 Conceptual framework of the study

Based on the literature review, community Participation will be studied by adopting a multiple perspective, which implies lack of coordination and recent information factors that influence community participation. Different research findings: (World Bank, 1980), and Temesgen A. (2002) the inadequate education system administration and supervision, lack of coordination and synchronization among educational personnel as well as inappropriate and inconsistent approach to mobilize local community are some of obstacles with limited community participation, moreover lack of resources, lack of managerial experience and skill in encouraging local community, lack of community exposure to recent information and technology, social heterogeneity and conflict, the passivity and harsh environment are among the major constraints and problems which limit greater community participation in improving quality of education.

Therefore, factors that affect community participation in education are preconception of the community, lack of knowledge, confidence by the community, poor interpersonal approach and communication between community and concerned authorities, bias on program

implementers, and cultural and religious barriers, language barriers, lack of awareness creation of community of concerned bodies, are the major factors which inhibit community participation in education. Thus, in this study, the relationship and the influences of the independent variables on the dependent variable were help to analyze the valid results. Hence, the conceptual framework diagram of this study is indicated in (Figure 1).



Figure 1: Conceptual Framework of the study

The diagram above shows the conceptual framework of the study. The researcher’s hope is, if the Challenges of community participation such as lack of awareness creation of community of concerned bodies, cultural and religious barriers, lack of community exposure to recent information, social heterogeneity and conflict, lack of attitudes of the community toward quality of education, lack of voluntariness in contribution of school supports and the like can be improved, the community participation in fund raising money for schools, boosting morals of staff, improving school facilities, etc. will improved.

3 RESEARCH METHODOLOGY AND DESIGN OF THE STUDY

3.1 Description of the Research Site

Agarfa Woreda is one of the town in Bale Zone located at a distance of 460km from Addis Ababa in Southwestern part of Ethiopia. It extends from 7⁰10'45"N with approximate extension of 7'15" or 13.4km of the value of degree along the equator is (40000km/3600) 111km. The approximate longitudinal extensional of the Agarfa Woreda is from 39057'38" w to 4002'38"E for 5'00" or 8.2km. The Agarfa Woreda is surrounded by Adeba Woreda in the west and Densho Woreda in the south, with Gasera Woreda and Sinana Woreda in east and East Arsi zone in the north (Agarfa municipality, 2015).

Climatologically, Agarfa area is characterized by high land climate. In terms of the traditional division based on altitude and temperature, the area could be classified as Woina Dega (Cool and sub humid) climatic zone, and from the point of moisture balance and plant growth the Woreda can be classified as kola or desert, Degas or cool and semi cold. The rainfall pattern is bimodal with small and very irregular peaks between March and May and bigger as well as more regular peaks between Julys to October. The main rainy season is July to October. Generally there are four distinctive seasons in Agarfa area Kiramt (main rainy season), Bega (dry season) Belg (Small rains) and Meher (Between small and main rainy seasons) (Agarfa Municipality, 2004). The maximum and minimum temperature of the area is 32.4⁰c and 7.5⁰c respectively (Agarfa Municipality, 2015).

According to the 1984 and 1994 Ethiopian Census, the population of the Woreda was 8, 293 and 14,516 respectively, as CSA (2007); the population of Agarfa was estimated to be about 22,809, of which male comprises 12,047 (51 %) of the total population .The remaining 10762 (49%) are females. For a long time poor economic performance and rapid population growth have been considered as a major reasons for the existing poor and in adequate infrastructure conditions in the Woreda. The Woreda of Agarfa is one of the oldest next to Robe town in terms of age however, there is no fast growing and attractive business center there, the road is muddy and it does not has any out let to the other direction except the main road from Robe to Agarfa (Agarfa Municipality Office, 2015).

3.2 Research Methodology

3.2.1 Research Paradigm

Paradigm is an assumption that guides a researcher to investigate the problem or add new knowledge to the existing ones (Cress Well, 1998). To do this research, the researcher views that it would be plausible to adopt the emancipatory philosophy or assumption point of views of research. Emancipatory research is a research perspective of producing knowledge that can be of benefit to disadvantaged people. It is an umbrella term that can include many streams of critical theory based on research such as community participation, feminist, disability, race and gender theory. One of the key assumptions in emancipatory research is that there are multiple realities, and that research is not only created by the dominant or elite researcher.

3.2.2 Research Design

For the purpose of the study mixed research method was used to generate data. This method is enabling the researcher to get a relevant picture about the topic of the study. To address this research topic, mixed research method, or a combination of both qualitative and quantitative research method was employed. More specifically, concerning triangulation, mixed research design was used. This is to mean that the data collected from sampled respondents (teachers & PTA) was analyzed quantitatively using frequency, percentage and diagrams, whereas the data collected from school principals, Woreda education head & supervisor, and secondary sources was analyzed qualitatively.

3.2.3 Research Methods

3.2.3.1 Sources of the Data

To accomplish the study, both primary and secondary sources were used. The primary sources include data that was gathered from 5 school principals, 155 teachers, 35 PTA members, 1 Woreda education head and 1 supervisor using structured questionnaire and interview methods. Secondary source of relevant literature review was assessed which helps to develop the questionnaire to compare and contrast the result of the findings. In addition to these sources of data, report, minutes, monitoring and evaluation documents was assessed because these

documents is used to provide supplementary information to answer the basic population questions (see section 3.2.3.3 for details).

3.2.3.2 Population of Sample and Sampling Techniques

In the study area, there are about 196 populations, among which 155 are teachers, 5 principals, 35 PTA, and 1 supervisor in Ali, Agarfa, Oda Nagele, Qasomenso, and Ambentu secondary schools in Agarfa Woreda, respectively. In Agarfa Woreda there are 5 secondary schools, 155 teachers, 5 school principals, 35 PTA members, 1 supervisor in the Woreda. From this, 50 teachers, 15 PTA members were selected by using simple random sampling techniques and 5 government school principals, 1 Woreda education head and 1 supervisor were selected purposively.

3.2.3.3 Data Collection Tools

Instruments of data collection are basic tools to gather data to seek possible solutions for observed problems. In order to achieve the purpose of this study questionnaires, interview and document analysis were utilized.

a. Questionnaire

According to Best and Kahn (2005), questionnaire is an inquiry form of data gathering instruments which respondents answer to the questions provided or respond to statements in writing provided or respond to statements in writing and used to obtain factual information. Two set of questionnaires was developed. The first part of the questionnaire was intended to gather background information about age, educational level, sex, and service year; the second part of the questionnaire was about school community relation, the level of community participation. In addition to these, open-ended questions were used to seek additional information which provides the respondents freedom to express feelings about the research problems.

b. Interview

Interview questions were delivered to 1 Woreda education head and 1 supervisor and 5 PTA through face to face conversation. Interviews were held according to the convenience of the interviewees at their work place. Semi structured interview was conducted to obtain

information about community participation for improving quality of education in the study. The purpose of the interview is to make the study in depth and gather information which is difficult to interview meaningful information from the factual expressions and gestures can be read from the respondents about the raised issue and to triangulate with other data gathering tools.

In general, in order to collect relevant data, questionnaire, interview, document analysis and focus group discussion were used for this study.

c. Document Reviews

Document analysis was used to provide additional information that was obtained by other methods. It helps to crosscheck and supplement other data collection tools. So, the reports, minutes, and evaluation documents were analyzed to assess the community participation in the samples schools. The main uses of documents in the research were that it provided a context for understanding particular problems in the process of data gathering methods.

3.3 Validity and Reliability of the Instrument

According to Kothari (2004), validity refers to the degree to which an instrument measures what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample Maree (2007). Thus, for validity purposes, researcher and advisor assessed instruments and discussed them with the researcher before pilot study was done. Inconsistencies & ambiguities, and internal consistency of the instruments were corrected before the final production of the instruments. The research instruments were pre-tested in one of the community school (Ali Secondary School) in Agarfa Woreda in Bale zone, Oromia Region. This was done to crosscheck the validity and reliability of the instruments.

3.4 Methods of Data Analysis

Data analysis is the extraction of summarized and comprehensive numerical description in order to reach conclusions or provide answers to a problem. To do this, first, the gathered data was checked and numbered, and classify with respecting schools. Following this, the data of

each group was arranged and organized using SPSS version 20. The analysis of the data was undertaken bearing in mind the basic research questions, designed for the study. Items involved in the questionnaire were classified in two sections. The first category deals with characteristics of respondents, whereas, the second parts were specific items which are based on the basic question. Frequencies, percentages and diagrammatical displays were used to analyze the data. In addition, the qualitative data or information was collected through open-ended, interviews and documents analysis was narrate thematically to validate the quantitative data.

3.5 Ethical Consideration

In this study all the principles of anonymity and confidentiality, having consent and voluntary participation and no harm to participants and no invasion of privacy were implemented. Thus, first of all, purpose of the study was clearly explained to the respondents. Then data was collected from the respondents based on their permission. Data was collected from organization was requested formally through official letter that was written from the university. The researcher was carrying out original research work and was acknowledge all sources of materials clearly.

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The study sought to find out the extent the community was involved in promoting quality of education in secondary schools of Agarfa Woreda through the community own leaders and its surrounding members. The findings obtained from the interviews, questionnaire and documentary reviews from the contacted groups are presented in this chapter. Research findings were presented, analyzed and discussed one after another according to the main research tasks and respective questions. The aim was to get as much as possible, clear picture of the degree of involvement of the communities in managing the community secondary schools in their respective areas.

4.1 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents (sex, age, marital status, educational background, occupation, and service year of the respondents) were presented in Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

Variable	Categories	Frequency	Percent
Sex	Male	55	76.39
	Female	17	23.61
Age	20-29	3	4.17
	30-39	42	58.33
	40-49	18	25
	≥ 50	9	12.5
Marital status	Single	6	8.33
	Married	61	84.72
	Divorced	3	4.17
	Widowed	2	2.78
Education level	Read and write	1	1.39
	Primary and Junior (1-8)	2	2.78
	High school and preparatory (9-12)	4	5.55
	Diploma	27	37.5
	Degree and above	38	52.78
Occupation	Merchant	2	2.78
	Farmer	5	6.94
	Teacher	59	81.94
	Principal	5	6.94
	Other	1	1.39

Table 1 show that, out of the total respondents (72), 55 (76.39%) were males and 17 (23.61%) were females. This implies that a greater proportion of the respondents were males with the females forming the least percentage group. The majority of the respondents, 42 (58.33%) were between the ages of 30 and 39. This was followed by those between the ages of 40 and 49 with a frequency of 18 (25%) of the total respondents. Again, 9 respondents (12.5%) were aged above 50 years. This was followed by farmers who were between 20 and 29 years with a frequency of 3 (4.17%). Since majority of the respondents were within the age group of 30 and 49, the implication is that the secondary schools of the Agarfa district population is generally middle aged (working age group) and has a relatively greater potential for sustainable quality of education. From the table, we can also see that majority of the respondents were married, 61 (84.72%), which is followed by single respondents which accounts only 6 (8.33%), and the remaining 3 (4.17%) & 2 (2.78%) were divorced and widowed, respectively. Furthermore, the table depicts that majority of the respondents, 38 (52.78%) were the owners of degree and above education level. This was followed by respondents who had diploma education level, 27 (37.5%). The others accounts about 7 (9.72%) (1 read & write, 2 primary & junior, and 4 high school & preparatory). This implies that majority of the respondents had diploma and above educational attainment which may influence positively to have a good quality of education in the specified area.

In general, most of the respondents were male which accounts more than three times that of their counterparts. Regarding age groups, most respondents were in 30-39 age group which consists about two third of the total sampled respondents. Furthermore, about 85% of the sampled respondents were married which then followed by single marital status. Again, the education status of the sampled respondents showed as most of them owned at least diploma level (more than 90% reached diploma and above). Additionally, most of the respondents were teachers which then followed by school principals.

4.2 Major Data Analysis

4.2.1 Level of Community Participation in the Management of Schools

The following points, in Table 2, are some of the areas that the community is expected to participate in the management of schools that enable KETB and PTA discharges their responsibilities (Note that: T = Teachers, P= PTA and f= frequency).

Table 4.2: Perceptions of respondents (PTA & teachers) on level of community participation

No	Activities to be performed	Perception of Respondents										
			V. low		Low		Medium		High		V. high	
			f	%	f	%	f	%	f	%	f	%
1	Formulating strategy plan and action plan of the school	T	7	14	31	62	10	20	2	4	-	
		P	2	13.33	7	46.67	4	26.67	1	6.67	1	6.67
2	Decision making in school issues	T	8	16	27	54	12	24	2	4	1	2
		P	2	13.33	8	53.33	4	26.67	1	6.67	-	
3	Finance and resource management	T	12	24	25	50	10	20	2	4	1	2
		P	1	6.67	6	40	5	33.33	2	13.33	1	6.67
4	Mobilizing the community to contribute resource	T	7	14	9	18	33	66	1	2	-	
		P	3	20	7	46.67	4	26.67	1	6.67	-	
5	Budget preparation and approval	T	7	14	28	56	9	18	5	10	1	2
		P	3	20	8	53.33	2	13.33	2	13.33	-	
6	Implementation of strategy & action plan	T	3	6	26	52	16	32	3	6	2	4
		P	3	20	4	26.67	6	40	2	13.33	-	
7	Monitoring and Evaluation	T	8	16	19	38	21	42	2	4	-	
		P	4	26.67	7	46.67	3	20	1	6.67	-	
8	Identifying strengths and weaknesses, and challenges encountered	T	5	10	15	30	22	44	5	10	3	6
		P	4	26.67	6	40	3	20	2	13.33	-	
9	Evaluating their own activities	T	9	18	24	48	10	20	5	10	2	4
		P	3	20	7	46.67	3	20	2	13.33	-	

As depicted in Table 2, the respondents were asked to rate the extent to which the communities participate in the management of schools. Accordingly, 7 (46.67%) of PTA members revealed that the involvement of the community participation in planning in the school strategic plan

and action plan was low; whereas, 31 (62%) of teachers also approved that the participation of the community in planning the school strategic and action plan was low. And some of the PTA members, 4 (26.67%), stated as the involvement of the community participation in planning in the school strategic and action plan was medium. Some of the teachers, 10 (20%), also revealed as the involvement of the community participation in planning in the school strategic and action plan was medium. About 7 (14%) teachers & 2 (13.33%) PTA responded as the participation of the community in planning the school strategic and action plan was very low. And only 2 (4%) teachers & 1 (6.67%) PTA who responded as the participation of the community in planning the school strategic and action plan was high. None of the selected teachers and only 1 (6.67%) of the PTA members responded as the participation of the community in planning the school strategic and action plan was very high.

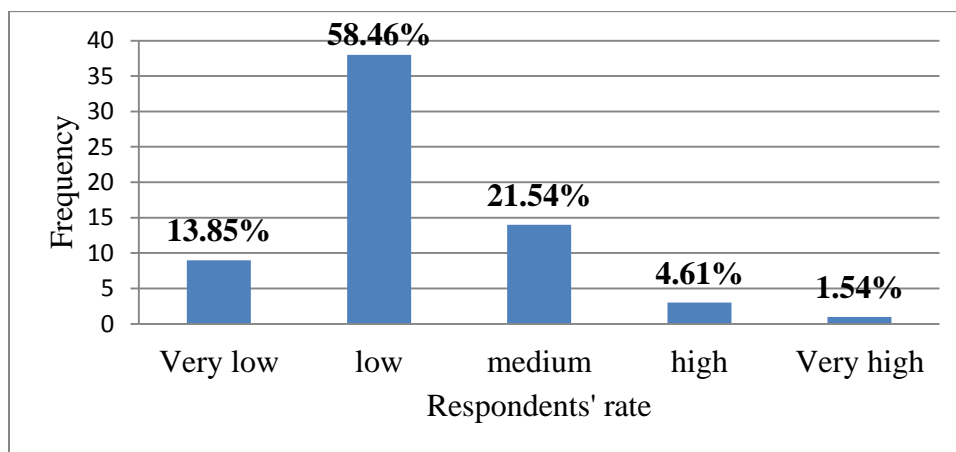


Figure 1: Community participation in formulating strategic & action plan of the school

As we can see from figure 1, about 58.5%, 21.5%, 13.9%, 4.6% and 1.5% of the respondents rated the extent of community participation in formulating strategic and action plans, respectively, as low, medium, very low, high and very high.

In general, the majority of the respondents implied that the involvement of the community participation in planning in the school strategic plan and action plan was low; which then followed by medium. In other words, as the sampled respondents rated the extent of community participation in the school strategic plan and action plan, low, medium, very low, high, and very high was the order which describes the extent of community participation in the school strategic plan and action plan of secondary schools of Agarfa district (see figure 1).

Hence, due to law CP, the proper strategic and action plans that contribute to quality of education may not developed.

The participants of focus group discussion also explained that:

“.....the school you see We were the ones who decided that it was to be built in this village. We saw that our children were not attending secondary school due to limited chances, so we decided to build our own school. But we have not involved in many management cases in order to evaluate the quality of teaching-learning activities.....”

The majority of the respondents, 27 (54%) teachers and 8 (53.33%) PTA, again explained that the community participation in decision making was low. This was followed by medium with a frequency of 12 (24%) for teachers and 4 (26.67%) for PTA of the total respondents. In addition, 8 (16%) teachers and 2 (13.33%) PTA retorted that the community participation in decision making was very low. Only 2 (4%) teachers & 1 (6.67%) PTA who said the community participation in decision making was high. Surprisingly, none of the respondents (teachers and PTA) responded that the community participation in decision making was very high.

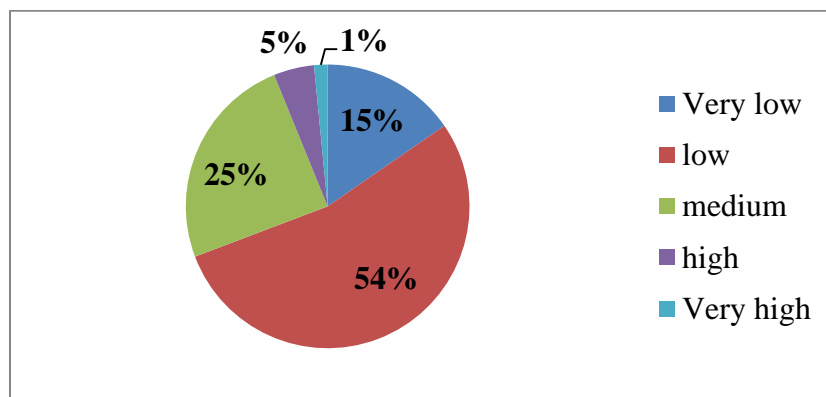


Figure 2: Rate of agreement of respondents on community participation in decision making

Figure 2 implies that about 54%, 25%, 15%, 5% and 1% of the respondents respectively, agreed that the community participation in schools decision making was low, medium, very low, high and very high.

In general, majority of the respondents retorted that the participation of the community in decision making was low. The next percent indicated medium participation of the community in school decision making, which then followed by very low participation of the community. Again, the least percent implied high community participation in decision making of the schools and none of the respondents agreed with very high participation of the community in schools decision making (see figure 2). Thus, due to the low CP in decision making, the quality of education may not improved in Agarfa secondary schools.

This was also reported by one of the board chairmen during focus group discussion, who had this to say: “.....*most of the school decisions were done by the school principals and school board. Therefore, only the leaders at the community levels that attend school board meetings get chance to give their views on any school decision making which does not contribute positively to quality of education.....*”

Furthermore, from the interview held with WEO experts, it was found out that most of community, KETB and PTA members didn't participate in the management of schools. Due to this, plans were developed by principals and teachers and discussed on staff meeting, make all sort of adjustment and finally, sent to Woreda Education Office. This shows that, community, KETB and PTA members were not actively participating in the planning of school activities. From this, it is possible to understand that the responsibility given to them at least to approve the school plan developed by principal is not practical. This is what directly confirms with the study done by MOE in 1994. Due to this weakness, it is clear that the school may face problem during plan implementation, reduce sense of ownership belongingness with the community that end the plan with high risk of remaining in black and white, which directly contribute to lack of quality of education (Fullan, 1991: 241). Regarding the community representatives' participation in decision making and understanding the importance of CP in education, UNESCO (2006) asserts that CP could be understands along a continuum of decision-making power. Thus, citing Sherry Arnstein and Koger Hart, UNESCO put forth eight levels of CP which can be applied at any given time and which helps to analyze the current level of community involvement. Manipulation, Decoration, Tokenism, Communities are assigned but informed, Participate in project implementation, Initiate and direct decisions, and communities initiate, plan, direct, and implement decisions.

In the third item, respondents were asked to rate the extent to which the community plan the available school resource to be used for the teaching learning process. 6 (40%) of PTA members and 25 (50%) of teachers indicated that the participation of community in finance and resource management was low. 10 (20%) teachers and 5 (33.33%) PTA implied as the participation in finance and resource management was medium. Again, 12 (24%) teachers & 1 (6.67%) PTA, 2 (4%) teachers & 2 (13.33%) PTA, 1 (2%) teacher & 1 (6.67%) PTA responded respectively that the participation of community in finance and resource management was very low, high and very high.

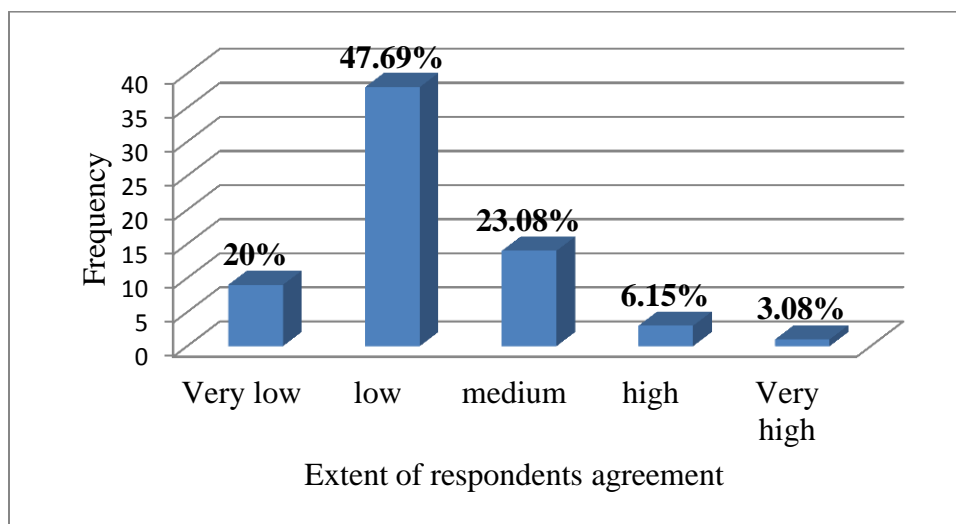


Figure 3: The extent of community participation in finance and resource management

Figure 3 indicates that about 48%, 23%, 20%, 6% and 3% of the respondents agreed that the extent of community participation in finance and resource management of schools was low, medium, very low, high and very high, respectively.

In general, as the respondents rated the extent of community participation in finance and resource management of the schools, it was ordered as low, medium, very low, high and very high, respectively (see figure 3). Hence, due to low participation of community in resource management, the economy of school may not properly managed rather it extravagant improperly.

As of the information gathered from 7 WEO experts (5 principals, 1 supervisor, 1 Woreda education head), the participation of the community (or their representatives) in finance and

resource management in secondary schools was insignificant and simply existed in the organizational structure of the school. This shows that, securing of schools resources or school property is left to school staff, while the representative of the community (PTA and KETB) were not carrying out the responsibility given to them in this regard too much as it expected from them. This result also supported in the study conducted by MOE in 1994.

Regarding item 4, 7 (46.67%) of PTA members and 9 (18%) of teacher responded that the participation of the community in mobilizing the community to contribute resource was low, and the majority of teachers (66%) revealed that the community participation in mobilizing the community to contribute resource was medium, and also about one-fourth of the sampled PTA (26.67%) confirmed what stated by teachers. 14% teachers & 20% PTA described as the participation of the community in mobilizing the community to contribute resource was very low. Only few of sampled respondents, 2% of teachers & 6.67% of PTA, responded as the participation of the community in mobilizing the community to contribute resource was high.

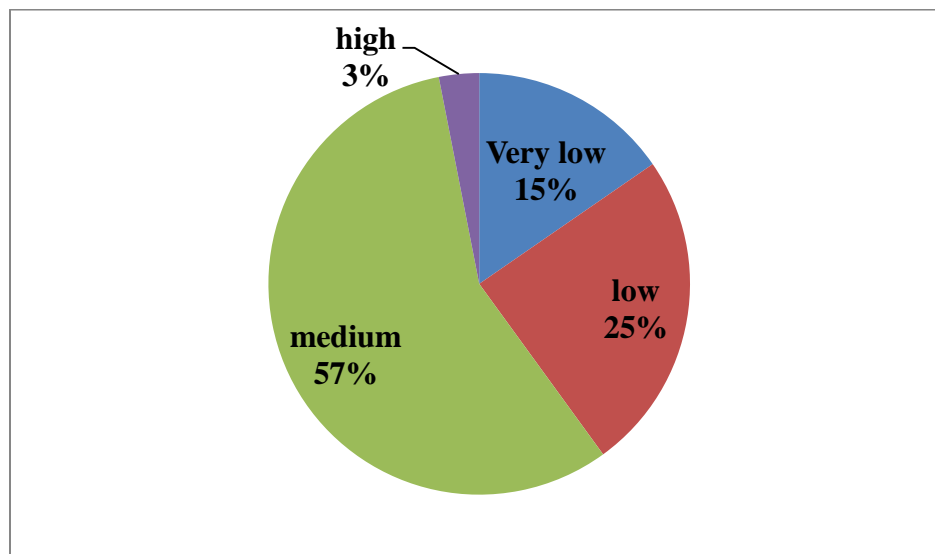


Figure 4: The participation of community in mobilizing community to contribute resource

Figure 4 depicts that about 57%, 25%, 15% and 3% of the sampled respondents rated the extent of community participation in mobilizing the community to contribute resource as medium, low, very low and high, respectively.

As a general, on average, the participation of community in mobilizing the community to contribute resource was found at medium level, which then followed by low, very low, and

high, consecutively (see figure 4). Thus, without active CP in mobilizing the community to contribute resource, the budget constraints (which indirectly affects quality of education) in many secondary schools of Agarfa Woreda is not solved.

Furthermore, the information gather from interview with WEO experts and document analysis strongly support the data obtained through quantitative. From this, one can possible to conclude that mobilizing the community to contribute resource was left for school principals and less result achievement principals without involving or participating of community, KETB and PTAs members; therefore, this leads to inactive participation of the school.

Regarding item 5, majority of the respondents, 56% teachers & 53.33% PTA, confirmed as the participation of community in budget preparation and approval was low. Again, about 14% of teachers & 20% of PTA responded as the community participation in budget preparation and approval was very low. Similarly, 18% of teachers & 13.33% of PTA retorted that the participation of community in budget preparation and approval was medium. In addition, few of the sampled respondents (10% of teachers & 13.33% of PTA) stated as the participation of community in budget preparation and approval was high. Only 2% of teachers agreed with very high rate of community participation in the concerned issue.

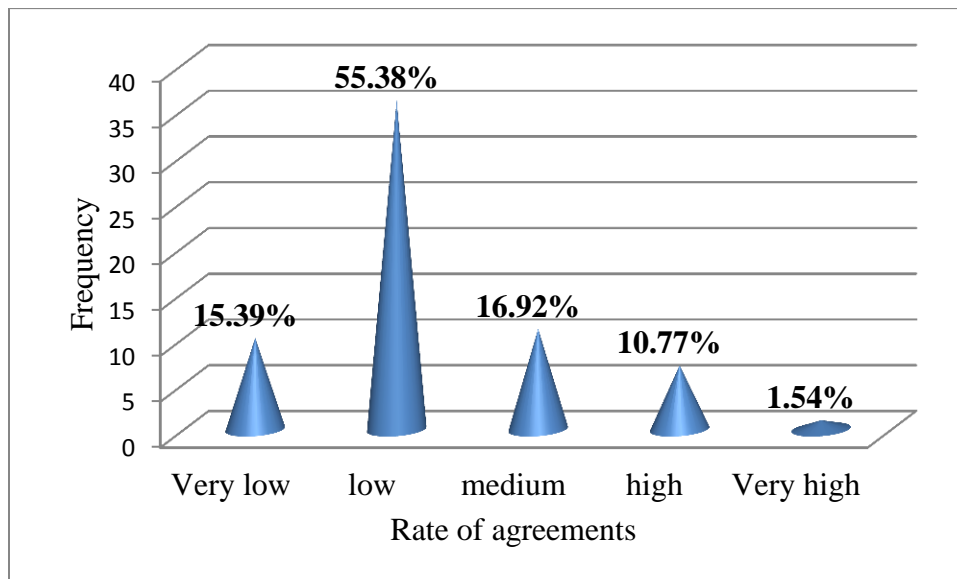


Figure 5: The participation of community in schools budget preparation and approval

Figure 5 shows that 55.38%, 16.92%, 15.39%, 10.77% and 1.54% respondents agreed that the participation of community in schools budget preparation and approval was low, medium, very low, high and very high, respectively.

As a general, the sampled respondents rated the extent of community participation in budget preparation and approval as low, medium, high, very low and very high, consecutively (see figure 5). Since the budget is the key issue of the teaching-learning activities, without a good CP in budget preparation and approval, the supportive materials such as the laboratory materials, computers, quality boards and the like could not be fulfilled for students.

Regarding item 6 of Table 2 above, the respondents were asked to rate the participation of community in the implementation of school plan. Accordingly, 52% of teachers & 26.67% of PTA, 32% of teachers & 40% of PTA, 6% of teachers & 20% of PTA, 6% of teachers & 13.33% of PTA, and only 4% teachers were agreed that the community participation in implementation of school plan was low, medium, very low, high and very high, respectively.

Collectively taking, figure 6 depicts that about 46%, 34%, 9%, 8% and 3% respondents confirmed that the community participation in implementation of school plans was rated as low, medium, very low, high and very high, respectively.

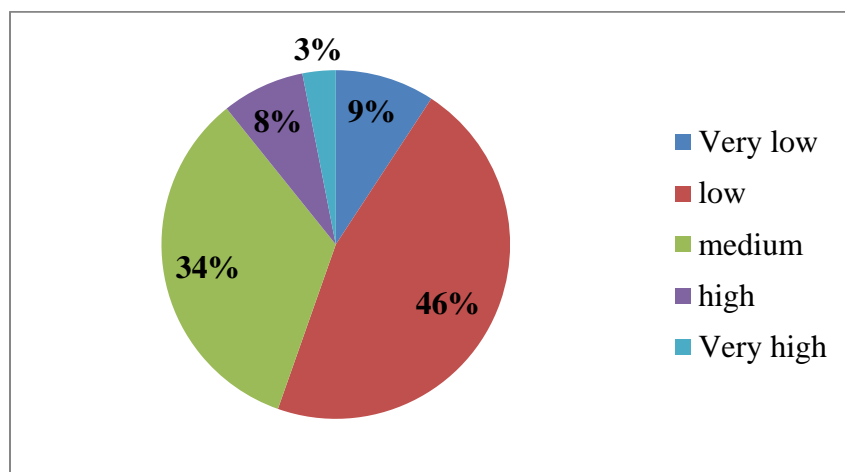


Figure 6: The community participation in implementation of school plans

In general, the responses of respondents implied that the community participation in implementation of plan was found at low level, which then followed by medium participation of the community. Only few of the respondents agreed with high and very high level of

community participation in implementation of school plan (see figure 6). Thus, if the CP in implementation of the planned action is low, the quality of education would be questionable.

Regarding item 7 of Table 2, 38% of teachers & 46.67% of PTA retorted that the participation of community in monitoring and evaluation of school plans was low. Again, 42% of teachers & 20% of PTA agreed with medium level of community participation in monitoring and evaluation of school plans. On the other hand, 16% of teachers & 26.67% of PTA, 4% of teachers & 6.67% of PTA responded as the participation of community in monitoring and evaluation of school plans was very low and high, respectively. But none of the respondents agreed with very high participation of the community in the concerned issue.

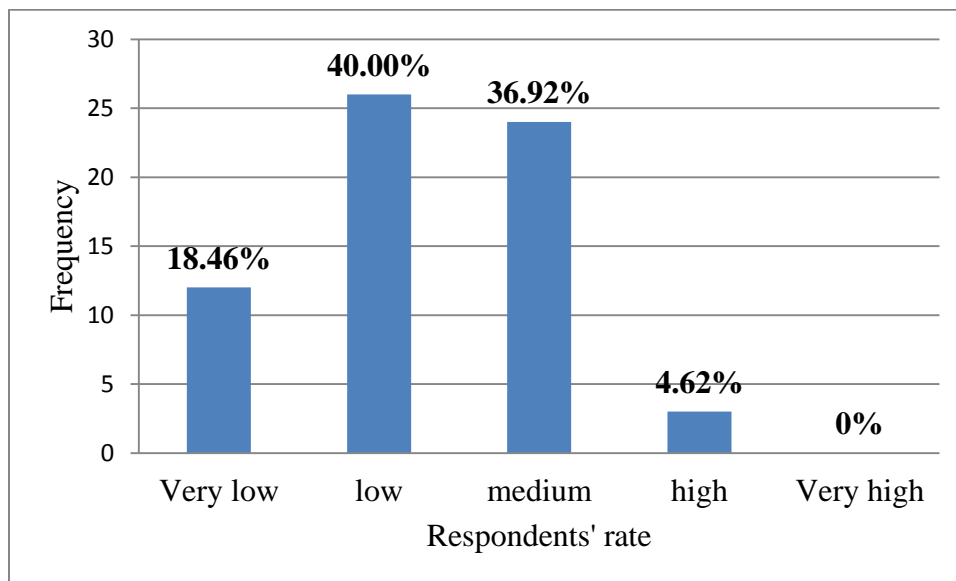


Figure 7: The participation of community in monitoring and evaluation of school plans

Figure 7 shows that about 40%, 36.92%, 18.46% and 4.62% of the respondents agreed respectively that the participation of community in monitoring and evaluation of school plans was low, medium, very low and high. And one can also observe from the figure that none of the respondents confirmed the very high participation of the community in the concerned issue.

In general, the rate of respondents implied that the community participation in monitoring and evaluation of school plans was low, which then followed by medium level of community participation. Some of the respondents also agreed with very low participation of the community in monitoring and evaluation of school plans. Very few respondents responded as

the participation of the community in monitoring and evaluation of school plans was high. Thus, if the CP in monitoring and evaluation of school plans is in a doughy, the delivery of quality education is not expected much.

Concerning item 8 of Table 2, 44% of teachers & 20% of PTA rated the community participation in identifying strengths, weaknesses & challenges encountered in the school at low level. Again, 30% of teachers & 40% of PTA agreed that the community participation in identifying strengths, weaknesses & challenges encountered in the school was medium. On the other hand, 10% of teachers & 26.67% of PTA, 10% of teachers & 13.33% of PTA, and only 6% of teachers confirmed as the participation was very low, high and very high, respectively.

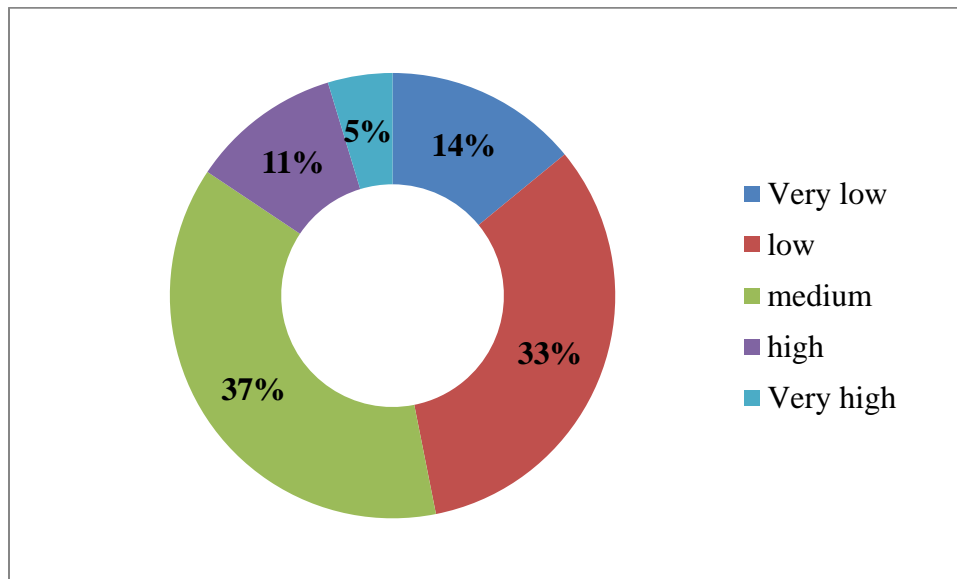


Figure 8: The participation of community in identifying strengths, weaknesses & challenges encountered in the school

Figure 8 shows the percentage of respondents who rated the extent of community participation in identifying strengths, weaknesses & challenges of school. Accordingly, about 37%, 33%, 14%, 11% and 5% of the respondents respectively retorted that the community participation in identifying strengths, weaknesses & challenges of school was medium, low, very low, high and very high.

As a general, majority of the respondents agreed that the community participation in identifying strengths, weaknesses & challenges encountered in the school was medium, which

then followed by low level. However, least number of respondents rated the extent of community participation as very low, high and very high, consecutively (see figure 8). Hence, if the CP in identifying strengths, weaknesses & challenges encountered in the school is not satisfactory, we may not identify clearly the activities that were accomplished and not accomplished properly.

The last item of Table 2 described the extent of respondents' agreement on the participation of the community in evaluating their own activities. Thus, the table depicts that 48% of teachers & 46.67% of PTA agreed with the low level of community participation in evaluating their own activities. However, about 20% of teachers & 20% of PTA confirmed the medium level of participation. 18% of teachers & 20% of PTA, on the other hand, said that the participation of community in evaluating their own activities was very low. Few respondents, 10% of teachers & 20% of PTA, also responded as the extent of community participation in evaluating their own activities was high. Only 4% of teachers who rated the extent of community participation in evaluating their own activities as it was very high.

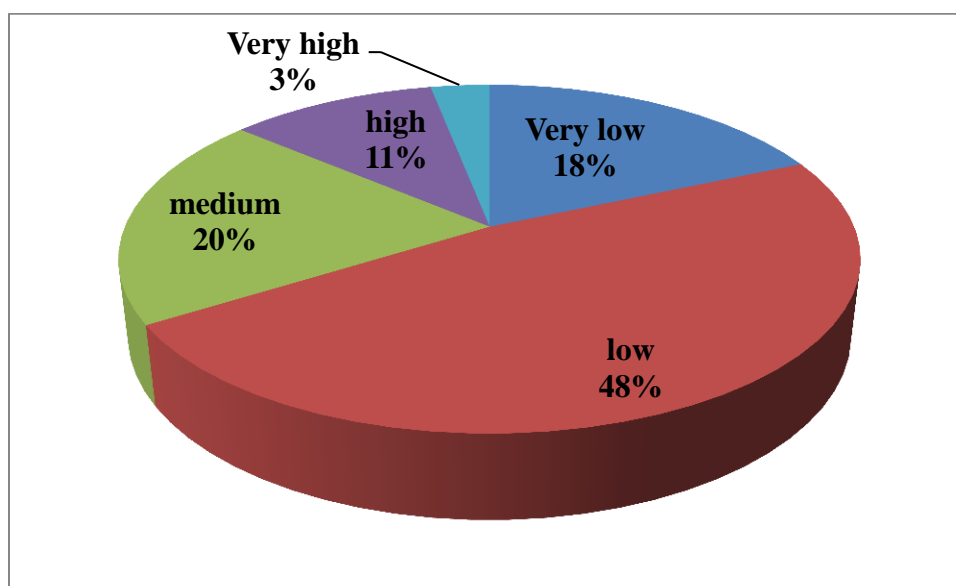


Figure 9: The community participation in evaluating their own activities

Figure 9 displays that about 48%, 20%, 18%, 11% and 3% of respondents retorted that the community participation in evaluating their own activities was rated as low, medium, very low, high and very high, respectively.

Summing-up the idea, as the perceptions of the respondents implied (about the half of the sampled respondents), the community participation in evaluating their own activities was found at low level. Only few respondents rated as medium, high and very high. Thus, this may result due to a weak CP in school activities.

Related findings also described the issues as follows: Participation in school management may include resource mobilization as well. The goals of the education sector development program cannot be achieved within the limited resources of the government (MOE, 2002). Moreover, active participation of the community in school management is helpful identifying the root causes of the major problems that the education system faced in addressing access and quality education. Shaeffer (1994) maintains that issues like curriculum development, managing resources, sponsoring co-curricular, providing consultancy services etc. could be addressed by involving the community meaningfully managing schools. In contrast to the earlier policies the current education and training policy has decided to decentralize the education sector with two major objectives: devolution and decentralization (Yodet et al, 2005). Additionally, the study done by UNESCO in 1985 states that 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.). Again, the study done by Towns Send in 1994 stated that for the effective performance of the school and achievement of education goals, appropriate participation of the community in the management is therefore, crucial.

Bangin and Donald in 2001 also stated that the school in a dynamic, changing social order cannot adopt itself to change or make the necessary improvements in its program 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, problem solving and evaluation of the school activities in order to have quality education for our students.

4.2.2 KETB & PTA Involvement in Increasing Enrollment & Reducing the Rate of Dropouts

The second purpose of this study was to ascertain the involvement of PTA and KETB in increasing enrollment and reducing the rate of dropouts and the results were presented in Table 3 below which shows the perceptions of respondents on, one of the major points of enhancing quality of education, increasing enrollment and reducing dropouts.

Table 4.3: Extent of the community involvement in increasing enrollment & reducing the rate of dropouts

No	Activities	Response of respondents								
			Always		Most of the time		Sometimes		Never	
			f	%	f	%	f	%	f	%
1	How often KETB and PTA encourage parents to bring children to school?	T	4	8	19	38	24	48	3	6
		P	2	13.33	6	40	7	46.67	-	-
2	How often KETB and PTA create awareness to reduce dropout?	T	4	8	9	18	32	64	5	10
		P	2	13.33	6	40	6	40	1	6.67
3	How often KETB and PTA made effort to reduce dropout rate of students?	T	3	6	7	14	35	70	5	10
		P	-	-	7	46.67	8	53.33	-	-
4	How often KETB and PTA strive to get support from the community in enrolling students to school?	T	4	8	10	20	33	66	3	6
		P	1	6.67	5	33.33	9	60	-	-

Where T = Teachers, P= PTA and f= frequency

As it can be seen from Table 3, respondents have shown that extent of the contribution of KETB and PTA members was rated as ‘Sometimes’ in every item related to increase students enrollment and reducing dropout rate of students. With regard to item1 of Table 3, about 7 (46.67%) of PTA and 24 (48%) of teachers revealed that KETB and PTA contribution in encouraging parents to bring children to school was ‘Sometimes’. On the other hand, 19 (38%) of teachers & 6 (40%) of PTA agreed that the contribution of KETB and PTA members was “Most of the time”. In addition, 8% of teachers & 13.33% of PTA responded as the

contribution of KETB and PTA members was ‘Always’. Only 6% of teachers were responded ‘Never’.

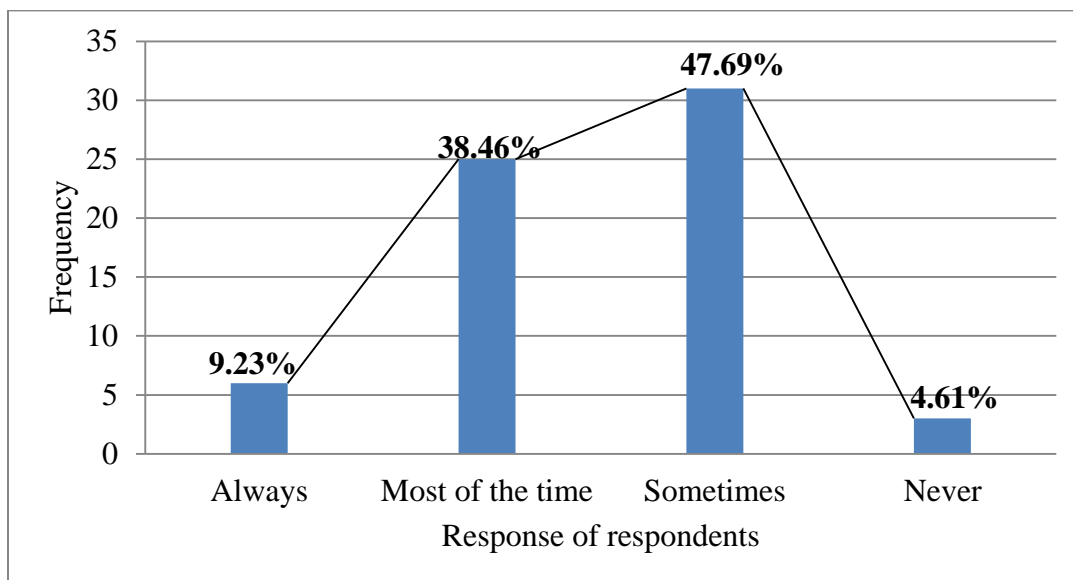


Figure 10: KETB and PTA encouragement of parents to bring children to school

Figure 10 depicts that about 47.7%, 38.5%, 9.2% and 4.6% respondents agreed that the KETB and PTA contribution in encouraging parents to bring children to school was sometimes, most of the time, always and never, respectively.

In general, majority of the respondents rated the KETB and PTA contribution in encouraging parents to bring children to school by ‘Sometimes’ which then followed by ‘Most of the time’. Only few of the respondents rated the involvement of KETB and PTA in encouraging parents to bring children to school by ‘Always’ and ‘Never’ (see figure 10). Thus, due to poor CP in encouraging parents to bring children to school, the dropout of students, especially in many rural areas of Agarfa Woreda, is not minimized even now a day.

The information obtained from focused group discussion also reported that the community representatives’ (KETB & PTA) participation in bringing children to school was insignificant and unsatisfactory. From the interview with WEO experts and reports compiled by WEO indicated that it was mainly teachers and principals who did this function, PTA’s and KETB’s role in this regard was found to be less. This was one of the reasons given to have the lowest enrollment and high dropout rates in crest part of Agarfa district.

Regarding creation of awareness to reduce dropout, 6 (40%) of PTA and 32 (64%) of teachers reported that the effort and frequency made by KETB and PTA members, in providing and creating awareness within community was rated as ‘Sometimes’. This confirmed that the effort of KETB and PTA members in providing and creating awareness for parents to bring children to school was low. From this, it is possible to say that KETB and PTA members were not satisfactorily carrying out their responsibilities to create awareness to reduce dropout. From the interview with WEO experts and reports of WEO, like to that enrollment effort, it was mainly teachers and principals who did this function to create awareness that parents send back their children to school. Again, 18% of teachers & 40% of PTA agreed as the contribution of KETB and PTA was ‘Most of the time’. Some respondents, 8% teachers & 13.33% PTA, and 10% teachers & 6.67% PTA, responded that the contribution of KETB and PTA in creating awareness to reduce dropout was ‘Always’ and ‘Never’, respectively.

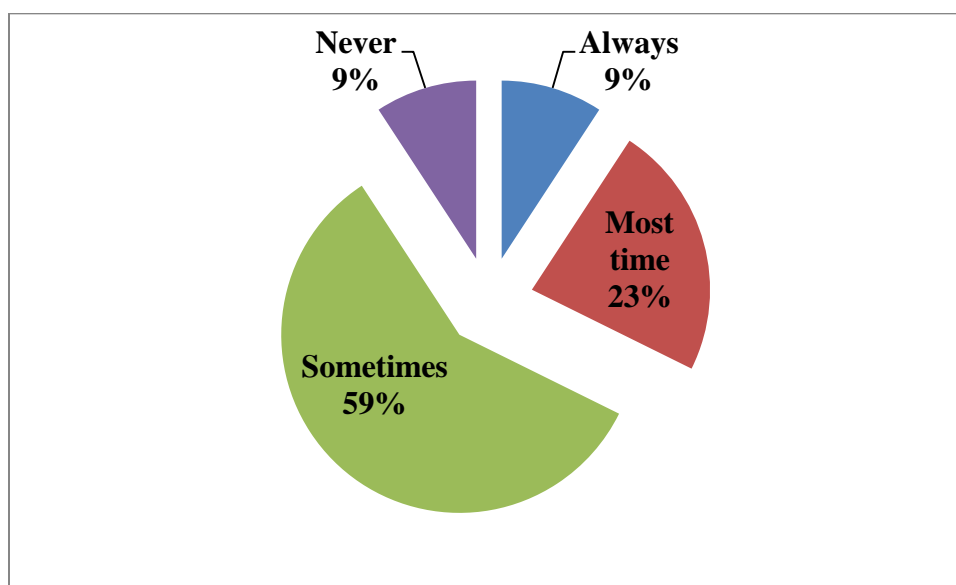


Figure 11: The effort of KETB and PTA to create awareness to reduce dropout

Figure 11 shows that about 59%, 23%, 9% and 9% respondents said that KETB and PTA create awareness sometimes, most of the time, always and never, respectively.

As a general, the sampled respondents retorted that the KETB & PTA contribution in creating awareness to reduce dropout was ordered as sometimes, most of the time, always and never. In other words, majority of the respondents confirmed that KETB & PTA create awareness ‘Sometimes’. There were only few respondents who agreed with ‘Most of the time’, ‘Always’

and ‘Never’ (see figure 11). This insufficient CP in creating awareness to reduce dropout results in high rate of dropout in some secondary schools of the study area.

Furthermore, 8 (53.33%) of PTA and 35 (70%) of teachers retorted that the KETB and PTA effort on striving to reduce the dropout rate of students was rated as ‘sometimes’. On the other hand, 14% of teachers & 46.67% of PTA responded that the KETB and PTA made effort to reduce dropout rate of students ‘Most of the time’. Only 10% of teachers and 6% of teachers agreed with ‘Always’ and ‘Never’, respectively that KETB and PTA made effort to reduce dropout rate of students.

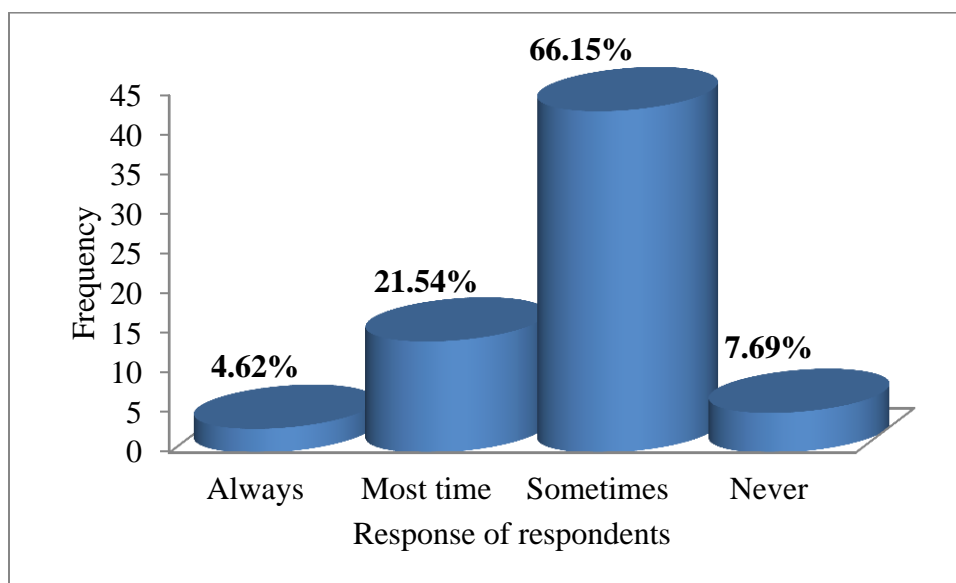


Figure 12: The efforts made by KETB and PTA to reduce dropout rate of students

From figure 12 one can observe that 66.15% of the respondents reported that KETB and PTA made effort to reduce dropout rate of students “sometimes”. Only 21.54% and 4.62% of respondents agreed with ‘Most of the time’ and ‘Always’. But about 7.69% of respondents said ‘Never’ of KETB and PTA made effort to reduce dropout rate of students.

In general, the participation of the community made by the school board and PTA members to reduce dropout rate of students was ‘Sometimes’. From this it is possible to say that PTA and KETB members were not satisfactorily carrying out their duties and responsibilities to made effort to reduce dropout rates of students. Only few respondents agreed with ‘Most of the time’ and ‘Always’. There were also some respondents who said “we never seen the efforts made by

KETB and PTA to reduce the dropout rate of students” (see figure 12). This is why we are observing large number of dropouts still now.

Responding to interview one supervisor had this to say,

“...management need experience, schools are mushrooming. We don't even have enough teachers to start with. We are just picking anybody without experience to become school head, which leads to lots of problems. Any competent school head does not need to be told to work closely with community members to reduce dropout and increase enrollment of students and increase quality of education.....”

Regarding the last item of Table 3, 9 (60%) of PTA members and 33 (66%) of teachers revealed that KETB and PTA strive to get support from the community in enrolling students to school was ‘Sometimes’. Again, 20% of teachers and 33.33% of PTA agreed with ‘Most of the time’ striving of KETB and PTA in order to get support from the community in enrolling students to school. Only 8% of teachers and 6.67% of PTA were agreed with ‘Always’. In other words, 8% of teachers and 6.67% of PTA were agreed that KETB and PTA ‘always’ strive to get support from the community in enrolling students to school. But 6% of teachers said that KETB and PTA ‘never’ strive to get support from the community in enrolling students to school.

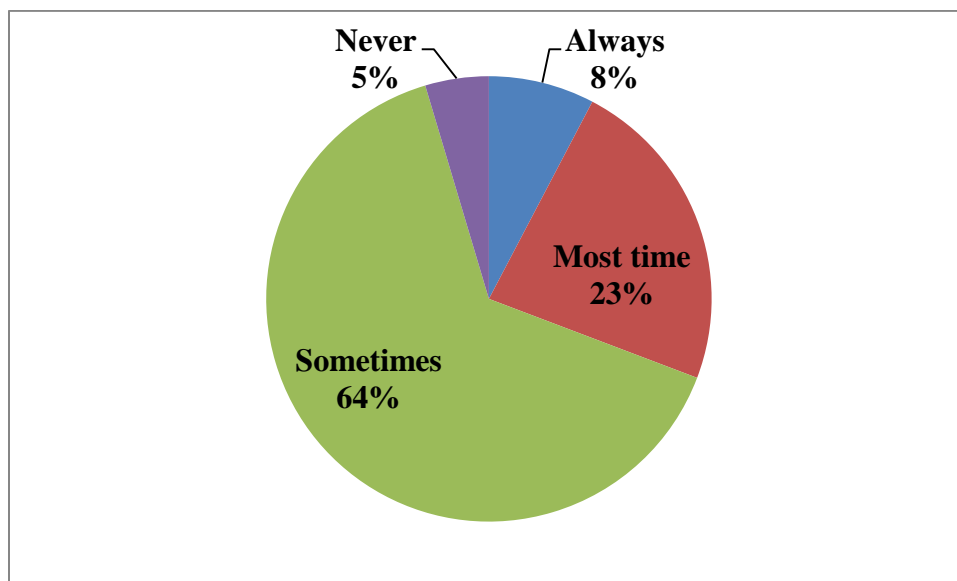


Figure 13: KETB and PTA strive to get support from community in enrolling students to school

Figure 13 indicate that about 64%, 23%, 8% and 5% of respondents respectively said that KETB and PTA strive ‘sometimes’, ‘most of the time’, ‘always’, and ‘never’ to get support from the community in enrolling students to school.

In all, most of the respondents confirmed that KETB and PTA strive ‘sometimes’ to get support from the community in enrolling students to school; which then followed by ‘most of time’ striving of KETB and PTA to get support from the community in enrolling students to school. Very few respondents agreed with ‘always’ and ‘never’ striving of KETB and PTA to get support from the community in enrolling students to school (see figure 13).

Furthermore, from the interview with WEO experts and document analysis support the result obtained from the quantitative data. Further, they said that:

“..... the PTA’s and KETB’s were not carrying out their responsibilities to get support from the community in enrolling students to school even-though community participation is one of the strategies that should be used to achieve the goals. The participation of the community may take place in different forms. These rages from assisting in the increase of school enrollment by encouraging their members to send their children to school to contribute for provision, maintenance and management of schools..... normally it is necessary to give areal role to the parents and community in the day- to day management of school.....”

Related scholars also described that the better the participation of the community in school management, the better it will contribute to increase enrollment of students, reduce dropout and improve quality of education, etc. The success of these efforts, therefore, 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 polices into action (World Bank, 1997).

4.2.3 Efforts & Support of School Principals to Participate the Community in Management

Under this subsection, according to the responses taken from respondents, the efforts and support made by school principals to make the community to participate in school management were analyzed and discussed in detail. Table 4 summarizes the responses of the sampled respondents on the effort and support made by principals to have participant community.

Table 4.4: Efforts & support made by school principals to participate the community in school management

No	Principals facilitation roles rated	Level of participation										
			Very low		Low		Medium		High		V. high	
			f	%	f	%	f	%	f	%	f	%
1	Efforts and support made by principals to participate KETB & PTA in planning	T	8	16	24	48	14	28	4	8	-	-
		P	1	6.67	7	46.67	6	40	1	6.67	-	-
2	Efforts and support made by principals to participate KETB and PTA in decision making	T	13	26	26	52	8	16	3	6	-	-
		P	6	40	6	40	2	13.33	1	6.67	-	-
3	Efforts and support made by principals to participate KETB and PTA in resource management	T	13	26	27	54	8	16	2	4	-	-
		P	6	20	9	60	2	13.33	1	6.67	-	-
4	Efforts and support made by principals to participate KETB and PTA in monitoring and evaluation	T	4	8	21	42	18	36	6	12	1	2
		P	2	13.33	6	40	5	33.33	2	13.33	-	-

As it can be seen from the first item of Table 4, 7 (46.67%) of PTA and 24 (48%) of teachers responded that the effort and support made by school principals to participate KETB and PTA in planning were low which implies that principals do not exert good effort and support to participate KETB and PTA members in planning. On the other hand, 28% of teachers and 40% of PTA responded that the efforts and supports made by principals to have participant KETB &

PTA in planning was 'medium'. In addition, 'very low' and 'high' were responded by about 16% of teachers & 6.67% of PTA, and 8% of teachers & 6.67% of PTA, respectively. Surprisingly, none of the sampled respondents agreed with 'very high' efforts and support made by principals in order to have participant KETB and PTA in planning.

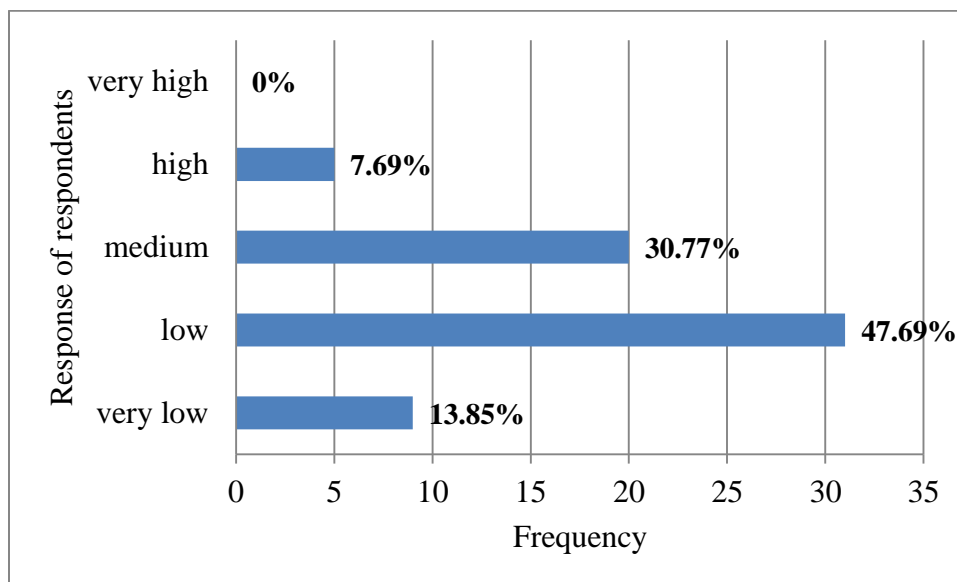


Figure 14: Efforts & support made by principals to participate KETB & PTA in planning

Figure 14 depicts that majority of the respondents (47.69%) agreed that the efforts and support made by principals to participate KETB & PTA in planning was 'low'. On the other hand, about 30.8% of the sampled respondents responded as the efforts and support made by principals was 'medium'. In addition, 13.85%, 7.69% and 0% of the respondents rated the efforts and supports made by principals to have participant KETB & PTA in planning was 'very low', 'high' and 'very high', respectively.

Overall views of the responses implied that, according to the responses of the majority respondents, efforts and supports made by school principals to have participant KETB & PTA in planning was rated as 'low', which then followed by 'medium', 'very low', and 'high', consecutively. And none of the respondents confirmed 'very high' efforts and supports made by school principals to have participant KETB and PTA in planning of school activities. Thus, due to low efforts & supports made by school principals to have participant KETB & PTA in planning, most of the planned actions did not converted to practice.

During focus group discussion, one participant said that

“.....The principals sometimes did not involve even community representatives in planning strategies. This was may be due to lack of inherent interest, capability or inappropriate leadership style. However, it is better if that the school principal’s responsibility is to well come and encourage and maintain healthy relationship with representatives of the community to take part in planning of school activities to enhance quality of education.....”

With respect to item 2 of Table 4, most of the respondents, 6 (40%) of PTA and 26 (52%) of teaches, reported that efforts and supports made by principals to participate KETB and PTA in decision making was ‘low’. Again, 26% of teachers & 40% of PTA agreed with ‘very low’ efforts and supports made by principals. In addition, 16% of teachers & 13.33% of PTA, 6% of teachers & 6.67% of PTA respectively responded that ‘medium’ and ‘high’ efforts and supports made by school principals. And none of the respondents agreed with ‘very high’ efforts and supports made by principals to have participant KETB and PTA in decision making.

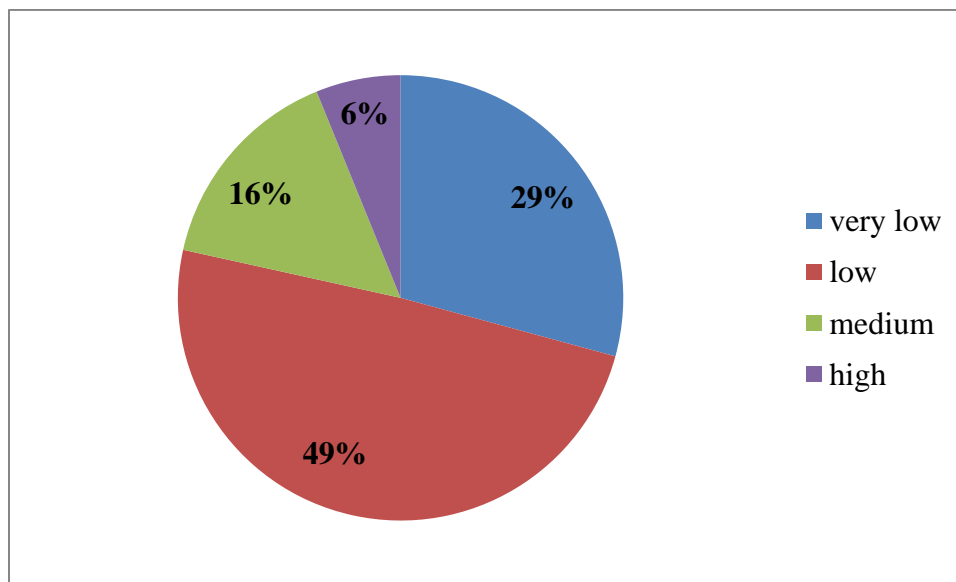


Figure 15: Efforts and support made by principals to participate KETB & PTA in decision making

Figure 15 reveals that about 49% of the respondents agreed that efforts and supports made by school principals was ‘low’. Furthermore, about 29%, 16% and 6% of sampled respondents

retorted that efforts and support made by principals to participate KETB & PTA in decision making was 'very low', 'medium', and 'high', respectively.

In general, from the above quantitative descriptions, it is possible to conclude that the efforts and supports exerted by school principals to have active participation of KETB and PTA members in decision making of school activities was low, which as a result affects quality of education. Again, the next majority respondents agreed with very low efforts and supports made by principals. Only few respondents said medium and high efforts & supports made by principals. Admirably, none of the sampled respondents responded very high efforts and supports exerted by school principals to have active participation of KETB and PTA members in decision making of school activities. Furthermore, the information gathered from open ended questions and interview with WEO experts provides strong support to the findings that obtained by quantitative data.

With regard to item 3 of the table 4, 9 (60%) of PTA and 27 (54%) of teaches revealed that the effort and support made by principals to participate KETB and PTA in resources management of the school was low. On the other hand, 26% of teachers & 20% of PTA agreed that the effort and support made by principals to have participant KETB and PTA in resources management of the school was 'very low'. Again, 16% of teachers & 13.33% of PTA, 4% of teachers & 6.67% of PTA responded that the effort and support made by principals was 'very low' and 'high', respectively. Furthermore, none of the respondents responded 'very high' effort and support made by principals to have participant KETB and PTA in resources management of the school.

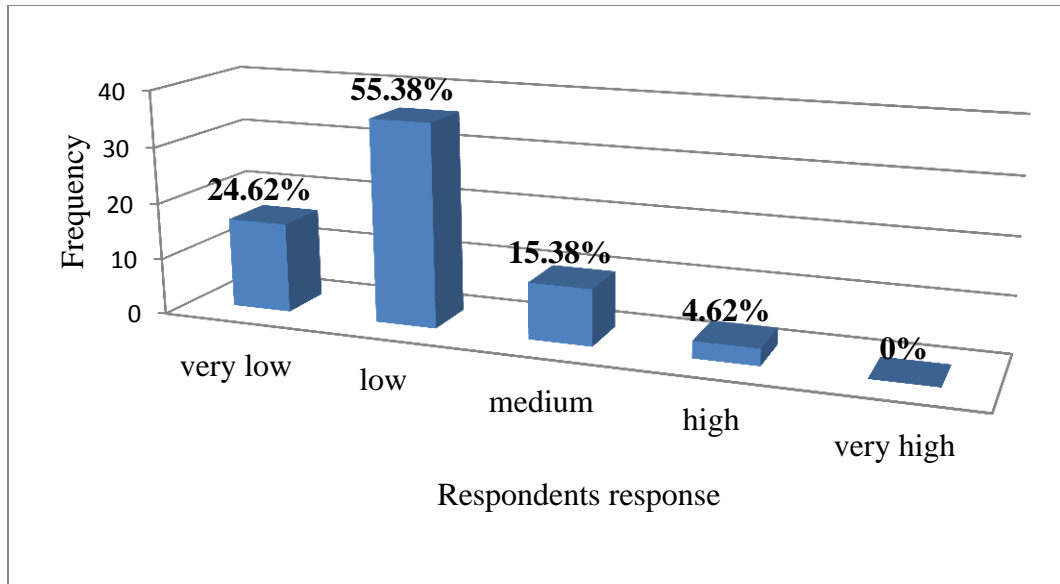


Figure 16: Efforts and support made by principals to participate KETB & PTA in resource management

Figure 16 reveals that about 55%, 25%, 15% and 5% of the sampled respondents confirmed that efforts and support made by principals to participate KETB & PTA in resource management was rated as low, very low, medium and high, respectively.

As a general, the effort and support made by principals to made participant KETB and PTA in resources management of the school was rated by sampled respondents consecutively as low, very low, medium and high. And none of the respondents confirmed very high effort and support made by school principals. In addition to that, the information gathered from open ended and interview equations with WEO experts provides support the findings that obtained from quantitative data. Due to low effort & support made by principals to made participant KETB and PTA in resources management of the school, many resources of secondary schools defalcate day to day.

1 school principal had this to say during interview session: “...*We do involve them but the level of involvement is limited since so far we did not have instruction to involve leaders at community level in every school activities....*”

Regarding the last item of Table 4, 6 (40%) of PTA and 21 (42%) of teachers finally revealed that the effort and support made by principals to participate KETB and PTA members in monitoring and evaluation was low. Again, 36% of teachers & 33.33% of PTA, 12% of

teachers & 13.33% of PTA, 8% of teachers & 13.33% of PTA, 2% of teachers retorted that effort and support made by principals to participate KETB & PTA in monitoring and evaluation of school management was medium, high, very low and very high, respectively.

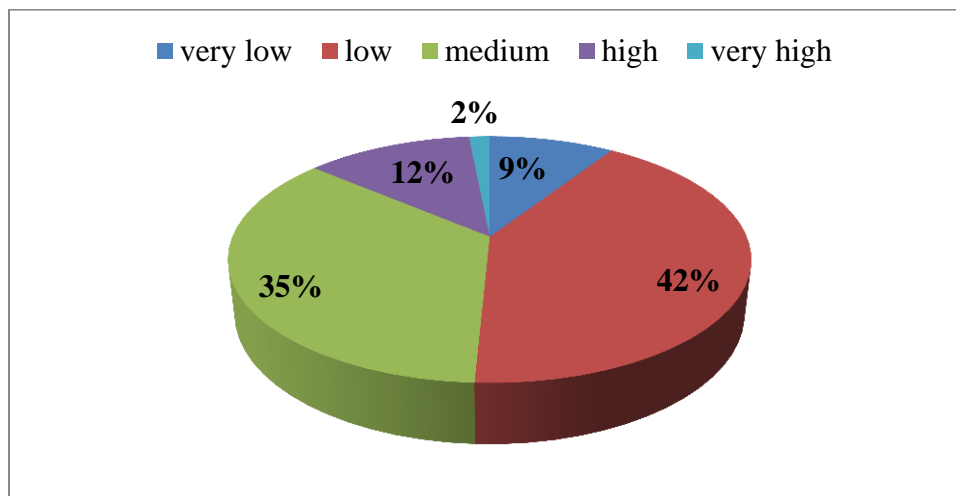


Figure 17: Efforts and support made by principals to participate KETB & PTA in monitoring & evaluation

Figure 17 depicts that about 42%, 35%, 12%, 9% and 2% of respondents confirmed that effort and support made by principals to have participant KETB and PTA members in monitoring and evaluation of school management was low, medium, high, very low and very high, respectively.

In general, the sampled respondents reported that the effort and support made by principals to have participant KETB and PTA members in monitoring and evaluation of school management was ordered as low, medium, high, very low and very high. Additionally, from information obtained during focus group discussion, it is possible to say that principals did not exert effort and support to participate community in monitoring and evaluation of school management. Furthermore, from the interview with WEO experts, it was support the idea obtained from the quantitative data and focus group discussion. Due to low effort and support made by principals to have participant KETB and PTA members in monitoring and evaluation of school management, most of the schools achievements were not reviewed.

One of the focus group discussion participants had this to say during the session.

“.....KETB and PTA mostly deal with construction related activities such as fetching water, collection of sand gravels, and building itself. All these are due to directives given to them by the district or school management (principals). Thus, the efforts and supports forwarded from school principals are essential for any activities accomplished in the school. The quality of education could be enhanced if every concerned body should be included in every aspects of school regarding even teaching methods given by teachers”

Related reviews also added that there are various levels of participation ranging from simple consultation to joint decision making to self-management by the community from themselves. Therefore, Community Participation in education lies on a continuum ranging from nominal participation depending on style of management levels of empowerment and the socio-cultural context (Gajanayak, 1993). Therefore, access and provision of quality education is realized through the appropriate level of Community Participation (UNESCO, 2006) policymakers, educators and other stakeholders involved in education are seeking ways to utilize the limited resources effectively and effectively to identify and solve problems in the education sector so that quality education can be provided for children. With this regard, Uemura (1994) points out three ladders of participation. These are advocating enrollment and education benefits, boosting morale of school staff; and raising money for schools. In 1985, UNESCO stated that principals did not make much efforts and support to participate KETB and PTA in schools activities; as a result members of the KETB and PTA would not be ready for meeting and adjust themselves for it. In addition to this, meeting time was usually adjusted in terms of the school staff but not that of local community representatives. The meeting place was totally in school. It does not take the geographical location of all members into consideration. It is the principals responsibility to sensitize and motivate people that is to say to select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness that education is not restricted to professional but rather is of concern to the entire community.

4.2.4 Major Factors that Hinder KETB & PTA from Participating in the Management of School

The third purpose of this study was to find out the main factors that affecting CP negatively on the part of KETB, PTA and school principals and the results are presented in Table 5.

Table 4.5: Major factors that hinder KETB and PTA members from participating in the management of school

No	Factors		Degree of agreement									
			Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
			f	%	f	%	f	%	f	%	f	%
1	Distance of meeting place from their house	T	4	8	9	18	10	20	25	50	2	4
		P	-	-	4	26.67	2	13.33	6	40	3	20
2	Lack of time & poor economic status	T	1	2	12	24	2	4	28	56	7	14
		P	-	-	4	26.67	1	6.67	8	53.33	2	13.33
3	Lack of knowledge and understanding how to participate in school affairs	T	5	10	16	32	-	-	27	54	2	4
		P	-	-	5	33.33	1	6.67	6	40	3	20
4	Lack of training or insufficient training	T	2	4	8	16	-	-	29	58	11	22
		P	-	-	2	13.33	-	-	8	53.33	5	33.33
5	Lack of appreciation objectives of education	T	-	-	19	38	6	12	23	46	2	4
		P	-	-	4	26.67	1	6.67	6	40	4	26.67
6	Belief or trust on school principal	T	-	-	18	36	3	6	24	48	5	10
		P	-	-	4	26.67	-	-	9	60	2	13.33
7	Lack of commitment and willingness of the KETB & PTA	T	-	-	6	12	2	4	30	60	12	20
		P	-	-	2	13.33	-	-	10	66.67	3	20
8	Non participatory leadership style of school principal	T	-	-	12	24	3	6	21	42	14	28
		P	-	-	8	53.33	-	-	5	33.33	2	13.33
9	Principals' negative attitude to KETB and PTA members	T	2	4	17	34	-	-	26	52	5	10
		P	-	-	3	20	1	6.67	6	40	5	33.33
10	Principals failure to communicate with KETB and PTA members	T	-	-	6	12	2	4	33	66	9	18
		P	-	-	1	6.67	-	-	11	73.33	3	20

As Table 5 of item 1 shows, 6 (40%) PTA and 25 (50%) teachers agreed that distance of meeting place affected the KETB and PTA members to participate in the school management. Again, few respondents, 4% of teachers & 20% of PTA, strongly agreed that the distance of meeting place from house affects KETB and PTA to participate in the management of school. To the reverse, 18% of teachers & 26.67% of PTA disagreed that distance of meeting place affected the KETB and PTA members to participate in the school management. But only 8% of teachers were strongly disagreed with the issue, whereas 20% of teachers & 13.33% of PTA undecided whether the distance of meeting place affected the KETB and PTA members to participate in the school management.

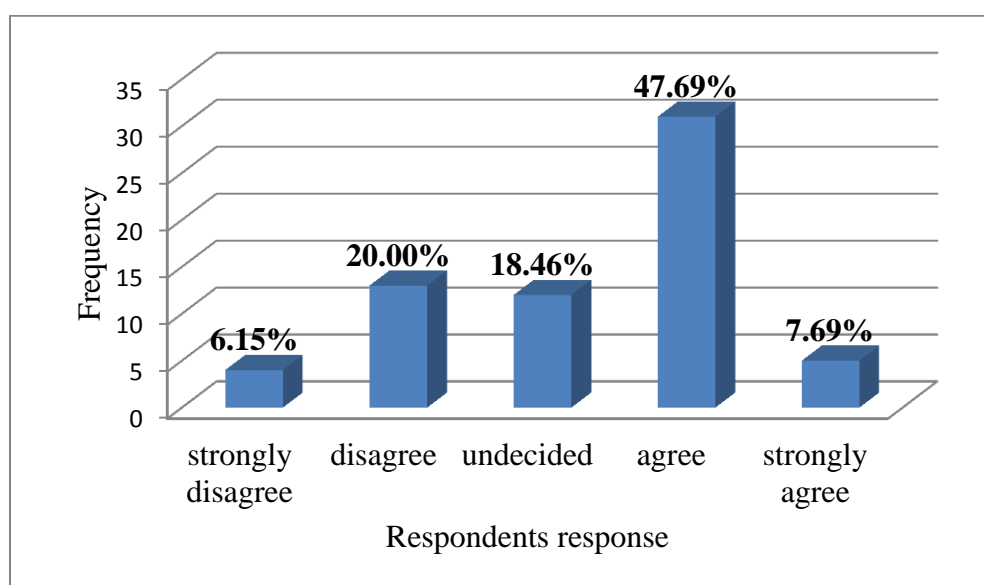


Figure 18: KETB's & PTA's distance of meeting place from the house

Figure 18 reveals that about 48%, 20%, 18%, 8% and 6% of respondents agreed, disagreed, undecided, strongly agreed and strongly disagreed, respectively that the distance of meeting place was one of the factors that hinder KETB and PTA members to participate in the school management.

In general, majority of the respondents agreed with the distance of meeting place as a factor that hinder KETB and PTA members to participate in the school management. Even some respondents strongly agreed as the distance of meeting place affects KETB and PTA members to participate in the school management. But there were also few respondents who refused (disagreed & strongly disagreed) the distance of meeting place as a factor that hinder KETB

and PTA members to participate in the school management (see figure 18). Especially, in most parts of rural areas the distance is a key factor that hinders CP in the school management.

From the interview with WEO experts and document analysis, it was found that the difficulty of the topography, the scattered the settlement of the community due to long distance between school and home were some reasons that hinder KETB and PTA members to meet on regular basis. In the open ended item of the questionnaire of KETB and PTA it was found that usually meetings were proposed during regular working hours of the school which are usually inconvenient for the term to attend meetings. From the above information it is possible to conclude that for scattered communities attending meetings in places where they are long distance to residence and inappropriate meeting time for members of KETB and PTA are problems that reduce participation in school management (Bagin & Donald 2001: 136).

In item 2, lack of enough time and poor economic status of KETB and PTA were reported to high constraints with 8 (53.33%) and 28 (56%) of PTA and teachers, respectively; which is to mean the respondents PTA and teachers agreed with lack of enough time and poor economic status as they were the major factors not participate in schools' management. This showed that, PTA and KETB members were not carrying out their responsibilities due to lack of time and poor economic status. Based on the responses, it is safe to conclude that lack of time and poor economic status creates problem in participation and quality of education as well. Furthermore, 14% of teachers & 13.33% of PTA strongly agreed with the issue. On the other hand, 24% of teachers & 26.67% of PTA disagreed with lack of enough time and poor economic status as one of the factors that hinder KETB & PTA to participate in schools' management; and only one teacher (2%) who strongly disagreed with the point.

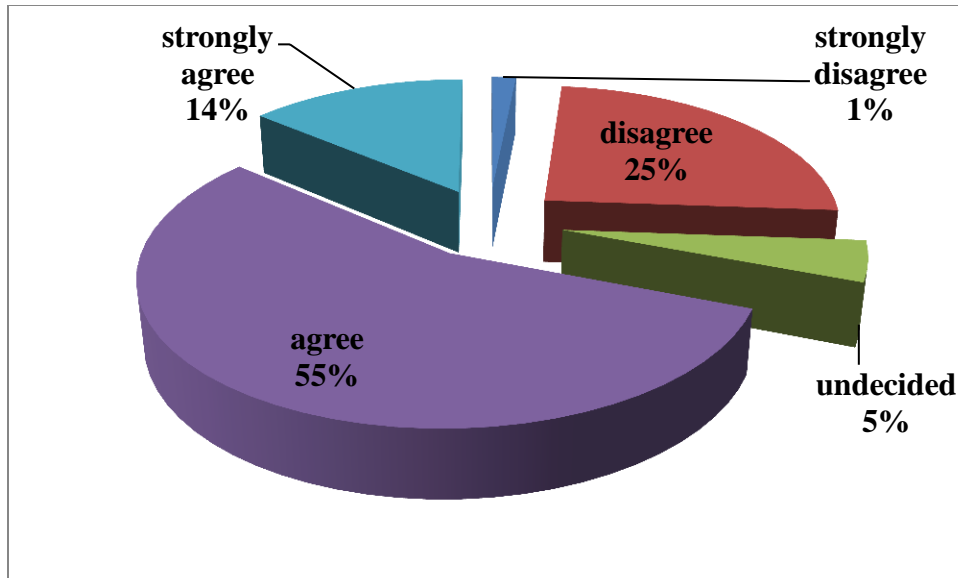


Figure 19: KETB's & PTA's lack of time & poor economic status

From figure 19 we can observe that about 55%, 25%, 14%, 5% and 1% of respondents agreed, disagreed, strongly agreed, undecided and strongly disagreed, respectively that lack of enough time and poor economic status was a factor which affects the participation of KETB & PTA in management of schools.

As overall, most respondents agreed that lack of enough time and poor economic status was one of the major factors which affect the participation of KETB & PTA in management of schools. There were also few respondents who refused the idea (see figure 19). Especially, as many of the community stated, lack of time was significant factor that hinder CP in the school management.

As indicated in Table 5 item 3, 6 (40%) and 27 (54%) of PTA and teachers respectively responded 'agree' which is to mean lack of knowledge, poor understanding about their roles and responsibilities, and how to participate in school affairs were problems of the community members that hinder to participate in school management. This means the respondents answered positively that lack of skills, knowledge and part understanding of roles and responsibilities is one of the problems which reduce the participation of KETB and PTA in school management. Even 4% of teachers & 20% of PTA strongly agreed with the issue. On the other hand, 32% of teachers & 33.33% of PTA were disagreed that lack of knowledge, poor understanding about their roles and responsibilities, and how to participate in school affairs

were problems of the community members that hinder to participate in school management. Again, only 10% of teachers strongly disagreed to the issue.

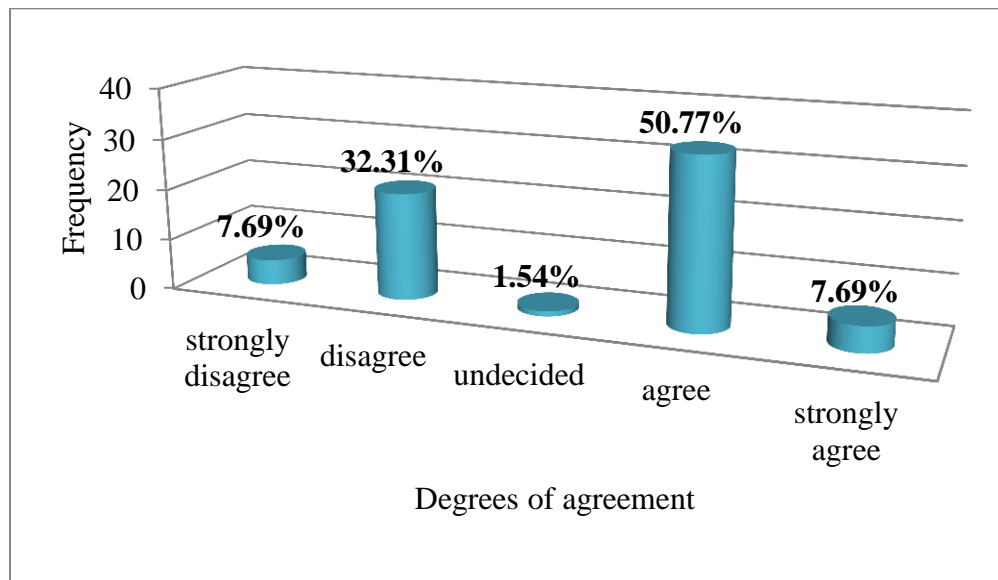


Figure 20: KETB's & PTA's lack of knowledge & understanding how to participate in school affairs

Figure 20 depicts, out of the total respondents, 50.77% agreed, 32.31% disagreed, 7.69% strongly agreed, 7.69% strongly disagreed and 1.54% undecided that lack of knowledge and understanding how to participate in school affairs was one of the factor that hinder KETB & PTA from participating in school management.

As an overall, the majority of the respondents agreed that lack of knowledge and understanding how to participate in school affairs was one of the factor that hinder KETB & PTA from participating in school management. The second highest percentage of respondents disagreed with the issue. Only few respondents strongly agreed and strongly disagreed with the lack of knowledge and understanding how to participate in school affairs was one of the factor that hinder KETB & PTA from participating in school management (see figure 20).

In item 4 of Table 5, regarding lack of training or had insufficient training how to participate in school management, 8 (53.33%) of PTA and 29 (58%) of teachers reported as they agreed that KETB and PTA members lack of training or insufficient training how to participate in school management was the major factor that hinder from participating in the management of school.

In addition to this, 5 (33.33%) of PTA and 11 (22%) of teachers strongly agreed that KETB and PTA members did not have (insufficient) training regarding participation in school activities. From this it is possible to conclude that having low understanding about their roles and responsibilities made participation difficult and reduce participation and results in educational professional control of the school. On the other way, 16% of teachers & 13.33% of PTA disagreed that lack of training or insufficient training hinder KETB & PTA members from participating in the management of school. And only 4% of teachers strongly disagreed to the issue.

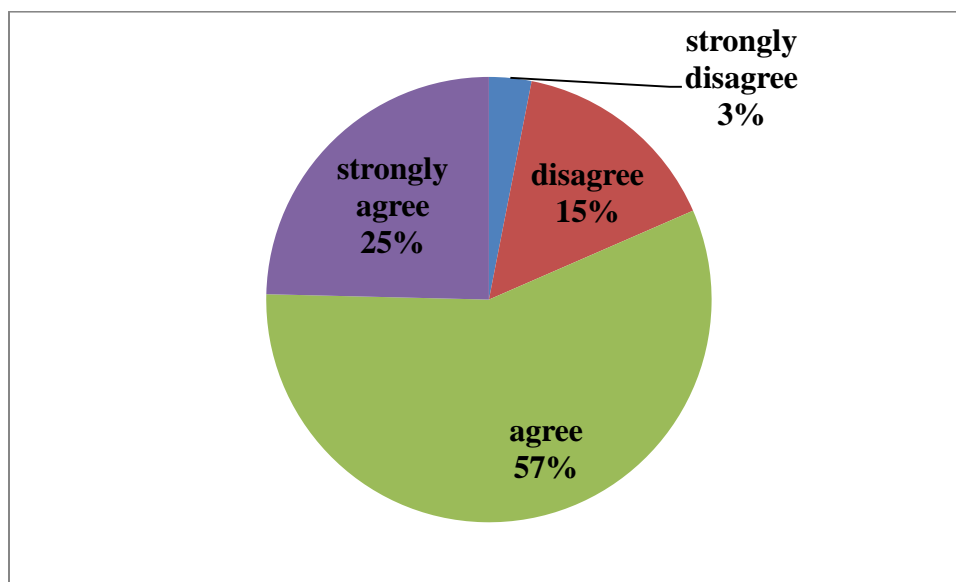


Figure 21: KETB's & PTA's lack of training or insufficient training as a factor

Figure 21 reveals that out of the total respondents, about 57%, 25%, 15% and 3% of the respondents agreed, strongly agreed, disagreed and strongly disagreed, respectively that lack of training or insufficient training was the factors which hinder KETB & PTA members from participating in the management of school.

In general, majority of the respondents agreed and strongly agreed that lack of training or insufficient training was one of the major factors which hinder KETB & PTA members from participating in the management of school. There were also few respondents who disagreed and strongly disagreed to the issue (see figure 21). Due to lack of training or insufficient

training, most of the KETB & PTA members were even not considered as their own responsibilities.

With regard to item 5, 6 (40%) of PTA & 23 (46%) of teachers reported as they agreed to the KETB’s and PTA’s members lack of appreciation of the objectives of education as one of the factors that hinder them from participating in school management. In addition, 4% of teachers & 26.67% of PTA strongly agreed to this point. On the other direction, 4 (26.67%) of PTA and 19 (38%) of teachers disagreed that school board and PTA members suffer from lack of appreciating of the objectives of education. Furthermore, 12% of teachers & 6.67% of PTA were undecided respondents.

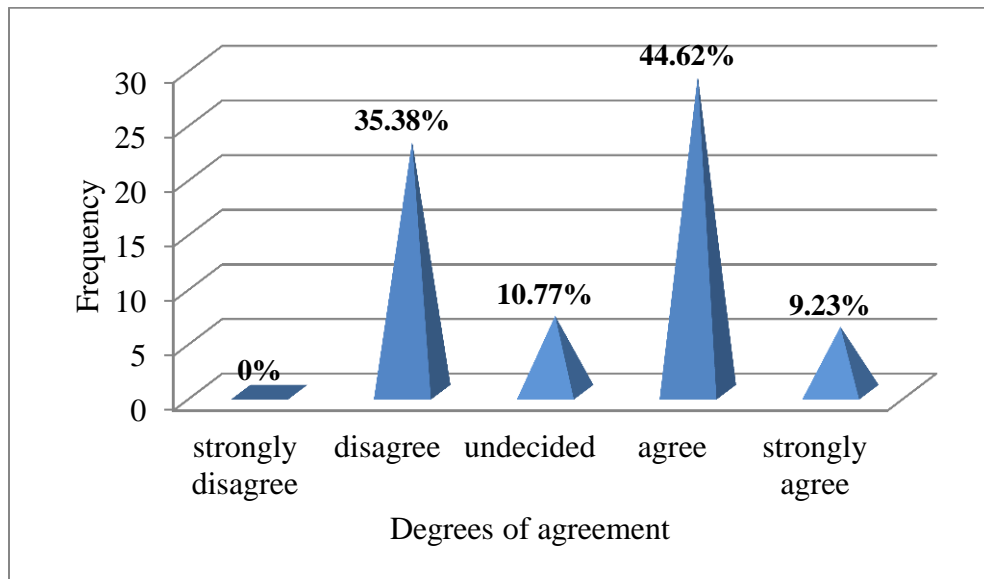


Figure 22: Lack of appreciation objectives of education as a factor

From figure 22 we can observe that out of the total respondents, 44.62%, 35.38%, 10.77%, 9.23% and 0% of respondents respectively responded as they agreed, disagreed, undecided, strongly agreed and strongly disagreed that lack of appreciation of the objectives of education hinders KETB & PTA from participating in the school management.

As an overall, majority of the respondents implied that members of the KETB and PTA lack of appreciation of the overall objectives of the education was what make poor participation in the management of the school. There were few respondents who refused to the issue. Furthermore,

from the interview with WEO experts ensured that the results obtained from the quantitative data (see figure 22).

Regarding item 6, 9 (60%) of PTA and 24 (48%) of teachers agreed that KETB and PTA members believe education is essentially the task of the principal and they trust on the principal. Again, 10% of teachers & 13.33% of PTA strongly agreed that belief or trust on school principal hinder KETB & PTA members from participating in management of school. From the majority positive response, it is possible to conclude that the respondents may have in mind that the principal is a full time government employee earning his salary from the government may influence KETB and PTA members to leave the administration to him. The other way may develop a trust on him since he is professional on the area. From this it is possible to say that KETB's and PTA's trust and believe that education is a principal's tasks negatively influence their participation in management. On the other hand, 36% of teachers & 26.67% of PTA disagreed that belief or trust on school principal hinder KETB & PTA members from participating in management of school.

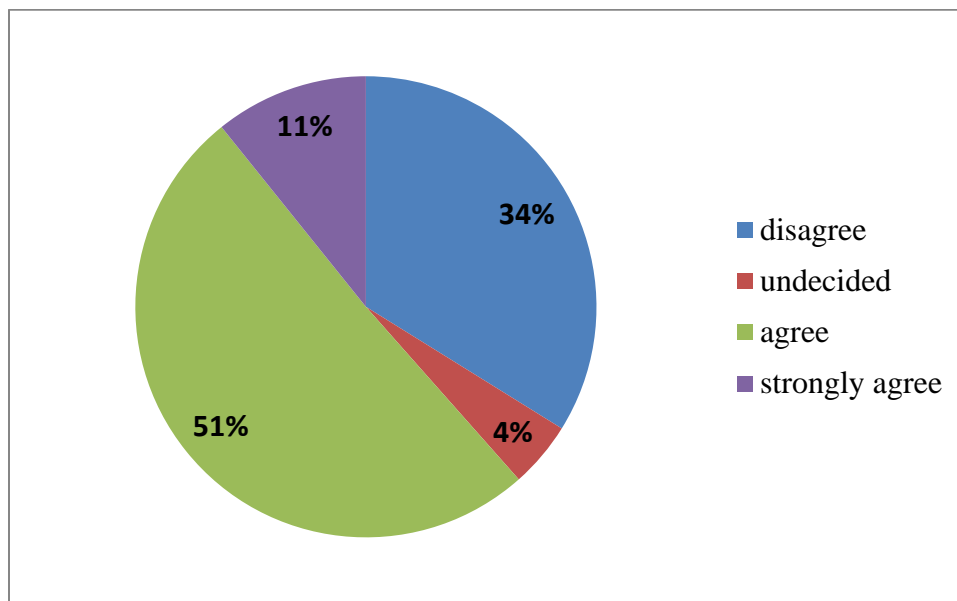


Figure 23: Belief or trust on school principal as a factor

Figure 23 displays, out of the total respondents, about 51%, 34%, 11% and 4% of the respondents agreed, disagreed, strongly agreed and undecided, respectively that belief or trust

on school principal was one of the major factors which hinders KETB & PTA members from participating in management of school.

In general, even though there were few respondents who refused the idea, majority of the respondents confirmed (agreed & strongly agreed) that belief or trust on school principal hinders KETB & PTA members from participating in management of school (see figure 23).

Regarding item 7, as far as commitment and willingness of KETB and PTA members is concerned, 66.67% of PTA and 60% of teachers agreed that KETB & PTA members lack commitment and willingness to participate actively in the management of schools. In addition, 24% of teachers & 20% of PTA were strongly agreed to the idea. Conversely, there were also 12% of teachers & 13.33% of PTA who disagreed that KETB & PTA members lack commitment and willingness to participate actively in the management of schools.

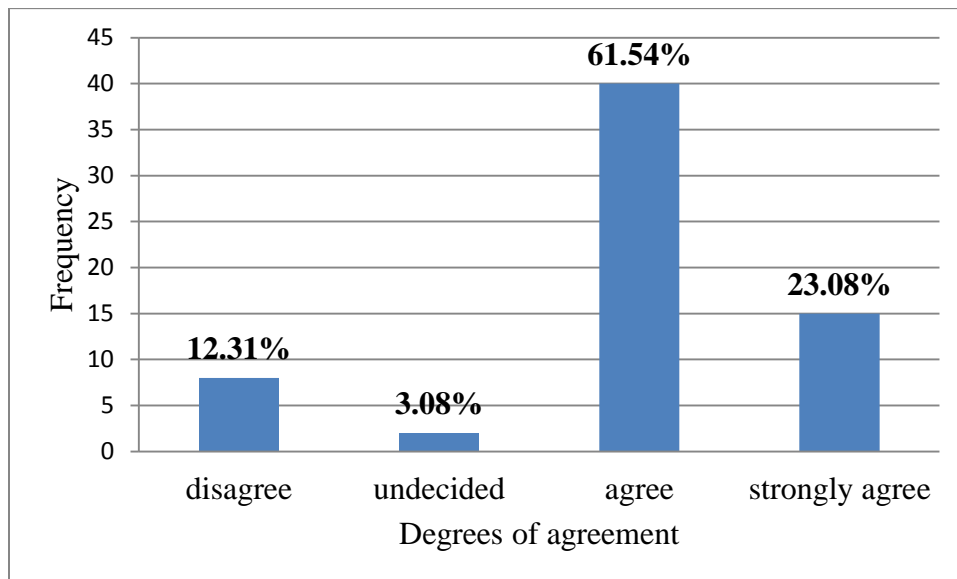


Figure 24: Lack of commitment and willingness of the KETB & PTA as a factor

From figure 24 one can see that 61.54%, 23.08%, 12.31% and 3.08% of respondents agreed, strongly agreed, disagreed and undecided that lack of commitment and willingness of KETB & PTA to participate actively in the management of schools was one major factor which hinders KETB & PTA members to participate in school management.

Overall, even though there were few disagreed respondents, most of the respondents believed (agreed & strongly agreed) that KETB & PTA members lack commitment and willingness to participate actively in the management of schools was one major factor which hinders KETB & PTA members to participate in school management.

On the bases of the above data, the members of KETB and PTA members lack commitment and give less attention to education. From the interview with WEO experts it was found that most of the KETB members were not show commitment and willingness. Due to this, it was difficult for them to attend meetings called by principals.

Regarding item 8 of Table 5, 42% of teachers & 33.33% of PTA, 28% of teachers & 13.33% of PTA, 24% of teachers & 53.33% of PTA, 6% of teachers were agreed, strongly agreed, disagreed and undecided, respectively that non participator leadership style of school principal was one major factor which hinders KETB & PTA members to participate in school management.

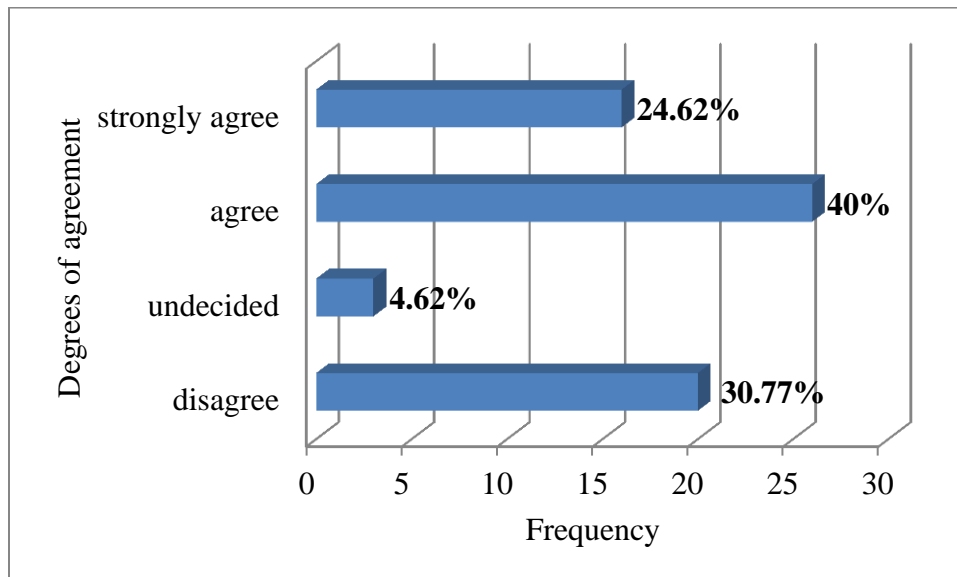


Figure 25: Non participatory leadership style of school principal as a factor

From figure 25 one can understand that 40%, 30.77%, 24.62% and 4.62% of respondents agreed, disagreed, strongly agreed, and undecided, respectively that non participatory leadership style of school principal was the major factor which hinders KETB & PTA members to participate in school management

As a general, majority of the respondents agreed and strongly agreed that non participatory leadership style of school principal was one major factor which hinders KETB & PTA members to participate in school management, though few respondents disagreed to the issue (see figure 25). This non participatory leadership style of school principal may affect the overall motivation of CP in every aspect of school activities.

Regarding item 9 of Table 5, 52% of teachers & 40% of PTA, 10% of teachers & 33.33% of PTA, 34% of teachers & 20% of PTA, 6.67% of PTA were agreed, strongly agreed, disagreed and undecided, respectively that principals’ negative attitude to KETB & PTA members was one major factor which hinders KETB & PTA members to participate in school management.

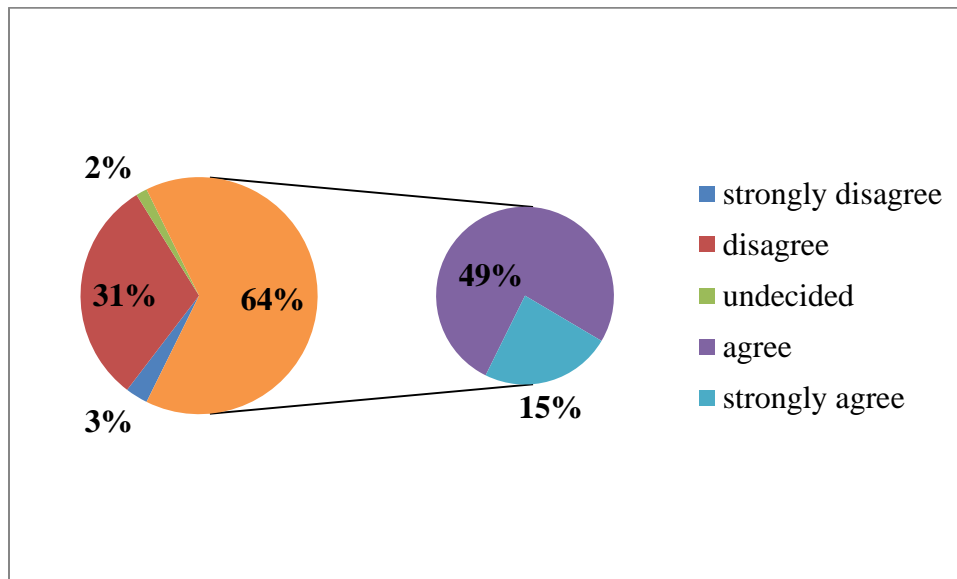


Figure 26: Principals negative attitude to KETB & PTA members as a factor

Figure 26 depicts that out of total respondents, about 49%, 31%, 15%, 3% and 2% of the respondents agreed, disagreed, strongly agreed, strongly disagreed and undecided, respectively that principals’ negative attitude to KETB & PTA members was the major factor which hinders KETB & PTA members to participate in school management.

In general, even though there were few respondents (31% disagreed) who refused the idea, majority of the respondents confirmed (49% agreed & 15% strongly agreed) that principals’ negative attitude to KETB & PTA members was the major factor which hinders KETB & PTA members to participate in school management (see figure 26).

Regarding item 10 of Table 5, 66% of teachers & 73.33% of PTA, 18% of teachers & 20% of PTA, 12% of teachers & 6.67% of PTA, 4% of teachers were agreed, strongly agreed, disagreed and undecided, respectively that failures of school principals to communicate with KETB & PTA members hinders KETB & PTA members to participate in school management.

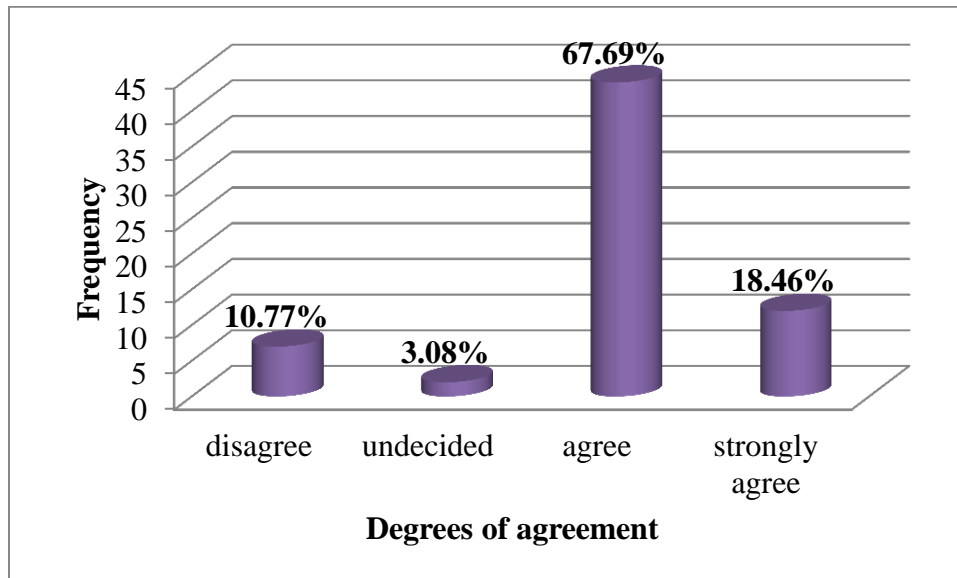


Figure 27: Principals failure to communicate with KETB & PTA members as a factor

Figure 27 reveals that 67.69%, 18.46%, 10.77% and 3.08% of respondents agreed, strongly agreed, disagreed and undecided, respectively that failures of school principals to communicate with KETB & PTA members hinders KETB & PTA members to participate in school management.

As an overall, majority of the respondents reported as they agreed and strongly agreed that failures of school principals to communicate with KETB & PTA members hinders KETB & PTA members to participate in school management; though few respondents refused the idea (see figure 27). The skilled principals are required to communicate with KETB & PTA members in order to have active CP.

In addition to quantitative data obtained from respondents, during focus group discussion the following supportive ideas were forwarded:

“.....due to distance of meeting place from their house, lack of time, lack of knowledge & understanding how to participate in school affairs, lack of training or

insufficient training, lack of appreciation objectives of education, belief or trust on school principal, lack of commitment & willingness of the KETB & PTA, non-participatory leadership style of school principal, and principals failure to communicate with KETB and PTA members, KETB & PTA members to were not actively participate in school management which then affects quality education”

Related studies also described in detail. For instance, Townsend’s (1994) notion that unwillingness on the part of the principal, lack of incentives, lack of skills due to poor or no training regarding participation, lack of provision of leadership support apathy; difficulty of convincing people of the value of participation and reluctance are some of the factors related to the principals that hinder the community to participate in the school management. UNESCO in 1985 retorted, it the principals responsibility to sensitize and motivate people that is to say to select appropriate place, time convenient for them and inform them including the agenda there by giving full information to awareness that education is not restricted to professionals but rather is concern to the entire community.

UNESCO (2006) also advises to assess the most important and urgent gaps in the provision and management of education in; planning, provision of facilities, maintenance, finance, staffing instruction, supervision and evaluation conditions to be fulfilled for communities effectiveness, a legitimate agreement among all important groups as to the roles, responsibilities and relationships of the different groups should be considered. There ought to be clarity regarding to the roles, responsibilities and relationships. Furthermore, to carry out the responsibilities the members should have appropriate knowledge. It is not realistic to expect community members to have the technical capability to manage and own education activities without adequate and appropriate training and mentoring. Training programs ought to examine the capacity of the community and sort out training needs and ways to address these needs. The training on the education programs should involve other community members so as to promote the quality and sustainability of their assistance to the school (UNESCO, 2006). Provision and quality education is not only the concern of representatives or professionals. Thus, the entire community should have take part and have necessary information regarding the education program though much is needed from school principals.

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The purpose of this study was to investigate the status of community participation in the management of secondary schools in promoting quality of education in Bale zone of Oromia region. Both qualitative and quantitative data analysis techniques were used. The data obtained from questionnaire were analyzed using frequency distribution, percentage and diagrammatical techniques. The information gathered by employing interview and document were analyzed textually (qualitatively). The study formulated the following basic summary.

With regard to community participation in planning of school activities, 58.5%, 21.5%, 13.9%, 4.6% and 1.5% of the respondents rated the extent of community participation in formulating strategic and action plans, respectively, as low, medium, very low, high and very high. Again, about 54%, 25%, 15%, 5% and 1% of the respondents respectively, agreed that the community participation in schools decision making was low, medium, very low, high and very high. About 48%, 23%, 20%, 6% and 3% of the respondents agreed that the extent of community participation in finance and resource management of schools was low, medium, very low, high and very high, respectively. In addition, about 57%, 25%, 15% and 3% of the sampled respondents rated the extent of community participation in mobilizing the community to contribute resource as medium, low, very low and high, respectively.

Furthermore, 55.38%, 16.92%, 15.39%, 10.77% and 1.54% of the respondents retorted that the participation of community in schools budget preparation and approval was low, medium, very low, high and very high, respectively. Again, about 46%, 34%, 9%, 8% and 3% respondents confirmed that the community participation in implementation of school plans was rated as low, medium, very low, high and very high, respectively. In addition, 40%, 36.92%, 18.46% and 4.62% of the respondents agreed respectively that the participation of community in monitoring and evaluation of school plans was low, medium, very low and high. And one can also observe from the figure that none of the respondents confirmed the very high participation of the community in the concerned issue. On the other hand, the percentage of respondents who rated the extent of community participation in identifying strengths, weaknesses & challenges of school implied that about 37%, 33%, 14%, 11% and 5% of the respondents

respectively retorted that the community participation in identifying strengths, weaknesses & challenges of school was medium, low, very low, high and very high. Additionally, about 48%, 20%, 18%, 11% and 3% of respondents retorted that the community participation in evaluating their own activities was rated as low, medium, very low, high and very high, respectively.

Regarding the extent of community involvement in increasing enrollment and reducing the rate of dropout, 47.7%, 38.5%, 9.2% and 4.6% respondents agreed that the KETB and PTA contribution in encouraging parents to bring children to school was sometimes, most of the time, always and never, respectively. And about 59%, 23%, 9% and 9% respondents said that KETB and PTA create awareness sometimes, most of the time, always and never, respectively. Again, 66.15% of the respondents reported that KETB and PTA made effort to reduce dropout rate of students “sometimes”. Only 21.54% and 4.62% of respondents agreed with ‘Most of the time’ and ‘Always’. But 7.69% of respondents said ‘Never’ of KETB and PTA made effort to reduce dropout rate of students. In the other direction, about 64%, 23%, 8% and 5% of respondents respectively said that KETB and PTA striving ‘sometimes’, ‘most of the time’, ‘always’, and ‘never’ to get support from the community in enrolling students to school.

Based on the efforts and support made by school principals to have participant community in school management, majority of the respondents (47.69%) agreed that the efforts and support made by principals to participate KETB & PTA in planning was ‘low’. On the other hand, about 30.8% of the sampled respondents responded as the efforts and support made by principals was ‘medium’. In addition, 13.85%, 7.69% and 0% of the respondents rated the efforts and supports made by principals to have participant KETB & PTA in planning was ‘very low’, ‘high’ and ‘very high’, respectively. The data again reveals that about 49% of the respondents agreed that efforts and supports made by school principals was ‘low’. Furthermore, about 29%, 16% and 6% of sampled respondents retorted that efforts and support made by principals to participate KETB & PTA in decision making was ‘very low’, ‘medium’, and ‘high’, respectively. On the other hand, 55%, 25%, 15% and 5% of the sampled respondents confirmed that efforts and support made by principals to participate KETB & PTA in resource management was rated as low, very low, medium and high, respectively. 42%, 35%, 12%, 9% and 2% of respondents confirmed that effort and support made by principals to

have participant KETB and PTA members in monitoring and evaluation of school management was low, medium, high, very low and very high, respectively.

Based on the data obtained on the major factors that hinder KETB and PTA members from participation in the management of school, about 48%, 20%, 18%, 8% and 6% of respondents agreed, disagreed, undecided, strongly agreed and strongly disagreed, respectively that the distance of meeting place was one of the factors that hinder KETB and PTA members to participate in the school management. About 55%, 25%, 14%, 5% and 1% of respondents agreed, disagreed, strongly agreed, undecided and strongly disagreed, respectively that lack of enough time and poor economic status was a factor which affect the participation of KETB & PTA in management of schools. Again, out of the total respondents, 50.77% agreed, 32.31% disagreed, 7.69% strongly agreed, 7.69% strongly disagreed and 1.54% undecided that lack of knowledge and understanding how to participate in school affairs was one of the factor that hinder KETB & PTA from participating in school management. About 57%, 25%, 15% and 3% of the respondents agreed, strongly agreed, disagreed and strongly disagreed, respectively that lack of training or insufficient training was the factors which hinder KETB & PTA members from participating in the management of school.

Furthermore, it is observed that out of the total respondents, 44.62%, 35.38%, 10.77%, 9.23% and 0% of respondents respectively responded as they agreed, disagreed, undecided, strongly agreed and strongly disagreed that lack of appreciation of the objectives of education hinders KETB & PTA from participating in the school management. Again, out of the total respondents, about 51%, 34%, 11% and 4% of the respondents agreed, disagreed, strongly agreed and undecided, respectively that belief or trust on school principal was one of the major factors which hinders KETB & PTA members from participating in management of school. In addition, 61.54%, 23.08%, 12.31% and 3.08% of respondents agreed, strongly agreed, disagreed and undecided that lack of commitment and willingness of KETB & PTA to participate actively in the management of schools was one major factor which hinders KETB & PTA members to participate in school management. 40%, 30.77%, 24.62% and 4.62% of respondents agreed, disagreed, strongly agreed, and undecided, respectively that non participatory leadership style of school principal was the major factor which hinders KETB & PTA members to participate in school management. Out of total respondents, about 49%, 31%,

15%, 3% and 2% of the respondents agreed, disagreed, strongly agreed, strongly disagreed and undecided, respectively that principals' negative attitude to KETB & PTA members was the major factor which hinders KETB & PTA members to participate in school management. The data further revealed that 67.69%, 18.46%, 10.77% and 3.08% of respondents agreed, strongly agreed, disagreed and undecided, respectively that failure of school principals to communicate with KETB & PTA members hinders KETB & PTA members to participate in school management.

Almost all of the participants of focus group discussion also supported the ideas retorted by the respondents selected as a sample. For instance, somebody from the community forwarded as they had not involved in many management cases. This was also reported by one of the board chairmen during focus group discussion as most of the school decisions were done by the school principals and school board. Only the leaders at the community levels that attend school board meetings get chance to give their views on any school decision making. On the other hand, regarding dropout and enrollment, responding to interview one supervisor said that management need experience, schools are mushrooming. We don't even have enough teachers to start with. We are just picking anybody without experience to become school head, which leads to lots of problems. Any competent school head does not need to be told to work closely with community members to reduce dropout and increase enrollment of students. MoE should find a way of training these newly appointed schools heads especially those new ones, on how to lead community secondary schools, and create awareness and made efforts, encourage students' parent to bring their students to school as a result of increasing enrollment and reduce dropouts, in order to improve quality of education.

In addition, during focus group discussion, one participant said that the principals did not involve even community representatives in planning strategies. This was may be due to lack of inherent interest, capability or inappropriate leadership style. However, it is better if that the school principal's responsibility is to well come and encourage and maintain healthy relationship with representatives of the community to take part in planning of school activities. Responding to this, 1 school principal said that we do involve them but the level of involvement is limited since so far we did not have instruction to involve leaders at community level in every school activities.

Furthermore, one of the focus group discussion participants had this to say during the session; the efforts and supports forwarded from school principals are essential for any activities accomplished in the school. But our school principals were not running/accomplishing such activities. Obviously, the quality of education could be enhanced if every concerned body should be included in every aspects of school regarding even teaching methods given by teachers. Thus, school principals should focus on how to incorporate all the power in the community to increase quality of education by participating especially community representatives (KETB, PTA, Teachers) in planning, decision making, resource management, monitoring and evaluation of all activities going on in school. Regarding the factors that hinder KETB and PTA from actively participating in school activities, during focus group discussion, the next supportive ideas were forwarded. Due to distance of meeting place from their house, lack of time & poor economic status, lack of knowledge and understanding how to participate in school affairs, lack of training or insufficient training, lack of appreciation objectives of education, belief or trust on school principal, lack of commitment and willingness of the KETB & PTA, non-participatory leadership style of school principal, principals' negative attitude to KETB and PTA members, principals failure to communicate with KETB and PTA members and the like were the failures of school principals to communicate with KETB & PTA members which hinders KETB & PTA members to participate in school management. Thus, school principals should work to maximum effort to eradicate all the problems in order to have participant community and community representatives as well to enhance quality of education.

5.2 Conclusions

Based on the major findings of the study the following conclusions are drawn.

- ✓ As the study indicated, the majority of the respondents KETB and PTA members' participation in formulating planning of school activities, securing school resources, planning of school program, decision making, and implementation of school plan, monitoring and evaluation of school performance was found to be low. Majorly, it was the school principals and teachers usually did these functions. From this it is possible to conclude that beyond establishing KETB and PTA in schools, they are not fully carrying out their roles and responsibilities given to them by rules and laws. Due to these, participation of the community in the school management was not significant.

- ✓ According to the findings the commitment of the PTA and KETB members in mobilizing the community in line with contribution in the form of money, in kind and labor, and budget preparation of the school was found at below an average level. Moreover, the participation of the community with its representatives (KETB and PTA) to increase enrolment, to reduce dropout rate of students, to create awareness, and getting support from the community was not significant. This implies that lack of support in the part of KETB and PTA members resulted from low level of participation during planning and decision making; the lower it will be during implementation that is true test.
- ✓ As revealed by the majority of the respondents long distance of meeting place, lack of time, poor economic status and poverty, lack of knowledge and understanding of duties and responsibilities, lack of skill due to training and lack of appreciation over all objectives and lack of trust on school principal were the most prevalent constraints that contributes for low level of KETB and PTA members of participation in the management of school. While the non-participatory leadership and negative attitude to understanding the skill of KETB and PTA members, failure to communicate with the community and lack of the training how to participate the community in school management are the major factors on the part of school principals.

In general, from the aforesaid findings, it can be concluded that community involvement in managing secondary schools in their respective areas needs not only the efforts of the school management but also the leaders at community levels and the general public. There is a need, therefore, to change the attitude of both the school management teams and the community as a whole so that they know more about what is to be done in participation of managing schools, decision making and resource allocation of schools in proper manner in order to enhance quality of education. Harmonious school community relationships will not only ensure accountability, cooperation, transparency and responsiveness of the community members to educational services and provisions, but will enhance teamwork; hence improve the whole management processes in the community secondary schools as well which as a result brings quality education for students. The researcher was of the opinion that the findings would help education planners and policy makers to modify approaches used in the management of Community Secondary Schools to attract more community involvement and participation.

5.2 Recommendations

In the light of the research findings and conclusion of the study therefore the following is recommended for action and for further studies.

- The findings revealed that involvement of community members in planning aspects was low. It is therefore recommended that the involvement be extended to other managerial processes and functions such as planning, organizing, budgetary control, and enhancing effective communication between community and their leaders and school management.
- The findings further revealed that school principals did the entire budgeting without involving community representatives. It is therefore recommended that the involvement of leaders at community levels in school budgeting is important as it will probably build trust among the community representatives and school management team.
- From the findings, the community leaders & school management did not work together properly. Thus, it is recommended that MOE should set a clear cut division of responsibilities between various levels of decentralization in managing community secondary schools, school board members, community representatives & other staff members.
- The study revealed that some of school heads were newly appointed officials, hence did not have experience in the management of schools, due to the fact that they did not undergo any seminar concerning school management. It is recommended, therefore, that there should be frequent capacity building programs on how they can work with communities to improve the management of community schools in their areas.
- MOE with the cooperation of WEO should increase the awareness about how to participate in management of the school and understanding of school principals and teachers by creating discussion forums, seminars, consultative meeting to make principals committed, open minded and supportive.
- The hierarchical managerial structure of secondary education by the Ministry was meant solely for public schools and did not represent the quasi – government schools such as the community school in which majority of activities were run by the community. It is therefore recommended that there is a need to consider the system and include the community members to be in the managerial function of those schools. The community

school structure in formation is community based and so the managerial structure should as well involve the community itself by their leaders as representatives.

5.3 Limitation of the Study

In this study, the following constraints was confront when the study was conducted. These were the limitation of resources (budget), lack of sufficient time, lack of good internet access, and related reading materials; and due to these constraints the study was not wide as it required.

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Part II: Community participation in the management of schools

Table 1: The following are some of the areas that the community is expected to participate in the management of schools that enable KETB and PTA discharge their responsibilities. Please provide appropriate answer by putting (√) mark in one of the five alternatives.

No	Activities to be performed	Level of participation				
		Very High	High	Medium	Low	Very low
1	Formulating strategy plan and action plan of the school					
2	Decision making					
3	Making decision on teachers complaints					
4	Finance and resource management					
5	Mobilizing the community to contribute resource					
6	Budget preparation and approval					
7	Checking & monitoring school activities					
8	Implementation					
9	Monitoring and Evaluation					
10	Identifying strengths and weaknesses, and challenges encountered					
11	Evaluating their own activities					

Table 2: Extent of the community involvement in increasing enrollment and reducing the rate of dropouts

No	The extent of the community involvement in increasing enrollment and reducing the rate of dropouts.	Frequency			
		Always	Most of the time	Sometimes	Never
1	How often KETB and PTA encourage parents to bring children to school?				
2	How often KETB and PTA create awareness to reduce dropout?				
3	How often KETB and PTA made effort to reduce dropout rate of students?				
4	How often KETB and PTA strive to get support from the community in enrolling students to school?				

Table 3: Efforts and support made by school principals to participate the community in school management. By taking the existing situation into account indicate your feeling by putting (√) mark.

No	Principals facilitation roles rated	Level of participation				
		Very High	High	Medium	Low	Very low
1	Efforts and support made by principals to participate KETB & PTA in planning					
2	Efforts and support made by principals to participate KETB and PTA in decision making					
3	Efforts and support made by principals to participate KETB and PTA in resource management					
4	Efforts and support made by principals to participate KETB and PTA in monitoring and evaluation					

1. Please list down other measures to be taken to improve the participation of the community (KETB or PTA).

2. If you have any comment on community participation in the management of school please write down.

Table 4: Major factors that hinder KETB and PTA members from participating in the management of school; by taking the existing situation in to account, indicate your feeling by putting (√) mark.

No.	Factors that hinder KETB and PTA members from participating in the management of school.	Degree of agreement				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Distance of meeting place from their house					
2	Lack of time & poor economic status					
3	Lack of knowledge and understanding how to participate in school affairs					
4	Lack of training or insufficient training					

5	Lack of appreciation objectives of education					
6	Belief or trust on school principal					
7	Lack of commitment and willingness of the KETB and PTA					
8	Non participatory leadership style of school principal					
9	Principals' negative attitude to KETB and PTA members					
10	Principals failure to communicate with KETB and PTA members					

3. Please list any other obstacles that hinder KETB and PTA from participating in the management of schools related to KETB and PTA members themselves.

Appendix -2

MADDA WALABU UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interviews guided questions for Woreda Education Experts

- 1) What are the areas that KETB and PTA members participate in school management in your Woreda?
- 2) To what extent do KETB and PTA members contribute for reducing dropout of students and improving/increasing enrollment of students and improving/increasing enrollment in your Woreda context?
- 3) To what extent do principals support KETB and PTA members to discharge their responsibilities?
- 4) How do you express the relationship between the school and community created by KETB and PTA members?
- 5) What do you think the major problems encountered by KETB and PTA members to carry out their responsibilities?

Appendix -3

YUUNIVERSIITII MADDA WALAABUU

Muummee Sirna Barnootaa fi Amalaa

Istiriimii Karooraa fi Bulchiinsa Barnootaa

Gaaffilee Afaanii Ogeeyyii Barnootaa Aanatiif qophaa'e

- 1) Aanaa keessan keessatti miseensonni BBL (Koree Boordii Barnootaa) fi GMB (Koree Gamtaa Maatii Barsiisotaa fi Barattootaa) iddoowwan bulchiinsa barnootaa kam keessatti hirmaatu?
- 2) Miseensonni BBL (Koree Boordii Barnootaa) fi GMB (Koree Gamtaa Maatii Barsiisotaa fi Barattootaa) harcaatii barattootaa hir'isuu fi akka barattoonni barnoota isaanii galmaa'anii sirriitti hordofaniif hammam deeggarsa taasisu?
- 3) Dura bu'oonni mana barumsaa miseensota BBL (Koree Boordii Barnootaa) fi GMB (Koree Gamtaa Maatii Barsiisotaa fi Barattootaa) itti gaafatamummaa isaanii sirriitti akka bahaniif hammam gargaaru?
- 4) Waliitti dhufeenya mana barnootaa fi hawaasummaa miseensa BBL (Koree Boordii Barnootaa) fi GMB (Koree Gamtaa Maatii Barsiisotaa fi Barattootaa) tiin uumaman akkamitti ibsita?
- 5) Wantoonni gurguddoon BBL (Koree Boordii Barnootaa) fi GMB (Koree Gamtaa Maatii Barsiisotaa fi Barattootaa)'n akka itti gaafatamummaa isaanii sirriitti hin bane taasisan maali jettee yaadda?