



**MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICE OF COMMUNITY PARTICIPATION IN SCHOOL  
GOVERNANCE: THE CASE OF SECONDARY SCHOOLS IN CENTRAL  
ZONE OF TIGRAY REGIONAL STATE**

**By:**

**YONAS TSEHAYE WELDEMICHAEL**

**FEBRUARY 2025**

**MEKELLE, TIGRAI, ETHIOPIA**

**MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**POST GRADUATE PROGRAM**

As an advisor, I certify that I have read and evaluated this thesis prepared under my guidance, by Yonas Tsehay Weldemichael, entitled “the practice of community participation in school governance in case of secondary schools in central Zone of Tigray Regional State” and I recommend that it can be submitted as fulfilling all the thesis requirements.

Submitted By: YonasTsehay

\_\_\_\_\_

\_\_\_\_\_

Name of Student

Signature

Date

APPROVED FOR SUBMITTAL TO DISSERTATION ASSESSMENT COMMITTEE:

ADVISOR: MENGUSTU HAILU (Ed.D)

\_\_\_\_\_

\_\_\_\_\_

Main advisor

Signature

Date

**FEBRUARY 2025**

**MEKELLE, TIGRAI, ETHIOPIA**

**MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**POST GRADUATE PROGRAM**

AS the Examining Board of the final MA open defense, we certify that we have read and evaluated the thesis prepared by Yonas Tsehay Weldemichael entitled “the Practice of community participation in school governance in case of secondary schools in central zone of Tigray Regional State” and recommend that it can be accepted as fulfilling the thesis requirement for the degree of masters Arts in School Leadership (MA)..

**Name**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Department Head, Chair

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Advisor

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

External examiner

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Internal examiner

**MEKELLE UNIVERSITY**

**INSTITUTE OF PEDAGOGICAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**POST GRADUATE PROGRAM**

**Statement of Declaration**

First, I declare that this is my original work and that all sources of material used for this thesis have been duly acknowledged. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. This thesis has been submitted in partial fulfillment of the requirements for a master's degree at Mekelle University, institute of pedagogical sciences, department of educational planning and management and is deposited at the University library to be made available to borrowers under rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this thesis are allowable without special permission provided that accurate acknowledgement of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Dean of the College when in his judgment the proposed use of the material is in the interests of scholarship. In all other instances, however permission must be obtained from the author.

Name: YonasTsehayWeldemichael Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Institute of Pedagogical Sciences

## **ACKNOWLEDGEMENTS**

First and for most I want to express my sincere and deepest thanks to my advisor MengustuHailu (Ed.D) for his guidance through this research study. Without his encouragement and support this research project would not have come to completion. I am also indebted to the support given by my friends, for motivating me to read and professional guidance on this research project and I wish to recognize the challenge posed to me and for his encouragement to put on much effort to finish this research study.

My bottomless appreciation also goes to sampled schools' leaders, teachers, Parent Teachers Student Association (PTSA), Kebele Education Training Board (KETB) and Woreda education office experts for their offering the compulsory information by gratifying questionnaires and interviews. Without their substantial contribution, this study would not have been completion.

# TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
Acknowledgements.....	i
Table of Contents.....	ii
List of Tables .....	v
Abrivations and Acronyms .....	vi
Abstract.....	vii
Chapter One .....	1
Introduction.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Basic Research Questions .....	3
1.4 Objective of the study .....	4
1.4.1 General Objective .....	4
1.4.2. Specific Objective.....	4
1.5 Significance of the Study .....	4
1.6 Delimitation of the study .....	5
1.7 Limitations of the Study.....	5
1.8 Operational Definition of Terms.....	5
1.8 Organization of the study.....	5
CHAPTER TWO .....	7
REVIEW OF RELATED LITRATURE .....	7
2.1 The Concept of Community Participation .....	7
2.2 Participation in Education.....	8
2.2.1 Forms of Participation: Epstein’s Framework .....	8
2.2.2 Community Participation in Education: Bray’s framework .....	12
2.2.3 Community Participation in Infrastructure and Operational Costs.....	12
2.2.4 Community Participation in School Management.....	13
2.2.5 Community participation in Instructional Program .....	15
2.3 Practices of Community Participation in Education.....	16

2.3.1 Mobilization of Community Resources .....	17
2.3.2 Parental Involvement and Student Achievement .....	18
2.4 Role and Responsibilities of Community Representatives.....	19
2.4.1 Role and Responsibilities of Regional Educational Bureau.....	19
2.4.2 Role and Responsibilities of Woreda Education Offices.....	19
2.4.3 Role and Responsibilities of Kebele Education and Training Board (KETB) .....	19
2.4.4 Role and Responsibilities of Parent Student Teacher Associations (PSTA) .....	20
2.5 Factors Affecting Community Participation in Education.....	21
2.5.1 Parents and Community Related Factors .....	21
2.5.2 Teachers Related Factors .....	21
2.5.3 School Principals Related Factors .....	22
2.6 Effects of Community Participation in Education .....	23
2.7 Strategies that Foster Community Participation in Schools .....	24
Chapter Summary .....	25
CHAPTER THREE .....	26
RESEARCH DESIGN AND METHODOLOGY .....	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.4 Data sources .....	26
3.5 Population, Sample and Sampling Techniques.....	26
3.6. Data gathering tools .....	28
3.6.1. Questionnaire .....	28
3.6.2. Interview .....	28
3.7 Data Collection Procedures.....	29
3.8 Methods of Data Analysis.....	29
3.9 Pilot Testing.....	29
3.10 Ethical considerations .....	30
CHAPTER FOUR.....	31
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....	31
4.1 Demographic Characteristic of the Respondents .....	31
4.2 The Community Representative Participation in School Management .....	32

4.3 The role of Community Representative in Participation of School .....	36
4.4 The Participation of Community Representative in Teaching and Learning Activities .....	38
4.5 Challenges that Hinder the Community Participation in School .....	43
CHAPTER FIVE .....	48
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	48
5.1 Summary .....	48
5.2 Conclusion .....	50
5.3 Recommendation .....	51
References .....	52
APPENDIX - A.....	56
APPENDIX - B.....	61

## LIST OF TABLES

Table 1: List of Participants in the Study .....	27
Table 2. The Demographic Characteristics of the Respondents.....	31
Table 3: Community Participation in Management of Schools.....	33
Table 4: The Role of Community Representatives in Participation .....	37
Table 5: Community Participation in Teaching and Learning .....	39
Table 6: Challenges that Hinder the Community Participation in School.....	43
Table 7. Challenges that Hinder the Community Participation in School (Cont').....	44

## **ABRIVATIONS AND ACRONYMS**

<b>CP:</b>	Community Participation
<b>KETB:</b>	Kebele Education Training Board
<b>NGO:</b>	Non-Governmental Organization
<b>PTSA:</b>	Parent Teacher Student Association
<b>SIC:</b>	School Improvement Committee
<b>SSC:</b>	School Support Committee
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>TREB:</b>	Tigray Regional Education Bureau
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNDP:</b>	United nation Development Program
<b>WETB:</b>	Woreda Education Training Board

## ABSTRACT

*The objective of the present study was to investigate the practice of community participation in school governance-in case of secondary schools in Central Zone of Tigray Regional State. Descriptive survey design was applied using both quantitative and qualitative approaches. A total of 217 participants were computed using Abera, (2013) principle and were taken with a combination of purposive and simple random sampling techniques. Pretested Data were gathered using Questionnaire and interview and was analyzed using percentage and mean calculated through SPSS using likert scales. The finding of the current study highlights that the participation of community representatives in instructional programs was not encouraging. However, the community participation was challenged by number of factors like Poor economic background of community representatives; lack of skill, knowledge and poor understanding of their roles and responsibilities of community representatives and negative attitude of the principals towards participation of community, lack of well-developed school rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school management, Low teacher commitment. Therefore, the school principals of the study area must developed basic ground school rules, regulation and appropriate strategy that leads school communities' to participate in their school management.*

**Keywords:** *Community, Participation, School*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The school as a social organization and mediator of socialization needs to have a good relationship with immediate and far communities. Moreover, school is an integral part of the community whose chief objective is providing quality education to the children of the community. It is an important part of the community and becomes increasingly more important if it has multi-faceted relationship with its community (Abunu, 2009). Moreover, Lazaridou & Kassida, (2015) state that schools cannot become fully successful without making use of the community's efforts. The parents or community should be directly involved in the school's activities. Mtsweni (2013) assert that community have the potential to contribute to the best learning of children. They also have the right to determine what their children need to learn. Schools led by effective leaders understand this important role and devise strategies for the involvement of the community and other stakeholders (Coleman 2013). Literature also indicates that improving school environment and realizing the quality of education will be at its maximum if the participation of the families, the communities and the broader stakeholders is higher (UNESCO, 2006).

Education and Training Policy of Ethiopia 1996, the number of students, teachers, and schools were increased dramatically (TGE, 1996). Thus, the increased opportunities of access to education were not accompanied by significant improvements in the students' learning and achievement. The need to have the students acquire and develop significant knowledge, skills and attitudes demanded improving the learning of all the students by bringing about changes in the learning environment, in the quality of supervisory services, the leadership of schools, the participation of the students and the community (MoE, 2010).

Effective school demands effective school management. Effective school management, in turn demands a well-developed arbitrator organization that deliver leadership and resources schools essential to implement polices into action (World Bank, 2007) a key pointer of a successfully 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 approach that authorize the community to subsidize to the accomplishment of their goals. However, efficient management of schools cannot be realized only through the effort of the school alone.

In this regard, the government with other stakeholders prepares General Education Quality Improvement Programme (GEQIP). The main objective of GEQIP is enhancing the participation of the school and community in decisions on the utilization and generation of resources increase the participation of the community and the private sector (MoE, 2008). The participation of community includes infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and class room support, student's supervision, and students' recruitment (MOE, 2005). In line with this, the ministry of education of Ethiopia (MOE) clearly specified the duties and responsibilities of Kebele Education and Training Board, and Parent Teacher Student Association as a representative of the community to be actively involved in school management (MoE, 2005).

The Tigray regional state has been working to increase community participation in school levels. In order to assure this, Woreda Education and Training Boards (WETB); Kebelle Education and Training Boards (KETB) and Parent-Student-Teacher Associations (PSTA) are organized at Woreda, Kebelle and school levels (Abera, 2013). In light of the presented arguments and the contemporary phenomenon in Ethiopia, this thesis would be assessing the practice of community participation in school governance-the case of secondary schools in central zone of Tigray Regional State (Abera, 2013).

## **1.2 Statement of the Problem**

Schools in order to practice and implement programs designed by government, there must be an effective community participation in education despite their race, education and class differences. This acknowledgment tells us that community participation is the fundamental responsibility in their children's learning achievements. Moreover, the collaboration between community and schools is significant to the success of schools in assuring quality education (Epstein (Wakijira, 2017).

As indicated in different literature, community participation in managing school's learning in Ethiopia is given little attention by stakeholders (government and community). Research studies (Habteslassie 2014; Haile, 2014; Tadele, 2014; Mulatu, 2011, Melese, 2010; Awash, 2001) were conducting focusing on the management activity of the school like planning, organizing, directing and monitoring and evaluation. To develop recommendations for the design of an effective community participation in managing over all school's activities of Central Zone of Tigray regional state, the following problems were identified. From the present researcher's experience, the existing situation in community participation in managing secondary school's activities in Central Zone schools is full of challenges in many ways. These include: the existence of conflict in role perception manifested in assuming that schools could play their roles in children's education without community participation, and both parties should work together for their children's achievements; declining participation in their children's schooling and inadequate stakeholder participation in schools' management; the Kebele Education and Training Boards (KETB) is still passive in participating in school activities; lack of community representative support in instructional program (Mulugeta, 2011). To sum up this, the researcher believes that even though community participation for managing schools is stated by the country's newly designed educational policy, there is still a wide gap of community participation in schools. Finally, such reluctant participation of community and other stakeholders would impact on the overall school achievement of children in their learning. Owing to this situation in Ethiopia, specifically in secondary schools, this study is to carry out systematic investigation on the practice of community participation in school governance-the case of secondary schools in central zone of Tigray Regional State.

## **1.3 Basic Research Questions**

Based on the above research problems the following research questions are raised

1. To what extent does the community participate in the management of secondary schools?
2. Does the community representative know their role and responsibility properly?
3. To what extent does the community participate in instructional program of the schools?
4. What are the challenges that affect the participation of community in secondary schools?

## **1.4 Objective of the study**

### **1.4.1 General Objective**

The objective of this study is to assess the practice of community participation in school governance - the case of secondary schools in central zone of Tigray National Regional State.

### **1.4.2. Specific Objective**

The specific objectives of the study include the following:

- ☞ To examine if the community representatives know their role and responsibility properly
- ☞ To assess the extent of participation of the community in the management of secondary schools
- ☞ To assess the extent of participation of the community in instructional program of the schools
- ☞ To identify the prevailing challenges affecting the practice of community participation

## **1.5 Significance of the Study**

Ethiopia has adopted decentralization of education so as to enhance community participation and to utilize resource efficient. Therefore, addressing the status of community participation and factors affecting its implementation is mandatory. Therefore, the study has the following significance;a

- ☞ It will provide information for all local stakeholders (government bodies, experts, academicians, etc) about the current status of community participation in the study area.
- ☞ It creates awareness for the education about the involvement problems of PSTA and KETB around school and guide them how to manage the problems consequently and provide schools with the essential help and feedbacks. It helps the community to take full advantage of their participation in school affairs.
- ☞ It provides fundamental input for other researchers who are interested in this area.

## **1.6 Delimitation of the study**

The current study is delimited to the practice of community participation in school management; role and responsibility of community; community participation in the management of secondary schools; community participation in instructional program of the schools; the challenges that affect the participation of community in secondary school and identify the solutions to overcome challenges of the community to participate in school management because conceptually community participation in the management of secondary school can be multi-dimensional and more emphasis is given to primary school by the community and woreda education experts..

## **1.7 Limitations of the Study**

As limitation, the declaration of state of emergency due the COVID-19 pandemic virus while undertaking data collection was critical challenging and then data was collected within short time by making appointments via calling through mobile telephone and employing data collectors.

## **1.8 Operational Definition of Terms**

**Community:** A group of persons living in an area served by a particular school or by a network of schools. In this study, it means all the people to including those who have children in school and those who do not have (Bryan & Henry, 2012).

**Community Participation:** Is a process of engaging and involving communities in the school management system directly and indirectly (Griffin & Steen, 2010).

**Parent teacher student association:** A structural organization in the school that is responsible for the effective management of the school composed of the students, teachers and parents from the school community (Bryan & Henry, 2012).

**Secondary school:** a school comprised of secondary education (grade 9 up to 12) (Epstein, 2006).

## **1.8 Organization of the study**

The study will be organized into five chapters. Chapter one introduces the study by giving the background information. Chapter two deals with the review of relevant literature on the research problem. Chapter three outlines the methodology for carrying out the primary data collections.

Chapter four analyses, presentation and interpretation of data. Chapter five presents summary and conclusions that were draw from the research findings and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITRATURE**

#### **2.1 The Concept of Community Participation**

Community participation is made by the combination of the word community and participation and each word has different meaning. Communities is a characteristic that the members share, such as culture, language, tradition, law, geography, class, and race. According to Ministry of education (2010), community is a group of people who share social, economic, and cultural interests where by its members recognizes social obligations to each other holds at least some common values and identifies themselves with each other. The school is part and parcel of the community. Participation is the process of involvement through the mere use of a service; involvement through the contribution (or extraction) of money, materials, and labor; participation as implementers of delegated powers and participation “in real decision making at every stage” (Shaeffer, 1994 as cited in Word Bank, 2007).

Community participation in education particularly in school management is therefore, one of the areas that can help to improve access to basic education and hence. In addition, it serves immediate instrumental goal such as the identification of felt needs as well as the mobilization of local resource (Obsaa, 2010). Community participation in the schools indicates activities of the community other than the full-time 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. Community participation in education system is the partnership of the home, school and community members to support a child’s education process (USAID, 2006). Emphasizing the importance of community participation in education as UNESCO, (2014) 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. Since each group plays a different role in contributing to children’s education, there must be efforts to make a bridge between them in order to maximize the contributions. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnerships between schools, parents, and communities.

## **2.2 Participation in Education**

A number of education researchers argue that the participation of communities in education enhances children's performance at school, and is the motivating factor for children to continue through to tertiary education (UNESCO, 2014; Griffin & Steen, 2010; Epstein, 2005). These educational researchers agree that community participation in education is the processes through which children, parents, community people, local authorities, teachers, the private sector, and other relevant stakeholders participate in school programs or in education related institutions.

Research shows that academic performance among children from different backgrounds varies (Griffin & Steen, 2010). Children whose parents get involved in their learning generally receive better academic results than other students. This variation is argued to be partially caused by the disconnection between teachers, parents and community (Griffin & Steen, 2010). Parents are parts of the large communities where the school is located. Some communities may be very individualistic and this may cause the isolation within the community where children live, and not inspire collective action for supporting children. The participation of parents and communities in education is argued to bring substantial benefits for improving education. These studies contend that the involvement of families and communities with schools, especially when they work together, increases the academic success of children (Bryan & Henry, 2012; Griffin & Steen, 2010; Epstein, 2006).

To enhance participation and to promote collaborative work between schools, communities and families for children's learning, Joyce L. Epstein, who is a well-known education consultant, developed a school-family-community partnership framework for schools and education institutions (Epstein, 2006). This framework has been applied by several educational institutions and researchers in both developing and developed countries (Epstein, 2006; Griffin & Steen, 2010; Bryan & Henry, 2012). The following section provides the reviews of Epstein's participation framework which is useful in analyzing the different processes and forms that community participation can take.

### **2.2.1 Forms of Participation: Epstein's Framework**

Epstein strongly believed that children can do better in their learning when teachers, families and the community work together to achieve learning and development goals of children (Griffin and

Steen, 2010). To contribute to this contention, she suggests that educational institutions build strong partnerships. She suggests that:

The strong partnerships are team based, with teachers, parents, and administrators working together to plan and implement goal-oriented programs, policies, and whole-school activities to create a sense of community between families and school (Epstein, 2006).

To enhance strong partnerships, Epstein developed an involvement framework with six types of involvement. Epstein used the term involvement to refer to various forms of participation but did not analyse them as being strong or weak. Thus, it is not judgmental because the concept of participation may change in accordance to the context, types of involvement and commitment of the implementers. This framework, as suggested by the author, is applicable in all levels of education, and in different contexts. In addition to Epstein's six types of participation, Griffin and Steen recommended Leading (2010) as an additional category for promoting partnership. Griffin and Steen recommend that in order to get communities and families to participate in education, leadership by school administrators and community leaders is required

The aim of this framework is to provide guidance to school staff, families and communities to perform their partnership roles to ensure better academic achievement of their children. The concept of such partnerships is to build connections between schools, families, and communities so that the three partners assist each other in supporting children to have successful study outcomes in their future lives (Epstein, 1995).

The first type of participation is parenting. In Epstein's framework, parenting requires more awareness and understanding about the stages of child development (Epstein, 2006), so that parents, guardians or caretakers better understand the needs of children to developmentally and physically (Bornstein, 2005). It is assumed that when parents are aware of child development, they provide better support to their children's learning both at school and at home, for example, parents motivate children to study at home, and bring children to school. The partnership works both ways with schools also assisting families in parenting and child rearing skills (Epstein, 2006).

The second type of participation is communicating. This is crucial for school and parents to keep up-to-date information between home and schools. Effective communication allows teachers and parents to build common understandings about each other's needs and the encountered challenges in teaching and learning of teachers and children (Griffin & Steen, 2010; Epstein, 1996). This shows

children that school, communities and schools work together for them. Communication between school, families and community is the most effective way to link the home and school. The school may receive constructive feedback from communities and parents with regard to school management, school environment, and quality of teaching and learning. In addition, the school can give updated information about school events to the parents, communities and local authorities. This type of involvement includes the culture of sharing information because parents often have little idea about their children's behavior at school. This communication enables teachers and parents to identify needs for supporting children's development. Schools play a dominant role in improving communication.

Conversely, poor communication is a barrier for parents to get involved in their child's education, and it can prevent children from achieving academic success (Griffin & Steen, 2010). To improve the communication between teachers and parents, it is suggested that parents should be invited to participate in school planning, and any discussion which concerns children's learning and other education related issues (Griffin & Steen, 2010).

The third form of participation is volunteering. This is the volunteer work of parents and the community at school events. The framework suggests that school programs should include or invite parents to join in training, outreach activities and increase family attendance in any events in the school (Epstein, 2006). This may build a connection between the school and family and familiarize families with school. Getting communities and parents to volunteer in the school program is not easy; it needs intensive effort on the part of school administrators (Griffin & Steen, 2010). Griffin & Steen have suggested the creation of a school program which enables parents and communities to volunteer to provide skills that relate to children's learning (2010).

The fourth type of participation is learning at home. Families may help children through checking homework, playing, and storytelling. The school program may help in terms of suggesting techniques and offering advice to parents to support children's learning at home. Research shows that the engagement of families in children's learning at home enhances children's performance at school. Griffin & Steen (2010) found that parents who themselves have a higher level of formal education are more involved in their children's learning at home than those who have a low level of formal education. Therefore, it is suggested that schools and school administrators coordinate training or workshops for parents that could enhance their understanding of the learning needs of children to assist their children learning at home (Griffin

& Steen, 2010). As an example, Epstein suggests developing a homework monitoring system for parents to help their children's learning.

The fifth type of participation is the inclusion of families in decision making. The framework suggests that families be included in any decision making which affects the common interests of children and the community. Communities and parents should be invited to join meetings, advocacy activities, school committees, and be involved in school governance. Involving families in school decision making is argued to be a main goal of school-based management and school reform efforts (Epstein, 2006) because it enhances not only shared roles and responsibilities among partners, but also mobilizes talent and specific skills from parents and communities in accelerating the academic success of children (Griffin & Steen, 2010). Parents and communities may also feel empowered which results in ownership within the community. However, to have meaningful participation, efforts must be made to ensure that the families of vulnerable children are included so that their voices are heard (Griffin & Steen, 2010). The involvement of PTAs in school decision making processes is an example of type five involvement.

Sixth, collaborating with the community is perceived to be both effective and efficient. The school provides education services to families' children in the community; communities and parents mobilize resources and related skills to help the school (Epstein, 2006). This may enable learning processes and links theoretical learning from the classroom with the real world in the community wherein children live. For example, children improve their numeracy, literacy skills and social interaction through the collaboration of school, community and their parents. Each partner has a complementary role to another. Thus, according to DeFilippis and Susan (2008), it is not only parents and people directly in the education community who should get involved in this collaboration, but also relevant institutions such as business people, religious organizations, community clubs, youth clubs, and local investors within the school community.

Griffin and Steen (2010) found that Epstein's participation framework would not be effective unless leadership roles are applied by the educational administrators. The task of leading involved the facilitation, coordination, designing, implementing, monitoring and evaluation of the education or schooling program. Griffin & Steen (2010) stressed that leading roles should be the responsibility of the educational institution leaders or/and school.

### **2.2.2 Community Participation in Education: Bray's framework**

Mark Bray (2001) brought together the Arnstein's typologies about levels of participation with observed practices in education. It should be noted that Bray's practices' do not map exactly onto Epstein's forms of participation. Therefore, the researcher merges the frameworks of Bray and Epstein to provide a comprehensive framework for my analysis.

According to Bray, (2001) participation in education is placed between two extremes: genuine participation' and pseudo-participation'. Genuine participation is the process in which participants voluntarily participate in development process. They have equal rights, power and influences in making decision. In contrast, in pseudo-participation, people participate for consultation and information giving in development, research or in completing surveys. Participants do not have the power or rights to make decisions. Between pseudo-participation and genuine participation, certain types of participation are identified including (1) use of service, (2) resource contribution, (3) attending meeting, (4)consultation, (5) involvement in service delivery, (6) delegated power and (7) real power.

Bray, (2001) lists practices of community participation in education that indicate the participation at all levels from grass roots to national level. In the Ethiopian context, however, communities tend not to have much influence in decision-making at higher levels such as policy design, curriculum development, or employing teachers. Furthermore, in the Ethiopian context the community participation at the grassroots level is the focus of the national education strategy. In order to contextualize the frameworks for participation in education to the Ethiopian context, and to allow for a full discussion of various forms of participation, the researcher have combined the frameworks of Bray and Epstein. This matrix will be used to assess the forms of community participation in education (Epstein, 2006 and Bray, 2000).

### **2.2.3 Community Participation in Infrastructure and Operational Costs**

Community support for education is monetary and non-monetary forms. The former kind of involvement includes levies, fees and fundraising made for schools to supplement teacher salaries, for rehabilitation of classrooms and construction of schools and the later forms of participation include varied activities that range from attending a school meeting and assembly to active participation in every step of school decision. According to the different studies conducted that parents are often required to make in cash and in-kind contribution for school operation,

infrastructure and maintenance as well as to supplement salary of teachers and other school personnel (Dom, 2010; Swift Morgan, 2006). The Universal Declaration of Human Right in 1948, Declaration of the Rights of the Child in 1959; International Covenant on Economic, Social and Cultural Rights in 1966 all declares primary & secondary education shall be free. However, the declaration of EFA does not state anything whether parents shall pay fees for primary education or not (UNESCO, 2008). It is argued that the role of community in education dramatically increased after The World Forum on Education in Jomtien, Thailand, in 1990 (Bray, 2001). Based on these findings, the implementation on the ground is partly tackled by different variables of the decentralized dimension such as the lack of transparency, participative school management, responsiveness and accountability values.

In principle community participation is voluntary; however, it should be distinguished from compulsory forms of support for education that is decided outside the community (Watt, 2001). This could be when a government is unable to meet full cost of education from its own resources and identifies community as an additional source of financing (Bray, 2001). In Ethiopia, primary and lower secondary education (grade 1-10) are to be free (MoE, 2002). But households are mandated to support all government efforts in educational expansion and development; (MoE, 2002). Here, the free education policy of grade one up to grade ten is effectively applied so is the voluntary community involvement. But the challenging issue on the resource burden of the cost of education is increasingly occurred in the selected woreda. In school management community representatives are deficient in clarity of roles and responsibilities, responsiveness the need of clients and the participation skills.

#### **2.2.4 Community Participation in School Management**

Researchers and writers have categorized proposals for educational decentralization into one or more of three major ideological positions - political legitimacy, professional experience and market efficiency. The explanations of the three ideological positions in the following sections are adopted based on. Political legitimacy favors democracy and focus on political values than expertise in educational control (Pamoja, 2005). The extent of power transfer may go down to school and a joint member selected out of parents/community, teachers, students, and school principal control a school. In the selected woreda Tigray region and Ethiopia PSTAs are to be organized politically elected at parent-teacher assembly while WETB and KETB are organized based on regional guideline. Even though the structures have been organized, the actual implementation is still tackling the effectiveness of the quality of education (Tigray Education Bureau, 2010).

Professional expertise system education is largely controlled by education expertise. Professional expertise focuses on the means rather than on the ends. Authority is transferred from professionals at the central level to authorities at the provisional level and goes down to school and called school-based management. Operations are transferred to principals, teachers, and parents, and sometimes to students and other school community members (World Bank, 2007). The government of Ethiopia is highly committed to enhance the designed structure of the education policy. To improve the quality of education of school improving program is implemented on the ground but still the community of schools everywhere of the country and the selected woreda is in difficult Market efficiency, which separates the governance of production and consumption of education. This position adheres to the principle of individual freedom in production and choice of education and asserts market efficiency is the best in responding to consumer (parents and children) needs and wants. Here, our educational curriculum is designed based on the international and national markets. Natural science 70 and social science 30 and with the agricultural leading industry economic policy is directly related with the market demand policy on the ground and the selected woreda of this thesis (MoE, 2002).

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

Within these positions, it is possible to find different models on how a community participates in management and administration of schools. Bray (2001) had identified three models through which community participates in school decisions through their representatives. These are; first, the legal school boards that set by the law for each school to have a managing body consisting of the school principal, representative of teachers, representative of parents, and others. Second, the Parent Student Teacher Association (PSTA) who comprises the principals, representative of teachers and parents that makes decisions on activities and overall operations and serves as a bridge between teachers and parents. Finally, the cluster or the village education committees who oversee several

schools within a village or cluster of villages rather than a single school and serve in creating collaboration between government and community. The models identified in the above are scientifically approved but because of the commitment and clarity of the bodies are not proportionate in the schools (MoE, 2002).

### **2.2.5 Community participation in Instructional Program**

Community supports are not limited to management and financing of schools and teachers. Activities of PSTA supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time and effectively teach in the classroom. Moreover, communities, through PTAs, will be involved in the day-to-day management of schools, which will include monitoring student attendance, performance, discipline, etc. Such involvement is crucial for reducing dropout rates that could be caused due to both in-school and out-of-school factors. It is also important to make schools child friendly, especially for girls (MoE, 2005). Community help introduce teacher to the local environment, language and culture and help in preparing instructional material and media to accord it with the local condition and understandable by children as a result give feedback that can help to improve school performance. Respected community members, knowledgeable village elders, community members with special positions and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students (Obsaa, 2010).

In rural areas where there is acute teacher housing problem, the community could provide or construct houses, and supply certain household goods for new teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In some country's community could help in design of curriculum and learning materials that reflect children's everyday life in society. Parents could provide supervision and attendance over what students have done both inside and outside school. The next argument more elaborates the role of parents in academic performance of their children:

Professional teachers control how much time student spend in class; parents are responsible for time studying at home. Learning outcomes are related to how much time parents spend with children at home, more than the extent of their participation in education activity. (Welsh and McGinn, 1999) Parental and other community support include helping children in their homework, in organizing their timetable, preparing a suitable condition for studying, in monitoring their progress, follow up of their daily activity and progress both inside and outside school, reinforcing positive attitude about learning and school, and encouraging and supporting their success in education (Shaffer, 1994).

In the woreda that selected to study this thesis, the community participation in the educational program includes the previously described above. There are many additional declines of students and teachers, the attitudinal commitment of teachers at the daily learning and process, the monitoring and evaluation of student's achievement based on the bench marks that standardized by the ministry of education and the implementing activity at the local community in the schools. However, due to the lack of transparency and clarity, on the roles and responsibility, the participation skills and the principal responsiveness to the community involvement, the instructional programs and other activities are not fully participated or not proportional among the representatives such as PSTA, WETB, KETB and the student's parliamentary leaders.

### **2.3 Practices of Community Participation in Education**

School is not the only place where a child is equipped with skills and knowledge. Thus, community participation in education comprises not only what parents and other community members formally do in school but also informal forms including the wider society support in child upbringing and socializing before and after enrollment in school and efforts community make to improve teacher life. It is possible to find different forms of community support for schools in the literature. Swift-Morgan (2006) has investigated six domains of participation through review of the literature and educational policies. These are infrastructure and maintenance, management and administration, teacher support and supervision, pedagogy and classroom support, student supervision, and student enrollment.

Different community participation models have been developed by different scholars of educational studies. The Epstein's framework of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain types of outcomes. This widely accepted framework is extended as a guide to help educators develop comprehensive family-school partnerships. The six types of parental involvement include: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2006).

The other model which is known as school-community engagement, connection and integration possible framework for development is developed by Driscoll and Kerchner (1999), as cites by (Gelsthorpe& West-Burnham, 2003). The notion of bonding and bridging is divided in to 4 levels. These levels comprise leadership style, indicators of degree of community engagement,

and role of teachers. The four levels which ranges in between bridging and bonding model is summarized and paraphrased here under.

Level four is characterized in its fully inclusive and known as beyond bridging: Democratic, transformational leadership with educational and community connection and integration; Families contributing to the use and provision of all activities; shared planning, resourcing and prioritization of agencies and partners; community and school facilities and resources are shared. Teachers recognize and acknowledge their participation in the venture; the school as part of the community is a major engine for social and economic entrepreneurship, renewal and capacity building; school and community are democratically empowered together in terms of planning, resourcing, prioritization and decision making.

Level three is characterized as theoretically inclusive and bridging. To this effect the leadership focused on community renewal and social activism; families as partners in education; school as a community resource; teachers as social educators; the school as a center for social and economic enterprise. Level two is described as theoretically inclusive bridging. Thereby leadership involvement with community initiatives; active contributions sought by parents; teachers engaged with parents and community initiatives. Level one is known as exclusive bonding. In this case, leadership focused on school improvement and management; parents involved by invitation; teachers' role limited to effective pedagogy.

Relationships between schools and community are fundamental to the creation of social capital in fact it is not exaggerating to say that social capital is found in relationships and networks and the level of engagement in a community is directly proportional to the quality of interpersonal interaction. It is a primary responsibility of the leader both to model and facilitate such relationships (Gelsthorpe& West-Burnham, 2003).

### **2.3.1 Mobilization of Community Resources**

Community mobilization is one of the characteristics of community participation in education (Reid, 2000). According to Rose, community mobilization occurs when the government faces a budget deficiency to support education programmers (Reid, 2000). Communities and parents are called on to contribute their available resources for school development and maintenance and education development.

Similarly, in the Cambodian context, Save the Children Cambodia, Clayton (2005), Pelini (2005) and Bray (2001) have remarked that as a form of community participation, community contributions commonly take place in education to fill the financial deficiency in the schools. Communities contribute their available resources such as money, construction materials, labour and/or at least ideas for school development (Pelini, 2005). The resource mobilization is reported by the school committee such as Parent-Teachers Associations (PTA) or School Support Committee (SSC) (Dykstra & Kucita, 1997). The committee assists the schools in mobilizing local people to participate in school construction through contributions such as money, materials and labour (Pelini, 2005).

### **2.3.2 Parental Involvement and Student Achievement**

Parental involvement plays a more significant role in the achievement of pupil's schooling (Jeyne, 2005). Similarly, the cooperation among the elementary school's student accomplishment and participation of parents in their education have positively interacted with primary school student's achievement and approved that student accomplishment is affected by parental involvement (Jeynes, 2010).

Haack (2007) reiterate that communication between school and community is extremely significant and should begin with both partners. The school and home claims that parents of little achievers provide little assistance for their pupils inside the home, concerning homework or other activities. Parents of higher achievers provide better support for their child inside the home concerning all teaching-learning activities. Families of these higher achieving students employ clear and precise work plans to help their pupils with schoolwork by having a common understanding about the challenges that their children face at any time they are doing their homework and class work.

Such collaboration among the school and home benefited youngsters more in their school life through strengthening their self-confidence. As it is explained in research literature, Jeyne's (2005) claims that the strong cooperation between home and school helps students achieve and create strong relationships in their school achievement. High achiever learners' parents give their children high confidence, learning arrangement, and oversee their children thus maintaining a link among them and the school. Similarly, parents keep their children busy in different social activities yet they perform very low in their schooling. Unlike the above study, widens the meaning of participation and calculates the quantity to which parents need to approve their

child's school. Griffith looked at the partnership between family authorization and contribution in the child's accomplishment at the primary level towards the schools' improved communication (Griffith, 1996).

To conclude, as is indicated in more literature, proper parental involvement into their children's education has a significant advantage for children's academic performance. However, the researcher also believes that the reality in the Ethiopian primary schools regarding parental involvement is different to what is contained in literature.

## **2.4 Role and Responsibilities of Community Representatives**

### **2.4.1 Role and Responsibilities of Regional Educational Bureau**

The Tigray Regional Bureau of Education makes primary education curriculum; administers teacher training collages and trains teachers for primary education; provides technical, material and financial support for woreda education offices; controls the standard of education of the region and designs regional educational strategies (TREB, 2006).

### **2.4.2 Role and Responsibilities of Woreda Education Offices**

The woreda office is the most local full-time government office. A woreda education office leads and administers all educational affairs of the woreda. While the PSTA and KETB seem to be selected on the basis of political consideration; the WEOs are appointed on the basis of their professional experience. With regard to community participation in education, the office is responsible for coordinating, and providing technical assistance and capacity building arrangements for headmasters, PSTA, KETB and community. The office also approves community proposal for school construction, provides financial and expertise assistance, finds non-government sources of fund for community works in education, promotes competition among schools or kebelles and provides incentives for those who perform best (TREB, 2006).

### **2.4.3 Role and Responsibilities of Kebelle Education and Training Board (KETB)**

According to MOE (1994) described in the Educational and training Policy the educational management has been restructured to operate under the decentralized system and has five levels of major governing bodies namely; the MOE, REB, WEB and Schools. In addition to this local community organization like woreda or Kebelle education training board have

established. The main purposes of establishing WETB/KETB are to coordinate and run community participation in the school management (TREB, 2006).

KETB is mainly designated body that supervises all schools in a Kebele. The board is composed of nine members. These are the Kebele administrator as a chairman of the board, the school headmaster as a member and secretary of the board, three representatives from parents, two representatives from youth and women associations, and one representative from the Kebele Teachers Association. The establishment of the board is expected to alleviate physical distance between rural schools and woreda and to enable schools to get decisions made promptly. In addition, the board is intended to coordinate the community in a school catchment area to solve educational problems of a Kebele, to identify and bring school aged children to school, to promote Girls' education to watch out for and counter factors that obstruct girls and other children from going to school (e.g. dropout and forced marriage) and to facilitate expansion of private schools (MoE, 2005).

#### 2.4.4 Role and Responsibilities of Parent Student Teacher Associations (PSTA)

The PSTA is a joint body of parents and teachers to be composed of seven or (nine in high school) executive members elected at the parent-students-teacher assembly. These are an elected community member as a chairman, male and female teacher representing teachers, two members of council students in high school and other four members representing the community. PSTA promotes the relation between parent and teachers, enables parent's to actively participate in the teaching learning process and jointly seek remedial solution to the problems encountered, enables teachers to take part in other co-curricular activities, and have significant contributions to the enhancement of the quality and access of education (MOE, 2005). According to this guideline, PSTA members assumed to exercise their responsibilities and further detail roles of PSTA were describe in the Finance, Educational Administration and Community participation school regulation.

A PSTA is responsible for leading and administering the affairs of a single school depending on regional guidelines. In all schools in Tigray Regions, PSTAs are expected to function according to duties and responsibilities assigned to them by the regional government. According to the guideline, PSTA is to have more than 25 stated functions (TRBE, 2006). The duties and responsibilities of PSTA would not seem to be less than the duties and responsibilities of a regular office worker.

## **2.5 Factors Affecting Community Participation in Education**

In the literature, it is conceivable to find numerous factors that could affect community participation in education. The level of community participation attainable at any given time is affected by different factors. Factors like teachers' related factors and parents and community related factors are discussed below.

### **2.5.1 Parents and Community Related Factors**

The main factors that discourage parents/communities to be active participants in schools are economic constraints because they cannot have the funds for to lose their economic labor by sending their children to school. Opportunity costs are often high to pay. On the other hand, some of the most important factors that influence student learning activity as well as their academic achievements are socioeconomic status, parenting practice and aspiration, maternal characteristics, family size and parental education (Adam, 2005). The environment at home is a primary socialization agent and influences a child's interest in school and aspiration of the future. Generally, financial constraints, lack of time, energy and clarity, conflicts of interests, complexity of modern education, distance from the school, lack of sense of efficacy etc. are the major barriers that could be related to community related problems in community participation in school management.

### **2.5.2 Teachers Related Factors**

All problems in community participation in education are not only related to the community but also school staffs, such as teachers and school principals also have had their own adverse effect on community participation in school management. The complex relationships that exist between teachers and parents in her study on school management with particular emphasis to decentralization in education were analysis. Moreover, many parents in many countries would like to be more involved in selecting and monitoring teachers' performances. On top of this, a World Bank study of social assessment, in Salvador (Word Bank, 2007) indicated that even though parents valued education and had positive attitude towards teachers, they were suspicious about the government. The finding of this study stated that teachers tended to feel they are losing authority within schools as powers are assumed to the community and parents. Consequently, resistance among teachers was observed in devolution power to the community.

The school principal leadership in decentralized education system is crucially important in gaining the community support for running the school. Alison (1997 as cited in Awash, 2001) argues that the more democratic the principal is the better the community participation will be. The principal's attitude, confidence, clarifying the rules and regulation to the community and to their representatives as well as his/her administrative supports are very demanding if community participation is needed and exploited for the betterment of schools' programs. Furthermore, (Susan Johns, 2008) noted that the nature of school leadership is central to the school-community coalition. These co ordinations are enhanced by school leaders who have strong relationship in decentralized governance system with the community at large, are skilled in harnessing community resources, and who have the vision to connect the school and wider community through curriculum programs.

The internal management of schools is often taken care of by teams or councils with various members of school principals, deputies and school board however this does not guarantee a more participatory decision-making. In this connection, Kandasamy and Lia (2004) claim that the principal's effectiveness as a democratic leadership depends much more on his/her attitude towards participating the community (and its representatives) in decision-making. The school principal may fear involving in assuming power to the community in decision making and other managerial functions for not to be dominated by them. So, he/she prefers to exclude the representatives in major decisions. In other words, the principal feels uncertainty in enhancing participation. Bagin and Donald (2001) such exclusion of the community in decision making limits the degree of community participation and the implementation of the decision.

### **2.5.3 School Principals Related Factors**

The school principal leadership style is crucially important in gaining the community support for running the school. Alison (1997) argues that the more democratic the principal is the better the CP will be. The principal's attitude, confidence, clarifying the rules and regulation to the community and to their representatives as well as his/her administrative supports are very demanding if CP is needed and exploited for the betterment of schools' programs.

The internal management of schools is often taken care of by teams or councils with various members of school principals, deputies and school board however this does not guarantee a more participatory decision-making. In this connection, Kanddasny and Lio (2004) claim that the principal's effectiveness as a democratic leadership depends much more on his/her attitude

towards participating the community (and its representatives) in decision-making. UNESCO (2006) contends that CP can be understood along a continuum of decision-making power, where communities initiate and share all aspects of the decision-making process.

The school principal may fear involving in assuming power to the community in decision-making and other managerial functions for not to be dominated by them. So, he/she prefers to exclude the representatives in major decisions. In other words, the principal feels uncertainty in enhancing participation. Bagin and Donald (2001) such exclusion of the community in decision-making limits the degree of CP and the implementation of the decision. Disregarding the ability of the community as the potential problem-solver is one of the barriers that hamper CP. Community less involvement is resulted as principals assume PTA and KETB members possess little or no significant role in decision making (Bagin and Donald, 2001).

Time factor could be one hindrance for involving the community representatives. Principals noted that time required by the PTA or school board entailed some opportunity cost (for example, for supervising other business). In addition, as Bagin and Donald (2001) describe, the way in which time is managed during PTA or the school board could restrict participation. Furthermore, lack of administrative support in motivating the community (representatives) building their capacity through training, apathy etc are some of the setbacks that hamper effective CP in school management. On top of this the principal's difficulty in convincing people of the value of involving and providing only aid roles to the community are the other barriers or problems related to the school principal in involving the community.

## **2.6 Effects of Community Participation in Education**

Findings of different researchers strongly claimed that community participation can lead to improved school performance (Bray, 2001). Not with standing this fact collaboration and partnership in education can lead to increased resource for education; more effective and relevant education; greater equity, demand and acceptability of education. The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational resources, increasing enrollment, and improving equity (Swift-Morgan, 2006). In the selected woreda of this study, however, there are no prior studies that have been piloted to suggestion past effects and challenges of community participation in education.

## **2.7 Strategies that Foster Community Participation in Schools**

Although CP can be a tool to tackle some educational problems, it is not panacea that can solve all the problems that the education sector encountered any strategies to achieve a high degree of CP demand careful examination of communities because each community is unique, and complicated in its nature. This part of the report tries to illustrate some issues that need to be solved to improve community participation. To begin with, UNESCO (2006) suggested the following strategies in order to enhance CP. 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 community's 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 are not only the concern of representatives or professionals. Thus, the entire community should have participated and have necessary information regarding the education program though much is needed from school principals. The school principal should support the community representatives by directing and by building their capacity for meaningful and active community participation in school management.

## Chapter Summary

Community is a group of people who share social, economic, and cultural interests where by its members recognizes social obligations to each other holds at least some common values and identifies themselves with each (MoE, 2010). Community participation in education system is the partnership of the home, school and community members to support a child's education process (USAID, 2006). To enhance participation and to promote collaborative work between schools, communities and families for children's learning, Joyce L. Epstein, who is a well-known education consultant, developed a school-family-community partnership framework for schools and education institutions (Epstein, 2006).

Professional expertise system education is largely controlled by education expertise. Professional expertise focuses on the means rather than on the ends. Authority is transferred from professionals at the central level to authorities at the provisional level and goes down to school and called school-based management. Operations are transferred to principals, teachers, and parents, and sometimes to students and other school community members (World Bank, 2007). Community help introduce teacher to the local environment, language and culture and help in preparing instructional material and media to accord it with the local condition and understandable by children as a result give feedback that can help to improve school performance. Parental and other community support include helping children in their homework, in organizing their timetable, preparing a suitable condition for studying, in monitoring their progress, follow up of their daily activity and progress both inside and outside school, reinforcing positive attitude about learning and school, and encouraging and supporting their success in education (Shaffer, 1994).

The main factors that discourage parents/communities to be active participants in schools are economic constraints because they cannot have the funds for to lose their economic labor by sending their children to school. Many parents in many countries would like to be more involved in selecting and monitoring teachers' performances. On top of this, a World Bank study of social assessment, in Salvador (Word Bank, 2007) indicated that even though parents valued education and had positive attitude towards teachers, they were suspicious about the government. The principal feels uncertainty in enhancing participation. Bagin and Donald (2001) such exclusion of the community in decision-making limits the degree of CP and the implementation of the decision. Disregarding the ability of the community as the potential problem-solver is one of the barriers that hamper CP.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the research design and methodology that is used in gathering data for the study. It contains the research design, research method, population, sample size and sampling technique, data gathering instruments, procedures and methods and data analysis.

#### **3.2 Research Design**

To assess practice of community participation in secondary schools of central zone of Tigray regional state, a cross sectional descriptive survey design was employed due to the budget and time availability. Data were collected using both questionnaire and interview.

#### **3.4 Data sources**

Both primary and secondary sources of data was employed in the study. The primary sources of data were obtained from Woreda education office experts, school principals, teachers, PTSA, and KETB. The selection of those people as a source of data is based on the expectation that they have better information and experiences in relation to the study, secondary sources of data was gathered from documents of schools, publications, journals, books, and reports written on community participation, related literature and previous research findings will also review to meet the objectives of the study.

#### **3.5 Population, Sample and Sampling Techniques**

According to the central zone administration bureau (2019), there are 12 woredas and 57 government secondary schools (grade 9-12). Within the fifty-seven secondary schools there were 2567 teachers. Hence, 2567 teachers, 57 school principals, 114 vice principals, 171 PTSA (excluding teachers and Principals) and 228 KETB. Then, the population for this study was 3137.

The central Zone has Twelve Woredas. Out of these 6 (50%) of Woredan amely Ahferom, Tanka-Abergele, Adwa, Mereb-leke, axum and Adetwere selected with simple random sampling as

samples. Here, there were 57 high schools in the representative woreda and then 7(13%) schools were selected simple random sampling namely Egela Secondary School, Lidia Secondary School, Nigste Saba Secondary School, Rama Secondary School, Kaleb Secondary School, Kinfе Secondary School, and Agbe Secondary.

In descriptive research, it is possible to draw 40% to 50% participants in population numbers less than 500 (Abera, 2013). So, the total sample of the current study was 217 (44%). Among these, 14 PTSA and 21 KETB were selected using purposive sampling technique. Because, they were particularly informative about the topic. This can allow to obtaining information from those who are worried in the education system. Moreover, seven principals will be selected using available method. Finally, 7 principals were taken based on their availability. Finally, 175 participants were drawn using ratio formula (Monica, 2009) and were selected using random sampling technique.

$$\text{Ratio formula } (n_h) = \frac{nN_h}{N}$$

Where,  $n_h$  = sample size per each school

$N_h$  = Population per each school

$n$  = Total sample size

$N$  = Total population of total schools

**Table 1: List of Participants in the Study**

No	Schools	Principals	Teachers		PTSA	KETB
			Population	Sample		
1	EgelaSecondarySchool	1	52	1	2	3
2	Lidia Secondary School	1	67	27	2	3
3	Nigste Saba Secondary School	1	76	29	2	3
4	Rama Secondary School	1	58	22	2	3
5	Kaleb Secondary School	1	74	27	2	3
6	Kinfе Secondary School	1	68	27	2	3
7	Agbe Secondary School	1	57	22	2	3
	Total	7	452	175	14	21

### **3.6. Data gathering tools**

To assess demographic as well as practice of community participation in secondary schools of the study area, semi-structured questionnaire and interview were employed. The questionnaires were employed for principals, teachers, KETB and PTSA and the interview were administered for the key informants. To ensure reliability and validity of the serving before data collection period, the questionnaires were pretested as pilot study and were prepared with participants' mother tongue (Tigrigna).

#### **3.6.1. Questionnaire**

The questionnaires were employed for principals, teachers, KETB and PTSA of the participants. To ensure reliability and validity of the serving before data collection period, the questionnaires were pretested as pilot study and were prepared with participants' mother tongue (Tigrigna). Here, questionnaire with five-point scales ranging from very high to very low or from Strongly Agree to Strongly Disagree was adopted.

The adopted questionnaire were similar for principals, teachers, KETB and PTSA. As a result, the questionnaire has five parts: part one about the Personal Information of the respondents with four item, part two all about community participation in school management in schools with six close-end item and one open-end item; part three is concerning role of the community participation in school with four closed-end and one open-end item , part four is community representative participation in the teaching and learning process with eight close-end and one open-end item; part five concerning the major challenges that hinder the community to participate in the management of secondary schools with eight closed end item and one open-end item. At the end of each category, an open-ended question was included to provide respondents free responses.

#### **3.6.2. Interview**

For the qualitative approach, data was gathered through interview method which is one of the data collection instruments used for this part of study. The interview were administered for the key informants.

### **3.7 Data Collection Procedures**

Reviews of related literature was used in advance to get information from what had been in relation to the problem and preliminary data will be obtained. Then, based on the basic questions, data gathering instruments will be developed. Questionnaires for school's principals, teachers, and PSTA and KETB members was administered. Instruments will be administered with necessary explanation on the objectives of the study to create common understanding with respondents and secure their cooperation with regarding to interview, the researcher contacted the participants to participate in the interview and it will hold in the participants' office.

### **3.8 Methods of Data Analysis**

First the gathered data was checked and numbered, and classified with respecting schools. Following this, the data of each group was arranged and organized using SPSS version 25. The analyses of the data were under taken bearing in mind the basic research questions, designed for the study. Items involved in the questionnaire was classified into two sections. The first category deals with characteristics of respondents whereas the second part is specific items which was based on the basic question. Percentage was used to analyze the characteristics of guidelines, directives and rules. Furthermore, the specific items of the study were analyzed in the following manner.

In answering the basic questions regarding community participation, it was analyzed using percentage, and frequency. Finally, the qualitative data or information collected through open-ended, interviews and documents analysis were narrated thematically to validate the quantitative data collected through questionnaire.

### **3.9 Pilot Testing**

A pilot study refers to testing data collection tools such as questionnaires before the data are collected from the actual sample. Analyzing its feasibility prior to performing the main study be very beneficial for this purpose. A pilot study is the first step of the entire research protocol and is often a smaller-sized study assisting in planning and modification of the main study. More specifically, the pilot or small-scale study often precedes the main trial to analyze its validity. Researchers become aware of the procedures involved in the main study through the pilot study, which aids in the selection of the research method most suitable for answering the research

question in the main trial. Despite the benefits and importance of the pilot study, researchers often are not interested. The draft questionnaire was tested at Fitwiwelay secondary school. Based on respondents' response additional, omission and modification of question was undertaken. The internal consistency, reliability and validity estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires using the statistical packages for social sciences (SPSS). As a result, the obtained Cronbach's Coefficient of Alpha for this questionnaire was 0.87. This implies that the questionnaire valid and consistent to conduct the research.

### **3.10 Ethical considerations**

A letter from the Mekelle University to each Woreda Education Office was accompanied me to introduce with schools and to permitted to conduct the work. Therefore, the Woreda Education Office was have directed me the schools with a support letter that which enable me to introduce me with all needed things for the study from the school and localities. At all levels of the work, participants were having asked whether they are willing to participate or to agree or disagree to participate by explaining what the research was about, the research objectives and what was expect from them to participate. Besides, I was assured them the confidentiality of their ideas and documents and anonymity of participants when I would analyze the data and report the result.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter the researcher provides the presentation, analysis and interpretation of the data. The findings of this study bringing together the data gathered through questionnaire and interview. Both quantitative and qualitative data analysis techniques were used. The data obtained from questionnaire were analyzed using frequency and percentage. Therefore, about 217 questionnaires were distributed to the respondents and all were properly filled and returned. The researcher was present, analyze and interpret the data based on the data grown from participant's reply and opinion.

#### 4.1 Demographic Characteristic of the Respondents

Demographic characteristics of the respondents was presented below in table 4.1. Even if it has no direct relation with study, it might give some basic information about the sample population. Thus, the following tables show the general characteristics of the study participants in terms of Sex, age, work experience and educational background.

**Table 2. The Demographic Characteristics of the Respondents**

N <sup>o</sup>	Characteristics	Category	Respondents							
			Teachers		Principals		PTSA		KETB	
			F	%	F	%	F	%	F	%
1	Sex	Male	109	62.3	7	100	12	85.7	17	81
		Female	66	37.7			2	14.3	4	19
2	Age	20-30	17	9.7						
		31-40	86	49.1	2	28.6	3	21.4	5	23.8
		40-50	47	26.9	5	71.4	11	78.6	12	57.1
		> 50	25	14.3					4	19.0
3	Work Experience	3-5 Year	19	10.9			14	100	10	47.6
		6-10 Year	71	40.6	3	42.9			11	52.4
		11-20 Year	62	35.4	3	42.9				
		>20 Year	23	13.1	1	14.3				
4	Educational Background	Read and Write Certificate					14	80	16	76.2
		Diploma							5	23.8
		Bachelor Degree	170	97.1	6	85.7				
		Master	5	2.9	1	14.3				

In case of sex, out of the teachers sample; 109(62.3%) were male and 66(3.7%) were female; out of the principals sample; 7(100%) were male; in case of PTSA; 12(85.7%) were male and 2(14.3%) were female; from the KETP sample; 17(81%) were male and 4(19%) were female (table-2),

Regarding to age of the respondents majority; 17(9.7% of the teachers were in 20-30, 86(49.1%) were in 31-40 ages, 47(26.9) % were in 40-50 ages and 23(13.1%) were in above 50 ages.in case of the principals 2(28%), were 31-40, 5(71.4%) were 40-50 ages. In case of the PTSA; 3(21.4%) were 31-40 and 22(78.6%) were 40-50 ages. In case of KETB, 5(23.8 %) were 31-40, 12(57.1%) were 40-50 and 4(19%) were above 50 years old. Thus, they were a mature but comparatively young personnel that was vigorous adequate to accomplish various activities in the schools.

In respect to the work experience of the respondents out of the teachers sample; 19(10.9%) had 3-5, 71(40.6%) had 6-10, 62(35.4%) had 11-20, 23(13.1%) had above 20 years. In case of principals, 3(42.9%) had 6-10, 3(42.9%) had 11-20, 1(14.3%) had above 20 years; in case of PTSA 14 (100%) 3-5 years; in case of KETB; 10(47.6%) had 3-5 and 11(52.4%) had 6-10 in work expires. Moreover, 11.1% of the respondents had greater the 20 years' work experience. This implies that these respondents were adequate experience that empowered them to understand the study under pinning.

In case educational background, out of the teachers participants; 170(97.1%) were first degree holders and 5(2.9%) were master's degree holder. In case of principals 6(85.7%) were first degree holders and 1(14.3%) were master's degree holders. Out of the PTSA (14(100%) were able to read and write. In case of KETB, 16(76.2) were able read and write, and 5(23.8%) were diploma holders. This is consistent with the Ethiopian secondary education training system that necessitates teachers and principals who teach and lead in secondary schools to have a bachelor degree as a least criterion.

## **4.2 The Community Representative Participation in School Management**

Table 3 comprises items concerning to community representative participate in planning and approving annual school budget; Follow up the intended plan; mobilizing the community to make contribution of financial and physical resource; smooth communication; utilization of school financial and physical resource and disciplinary issue of the school. The data in the table below were collected from the respondents through questionnaire. The analysis and presentation of the data is based on the response of the respondents. For the analysis purpose the two extremes very

high and high add as a positive response as well as very low and low was adding as negative response.

**Table 3: Community Participation in Management of Schools**

N°	Items	Category	Rating Scale									
			1		2		3		4		5	
			F	%	F	%	F	%	F	%	F	%
1	The community representatives participate in planning and approving annual school budget?	Teachers			6	3.4	5	2.9	75	42.9	89	50.9
		Principals						3	42.9	4	57.1	
		PTSA							9	64.2	5	35.7
		KETB					2	9.5	15	71.4	4	19
2	The community representatives participate in Follow up the intended plan	Teachers			16	9.1	12	6.9	66	37.7	81	46.3
		Principals							6	85.7	1	14.3
		PTSA							8	57.1	6	42.8
		KETB							14	66.6	7	33.3
3	The community representatives participate in mobilizing the community to make contribution of financial and physical resource for capacitating the school	Teachers			17	9.7	8	4.6	91	52	59	33.7
		Principals							5	71.4	2	28.6
		PTSA							9	64.2	5	35.7
		KETB					2	9.5	16	76.1	3	14.2
4	The community representatives participate in creating smooth communication between the school and the community	Teachers							121	69.1	54	30.9
		Principals							3	42.9	4	57.1
		PTSA							6	42.8	8	57.1
		KETB							8	38	13	61.9
5	The community representatives participate in controlling the utilization of school financial and physical resource	Teachers	10	5.7	11	6.3	6	3.4	89	51.1	58	33.3
		Principals							6	85.7	1	14.3
		PTSA							12	85.7	2	14.3
		KETB					3	14.3	17	81.0	1	4.8
6	The community representatives participate in disciplinary issue of the school	Teachers			3	1.7			97	55.4	75	42.9
		Principals							5	71.4	2	28.6
		PTSA							13	92.9	1	7.1
		KETB							13	61.9	8	38.1

Scale: Very High =5 High =4 Moderate =3 Low =2 Very Low =1

Table-3 shows that 93.71% of teachers, 100% of principals and PTSA and 90.4% of the KETB believed that the participation of the community representatives in planning and approving annual school budget was high or very high. At the other end of the spectrum 3.43% of the teachers indicates that participation of the community representative in planning and approving annual school budget was low or very low. Whereas, 2.86% of the teachers and 9.52% of the KETB

responded that their participation planning and approving annual school budget was moderate. The analysis indicates that community representatives highly participate in planning and approving annual school budget. This shows that, community representative was actively participating in planning and approving annual school budget of schools. This pertinent with the idea that the responsibility given to them at least to approve the school plan developed is manifested (MOE, 1994). Therefore, one may say that KETB and PTSA are partaking their responsibilities given to them either to approve, or discard the budget that spent in schools.

In response to item 2 in table-3 shows that 84% of the teachers 100% of the principles, PTSA and KETB approves that the participation of community representatives in follow up the intended plan was very high or high. On the other hand, 9.14% of the teachers approved that the participation was low or very low. Whereas, 6.86% of the teachers also believed that the participation was moderate. This implies that majority of the respondents believed that community representatives (PTSA and KETB) actively participation in follow up the intended plan of the schools were high. This implies that the community representatives had a chance to see that intends to bridge the gap between where the school currently is and where it desires to be. This finding was similar with the finding of NCNB (2001) which state that the KETB and PTSA, therefore, they must inspect the extent to which the plan is applied what remain and what challenge appear due to the fact that parent and community are better knowledgeable about what is really happening in schools. It must clear that, the KETB and PTSA members have not only to limit themselves to monitor and evaluate the school performance, but they have to develop procedures and instrument to evaluate the performance of them.

Item 3 in table-3 shows that 85.71% of the teachers, 100% of the principals, PTSA and 90.4% KETB confirms that the participation of community representatives in mobilizing the community to make contribution of financial and physical resource for capacitating the school was high or very high. Conversely, 9.71% of the teachers believed that the participation PTSA and KETB in mobilizing community was low or very low. Few but not least 4.57% of the teachers and 9.52% of the KETB rated the item moderate. This designates that majority of the respondents believed that community representatives were highly participate in mobilizing community to contribute financial and physical resource. Therefore, one may conclude that the community representative's endeavors to mobilize community to solve school Financial and physical resource was high or very high. In line with this finding, study suggest that, the local community is the one which is the immediate beneficiary of the educational outcomes of the respective schools, share the cost, face the problems,

and hence as to be an active participant in properly utilizing school human resource (Vincent, 1998).

Furthermore, rendering the evidence gained from the interview of Woreda Education Experts (WOE) indicates that, community representative was instantaneous community to contribute physical and financial resource in two ways. Community representatives and the school call parent teacher meeting and parent days to request for funding or for promise. PTSA also called parent day is one of these meetings that can be painstaking as an old strategy that school had used for awareness creation and resource mobilization. Moreover, the KETB and PTSA are decided for contribution of finance for each household regardless of having a child in school to strengthen the finance of the school. School bazaars and conferences are proceedings planned to create awareness and consolidate funds.

In response to item 4 in table-3 shows that 100% the participants (Teachers, Principals, PTSA and KETB) confirms that the participation of the community representatives in creating smooth communication between the school and the community was high and very high. This implies community representative serving as a bridge between the school and community. This is similar with the finding of Conley in Molnar (2006) which stated that communication is the building block of information conversation between schools and parents in consolidation affiliation towards a co-operative education activity.

Item 5 in table-3 shows that 84.48% of the teachers, 100% of the principals and PTSA, 85.71% of the KETB confirms that the participation of community representatives in controlling the utilization of school financial and physical resource was high and very high. On the contrary, 12.07% of the teachers believe that the participation was low or very low and 3.45% of the teachers were rated the item moderate. This indicates that community representatives were highly participate in controlling the utilization of school financial and physical resource. Moreover, this implies that they were controlling and making proof all the resource in the school whether the schools utilize the school resource as it was intended. This may have a significant role in achieving student academic performance. In line with this, Lee & Williams (2006) initiate that delivery of educational materials have positive influence on students' learning and encourage students' success. The author additional itemized that educational materials should be used regularly in the education process so as to evade uncertainty and disruption of trainings.

The interview with WEO experts, it was found that community representatives' participation in monitoring and evaluation school resources were certainly involve in many activities of the school. Therefore, it is likely to realize that community representative has substantial role in monitoring and evaluation of school performance. This means KETB and PTSA has information on the plan that is applied in the school, what remain and what challenges were face and what corrective action to be taken. As a result, they could provide tangible response to concerned bodies and make appropriate decisions concerning upcoming planning and development. From this, it is likely to figure out that the community representatives are totally accomplishing their responsibilities to them to approve, abandon or change the budget prepared by school principals and evaluate how it consumed. Therefore, there was well-planned and appropriate practice of finance.

In response to item 6 table-3 shows that 98.29% of the teachers and 100% of the other respondents confirms that community representatives participate in disciplinary issue of the school was high and very high. On the other hand, 1.71% of the teachers confirm that the participation was low or very low. This indicates that the participation of community in disciplinary issue of the school significant. In order to approve this from the participants of research, the researcher conducted interview with WEO experts about the participation of KETB and PTSA member's decision making on school matters especially in disciplinary issue of the school. Approximately all participants agreed that the participation of the community was consequential and simply remarkable. Disciplinary issues especially, those students who discarded from the school was taken action by the community representatives particularly the PTSA.

### **4.3 The role of Community Representative in Participation of School**

PTSA and KETB have a great role and responsibility to participate community in school so as capacitate the schools in terms of finance, material resource and teaching and learning process. Therefore, respondents were asked to share their opinion whether PTSA and KETB were playing their role to enhance school in the sampled schools. The analyses were presented below.

Table 4: The Role of Community Representatives in Participation

N <sup>o</sup>	Items	Category	Likert Scale									
			1		2		3		4		5	
			F	%	F	%	F	%	F	%	F	%
1	Community representative are strong in generating money from different direction	Teachers					25	14.3	81	46.3	69	39.4
		Principals					2	28.6	4	57.1	1	14.3
		PTSA							7	50	7	50
		KETB							14	66.7	7	33.3
2	Community representative enhance understanding and good relationship between the teachers and parents	Teachers	93	53.1	49	28	15	8.6	10	5.7	8	4.6
		Principals	3	42.9	4	57.1						
		PTSA	4	28.6	3	21.4	2	14.3	5	35.7		
		KETB	8	38.1	9	42.9	3	14.3	1	4.8		
3	Community representative organize, promote and host academic activities of the school	Teachers	56	32	102	58.3	14	8.0	3	1.7		
		Principals	4	57.1	3	42.9						
		PTSA	13	92.9	1	7.1						
		KETB	18	85.7	3	14.3						
4	Community representative participate in Social event of the school	Teachers					2	1.1	89	50.9	84	48
		Principals							6	85.7	1	14.3
		PTSA							11	78.6	3	21.4
		KETB							19	90.5	2	9.5

Scale: strongly agreed =5agreed =4 uncertain =3 disagreed=2strongly disagreed =1

Item 1 in table-4 shows that 85.71% of the teachers, 71.43% of the principals and 100% of the PTSA and KETB either agreed or strongly agreed that community representatives are strong in generating money from different direction. Whereas, 14.29% of the teachers and 28.57% of the principals remain uncertain with the statement. This implies that majority of the respondents confirms that community representatives was properly manifested their role in generating money from different direction.

Item 2 in table-4 shows whether community representatives enhances understanding and good relationship between the teachers and parents and claims that 81.14% of teachers, 100% of the principals, 50% of the PTSA and 80.95% of the KETB either disagreed or strongly disagreed with the statement that community representatives enhance understanding and good relationship between the teachers and parents. Conversely, 10.29% of the teachers, 35.71% of the PTSA and 4.76% of the KETB either agreed or strongly agreed with the statement that community representatives were properly manifested their role to enhance understanding and good

relationship between parent and teachers. Few but not least, 8.57% of the teachers, 14.29% of PTSA and 14.29% of the KETB remain uncertain with the statement. The reason for this discrepancy was not clear. However, in the case of self-report, one has to accept that subjectivity may distort some responses. This implies that majority of the respondents confirms that community representatives was not properly manifested their role to enhance understanding and good relationship between parent and teachers. Thus, the community representatives were reluctant to enhance understanding and good relationship between parent and teachers.

Item 3 in table-4 shows that 90.29% of the teachers and 100% of the principals, PTSA and KETB either disagreed or strongly disagreed with the statement that community representatives organizes, promote and host academic activities of the school. 8.00% of the teachers also remain uncertain with the statement. This indicate that majority of the respondents confirms that the community representative was not properly manifested their role in organizes, promote and host academic activities. Thus, the community representatives were reluctant in the academic affair of the school.

Item 4 in table 4.3 shows that almost all that 98.86% of the teachers and 100% of the other respondents either agreed or strongly agreed with the statement that community representatives was participate in social event of the school. This implies that role of community representatives in social event in the school is not denied and their role to engage in school to drive parents and community was encouraging.

#### **4.4 The Participation of Community Representative in Teaching and Learning Activities**

The following items are used to identify in what thematic area was community participate in the teaching and learning process in secondary schools. Eight items that describes the participation of community in teaching and learning was provided to the respondents. All the data was obtained from the respondents through questionnaire. The presentation, analyses and discussion were presented in table below.

**Table 5: Community Participation in Teaching and Learning**

N <sup>o</sup>	Teaching and Learning	Category	Respondent Response									
			VH		H		M		L		VL	
			F	%	F	%	F	%	F	%	F	%
1	Parents help their children at home	Teachers			1	8.6	45	25.7	115	65.7		
		Principals							7	100		
		PTSA					2	14.3	12	85.7		
		KETB					5	23.8	16	76.2		
2	Parents follow-up and assist their children not to be absent from school	Teachers			36	21	32	18.3	107	61.1		
		Principals					1	14.3	6	85.7		
		PTSA			2	14	4	28.6	8	57.1		
		KETB			3	14	5	23.8	13	61.9		
3	Help introduce teacher to the local environment	Teachers			16	9.1	25	14.3	134	76.6		
		Principals					2	28.6	5	71.4		
		PTSA					5	35.7	9	64.3		
		KETB			5	24	6	28.6	10	47.6		
4	Help in preparing instructional material according the local condition	Teachers					7	4	168	96		
		Principals							7	100		
		PTSA					1	7.1	13	92.9		
		KETB					2	9.5	19	90.5		
5	Give feedback that can help to improve school performance	Teachers			17	9.7	29	16.6	129	73.7		
		Principals					1	14.3	6	85.7		
		PTSA			4	29	3	21.4	7	50		
		KETB			1	4.8	2	9.5	18	85.7		
6	Help in design of curriculum and learning materials that reflect children's everyday life in society	Teachers			4	2.3	9	5.1	162	92.6		
		Principals					1	14.3	6	85.7		
		PTSA					2	14.3	12	85.7		
		KETB			1	4.8	4	19	16	76.2		
7	Provide supervision and attendance over what students have done both inside and outside school.	Teachers			14	8	52	29.7	109	62.3		
		Principals					3	42.9	4	57.1		
		PTSA					7	50	7	50		
		KETB					7	33.3	14	66.7		
8	Monitor the progress of student, follow up of their daily activity and progress both inside and outside school	Teachers			28	16	45	25.7	102	58.3		
		Principals					1	14.3	6	85.7		
		PTSA					3	21.4	11	78.6		
		KETB					2	9.5	19	90.5		

In response to item 1 in table-5 shows that majority that is 65.7% of the teachers, 100% of the principals, 85.7% of the PTSA and 76.2% of the KETB confirms the participation of parents to help their student at home were low. Similarly, 25.7% of the teachers and 14.3% of KETB response 'moderately' help parents their student at home. Conversely, 8.6% of the teacher's

response that parent helps student at home were high. This implies that the habit of helping students at home were low by parents at home.

In response to item 2 in table-5 shows that 61.1% of the teachers, 85.7% of the principals, 57.1% of the PTSA and 61.9% of the KETB replied that the follow-up and assist their children not to be absent from school were low. 18.3% of the teachers, 14.3% of principals, 28.6% of the PTSA and 23.8% of the KETB replied 'moderately follow-up'. On the other hand, 20.6% of teachers and 14.3% both PTSA and KETB replied 'high'. This implies that community representatives were not involved in the teaching and learning process, especially, in follow up students not to absent from classroom or schools.

Item 3 in table 4.4 shows that 76.6% of teachers, 71.4% of the principals, 64.3% of the PTSA and 47.6% of the KETB replied 'Low' to the statement. In similar way, 14.3% of the teachers, 28.6% of the principals, 35.7% of the PTSA and 28.6% of the KETB replied 'moderate'. This indicates that majority of the respondents were believed that community representatives lowly Help introduce teacher to the local environment.

Item 4 in table-5 shows that 96% of the teachers, 100% of the principals, 92.9% of the PTSA and 90.5% of the KETB oppose that community representative help in preparing instructional material according the local condition. Whereas, 4.0% of teachers, 7.1% of the PTSA and 9.5% of the KETB believe that community representative moderately help in preparing instructional material according the local condition. This implies that community representatives helping in preparing instructional material was low.

In response to item 5 in table-5 shows 73.7% of the teachers, 85.7% of the principals, 50% of PTSA and 85.7% of the KETB believed that community representatives that give feedback that can help to improve school performance was low. In similar way, 16.6% of the teachers, 14.3% of the principals, 21.4% of the PTSA and 9.5% of the KETB believe that community representatives moderately give feedback that can help to improve school performance. On the other hand, 9.7% of teachers, 28.6% of the PTSA and 4.8% of the KETB believed that community representatives give feedback that can help to improve school performance. This imply that giving feedback by community representatives that can help to improve school performance was low.

Item 6 in table-5 shows that 92.6% of the teachers, 85.7% of the principals, 85.7% of the PTSA and 76.2% of the KETB share their opinion community representatives help in design of curriculum and learning materials that reflect children's everyday life in society was low. Whereas, 5.1% of the teachers, 14.3% of the principals, 14.3% of the PTSA and 19% of the KETB believed that community representatives moderately help in design of curriculum and learning materials that reflect children's everyday life in society. This imply that community representatives were lowly help in design of curriculum and learning materials that reflect children's everyday life in society.

Regarding to item 7 in table table-5 shows 62.3% of the teachers, 57.1% of the principals, 50 of the PTSA and 66.7% of the KETB replied community representatives did not provide supervision and attendance over what students have done both inside and outside school. Whereas, 29.7% of the teachers, 42.9% of the principals, 50% of the PTSA and 33.3% of the KETB replied moderate provide supervision and attendance over what students have done both inside and outside school. This imply that community representatives were low to provide supervision and attendance over what students have done both inside and outside school.

In response to item 8 in table 4.4 shows 58.3% of the teachers, 85.7% of the principals, 78.6% of the PTSA and 90.5% of KETB replied that community representatives did not monitor the progress of student, follow up of their daily activity and progress both inside and outside school. Whereas, 25.7% of the teachers, 14.3% of the principals, 21.4% of the PTSA and 9.5% of the KETB replied moderate monitor the progress of student, follow up of their daily activity and progress both inside and outside school. This implies that community representatives were low to monitor the progress of student, follow up of their daily activity and progress both inside and outside school.

Based on the above analysis, majority of the respondent believed that, the direct involvement of community representatives in teaching and learning activities of schools were low. This is represented that parents are reluctant in helping their student at home. This is due to their educational and economic background of the parents. Moreover, it is due lack of awareness of their obligation to support children with homework and motivating them to learn at home. They should not have well understanding on parental participation in situations of supporting their children with assignments performances in order to get better their student's school success at

home. Because, parents did not help at home, this also represented by lack of follow-up and assist their children not to be absent from school.

Ummura which states that community can serve as guest teachers in the classroom; help introduce teacher to the local environment, language and culture; help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance (Uemura, 1999). However, this finding is contradicted with the above idea stated by Uemura. The findings of this study indicate that community was low in helping and introduce teacher to the local environment; help in preparing instructional material according the local condition; and give feedback that can help to improve school performance.

In this regard according the information obtained from the interview participants; the contribution of the community representatives in promoting teaching and learning process was not as expected. The community representative made efforts in increasing enrollment rate students and improving the miss behaved students. However, the effort of the two management bodies on this particular area calls for some significant change to be made. This is due the undermining of the teachers and principals the contribution of community representatives in teaching and learning activities. Because, the principals and the teachers believe that community's' skill and knowledge is incapable to solve the direct problems related to the teaching and learning process.

Literature designates that community representatives and parents are frequently the primary and the furthestmost dominant teachers of their children. They play significant protagonist in influence to students' learning. Parents make sure children do their homework and supporting them in finishing school assignments, motive them to read books, encompass them in building jobs, and numerous other activities that contribute to their child's education. The parents' role in their children education is in a variety of ways, ranging from reading to children at home and assisting in the classroom, to sitting on advisory councils at school. The longer families stay meaningfully involved in their children's education, the more likely their children will be successful in school. Parent involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process (Dessoff, 2009).

## 4.5 Challenges that Hinder the Community Participation in School

This section is dedicated to the presentation and analysis of the major challenges that affect the participation of community representatives' members in the management of secondary school.

**Table 6: Challenges that Hinder the Community Participation in School**

N°	Items	Category	Likert scale									
			1		2		3		4		5	
			F	%	F	%	F	%	F	%	F	%
1	Poor economic background of community representative	Teachers							110	62.9	65	37.1
		Principals							5	71.4	2	28.6
		PTSA					4	28.6	8	57.1	2	14.3
		KETB					5	23.8	9	42.9	7	33.3
2	Lack of skill, knowledge and poor understanding of their roles and responsibilities of community representative	Teachers							89	50.9	86	49.1
		Principals							4	57.1	3	42.9
		PTSA							7	50	7	50
		KETB							14	66.7	7	33.3
3	Low awareness of community on community participation	Teachers	10	5.7	15	8.6	19	10.9	71	40.6	60	34.3
		Principals					1	14.3	5	71.4	1	14.3
		PTSA					2	14.3	10	71.4	2	14.3
		KETB			1	4.8	3	14.3	8	38.1	9	42.9
4	Lack of competence of the principals on how to participate the community	Teachers					11	6.3	119	68	45	25.7
		Principals					5	71.4	1	14.3	1	14.3
		PTSA					2	14.3	8	57.1	4	28.6
		KETB					9	42.9	8	38.1	4	19
5	Negative attitude of the principals towards participation of community	Teachers			15	8.6	7	4.0	82	46.9	71	40.6
		Principals					4	57.1	2	28.6	1	14.3
		PTSA					1	7.1	6	42.9	7	50
		KETB			4	19	3	14.3	7	33.3	7	33.3
6	The principal degradation of the community capacities to participate on the management	Teachers	78	44.6	97	55.4						
		Principals	1	14.3	6	85.7						
		PTSA	4	28.6	8	57.1	2	14.3				
		KETB	9	42.9	4	19	3	14.3	5	23.8		

**Table 7. Challenges that Hinder the Community Participation in School (Cont')**

N <sup>o</sup>	Items	Category	Likert scale									
			1		2		3		4		5	
			F	%	F	%	F	%	F	%	F	%
7	Reluctance and lack of commitment of community representative	Teachers	49	28	79	45.1	21	12	26	14.9		
		Principals	3	42.9	4	57.1						
		PTSA	4	28.6	8	57.1	2	14.3				
		KETB	7	33.3	9	42.9	4	19.0	1	4.8		
8	Lack of clearly defined role and responsibility of community representative	Teachers	61	34.9	91	52	12	6.9	11	6.3		
		Principals	6	85.7	1	14.3						
		PTSA	7	50	7	50						
		KETB	9	42.9	8	38.1	4	19				

Regarding to item 1 in table-6, respondents asked whether poor economic background of community representatives were the challenge that affects the practice of community representative or not. Accordingly, 175(100%) of the teachers, 7(100%) of the principals, 10(71.4%) of the PTSA, and 16(76.2%) of the KETB agreed with the statement. whereas, 4(28.6%) of the PTSA and 5(23.8%) of the KETB replied were remain uncertain to the statement. This indicates that poor economic background of community representative was the challenge that hinders the participation of community in management of secondary schools. This finding is similar with the finding of Adam which states that the level of community participation attainable at any given time is affected by economic conditions of community. Community participation was lower in socially and economically marginal populations (Adam, 2005).

Regarding to item 2 in table-6, respondents asked whether lack of skill, knowledge and poor understanding of their roles and responsibilities of community representative were the challenge that affects the practice of community representative or not. Accordingly, 7(100%) of the principals, 175(100%) of the teachers, 14(100%) of the PTSA, and 21(100%) of the KETB agreed with the statement. This indicates that lack of skill, knowledge and poor understanding of their roles and responsibilities of community representatives were the challenge that hinders the participation of community in management of secondary schools.

Regarding to item 3 in table-6, respondents asked whether low awareness of community on community representatives' participation were the challenge that hindered the practice of

community representatives or not. Accordingly, 6(85%) of the principals, 131(74.9%) of the teachers, 12(85.7%) of the PTSA and 17(81%) of the KETB were agreed with the statement. On the other hand, 25(25%) of the teachers are disagreed with the statement. This implies that low awareness of community on participation was the challenge that hinders the participation of community in management of secondary schools. In line with this Shaffer state that the representatives of the community, who work in the form of different school community, may not get the necessary training or orientation and this contributes to their lack of skill actively participate in the management (Shaffer, 1994). Therefore, school shall pay attention to these factors so that the level of participation can enhance.

Regarding to item 4 in table-6, respondents asked whether lack of competence of the principals on how to participate the community were the challenge that affects the practice of community representatives or not. Accordingly, 2(28.6%) of the principals, 164(93.7%) of the teachers, 12(85.7%) of the PTSA and 12(57.1%) of the KETB were agreed with the statement that lack of competence of the principals on how to participate the community were the challenge that affect the participation of community in the management of secondary schools. Whereas, 11(6.3%) of the teachers, 5(71.4%) of the principals, 2(14.3%) of the PTSA and 9(42.9%) of the KETB were remain uncertain to the statement. This implies that lack of competence of the principals on how to participate the community was the challenge that hinders the participation of community in management of secondary schools.

Regarding to item 5 in table-6, respondents asked whether negative attitude of the principals towards participation of community representatives were the challenge that affects the practice of community representative or not. In response to this, 3(42.9%) of the principals, 153(87.5%) of the teachers, 14(66.6%) of the KETB and 13(92.9%) of the PTSA were agreed with the statement that negative attitude of the principals towards participation of community were the challenge that affect the participation of community in the management of secondary schools. Whereas, 4(57.1%) of the principal, 7(4%) of the teachers, 3(14.3%) of the KETB and 1(7.1%) of the PTSA were remain uncertain to the statement. On the other hand, 15(8.6%) of the teachers, 4(11.96%) of the KETB, disagreed with the statement. This implies that negative attitude of the principals towards participation of community was the challenge that hinders the participation of community in management of secondary schools. Supporting this, UNESCO (2002), also noted that principals and teachers, some time, refuse to encourage the school board and association members actively participate for they fear that these community groups would

get over all control of pedagogical matter with which they have no mastery. Besides, the school principal in particular sometimes hesitate that the community may want to have control over the school management and because of this fear he/she consciously limit the degree of participation (Naryan,1995).

Regarding to item 6 in table-6, respondents asked whether the principal degradation of the community capacities to participate on the management were the challenge that affects the practice of community representatives or not. In response to this,7(100%) of the principals, 175(100%) of the teachers, 13(73%) of the KETB, and 12(86%) of the PTSA were disagreed that the principal degradation of the community capacities to participate on the management was not challenge that affect the participation of the community in the management of schools. Whereas, 2(14.3%) of the KETB and 3(14.3%) of the PTSA were remain uncertain to the statement. This implies that the principal degradation of the community capacities to participate on the management was not the challenge that hinders the participation of community in management of secondary schools.

Regarding to item 7 in table-6, respondents asked whether reluctance and lack of commitment of community representative were the challenge that affects the practice of community representative or not. Accordingly, 7(100%) of the principals, 128(73%) of the teachers, 16(76%) of the KETB and 12(86%) of the PTSA were disagreed with the statement. Whereas, 21(12%) of the teachers, 2(14.3%) of the PTSA and 4(19.1%) of the KETB uncertain with the statement. Moreover, 26(14.9%) of the teachers and 1(4.8%) of the KETB were agreed with the statement. This implies that reluctance and lack of commitment of community representatives were not the challenge that hinders the participation of community in management of secondary schools.

Regarding to item 8 in table table-6, respondents asked whether lack of clearly defined role and responsibility of community representatives were the challenge that affects the practice of community representative or not. In response to this, 11(6.3%) of the teachers, were agreed with the statement. Whereas, 7(100%) of the principals, 152(87%) of the teachers, 14(100%) of the PTSA, and 17(81%) of the KETB were remain strongly disagreed or disagreed to the statement. On the other hand, 12(6.9%) of the teachers, and 4(19%) of the KETB were uncertain with statement. This implies that lack of clearly defined role and responsibility of community

representatives were not the challenge that hinders the participation of community in management of secondary schools.

Regarding the interview made with school, woreda education experts indicated that poor economic background of the community and instability in income were the major challenges for community to participate in school management. Moreover, the PTSA and KETB lack basic knowledge and experience to carry out their duties and responsibility autonomously.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the study, conclusions, and recommendations based on the results. It also includes the research questions, instrumentation, population and sample, a statistical analysis, and a discussion about the conclusions of the study. Finally, recommendations are presented for future research and study.

#### **5.1 Summary**

The main objective of this study was to assess The Practice of community participation in school governance - the case of secondary schools in central zone of Tigray. The study was carried out in central zone Tigray regional state with specific reference to seven secondary schools.

For the purpose of investigation, a descriptive survey research design was employed as an appropriate methodology. To this effect, seven secondary schools were selected using simple random sampling techniques. The respondents were selected using different techniques. Parent student Teacher Association members (fourteen), Kebele Education and Training Board (twenty-one), were selected using purposive sampling techniques. The assumption behind that was the entire population was sufficiently in number, and it helps the researcher to gain adequate and necessary information due to their participation in management of secondary schools. However, 175 teachers of the selected schools of central zone were taken as the respondents of the study using simple random sampling techniques.

Different types of data collection instruments were used: questionnaire and interview analysis. The data collected through close-ended question were presented in tables for each case, and analyzed using percentage, mean and descriptive statements. The qualitative data were used to enhance and clarify quantitative data whenever essential by summarizing the words of participants. These were followed by relevant discussion to reach at certain findings.

So as to achieve the general and specific objectives the following basic research questions were raised and answered in this study.

1. To what extent does the community participate in the management of secondary schools?
2. Does the community representative know their role and responsibility properly?

3. To what extent does the community participate in instructional program of the schools?
4. What are the challenges that affect the participation of community in secondary schools?

In brief the succeeding findings have been acknowledged in response to the basic research questions:

### **1. Community Representative Participation in School Management**

Community representatives were actively participating in planning and approving annual school budget of schools. Besides, community representatives (PTSA and KETB) actively participation in follow up the intended plan of the schools; they were also highly participated in mobilizing community to contribute financial and physical resource. According the interview made with Woreda Education Experts (WEO) indicates that, they were instantaneous contribute physical and financial resource in two ways. Regardless of having a child in school the KETB and PTSA were decided for each household to contribution finance to strengthen schools.

The findings of the study also confirm that the participation of the community representatives in creating smooth communication between the school and the community were high. The interview with WEO experts, it was found that community representatives were accomplishing their responsibilities to approve, abandon or change the budget prepared by school principals and evaluate how it consumed it. Moreover, participation of community in disciplinary issue of the school significant. In this regard the Interview made with WEO experts also confirm that KETB and PTSA members were made decision on school matters especially in disciplinary issue of the schools.

### **2. The role of Community Representatives in Participation of School Management**

The finding confirms that community representatives were properly manifested their role in generating money from different direction. However, community representatives was not properly manifested their role to enhance understanding and good relationship between parent and teachers and they were not properly manifested their role in organizing, promoting and hosting academic activities.

### **3. Participation of Community Representative in Teaching and Learning Activities**

The finding indicates that community representatives were reluctant help in design curriculum and learning materials that reflect children's everyday life in society. Moreover, they did not provide supervision and attendance over what students have done both inside and outside schools.

The finding indicates that, the direct involvement of community representatives in teaching and learning activities of schools were low. Due to: one) educational and economic background of the parents, two) lack of awareness of their obligation to support children homework and motivating them to learn at home, three) lack of understanding on parental participation in situations of supporting their children with assignments in order to get better student at school and at home. In this regard, according the information obtained from the interview participants; the contribution of the community representatives in promoting teaching and learning process were not as expected. Even if they made efforts to increase enrollment rate and improving the misbehaved students, the effort of the two management bodies on this particular area calls for some significant change to be made. This is due to the undermining of the contribution of community representatives in teaching and learning activities by teachers and principals. Principals and the teachers believe that community's skill and knowledge is incapable of solving problems related to the teaching and learning process.

#### **4. Challenges that Hinder the Community Participation in Schools**

Poor economic background of community representatives; lack of skill, knowledge and poor understanding of their roles and responsibilities; low awareness of community on participation; lack of competence of the principals on how to participate the community representatives; negative attitude of the principals towards participation of community were the challenges that hinder the participation of community in management of secondary schools.

In this regard, the interview made with school, woreda education experts, indicated that poor economic background of the community and instability of income were the major challenges for community to participate in school governance. Moreover, PTSA and KETB lack basic knowledge and experience to carry out their duties and responsibility autonomously.

#### **5.2 Conclusion**

The findings of the present study highlighted that school community of the study area was participant in the managing secondary school especially, in preparing and approving school

budget, in contributing monetary and non-monetary resource to school, administrating and controlling school materials and running school budget. But, the practice of community participation in school governance in the study area has not yet realized due to Poor economic background of community representatives; lack of skill, knowledge and poor understanding of their roles and responsibilities of community representatives and negative attitude of the principals towards participation of community, lack of well-developed school rules, regulation, norms and no appropriate strategy for the school to encourage and provide community services, information about school management, Low teacher commitment.

### **5.3 Recommendation**

Based on the findings, the following points were forwarded to realize practice of community participation in school governance in population of the study area:

- ☞ Regional education bureau in collaborate withworeda education offices should give continuous incentive to have full time practice in school management.
- ☞ The school principals of the study area must developedbasic ground school rules, regulation and appropriate strategy that leads school communities'to participate in their school management.
- ☞ Woreda Education Office (WEO) and the school principals should oriented school staffs about the responsibilities and rights of PTA and KETB as school communities.

## References

- Adam, F. (2005). *Community participation in school development: Understanding participation in basic school performance in the Nanumba district of Ghana. Master's thesis, The University of Bergen.*
- Abera M. (2013). Practices and Challenges of Implementation of School Improvement Program in Secondary Schools in Metekel Zone. MA: Jimma University.
- Aliison A. (1997). Leadership and community participation. *International Education Journal*, 1(3), 10-15.
- Awash, G. (2001). A Study of Community Participation in Education with Particular Emphasis on Community Financing of Primary School in Selected Region of Ethiopia: Problems and Policy Implication. Unpublished Thesis, Addis Ababa University.
- Bagin, D. and Donald, R. (2001). *The School and Community Relations*. London; Alyn and Bacon
- Best, W. & Kahn, V. (2005). *Research in education*. New Delhi: Prentice- Hall of India.
- Bray, M. (1987). School Clusters in the third world: Making teamwork. Paris: UNESCO.
- Bray, M. (1999). *The private costs of public schooling: Household and community financing*: Paris: International Institute for Educational Planning/UNESCO.
- Bray, M. (2001). *Community partnerships in education: Dimensions, variations and implications*. Paris: UNESCO
- Bray, M. (2003). Community Initiatives in Education: Goals, dimensions and linkages with governments. *Compare: A Journal of Comparative and International Education*, 33(1), 31-45.
- Bornstein, M. H. (2005). *Handbook of parenting: Volume 4 social conditions and applied parenting*. London: Lawrence Erlbaum Associates.
- DeFilippis, J., & Susan, S. (2008). Communities develop: The question is how? In J. DeFilippis & S. Saegert (Eds.), *The Community Development Reader* (pp. 1). New York: Routledge.
- Epstein, J. L. (1995). School/family/community partnerships. *Phi Delta Kappan*, 76(9), 701-712.
- Epstein, J. L. (2005). Parental involvement in Schools. *Journal of Educational Research*, 98(4):196-206.
- Epstein, J. L. (2006). Families, schools, and community partnerships. *YC Young Children*, 61(1), 40-40.
- Griffin, D., & Steen, S. (2010). School-family-community partnerships: Applying Epstein's theory of the six types of involvement to school counselor practice. *Professional School Counseling*, 13(4), 218-226.
- Habteslassie, A. (2014). Practices and Problems of Community Participation in Secondary Schools Management in Central Zone of Tigray Region. Addis Ababa University. Unpublished Master thesis.

- Haack, M. K. (2007). *Parents' and Teachers' Beliefs about Parental Involvement in Schooling*, Lincoln: University of Nebraska.: Unpublished PhD Thesis
- Jeynes, W. (2005). *Parental Involvement and Student Achievement: A Meta-analysis Research Digest*. Cambridge: Harvard Family Project.
- Jeynes, W. (2010). Parental Involvement and Encouraging That Involvement: Implications of School Based Programmes. *Teachers College Record*, 112(3):747-774.
- Kandasamy.M and Lia.B (2004). *School principals: core Actor in educational improvement analysis is of Asian sever counties*. Paris: UNESCO.
- Klein, H., & Ballantine, J. H. (1999). For parents particularly: Getting involved in our children's education. *Childhood Education*, 75(3), 170-171.
- Lewis, J. (2005). *Family Size and its Socio-Economic Implication in the Sunyani Municipality of the BrongAhafo Region of Ghana: Centre for Development Studies, Cape Coast, Ghana*
- Melese, Y. (2010). The Current Status of Community Participation in the Management of Government Secondary Schools in BenchiMaji Zone, SNNPRS. Unpublished Thesis, Addis Ababa University
- Marczyk, G., DeMatteo, D. and Festinger, D. (2005). *Essentials of Research Design and Methodology*. Canada: John Wiley and Sons.
- Marockie, H., & Jones, H. L. (1987). Reducing dropout rates through home-school communication. *Education and Urban Society*, 19(2), 200-205.
- MoE. (2002). *Guidelines for organization of education. Management, community participation Educational finance, unpublished, A.A.*
- MoE. (2005). *Education sector development program III (ESDP-III) program action plan (PAP)*. Addis Ababa: Ministry of Education.
- MoE. (2010). *Education Sector Development Program IV (ESDP IV). Program Action Plan*. Addis Ababa: Ministry of Education.
- Monica Chees brough. (2009). District Laboratory Practice in Tropical Countries. Tropical Health Technology, Norfolk, p266
- Multu, M. (2011). Community Participation in the Management of Primary Education in Arsi Zone of Oromia Region. Unpublished Thesis, Addis Ababa University
- Obsaa, Tolosa, (2010). Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in HorroGudduruWollaga Zone of Oromia National Regional State, Master of Philosophy in Comparative and International Education Institute for Educational Research Faculty of Education UNIVERSITETET I OSLO

- Pelini, V. (2005). "Second Phase of the Social Assessment for the El Salvador EDUCO Programme and the Basic Education Modernization Project. "LATEN dissemination Note #13. Washington, DC: The World Bank
- Reid, J. N. (2000). Community Participation: How people power brings sustainable benefits to communities. USDA Rural Development. *Community Development*, 4(3):335-354
- Shaeffer, Sheldon (Ed.). (1992). *Collaborating for Educational Change: The Role of Teachers, Parents and the Community in School Improvement*. Paris: UNESCO.
- Shaeffer, Sheldon (Ed.). (1994). *Partnerships and Participation in Basic Education: A Series of Training Modules and Case Study Abstracts for Educational Planners and Managers*. Paris: UNESCO.
- Susan, S. (2005). Decentralization and Poverty Reduction: A Conceptual Framework for the Economic Impact. *German Overseas Institute (DÜI), Working Papers, Global and Area Studies No. 3*, Hamburg, 2005.
- Swift-Morgan, J. (2006). What Community Participation in Schooling Means: Insights from Southern Ethiopia. *Harvard Educational Review*, 76(3), 339.
- Tadele, B. (2014). Community Participation for Improving Quality of Education: The Case of Lideta Sub City. Unpublished thesis, Addis Ababa University
- Tesfay, D. (2019). The Current Practices and Challenges of Community Participation in Secondary Schools of Kembata Tembaro Zone. Unpublished Thesis, Addis Ababa University.
- TREB (2006). School organization and regulation written and organized by Tigray education bureau.
- Uemura, M. (2009). Community Participation in Education. What do we know? Washington: Unpublished UNESCO. (2002). *Education Governance at the local level: Towards achieving education for all*. Paris: UNESCO.
- UNESCO (2006). *Community participation*. Paris: LlleP.
- UNESCO. (2008). overcoming inequality: Why governance matters. Education for All Global Monitoring Report 2009. Paris, France: UNESCO.
- UNESCO. (2009). Approaches to Monitoring the Quality of Education in Developing Countries. New York: UNESCO Publications.
- UNESCO. (2014). Teaching and Learning: Achieving Quality for All. France: UNESCO Publishing.
- USAID, (2006). *Planning and Decentralization education system*. Addis Ababa: AEDBESO.
- Watt, P. (2001). *Community support for basic education in Sub-Saharan Africa: Africa region human development series*. Washington, D.C.: The World Bank.

- WAKJIRA G. M. (2017). Experiences of Parents' Involvement in the Management of Primary Schools in Oromiya National Regional State, Ethiopia. Unpublished Dissertation University of South Africa
- Welsh, T. & McGinn, N. (1999). Decentralization of education: why, when, what and how? UNESCO: International Institute of Educational Planning.
- World Bank, (2007). *What is school based management system?* Washington, D.C., USA: The World Bank.
- Monica Cheesbrough. (2009). District Laboratory Practice in Tropical Countries. Tropical Health Technology, Norfolk, p266

APPENDIX - A  
MEKELLE UNIVERSITY  
THE SCHOOL OF GRADUATE STUDIES  
INSTITUTUTE OF PEDAGOGICAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaires- To be filled by principals, teachers, KETB and PTSA

**Dear respondents**

The aim of this questionnaire is to gather information and conduct research on “The practice and challenges of community participation in decentralized Education system in governmental secondary schools of Central Zone, Tigray Regional State”. Your genuine concern and willingness in filling the questionnaire will make the study more objective, informative and useful. Thus, please take a few minutes to fill the questionnaire and be frank and complete in your answers. Individual responses will be treated carefully and the results of the survey will only be presented collectively.

Thank you for your cooperation

**Part I. Personal Information**

1. Sex: M       Fema
2. Age: 20-       31-       41-5       above
2. Work Experience: 3-5 y       6-10 y       11-20 y       above20 y
3. Educational Background
- Read and write       Grade 1-10
- Certificate            Diploma
- Bachelor Degree            Master

**Part II. Community participation in school management**

**2.1 The following questions (items) seek to identify the community participation in school management in selected schools. Please indicate your answer by putting a cross (X) in the appropriate box.**

Scale: Very High, (5) High, (4) Moderate (3) Low (2) Very Low (1)

No	Items	Rating Scale				
		1	2	3	4	5
1	The community representatives participate in planning and approving annual school budget?					
2	The community representatives participate in Follow up the intended plan					
3	The community representatives participate in mobilizing the community to make contribution of financial and physical resource for capacitating the school					
4	The community representatives participate in creating smooth communication between the school and the community					
5	The community representatives participate in controlling the utilization of school financial and physical resource					
6	The community representatives participate in disciplinary issue of the school					

Please, list any activities not mentioned in the above table.

---



---



---



---



---



---

**Part III: Role of the community participation in school**

**3.1 The following questions (items) seek to identify the role of community representative in school management in selected schools. Please indicate your answer by putting a cross (X) in the appropriate box.**

Scales: 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree and 1= Strongly Disagree

No	The role of the community representative	Agreement				
		1	2	3	4	5
1	Community representative are strong in generating money from different direction					
2	Community representative enhance understanding and good relationship between the teachers and parents					
3	Community representative organize, promote and host academic activities of the school					
4	Community representative participate in Social Event of the school					

Please, list any role not mentioned in the above table.

---



---



---



---



---

**Part IV: Community representative participation in the teaching and learning process**

**4.1 The following questions (items) seek to identify in what way community involve in the teaching and learning process in selected schools. Please indicate your answer by putting a cross (X) in the appropriate box.**

Scales ; VH/ very high/,H/high/,M/medium/,L/law/, VL/very law/

No	participation in teaching and learning	Respondent Response				
		VH	H	M	L	VL
1	Help their children at home					
2	Follow-up and assist their children not to be absent from school					
3	Help introduce teacher to the local environment					
4	Help in preparing instructional material according the local condition					
5	Give feedback that can help to improve school performance					

No	participation in teaching and learning	Respondent Response				
		VH	H	M	L	VL
6	Help in design of curriculum and learning materials that reflect children's everyday life in society					
7	Provide supervision and attendance over what students have done both inside and outside school.					
8	Monitor the progress of student, follow up of their daily activity and progress both inside and outside school					

Please, list any participation in teaching and learning not mentioned in the above table.

---



---



---



---



---

### Part V: Challenges that hinder the community participation in school

5.1 The following questions (items) seek to identify the major challenges that hinder the community to participate in the management of secondary schools in selected schools. Please indicate your answer by putting a cross (X) in the appropriate box.

Scales: 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree and 1= Strongly Disagree

No	The major challenges	Agreement				
		1	2	3	4	5
1	Poor economic background of community representative					
2	Lack of skill, knowledge and poor understanding of their roles and responsibilities of community representative					
3	Low awareness of community on community representative participation					
4	Lack of competence of the principals on how to participate the community					
5	Negative attitude of the principals towards participation of community					
6	The principal degradation of the community capacities to participate on the management					
7	Reluctance and lack of commitment of community representative					
8	Lack of clearly defined role and responsibility of community representative					

Please, list any challenge not mentioned in the above table.

---

---

---

---

APPENDIX - B

MEKELLE UNIVERSITY

THE SCHOOL OF GRADUATE STUDIES

INSTITUTUTE OF PEDAGOGICAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview - to be respond by woreda education experts

**Dear respondents**

The aim of this interview is to gather information and conduct research on “The practice of community participation in decentralized Education system in governmental secondary schools of Central Zone, Tigray Regional State”. Your genuine concern and willingness in respond the interview will make the study more objective, informative and useful. Thus, please take a few minutes to respond the interview and be frank and complete in your answers. Individual responses will be treated carefully and the results of the survey will only be presented collectively.

Thank you for your cooperation

**Interview questions**

- 1.How have community participation occurred in the education/schools? (planning, implementing, monitoring, evaluation)
- 2.How do you participate in education? (money, labor, materials, idea, decision making)
- 3.Does the community involve in the teaching and learning process and is there any achievement because of the participation of community? If not, what is the reason behind?
- 4.Do community representative know their role properly? If not, what is the reason behind? If yes, to what extent do principals support KETB and PTA members to discharge their responsibilities?
- 5.What are the major challenges that hinder the community to participate in the management of secondary